UMUC

2000–2001

Undergraduate

CATALOG

Undergraduate Programs
University *of* Maryland University College
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Accreditation

University of Maryland University College is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools, 3624 Market Street, Philadelphia, PA 19104 (215-662-5606).

Nondiscrimination

University of Maryland University College welcomes applications from prospective students and employees regardless of race, religion, color, creed, gender, marital status, age, national origin, political aYliation, mental or physical disability, or sexual orientation.

University of Maryland University College is a member of the University System of Maryland.

Academic Calendar

STATESIDE

Hundreds of courses and programs are scheduled each term at times and places convenient to students. Because of that variety, conflicts may arise that affect the calendar dates. Dates given below are approximate. Specific dates, times, and locations are published in the *Undergraduate Schedule of Classes* each term.

Fall 2000

Undergraduate Schedule of Classes available	Mid-June
Mail-in, fax, and online registration	June 8–August 11
Touch-tone registration	June 8–September 6
Walk-in touch-tone registration	August 28, 29
Late walk-in touch-tone registration	August 31, September 6
Standard semester and term I begin at most locations	August 31
Term II and mid-fall mail-in, fax, and online registration ends	October 13
Term II and mid-fall touch-tone registration	June 8–October 31
Term I ends at most locations	October 23
Term II and mid-fall begin at most locations	October 24
Term II and mid-fall walk-in touch-tone registration	October 31
Holidays	November 22–26
Standard semester and term II end at most locations	December 18
Mid-fall ends	February 12

January Term 2001

Touch-tone registration	October 1–January 9
Term begins	January 3
Term ends	January 26

Spring 2001

Undergraduate Schedule of Classes available	Mid-October
Mail-in, fax, and online registration	October 1–January 5
Touch-tone registration	October 1–February 1
Walk-in touch-tone registration	January 24, 25
Standard semester and term I begin at most locations	January 27
Term II and mid-spring mail-in, fax, and online registration end	March 9
Term II and mid-spring touch-tone registration	October 1–March 28
Term I ends at most locations	March 15
Term II and mid-spring begin at most locations	March 17
Holidays	March 19–25
Standard semester and term II end at most locations	May 14
Commencement	May 19
Mid-spring ends	June 30

Summer 2001

Undergraduate Schedule of Classes available	Mid-March
Mail-in, fax, and online registration	March 1–May 11
Touch-tone registration	March 1–July 16
Walk-in touch-tone registration	May 23, 24
Late walk-in touch-tone registration	May 29, 30
Trimester and term I begin at most locations	May 29
Term II mail-in, fax, and online registration ends	June 22
Term II touch-tone registration	March 1–July 16
Holiday	July 4
Term II walk-in touch-tone registration	July 5
Term I ends at most locations	July 9
Term II begins at most locations	July 10
Trimester and term II end at most locations	August 20

An *Undergraduate Schedule of Classes* is available from

Undergraduate Enrollment Management
University of Maryland University College
3501 University Boulevard East
Adelphi, MD 20783-8085
301-985-7800

umucinfo@info.umuc.edu

OVERSEAS

Asian Programs 2000–2001

Term I	August 21–October 14
Term II	October 23–December 16
Term III	January 22–March 17
Term IV	April 2–May 26
Term V	June 4–July 28
Tokyo Commencement	April 21
Korea and Okinawa Commencements	To Be Scheduled

European Programs 2000–2001

Term I	August 21–October 13
Term II	October 23–December 15
Term III	January 15–March 9
Term IV	March 26–May 18
Term V	June 4–July 27
Commencement	May 27

Schwäbisch Gmünd Campus 2000–2001

Fall semester	August 28–December 15
Spring semester	January 29–May 18
Commencement	May 19

Mannheim Campus 2000–2001

Fall semester	August 21–December 15
Spring semester	January 22–May 18
Commencement	May 5

Contact information for these locations may be found in the Overseas Programs section on pp. 218 and 220–21.

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Introduction to University of Maryland University College

OVERVIEW

University of Maryland University College (UMUC) is an innovative, global university whose mission is to provide high-quality educational opportunities to adult, part-time students worldwide. With headquarters in Adelphi, Maryland, UMUC is one of 11 degree-granting institutions within the University System of Maryland (USM). Since 1947, adults in the workforce have known UMUC for its commitment to excellence both in credit and noncredit programs. UMUC offers associate's, bachelor's, and master's degree programs, as well as a Doctor of Management and professional development opportunities, including industry certification. Students may attend courses on site locally, nationally, at international locations, or online through the Internet.

UMUC is a forerunner in the world of distance education, having provided open and alternative educational opportunities to adult learners for more than 25 years. Because of this experience, UMUC has emerged as an award-winning leader in technology-mediated distance education, winning two coveted UCEA/Peterson's awards for innovative distance education. The university uses multiple technologies to design and deliver distance programs and student support services, with online delivery emerging as the fastest growing component of its distance program. By January 2000, UMUC had served more than 16,000 students in more than 225 online courses. These numbers continue to grow every semester.

UMUC operates 31 regional sites in or near Maryland. Programs are also offered at more than 160 U.S. military installations in Europe, the Middle East, East Asia, and the Pacific for servicemembers and their families. A two-year residential campus in Mannheim, Germany, serves the families of U.S. military and government personnel stationed in Europe. At its residential campus in Schwäbisch Gmünd, Germany, UMUC provides an international undergraduate education to students from the United States and dozens of other countries. Russian students may earn a UMUC bachelor's degree through online programs offered jointly with Far Eastern State University in Vladivostok and Irkutsk State University in Irkutsk.

Students choose University of Maryland University College because of its excellent academic programs. Undergraduate degree students may choose a primary specialization from 31 academic subjects, 15 of which are available entirely at a distance; a complete listing of undergraduate specializations appears on p. 17. In addition, UMUC offers a wide range of undergraduate certificate programs; these programs are explained on p. 53. Students may also take advantage of UMUC's innovative approaches to learning, such as interdisciplinary programs, cooperative education, and portfolio assessment.

The Graduate School currently confers nine master's degrees—including an online Master of Business Administration—and a doctorate. Two additional programs—a Master of Science in information technology and a Master of Science in electronic commerce—are pending approval for fall 2000. The Graduate School also offers several executive degree programs (including Executive Programs leading to a Master of Business Administration or a Master of Science in technology management and an Executive Program in Information Technology leading to a Master of Science in either computer systems management or telecommunications management), as well as certificate programs.

The University System of Maryland now consists of 11 degree-granting institutions:

Bowie State University

Coppin State College

Frostburg State University

Salisbury State University

Towson University

University of Baltimore

University of Maryland, Baltimore

University of Maryland,
Baltimore County

University of Maryland, College Park

University of Maryland Eastern Shore

University of Maryland
University College

In addition to these 11 institutions, there are two University System of Maryland research and service units:

University of Maryland
Biotechnology Institute

University of Maryland Center
for Environmental Science

The curricula of UMUC's degree programs emphasize skills and competencies needed by adults in the workforce. The university works closely with its faculty, businesses, and other organizations in developing and maintaining the currency of these curricula.

In support of the university's mission to extend access to educational opportunities, UMUC formed alliances with nine Maryland community colleges, enabling students to earn an associate's degree at an allied community college and then finish a bachelor's degree by completing upper-level coursework at UMUC. Participating colleges include Anne Arundel Community College, Baltimore City Community College, Carroll Community College, College of Southern Maryland, Frederick Community College, Garrett Community College, Hagerstown Community College, Montgomery College, and Prince George's Community College. These alliances offer students dual admission, simultaneous enrollment, seamless curricula, and convenient locations to complete associate's and bachelor's degrees throughout Maryland and the Washington, D.C., metropolitan region. (More details are provided on p. 5.)

In addition, UMUC is a charter member of MarylandOnline. The goal of this collaboration between Maryland community colleges and universities is to provide online degrees (associate's, bachelor's, and master's) and certificates to citizens of Maryland and to students throughout the United States. More information about MarylandOnline can be found at *www.marylandonline.org*.

Partnerships in Maryland support the business community. UMUC works to develop strong strategic partnerships with business and industry leaders, government, and other agencies in Maryland, and is an important partner in our state's economic development. Adhering to its mission of bringing convenient and relevant learning opportunities to the workforce, the university has developed strong relationships with many prominent Maryland businesses to assure that their education and training needs, and those of their individual employees, will be met.

UMUC also houses preeminent international centers for research and professional development training. In accordance with the mission of bringing convenient and relevant learning opportunities to the workforce, several professional institutes and research centers within UMUC customize training and education for a wide array of organizational clients.

UMUC constantly devises and develops new high-quality academic programs and delivery methods, such as online delivery, to meet the demands for more applicable, accessible, and superlative educational programs. Support services also are continually evaluated and monitored to ensure that the needs of UMUC students are met.

Under the leadership of Dr. Gerald A. Heeger, UMUC is positioned for even greater accomplishments in the second millennium. With about 70,000 students worldwide, the university enrolls the largest number of students of any University System of Maryland institution. This growth will continue in the upcoming year. More important, University of Maryland University College will continue to enable students in Maryland and around the world to achieve their academic goals.

Distance Learning

UMUC affords students the opportunity to earn a bachelor's degree in 15 curricula through courses offered at a distance. These courses are designed for students who require scheduling flexibility or are unable to commute to classroom sites. Courses are available online via the World Wide Web or through voice mail. Courses often require video- or audiotapes.

UMUC offers primary specializations in accounting, behavioral and social sciences, business and management, communication studies, computer and information science, computer studies, English, environmental management, fire science, history, humanities, information systems management, management studies, paralegal studies, and psychology, through distance education formats. (Specializations in management and technology and management are being discontinued but may be completed at a distance by students who have already earned a substantial amount of credit in these areas.) Distance courses can also be used to earn a paralegal studies document, complete a second bachelor's degree, earn a certificate, or supplement classroom-based degree programs.

Online students must have access to a computer that meets certain minimum standards. For more information on hardware or software requirements, or for other details, students may visit the UMUC distance education Web page at *www.umuc.edu/distance* or call 301-985-7000 or 800-283-6832.

MarylandOnline

MarylandOnline unites Maryland colleges and universities in delivery of their programs and services statewide and internationally via the World Wide Web. Begun in 1999 as a cooperative venture between UMUC and the Maryland Community College Teleconsortium (MCCT), MarylandOnline currently comprises five senior institutions, including UMUC, and 16 community colleges. It is expected to expand soon to include other University System of Maryland institutions and state colleges and universities.

Building on the degree articulation alliances UMUC has forged with the state's community colleges and the successful online educational consortium the community colleges have formed as part of MCCT, MarylandOnline allows students to earn associate's, bachelor's, and master's degrees, as well as certificates, free from campus boundaries. Partners in MarylandOnline collaborate in the development, marketing, delivery, and training needed for instruction to succeed in an online environment.

To receive more information about MarylandOnline distance education, students may visit the MarylandOnline Web site at *www.marylandonline.org* or call 301-985-7690.

National Universities Degree Consortium

UMUC participates in the National Universities Degree Consortium (NUDC). NUDC is a consortium of nine accredited universities across the United States working together to offer more than 1,000 courses through distance education. Courses are available directly from the individual members of NUDC. To receive a catalog, prospective students may call 800-283-6832, ext. 7000, or visit the Web site at *www.nudc.org*.

Southern Regional Education Board
UMUC also provides its graduate and undergraduate distance education programs and courses through the Electronic Campus of the Southern Regional Education Board (SREB). SREB is the nation's first interstate compact for education, created in 1948 to advance education and improve social and economic life by providing high-quality academic opportunities. Sixteen states, including Maryland, currently participate in the Southern Regional Electronic Campus. The Electronic Campus Web site can be found at *www.srec.sreb.org*.

Prior Learning

Prior Learning offers students two opportunities for earning up to 30 credits for previous study or for prior experiences beyond the classroom. One approach, the course-challenge examination, permits students to take comprehensive tests on material learned outside the classroom that is generally presented in college courses. A test is prepared individually for the student who requests it. The other approach, EXCEL Through Experiential Learning, allows students to earn credit for college-level knowledge acquired in work and life experiences. After being admitted to the EXCEL program, students enroll in a course that requires them to prepare a portfolio of relevant learning. The portfolio is then evaluated by faculty specialists for possible credit. This course and an orientation are available online via the Web, in voice-mail format, or in the classroom. The credit may be applied toward a first or second degree. To be eligible, students must complete an EXCEL application and attend an EXCEL orientation. Students may call 301-985-7755 or 800-283-6832, ext. 7755, or may visit the Web page at *www.umuc.edu/priorlearning* for more information.

Cooperative Education

Cooperative Education (Co-op) is an opportunity to combine academic theory with new, career-related experiences. Students earn upper-level academic credit toward the bachelor's degree for new learning that occurs in the workplace. Co-op enables a student to develop marketable skills while completing degree requirements. It is possible for students to earn Co-op credit if their current position offers an opportunity for new learning or if they recently started a new job, received a promotion, or were assigned new job responsibilities. Co-op credit may be earned in any UMUC specialization, for either paid or unpaid positions.

The Co-op staff teaches job-search skills through the job development program to help students find positions in their career fields. There is a fee for this service. Students participating in job development enroll in the Co-op course when they begin a new position. Students may call 301-985-7780, send e-mail to *coop@www.umuc.edu,* or visit the Web page at *www.umuc.edu/ coop* for further information.

Community College Alliances

UMUC has partnerships with several area community colleges to allow adult, part-time students to move seamlessly into a bachelor's degree program within their communities, through integrated curricula. Students may be concurrently admitted to their local community college and UMUC through a single application, and may take advantage of any of UMUC's locations for their upper-level coursework. Students may also complete upper-level coursework through UMUC's distance learning options, including online course delivery. Advisors both at UMUC and the community college provide academic advising, financial aid coordination, and library services information.

More academic alliances are currently in the planning stages.

AACC–UMUC Alliance
In Anne Arundel County, UMUC offers classes at Anne Arundel Community College, the UMUC Annapolis Center, Fort Meade, and the Glen Burnie Town Center. Students participating in the AACC–UMUC Alliance may complete bachelor's degree specializations in accounting, business and management, management, management studies, computer science, computer and information science, computer studies, and information systems management.

BCCC–UMUC Alliance
The Baltimore City Community College-University of Maryland University College Alliance enables students in the Baltimore area to make a smooth transition from the associate's degree to the bachelor's degree. Articulated programs lead to specializations in paralegal studies or one of the social sciences at UMUC. Baltimore students may find it most convenient to complete their programs via distance education.

CCC–UMUC Alliance
The Carroll Community College–University of Maryland University College Alliance offers students in Carroll County the ability to use their associate's degree programs as the foundation to complete their bachelor's degrees. CCC programs in computer information systems, computer graphics, or computer-aided design are all linked with UMUC's bachelor's degree specialization in computer studies. Additionally, articulated programs leading to specializations in psychology and communication studies are available. Carroll County students may attend a limited number of UMUC courses at the community college, but will find it convenient to complete their programs via distance programs.

CSM–UMUC Alliance
In Southern Maryland, the College of Southern Maryland and University of Maryland University College have formed the CSM–UMUC Alliance. The CSM–UMUC Waldorf Center offers students a state-of-the-art education facility. Instructional technology (including computer labs), instructional television, interactive video, and distance learning capabilities support the academic programs of both institutions. Coordinated student and academic services are available at the Waldorf Center. Students also may be admitted to the alliance at any of CSM's and UMUC's other locations. The articulated programs include bachelor's degree specializations in accounting, business and management, management, management studies, computer and information science, computer science, computer studies, and information systems management.

FCC–UMUC Alliance
The Frederick Community College–University of Maryland University College Alliance allows students in Frederick County to complete both associate's and bachelor's degrees in the county. In Frederick County, UMUC offers courses at Frederick Community College and the Frostburg State University Center at Frederick. FCC associate's degrees in several disciplines are linked to the related UMUC bachelor's degree specializations of computer and information science, computer studies, information systems management, and psychology. Additional programs may be articulated at a later date.

GCC–UMUC Alliance
UMUC recently announced a new alliance with Garrett Community College (GCC). The benefits of this articulation alliance are dual admission, guaranteed credit transfer, shared services (academic advising, career advising, financial aid assistance, and library services), and a seamless transition from the associate's to the bachelor's degree. GCC associate's degrees in agricultural management (agribusiness or horticulture) and business administration or business and management lead to UMUC specializations in management studies and business and management respectively. GCC associate degrees in general studies may lead to any specialization at UMUC for the Bachelor of Science. Garrett County students may find it most convenient to complete their programs via distance education.

HCC–UMUC Alliance
Washington County students will find the Hagerstown Community College–University of Maryland University College Alliance an ideal relationship as they pursue advanced education. Several articulated academic programs, the dual-admission process, and coordinated student support make the transition from associate's degree to bachelor's degree smooth and convenient. HCC programs in accounting, management, paralegal studies, and computer-related studies will lead to the respective bachelor's degree specializations at UMUC. Students may attend classes at the Frostburg State University Center at Hagerstown, participate in instructional television classes at the community college, or complete their UMUC requirements online.

MC–UMUC Alliance
The Montgomery College–University of Maryland University College Alliance offers students articulated bachelor's degree programs in accounting, business and management, management studies, hotel and restaurant management, computer science, computer and information science, computer studies, and information systems management. Students at the Montgomery College campuses in Rockville and Germantown may find it most convenient to take UMUC classes at the University System of Maryland Shady Grove Center, while students at the Montgomery College Takoma Park campus may take advantage of UMUC offerings at nearby College Park.

PGCC–UMUC Alliance
Students in Prince George's County who participate in the Prince George's Community College–University of Maryland University College Alliance may complete their bachelor's degree in Prince George's County at the UMUC sites of College Park, Andrews Air Force Base, and Prince George's Community College. The curricula include articulated bachelor's degree programs in accounting, business and management, management, management studies, technology and management, communication studies, computer and information science, computer studies, criminology/criminal justice, English, health services management, information systems management, paralegal studies, psychology, and sociology. Since the alliance is designed to serve part-time students, most classes are offered in the evening or on weekends.

Admission and Enrollment

ADMISSION REQUIREMENTS

The admission procedures of UMUC were designed to meet the needs of adult, part-time students. Most applicants who have a high school diploma or the equivalent can be admitted and register for an undergraduate course either by mail or in one visit during walk-in admission and registration. In most cases, neither transcripts nor test scores are required. By the end of the first semester, a student who plans to earn a degree at UMUC must make sure that official transcripts have been sent from each institution previously attended.

Student Status

Upon being admitted to UMUC, students are assigned to one of three status categories: regular, provisional, or semester-only. Admission of foreign-educated applicants is governed by requirements given on p. 9.

Regular

A qualified applicant who wants to receive credit for courses (whether he or she intends to receive a degree or not) is admitted as a regular student. Admission as a regular student will be granted to applicants who fulfill the following academic requirements that apply to their educational level:

- Graduation from a regionally accredited or state-approved high school in the United States
  or
  A total score of at least 225 on the General Education Development (GED) examination and no score below 40 on any of the five tests.
- A cumulative grade-point average of at least 2.0 (on a 4.0 scale) in all college-level work attempted at other regionally accredited colleges and universities, including other University System of Maryland institutions.

An academic probation or dismissal that occurred at least two years before the date when the student applies for admission has no bearing on the student's admission status.

Students are not required to submit official transcripts for admission. However, students must have all official documents of their educational background on file with UMUC at the time of their request for an official evaluation. Students who present at least 24 semester hours of transferable college credit will not be required to submit official high school transcripts or GED scores.

Provisional

Two types of students are in this category: transfer students who had a cumulative grade-point average at their last institutions of less than 2.0 (on a 4.0 scale) within the previous two years, and those who have been academically dismissed within the past two years from any institution regardless of their cumulative grade-point average. Students who have been dismissed must wait at least one semester (fall or spring) or the summer trimester after their dismissal to apply for admission to UMUC.

Provisional students may enroll for a maximum of 7 semester hours during a fall or spring semester or summer trimester. To remain eligible to register, provisional students must, during their first semester of enrollment at UMUC, submit transcripts from all colleges and universities they have attended. Otherwise, they will not be permitted to reregister.

If a provisional student's grade-point average at UMUC is less than 2.0, the student will be placed on probation. If, while on probation, the student's semester grade-point average is 2.0 or better, she or he will return to provisional status. If, while on probation, the student's semester grade-point average is less than 2.0, he or she will be dismissed and must follow the standard reinstatement procedures that apply to all dismissed students. A provisional student's status automatically will be changed to regular after the student has successfully completed 15 semester hours with a cumulative grade-point average of 2.0 or higher.

Semester-Only

International students in either of the following categories will be admitted for one semester only: foreign-educated students who have not completed at least 24 semester hours of transferable college coursework and F-1 visa holders or students seeking F-1 visas.

To register for a subsequent semester, these students must meet the following criteria:

- Foreign-educated students who have not completed at least 24 semester hours of transferable college coursework must submit official transcripts verifying completion of the equivalent of U.S. secondary education. While admitted for one semester only, these students must follow the same restrictions as provisional students.
- F-1 visa holders must submit a letter of permission from their sponsoring institutions before registration each semester. F-1 visa holders or students seeking F-1 visas are not eligible for transfer, because Undergraduate Programs does not issue I-20s for student visas except in extraordinary circumstances.

Admission requirements for international students are given on p. 9.

PROCEDURES FOR ADMISSION

To apply for admission, students must complete an undergraduate admission application and pay the nonrefundable $30 fee. Before attempting to register, all students must have been officially admitted. Applications for admission may be processed by mail or in person, at any time before registration or at registration. Students can also fax admission forms to 301-985-7978. The admission form is also available via the Web at *www.umuc.edu/studserv/isis/ugradappn.html*; the application may be submitted online or printed and either mailed or faxed to UMUC.

Applications will be acknowledged promptly. To allow time for processing, applicants who wish to take advantage of touch-tone registration must ensure that their applications reach the Information and Enrollment Team at least one week before touch-tone registration begins.

Determination of Residency for Tuition Purposes

An initial determination of in-state or out-of-state status for tuition purposes will be made when a student applies for admission. The determination made at that time will remain in effect thereafter unless it is successfully challenged. The student is responsible for providing the information necessary to establish eligibility for in-state status. Official criteria for determining residency are in the appendices.

Readmission

Before they will be allowed to register, students who have not attended UMUC for two years and students who are transferring from the overseas divisions must file a new application with the Information and Enrollment Team. However, they need not pay another application fee.

Admission for College Graduates

A student who has received a bachelor's degree from a U.S. institution is immediately admissible to UMUC as a regular (undergraduate) student. Courses taken while in regular (undergraduate) status, however, cannot ordinarily be applied to a graduate degree program.

A former graduate student in the University System of Maryland whose time limit in a program has expired may also be admitted as a regular (undergraduate) student. Students who have been admitted as graduate students to any institution of the University System of Maryland other than UMUC may take undergraduate courses. To do so, they must register as graduate students and pay graduate tuition and related fees. Students who have been admitted as graduate students to UMUC may take undergraduate courses at the undergraduate rate of tuition. Undergraduate courses taken by graduate students may not be applied toward graduate degree requirements.

Noncitizens and Foreign-Educated Students

Prospective students who are not U.S. citizens or were educated abroad will need to complete the following steps:

1. If English is not the applicant's native language, college-level proficiency in written English must be demonstrated by

   - A score of at least 550 on a written version or 213 on a computerized version of the TOEFL (Test of English as a Foreign Language)
     or
   - A grade of C or higher in an English composition course from an accredited U.S. college or university.

2. If the applicant has earned fewer than 24 semester hours at a U.S. college or university, completion of the equivalent of a U.S. secondary education must be verified by

   - Requesting an evaluation from any one of three approved international credential agencies (the American Association of Collegiate Registrars and Admission Officers, International Consultants of Delaware, or International Educational Research Foundation)
     or
   - Providing official transcripts showing completion of the U.S. GED exam with a total score of at least 225 and no score below 40 on any of the five tests.

   Until this verification is received by UMUC, a student will be admitted provisionally and limited to registering for one semester only, for a maximum of 7 semester hours. Once verification is received, the student will be changed to regular status and may register for up to 18 semester hours. Students will not be permitted to register for subsequent semesters until verification is received.

3. An applicant who is not a U.S. citizen must provide information on immigration status. To do so, the student should enclose a copy of either the permanent resident card, visa and I-94 departure card, or employment authorization card and I-94 departure card with the admission application.

Applicants Previously Suspended or Dismissed

An academic probation or dismissal from any institution that took place at least two years before the date when a student applies for admission has no bearing on the student's admission status. However, all previously dismissed UMUC students must apply for reinstatement.

Applicants academically suspended or dismissed from other institutions within the previous two years, regardless of their cumulative grade-point average, may be admitted as provisional students. These students may apply for admission if at least one semester (fall or spring) or the summer trimester has passed since they last attended any institution. They must fulfill the requirements for provisional status. Details are given on p. 8.

An applicant who has received a disciplinary suspension or dismissal from another institution within the last three years may not be considered for admission to UMUC until officials have thoroughly reviewed the case. Such an applicant must make certain that the institution where the action was taken sends all records explaining the circumstances directly to the Information and Enrollment Team. The length of time necessary for the documents to be sent and reviewed may preclude the student's registering during the term of initial application.

Concurrent Secondary Enrollment

With the recommendation of a high school guidance counselor, an academically gifted high school senior may carry a maximum of 7 credits per semester at UMUC while finishing work toward a high school diploma. At least a month before a term begins, UMUC must receive the student's application for admission, the application fee, official high school transcripts, and written permission from the appropriate officials at the high school. Such a student is required to demonstrate a cumulative grade-point average of at least 3.5 (B+) in high school academic subjects. After being accepted, the student may continue to register as a "concurrent secondary" student until graduation from high school. For purposes of categorization, the student is treated as having provisional status.

Golden Identification Card for Senior Citizens

Senior citizens may qualify for admission and a Golden Identification Card. Participants in the Golden Identification Card program may register for up to 7 semester hours each semester for credit, on a space-available basis, without paying tuition. They may enroll at late registration only. Although the late-registration fee is waived for senior citizens, they must pay all other fees. Professional development (noncredit) courses, as well as credits and fees associated with EXCEL Through Experiential Learning, are excluded.

To qualify for the Golden Identification Card, the prospective student must meet the following criteria:

- Be a resident of Maryland,
- Be a U.S. citizen or produce a resident alien card (formerly an alien registration card),
- Be 60 years of age by the beginning of the term being applied for,
  and
- Not be employed more than 20 hours a week.

The applicant must specify date of birth and place of residence on the application form. Those data, plus retirement status, are required on a certification form to prove eligibility for a Golden Identification Card. Both forms are to be filled out at the time of application. The certification form must be completed each semester of enrollment at UMUC.

Students who previously obtained a Golden Identification Card at another institution in the University System of Maryland should present that card before registration, and must complete two forms and have them approved:

- A new certification of eligibility for a Golden Identification Card,
  and
- A notification of registration with UMUC.

Permission to Attend Another Institution

Students who wish to enroll at another institution while continuing to seek a degree from UMUC must first obtain permission from their UMUC resource team advisor. Specific criteria must be met. An advisor's review of the request for permission helps ensure that credits from another institution apply toward UMUC degree requirements. Degree-seeking students who do not check with a UMUC advisor before enrolling elsewhere may be denied the transfer credit.

To establish eligibility for a letter of permission, students must fulfill the following requirements—not only for regular semesters but also for the summer trimester:

- Be a regular student seeking a degree from UMUC;
- Have successfully completed at least 15 semester hours of coursework with UMUC;
- Have a minimum cumulative grade-point average of 2.0 or better for all UMUC coursework (however, University of Maryland, College Park, will not accept students with a grade-point average less than 2.4);
- Have received a tentative evaluation completed by a UMUC advisor;
- Have requested an official evaluation from UMUC;
- Demonstrate a genuine need to enroll at another institution instead of UMUC;
  and
- Be eligible for admission (or readmission) to the institution.

Students who have completed a total of 60 semester hours of credit (from all sources) are not usually eligible for permission to attend community colleges or other two-year schools.

Procedures

Each eligible student must have on file a UMUC tentative evaluation of previous credit, which is obtained through the student's resource team. (Further details are on p. 201.)

Students should request permission to attend another institution at least four weeks before the start of the semester. This time is required to review the student's request and have faculty evaluate the content of the course that is intended for transfer credit.

The following are deadlines for submitting the request form to attend University of Maryland, College Park:

For fall 2000	August 4, 2000
For spring 2001	December 11, 2000
For summer 2001	May 3, 2001

Restrictions on Attending Other Institutions

- The letter of permission is valid only for undergraduate courses and only for one semester. Letters cannot be obtained for more than two consecutive semesters.
- Transfer of credits is not automatic; it is the student's responsibility to ask the registrar's office at another institution to send an official transcript to UMUC's Student Services office.
- Credits awarded by another institution are evaluated by UMUC as transfer credits. Transfer credits from other institutions in the University System of Maryland do not satisfy any part of the residency requirement of 30 semester hours at UMUC.
- Although transfer credits may be accepted, the grades conferred for coursework at other institutions are not used in calculating the student's grade-point average at UMUC.

Students who meet the requirements for eligibility (outlined on the previous page) may obtain a Request for Letter of Permission from their resource team. The request requires an advisor's approval and may take four weeks to process.

Forwarding of Overseas Students' Records

Records of students formerly enrolled in the European Programs, in the Asian Programs, at the Schwäbisch Gmünd campus, or at the Munich/Augsburg campus (now located in Mannheim) of UMUC are retained in the Office of Admissions and Registrations of that program or campus.

If such a student later enrolls in UMUC stateside, the student's records will then be requested by Student Services.

Bachelor's Degree Requirements

At the undergraduate level, UMUC offers the Bachelor of Arts and Bachelor of Science degrees as well as more than 30 certificates. In paralegal studies, a document also is offered. The Associate of Arts and several other certificates are available only to active-duty military personnel.

Requirements for degrees vary according to the degree and the areas of specialization. The requirements that all candidates for the bachelor's degree must meet are summarized in the following sections.

CROSS-CURRICULAR INITIATIVES

Through its initiatives of computer literacy, effective writing, information literacy, and international perspectives, UMUC aims to produce graduates who are well-prepared to function as professionals in the complex, fast-changing world of work. These initiatives are promoted throughout the curriculum both by specific courses and by their infusion into all courses.

Promotion of computer literacy aims at preparing students for competent use of computers and other technology to support communication, learning, and research. The effective writing initiative focuses on the expectation that graduates will have good writing skills and will use those skills effectively for a variety of purposes and audiences. The information literacy initiative strives to produce effective users of libraries and other sources of information, including electronic media and online databases. The international perspectives initiative fosters in students an awareness of the world as a global community and a sense of the scope of its intellectual and cultural diversity.

EXPECTATIONS

Earning a bachelor's degree from UMUC means that the graduate has acquired certain knowledge and developed certain skills:

A. The ability to use basic intellectual tools

1. To communicate effectively, both orally and in writing;
2. To use mathematical reasoning; and
3. To comprehend the nature, techniques, and limits of science and the social and behavioral sciences.

B. The ability to learn and to apply that learning to his or her career and life experience, which requires the capability

1. To define problems;
2. To utilize information resources such as libraries and computers; and
3. To analyze, synthesize, and integrate knowledge, perspectives, and techniques.

C. An understanding of historical and international perspectives that includes

1. Knowledge of events and achievements through time as treated in subjects from history, the arts, and the humanities; and
2. Acquaintance with at least one foreign language or culture.

D. The mastery of a considerable body of knowledge in one subject area or group of related subjects.

REQUIREMENTS

In general, the UMUC degree requirements that apply to a student are those that were in effect when the student began continuous enrollment in any public institution of higher education in Maryland. If a student has not been continuously enrolled, the requirements that apply are those that were in effect at UMUC at the time of the student's most recent enrollment in a public institution of higher education in Maryland. To be considered continuously enrolled, degree-seeking students must be, or have been, enrolled at a Maryland public institution of higher education and have had no more than two sequential years of nonenrollment.

The following requirements for the Bachelor of Arts (B.A.) and Bachelor of Science (B.S.) are applicable to students who enroll on or after August 1, 2000.

Degree Requirements

A. A minimum of 120 semester hours of credit is required for graduation.

B. Within the required 120 semester hours, the following must be UMUC coursework:

- 30 semester hours (normally the final 30) minimum
- 21 semester hours distributed between the primary and secondary areas of specialization
- 9 semester hours in the primary area of specialization, at the lower or upper level
- 15 semester hours at the upper level distributed throughout, but preferably in the primary or secondary specializations.

C. A minimum grade-point average of 2.0 is required for graduation.

D. At least 45 semester hours of credit must be upper level (for courses numbered 300 to 499). Of those,

- 15 semester hours must be earned in the primary area of specialization
- 15 semester hours must be earned in the secondary area of specialization
- 3 semester hours must be earned in intensive writing
- 9 semester hours must be earned in electives
- 3 semester hours may be earned in any part of the curriculum

General Education Requirements (40–46 s.h.)

A. Communications (12 s.h.)

- ENGL 101 or ENGL 101X (3 s.h.)
  Must be completed within first 15 s.h. Placement test required.
- A writing course (3 s.h.)
  All COMM courses (except COMM 380) and ENGL 278F, 303, 391, 391X, 396*, 493, 498, 499, and 499N apply.
- A writing or speech course (3 s.h.)
  All COMM and SPCH courses and ENGL 278F, 281, 281X, 303, 391, 391X, 384, 396*, 493, 498, 499, and 499N apply.
- An upper-level intensive writing course (3 s.h.)
  ENGL 303, 391, 391X, and 396*; COMM 390, 393, 393X, 394, and 394X; and PLGL 401 apply.

No more than 3 semester hours of writing credit may be earned through credit by examination. Neither ENGL 101 (or its equivalent) nor upper-level intensive writing credit may be earned through credit by examination.

B. Arts and Humanities (6–9 s.h.)

One course in each of two of the following disciplines: ARTH, ARTT, HIST, HUMN, MUSC, PHIL, THET, dance, literature, or foreign language. (Historical and international perspective requirements, which may be fulfilled within this requirement, are listed at right.)

C. Behavioral and Social Sciences (6–9 s.h.)

One course in each of two of the following disciplines: ANTH, BEHS, CCJS, ECON, GEOG, GVPT, PSYC, or SOCY. Not all CCJS courses apply; eligible courses are CCJS 105, 330, 350, 360, 432, 451, 452, 453, 454, and 461. (Historical and international perspective requirements, which may be fulfilled within this requirement, are listed at right.)

D. Biological and Physical Sciences (6–7 s.h.)

- Science course(s) with laboratory (3–4 s.h.)
  The following courses and course combinations apply: BIOL 101–102; GEOL 100–110, GNSC 170–171; BIOL 105, BIOL 106, CHEM 103, CHEM 113, CHEM 233, CHEM 243, MICB 200, MICB 440, MICB 450, MICB 461, PHYS 121, PHYS 122, and PHYS 263.
- Another science course (3 s.h.)
- Any course in the following disciplines applies: ASTR, BCHM, BIOL, CHEM, GEOL, GNSC, MICB, PHYS, botany, entomology, and zoology.

E. Mathematics (3 s.h.)

MATH 105, MATH 107, or course at or above the level of college algebra; Must be completed within first 15 s.h. Placement test required.

(Note: MATH 107 or any higher-level course is required for ACCT, BMGT, and computer-related primary specializations.)

F. Interdisciplinary or Emerging Issues (3–6 s.h.)

- Computing
  Any 3-semester-hour course in CAPP, CMIS (except CMIS 102), CMSC, and IFSM; PLGL 360 and 363A; and TMGT 201 apply.
- International perspective (if not fulfilled elsewhere)

Within the general education requirements, students must also fulfill the following requirements for historical and international perspective coursework, as specified below.

Historical Perspective
Students must take at least one 3-semester-hour course that offers a historical perspective. This course may be completed within the general education requirements in the arts and humanities or the social and behavioral sciences. A list of approved historical perspective courses is found on p. 14.

International Perspective
Students must take at least one 3-semester-hour course that offers an international perspective. This course may be completed within the general education requirements in the arts and humanities, the social and behavioral sciences, or interdisciplinary or emerging issues. The international perspective requirement may be met by 3 semester hours of a foreign language. A list of other approved international perspective courses is found on p. 15.

** ENGL 396 is a 6 s.h. course that yields 3 s.h. in upper-level writing and 3 s.h. in humanities.*

Specialization and Other Requirements

A. Primary Area of Specialization (24 s.h.)

Credits must be from only one academic discipline (with a few exceptions) and must include 15 semester hours of upper-level credit. No grade may be lower than C. At least 9 semester hours must be earned through UMUC. Between these credits and those earned in the secondary area of specialization, 21 semester hours must be from UMUC.

B. Secondary Area of Specialization (21 s.h.)

Credits must be earned in disciplines closely related to the primary area of specialization and must include at least 15 semester hours of upper-level credit. No grade may be lower than C. The primary area of specialization and the secondary area of specialization combined must contain at least 21 semester hours of credit earned through UMUC.

C. Supporting Courses (12 s.h.)

For the B.A.: Either 12 semester hours of one foreign language or demonstrated proficiency in a foreign language through the intermediate level.

For the B.S.: 12 semester hours in courses functionally related to the primary area of specialization and the secondary area of specialization. Students should seek guidance from an advisor as to what courses are acceptable.

D. Electives (17–23 s.h.)

Credits must include at least 9 semester hours of upper-level coursework. Electives may be taken in any academic discipline. No more than 21 semester hours may consist of vocational or technical credit. Pass/fail credit may be used for electives only.

SECOND BACHELOR'S DEGREE

At UMUC, students who have already received a bachelor's degree from another regionally accredited institution, or from UMUC, can broaden their education by earning a second bachelor's degree with a different discipline as a primary specialization. UMUC does not award concurrent dual degrees for double primary specializations, however.

A student must have received the first bachelor's degree to be eligible to begin a second. For a second bachelor's degree, the student needs to complete at least 30 semester hours through UMUC after completing the first degree.

The new set of 30 semester hours must consist of at least 21 semester hours in the student's new primary specialization (including at least 15 semester hours at the upper level) and a minimum of 9 semester hours consisting of an upper-level writing course, a computer course, and an international perspective course, unless satisfied by the previous degree. If these courses were satisfied in the previous degree, the 9 semester hours should be replaced with courses related to the primary specialization. The combined credit in both degrees must add up to at least 150 semester hours.

The student needs to complete all requirements for the primary specialization. For purposes of determining what requirements apply to a given student, the applicable date is the date the student started coursework at UMUC after being admitted into the second undergraduate degree program. As with other degrees, continuous enrollment is required. A minimum grade-point average of 2.0 in all courses taken through UMUC is required for graduation.

All students need to be aware of what is entailed in a second bachelor's degree. Before beginning work or considering nontraditional options toward a second degree, each student should consult a resource team advisor. Advisors will be glad to explain the requirements for a second bachelor's degree and clarify its limitations.

APPLICABLE COURSEWORK

The following lists courses that may be applied to the historical or international perspective requirements. Courses that apply to both requirements are marked with an asterisk.

Historical Perspective

ACCT	498A	International Accounting*
ARTH		Any ARTH (except ARTH 100)
BEHS	305	The Pacific Century*
BEHS	312	The Individual and Society*
BEHS	361	Global Environmental Change*
BEHS	372	Legacy of the Civil Rights Movement
BMGT	482	Business and Government*
COMM	380	Language in Social Contexts*
ECON	307	Development of Economic Ideas: Social Issues and Political Applications
ENGL	222	American Literature: 1865 to the Present
ENGL	310	Medieval and Renaissance British Literature*
ENGL	312	Romantic to Modern British Literature*
ENGL	350	English and American Literature: Blake to Conrad*
ENGL	377	Medieval Myths and Modern Narrative*

** Fulfills both the international and the historical perspective requirements.*

ENGL	419	Major British Writers After 1800*
ENGL	425	Modern British Literature*
ENGL	433	American Literature: 1914 to the Present, the Modern Period
ENGL	479R	The Literature of War*
GNSC	361	Global Environmental Change*
GVPT	442	History of Political Theory: Middle Ages to the Present
GVPT	444	American Political Theory
GVPT	451	Foreign Policy of Russia and the States of the Former Soviet Union*
GVPT	452	Inter-American Relations
GVPT	453	Recent East Asian Politics*
GVPT	455	Contemporary Middle Eastern Politics*
GVPT	457	American Foreign Relations
HIST		All HIST courses
HUMN	119	American Adventure
HUMN	120	America in Perspective
HUMN	130	Survey of Music Literature
HUMN	280	This Constitution: A History
HUMN	301	Crossing Cultures: World Views in the Humanities*
HUMN	308	Modern Philosophy*
HUMN	336	Ideas Shaping the 21st Century
HUMN	350	The Religious Quest*
HUMN	351	Myth and Culture*
HUMN	360	Global Environmental Change*
HUMN	366	Legacies: A History of Women and the Family in America to 1870
HUMN	375	Social History of Washington, D.C.
IFSM	204	History and Future Trends of Computing
IFSM	300	Information Systems in Organizations*
JOUR	410	History of Mass Communication
PHIL	320	Modern Philosophy*
SOCY	311	The Individual and Society*
SPCH	482	Intercultural Communication*

International Perspective

ACCT	498A	International Accounting*
ANTH	102	Introduction to Anthropology: Cultural Anthropology and Linguistics
ANTH	340	Outlooks in Anthropology
ANTH	417	Peoples and Cultures of the Far East
ARTH	200	Art of the Western World to 1300*
ARTH	201	Art of the Western World from 1300*
ARTH	321	16th-Century Northern European Painting*
ARTH	323	15th-Century Italian Renaissance Art*
ARTH	346	19th-Century European Art Since 1850*
ARTH	350	20th-Century Art to 1945*
ARTH	351	20th-Century Art from 1945*
ARTH	380	Masterpieces of Painting*
ARTH	384	Art of Japan*
ARTH	486	Japanese Painting*
ARTH	490	Chinese Painting*
BEHS	305	The Pacific Century*
BEHS	312	The Individual and Society*
BEHS	335	Foreign Policy and the New World Order
BEHS	336	The Middle East: An Interdisciplinary Perspective
BEHS	337	America in Vietnam: An Interdisciplinary Perspective
BEHS	340	Outlooks in Anthropology
BEHS	361	Global Environmental Change*
BEHS	480	Exploring the Future
BMGT	392	International Business Management
BMGT	446	International Finance
BMGT	454	Global Marketing
BMGT	482	Business and Government*
BMGT	496	Business Ethics and Society
BMGT	498O	The Global Manager and Public Policy
COMM	380	Language in Social Contexts*
ECON	380	Comparative Economic Systems
ECON	440	International Economics
ENGL	201	Western World Literature: Homer to the Renaissance
ENGL	202	Western World Literature: Renaissance to the Present
ENGL	304	The Major Works of Shakespeare
ENGL	310	Medieval and Renaissance British Literature*
ENGL	312	Romantic to Modern British Literature*
ENGL	350	English and American Literature: Blake to Conrad*
ENGL	377	Medieval Myths and Modern Narrative*
ENGL	379Q	Fiction in English Around the World
ENGL	419	Major British Writers After 1800*
ENGL	425	Modern British Literature*

** Fulfills both the international and the historical perspective requirements.*

ENGL	446	Postmodern British and American Poetry
ENGL	479R	The Literature of War*
GNSC	361	Global Environmental Change*
GVPT	200	International Political Relations
GVPT	240	Political Ideologies
GVPT	282	The Government and Politics of the Third World
GVPT	306	Global Ecopolitics
GVPT	335	Foreign Policy and the New World Order
GVPT	401	Problems of World Politics
GVPT	451	Foreign Policy of Russia and the States of the Former Soviet Union*
GVPT	453	Recent East Asian Politics*
GVPT	455	Contemporary Middle Eastern Politics
GVPT	481	Government and Administration of Russia and the States of the Former Soviet Union
GVPT	482	Government and Politics of Latin America
GVPT	483	Government and Politics of Asia
GVPT	484	Government and Politics of Africa
GVPT	485	Government and Politics of the Middle East
HIST	110	The Ancient World*
HIST	111	The Medieval World*
HIST	112	The Rise of the West: 1500 to 1789*
HIST	113	Modern Europe: 1789 to the Present*
HIST	122	African Civilization to 1800*
HIST	123	Sub-Saharan Africa Since 1800*
HIST	141	Western Civilization I*
HIST	142	Western Civilization II*
HIST	251	History of the Latin American Republics*
HIST	285	East Asian Civilization II*
HIST	305	The Pacific Century*
HIST	324	Classical Greece*
HIST	325	Alexander the Great and the Hellenistic Age*
HIST	326	The Roman Republic*
HIST	327	The Roman Empire*
HIST	330	Europe in the Early Middle Ages: 300 to 1000*
HIST	331	Europe in the High Middle Ages: 1000 to 1450*
HIST	332	Europe During the Renaissance and Reformation I*
HIST	333	Europe During the Renaissance and Reformation II*
HIST	335	Revolutionary Europe*
HIST	336	Europe in the 19th Century: 1815 to 1919*
HIST	337	Europe in the World Setting of the 20th Century*
HIST	344	Revolutionary Russia*
HIST	380	American Relations with China and Japan: 1740 to the Present*
HIST	381	America in Vietnam: An Interdisciplinary Perspective*
HIST	392	History of the Contemporary Middle East*
HIST	436	The French Revolution and Napoleon*
HIST	437	Modern France from Napoleon to de Gaulle*
HIST	441	Germany in the 20th Century: 1914 to the Present*
HIST	442	20th-Century Russia*
HIST	443	Modern Balkan History*
HIST	481	A History of Modern China*
HIST	482	History of Japan to 1800*
HIST	483	History of Japan Since 1800*
HIST	485	History of Chinese Communism*
HIST	487	History of Soviet/Russian Foreign Relations: 1917 to the Present*
HMGT	498C	Comparative International Health Systems Analysis: A Managerial Perspective
HUMN	126	Cosmos
HUMN	211	The Impact of Music on Life
HUMN	236	Philosophy of Religion
HUMN	301	Crossing Cultures: World Views in the Humanities*
HUMN	307	Asian Philosophy
HUMN	308	Modern Philosophy*
HUMN	350	The Religious Quest*
HUMN	351	Myth and Culture*
HUMN	360	Global Environmental Change*
IFSM	300	Information Systems in Organizations*
MGMT	305	The Global Business Environment
MGMT	445	Global Technology and Innovation Strategy
MUSC	210	The Impact of Music on Life
PHIL	236	Philosophy of Religion
PHIL	307	Asian Philosophy
PHIL	320	Modern Philosophy*
PSYC	354	Cross-Cultural Psychology
SOCY	311	The Individual and Society*
SOCY	423	Ethnic Minorities
SPCH	482	Intercultural Communication*
TMGT	480	Exploring the Future

** Fulfills both the international and the historical perspective requirements.*

Bachelor's Degree Curricula

PRIMARY AND SECONDARY SPECIALIZATIONS

The primary specialization requires 24 semester hours of credit, while the secondary specialization requires 21 semester hours. The combined specializations must add up to 45 semester hours, including 15 semester hours of upper-level credit in the primary specialization and 15 semester hours of upper-level credit in the secondary specialization. At least 21 credits in the combined specializations, including at least 9 credits in the primary specialization, must be earned at UMUC.

Primary Specializations

A primary specialization consists of courses from only one academic discipline, except for specializations in area studies, business and management, communication studies, computer studies, and management studies.

For most primary specializations, students may choose an appropriate combination of courses from one academic discipline to satisfy their academic, personal, or career objectives. Some primary specializations, however, have specific requirements, as indicated in the descriptions of various curricula that follow.

AVAILABLE FOR THE B.A. ONLY

Area studies*
Art
English
History
Humanities

AVAILABLE FOR EITHER THE B.A. OR THE B.S.

Accounting
Behavioral and social sciences
Business and management
Communication studies
Computer and information science
Computer information technology
Computer science
Computer studies
Criminology/criminal justice
Economics
Environmental management
Fire science
Gerontology*
Government and politics
Health services management
Hotel and restaurant management*
Information systems management
Management*
Management studies
Mathematics
Microbiology*
Paralegal studies
Psychology
Sociology
Sociology/anthropology
Technology and management*

Secondary Specializations

Secondary specializations are available in all of the academic disciplines listed on this page, as well as in a number of others. Courses from closely related fields may be combined to create an interdisciplinary secondary specialization. Students should consult an advisor for help in creating the secondary specialization best suited to their needs.

** Students are advised to consult an advisor before selecting this discipline for a specialization.*

ACCOUNTING

The accounting specialization studies the system that measures the economic activities of organizations, turns the information into reports, and communicates these findings to decision makers.

Scope

The accounting curriculum at UMUC includes studies in managerial accounting, budgeting, accounting systems, financial management controls, financial analysis of performance, financial reporting, internal and external auditing, international accounting, accounting for government and nonprofit organizations, and taxation.

Goals

A specialization in accounting provides graduates with an educational foundation for accounting and other management careers throughout the private and public sectors, including careers as auditors, controllers, cost analysts, management accountants, planners, or tax advisors/preparers.

Objectives

The student who graduates with a specialization in accounting will be able to

- Understand the professional and ethical issues involved in accounting situations and apply current principles of ethics and social responsibility to specific accounting and auditing situations.
- Understand the different dimensions of international accounting.
- Think critically, analyze information, and solve problems in dealing with complex accounting issues.
- Explain the major environmental influences on the development of accounting standards and practices.
- Use effective written and oral communication skills consistent with the business and professional environment.
- Use computers, accounting software, and databases.
- Apply technical and functional competency in accounting principles and standards to workplace situations.
- Understand the managerial issues involved in analyzing accounting information in order to make decisions.

A resource team advisor can provide more information about the requirements for this specialization, including information about courses available at a distance. To plan a course of study for this specialization, students should contact their advisor.

Specialization Requirements

A primary specialization in accounting requires the completion of 24 semester hours from courses in accounting. At least 15 of the 24 semester hours must be in courses numbered 300 or above. The courses required for a specialization are listed below.

The following four courses are required:

ACCT	310	Intermediate Accounting I
ACCT	311	Intermediate Accounting II
ACCT	321	Cost Accounting
ACCT	323	Income Tax Accounting

Four of the following courses are also required:

ACCT	326	Accounting Systems
ACCT	328	Accounting Software
ACCT	410	Fund Accounting
ACCT	411	Ethics and Professionalism in Accounting
ACCT	417	Advanced Tax Accounting
ACCT	422	Auditing Theory and Practice
ACCT	424	Advanced Accounting
ACCT	426	Advanced Cost Accounting
ACCT	427	Advanced Auditing Theory and Practice
ACCT	498A	International Accounting
ACCT	498E	Internal Auditing

Students must also complete the following related courses:

ACCT	220	Principles of Accounting I*
ACCT	221	Principles of Accounting II*
BMGT	230	Business Statistics
BMGT	364	Management and Organization Theory

Computing

In addition, one course (3 semester hours) is required in information systems management (IFSM) or computer applications (CAPP). The following courses are recommended to satisfy this requirement:

(For students with little or no computer experience or coursework)

CAPP	103	Introduction to Microcomputer Software
		or
IFSM	201	Introduction to Computer-Based Systems
		or
TMGT	201	Introduction to Computer-Based Systems

** ACCT 220 and 221 cannot be used to satisfy the primary specialization course requirements.*

(For students with prior experience or coursework in computing)

CAPP 340 Computer Applications in Management

In addition to one of the computing courses listed above, the following course is recommended for all students:

IFSM 300 Information Systems in Organizations

Mathematics

It is required that students complete the following mathematics course to fulfill general education requirements:

MATH 107 College Algebra
or
A higher-numbered mathematics course from mathematics sequence I (listed on p. 170)

Certification Requirements

Since educational requirements to sit for the Uniform CPA Examination differ among states, students planning to take the examination should determine the requirements by contacting the appropriate state board of accountancy. Students seeking information concerning the CPA examination in Maryland can contact their UMUC advisor or the Board of Accountancy for Maryland.

ART

The art specialization studies the principles and processes of image making through both theory and practice. It is appropriate for students who wish to pursue art as a vocation and those who are interested in personal expression through art.

Scope

The art curriculum covers principles and practices in design, drawing, painting, perspective, color, and theory, as well as other experiences consistent with translating ideas or concepts into visual images.

Goals

The art specialization provides the essentials necessary for image making as a direct, expressive outlet with the goal of exhibiting current and forthcoming works. The curriculum provides a foundation for students who wish to become professional artists as well as for those who plan artistic careers in areas such as advertising, illustration, computer graphics, interior design, architecture, animation, and teaching.

Objectives

Students who graduate with a specialization in art will be able to

- Understand an international variety of models of artistic expression and demonstrate that understanding through a series of designs, drawings, paintings, and other visual media.
- Articulate the language of art as a continuation of their development of aesthetic sensibilities, individual goals, and individual styles.
- Use experiences in fine art as the foundation for various art-related careers.
- Gather visual stimulation from a variety of sources and select and unify concepts, ideas, and images appropriately for visual display.
- Learn and apply techniques of independent research, including research that uses new technologies as art.

Specialization Requirements

A primary specialization in art (for the B.A. only) requires the completion of 24 semester hours from courses in art. At least 15 of the 24 semester hours must be in courses numbered 300 or above.

BEHAVIORAL AND SOCIAL SCIENCES

Behavioral and social sciences is an interdisciplinary specialization that approaches the study of individuals and society from a variety of perspectives. Behavioral and social sciences explores human development, the workings of social institutions, and patterns of behavior that characterize social life. This specialization prepares students for the workplace through the development of research and analytical skills, understanding of social organizations, knowledge of the human life cycle, and awareness of factors defining cultural diversity.

Scope

The behavioral and social sciences curriculum encompasses the areas of anthropology, ecology, political science, psychology, and sociology, brought together in an interdisciplinary approach. A specialization in behavioral and social sciences focuses on organizational behavior, the human life cycle, and human and institutional resources for understanding contemporary issues.

Goals

A specialization in behavioral and social sciences produces graduates with a foundation in the social sciences that can be applied throughout the public and private sectors and that prepares them to enter graduate school and professional programs in the areas of the behavioral and social sciences. Opportunities for graduates include careers in administration, business management, government, health services, human resources/personnel, community service and outreach, education, and criminal justice. For example, graduates may pursue careers in religious organizations as ordained ministers, in military service as commissioned officers, in business as managers, in education as social science teachers, and in international aid organizations as relief planners and coordinators.

Objectives

The student who graduates with a specialization in behavioral and social sciences will be able to

- Understand the disciplines of the basic behavioral and social sciences and the contributions that each makes toward our knowledge of individuals, cultures, and societies.
- Analyze individual and societal behavior from an interdisciplinary perspective.
- Apply international and historical perspectives to individual and societal questions.
- Employ basic research skills, including the use of online information sources and behavioral and social science research methodologies.
- Exercise advanced writing skills to communicate critically and clearly.
- Use the computer as a tool for communication and research.

Specialization Requirements

A primary specialization in behavioral and social sciences requires the completion of 24 semester hours from courses in behavioral and social sciences. At least 15 of the 24 semester hours must be in courses numbered 300 or above. At least 3 semester hours in statistics are also required.

BUSINESS AND MANAGEMENT

The business and management specialization deals with complexities in the business environment and the individual organization, including policies and procedures, planning, budgeting, organizing, staffing, controlling, researching, analyzing, and problem solving. Study within this specialization focuses on functional knowledge and skills and targets the cultivation of analytical skills, problem-solving ability, and critical thinking for general management. It also serves as excellent preparation for graduate study in business and management.

Scope

The business and management curriculum includes studies in accounting, business law, entrepreneurship, ethics and social responsibility, finance, human resource management, international business, labor relations, logistics, management and organization, marketing, organizational behavior, production management, public policy, real estate, statistics, and strategic management.

Goals

A specialization in business and management provides graduates with an educational foundation for business- and management-related careers in for-profit and not-for-profit organizations and the public sector. Opportunities for graduates include careers as managers in business, government, and other organizations.

Associated specializations are accounting, computer and information science, economics, government and politics, health services management, hotel and restaurant management, information systems management, management, management studies, and technology and management.

Objectives

The student who graduates with a specialization in business and management will be able to

- Understand the domestic and global dimensions of and influences on business and management.
- Understand and apply key concepts and theories in business and management.
- Understand and appreciate philosophies of ethics and social responsibility relevant to business and management.
- Develop effective written and oral communications consistent with the business and professional environment.
- Think critically and constructively and perform research in business and management.
- Develop innovative leadership and team-management skills necessary for success in a diverse and changing workplace.

Specialization Requirements

A primary specialization in business and management requires the completion of 24 semester hours from courses in business and management. At least 15 of the 24 semester hours must be in courses numbered 300 or above. The courses required for a specialization are listed below.

A resource team advisor can provide more information about the requirements for this specialization, including information about courses available at a distance. To plan a course of study for this specialization, students should contact their advisor.

The following course is required for students with fewer than two years of business or management work experience:

BMGT 110 Introduction to Business and Management

Other required courses are

MATH 107 College Algebra
or
A higher numbered mathematics course from mathematics sequence I (listed on p. 170)

BMGT 230 Business Statistics
or
MGMT 316 Business Analysis Methods
or
Another approved statistics course

ACCT 220 Principles of Accounting I

ACCT 221 Principles of Accounting II

ECON 201 Principles of Economics I

ECON 203 Principles of Economics II

BMGT 364 Management and Organization Theory
or
Another approved 3-semester-hour course in management

IFSM 300 Information Systems in Organizations
or
CAPP 340 Computer Applications in Management
or
Another approved 3-semester-hour course in information systems management, computer applications, or computer and information science

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At least one upper-level course from four of the following seven areas is required. Some courses that satisfy the requirements in each of the seven areas are listed below. Information on other acceptable courses is available from UMUC advisors.

Accounting

ACCT 321 Cost Accounting*
or
Any other upper-level course in accounting

Business, Society, and Public Policy

BMGT 482 Business and Government
or
BMGT 496 Business Ethics and Society

Business Law

BMGT 378 Legal Environment of Business

BMGT 380 Business Law I
or
BMGT 381 Business Law II
or
BMGT 468 Employment Law for Business

Finance

BMGT 340 Business Finance
or
Any other upper-level course in finance

Human Resource Management and Labor Relations

BMGT 360 Human Resource Management
or
BMGT 362 Labor Relations
or
BMGT 460 Human Resource Management: Analysis and Problems
or
Any other upper-level course in human resource management or labor relations

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Management and Organization

BMGT 364 Management and Organization Theory
or
BMGT 385 Production and Operations Management
or
BMGT 392 International Business Management
or
BMGT 461 Entrepreneurship
or
BMGT 464 Organizational Behavior
or
BMGT 495 Business Policies and Strategic Management
or
Any other upper-level course in management and organization

Marketing

BMGT 350 Marketing Principles and Organization

Recommended Foundation Courses and Sequencing

Several courses are recommended for students with a primary specialization in business and management regardless of intended career or area of emphasis. Recommended courses, including the preferred sequence, are provided below to help students select courses to complete their specialization.

The following course is required for students with fewer than two years of business or management work experience:

BMGT 110 Introduction to Business Management

** Strongly recommended for students in this specialization.*

Other required and recommended foundation courses are

MATH 107	College Algebra
COMM 390	Writing for Managers
or	
COMM 394	Business Writing
or	
COMM 393	Technical Writing
BMGT 230	Business Statistics
or	
MGMT 316	Business Analysis Methods
ECON 201	Principles of Economics I
ECON 203	Principles of Economics II
ACCT 220	Principles of Accounting I
ACCT 221	Principles of Accounting II
BMGT 364	Management and Organization Theory
IFSM 300	Information Systems Management
and/or	
CAPP 340	Computer Applications in Management
or	
IFSM 201	Introduction to Computer-Based Systems
or	
TMGT 201	Introduction to Computer-Based Systems

The following course is strongly recommended for students in this specialization:

BMGT 495	Business Policies and Strategic Management

The following upper-level courses are recommended for a general specialization in business and management:

BMGT 340	Business Finance
BMGT 350	Marketing Principles and Organization
BMGT 360	Human Resource Management
BMGT 380	Business Law
BMGT 392	International Business Management

Other upper-level BMGT courses can be selected based on student interest and career goals.

Emphases

Business and management offers eight areas of emphasis for students wishing to develop specialized skills and knowledge in the business environment as appropriate to their career goals. Each of the eight areas of emphasis requires the completion of 15 semester hours from upper-level courses in a single area of emphasis, with a grade of at least C in each course. Up to 6 semester hours of Co-op credit may be counted toward an emphasis.

The eight areas of emphasis and the upper-level courses from which students can choose to complete the emphases are as follows:

BUSINESS LAW AND PUBLIC POLICY

The business law and public policy emphasis provides intensive study focusing on legal, social, environmental, technological, and ethical issues affecting business, industry, and government. The emphasis prepares students for careers in contracting and procurement, environmental management, and public policy analysis, and adds to the knowledge of human resources, labor relations, and information systems. In addition, this area of emphasis prepares students to continue to law school and become attorneys, or to pursue graduate studies in business, public administration, or other related policy fields.

Students must complete 15 semester hours from the following courses with a grade of C or better for an emphasis:

BMGT 378	Legal Environment of Business
BMGT 380	Business Law I
BMGT 381	Business Law II
BMGT 392	International Business Management
BMGT 462	Labor Relations Law (formerly Labor Legislation)
BMGT 468	Employment Law for Business
BMGT 481	Public Utilities and Public Policy
BMGT 482	Business and Government
BMGT 495	Business Policies and Strategic Management (business capstone course)
BMGT 496	Business Ethics and Society
BMGT 498F	Environmental Management and Business
BMGT 498J	Law and Technology in the Information Age
BMGT 498L	International Business Contract Management
BMGT 498O	The Global Manager and Public Policy
BMGT 498P	International Business Law

CUSTOMER SERVICE AND OPERATIONS MANAGEMENT

The customer service and operations management emphasis focuses on how the latest management techniques can be used to increase efficiency in company operations and improve the products and services offered by an organization. The courses in the emphasis address such areas as improving business processes in the production or service environment, acquiring a working knowledge of procurement logistics and cost estimating, and dealing with the specific customer service and operations issues faced by organizations in the hospitality industry. Students can prepare for careers in customer service management, production and operations analysis, and hospitality (hotels, restaurants, and other related industries).

Students must complete 15 semester hours from the following courses with a grade of C or better for an emphasis:

BMGT 370	Introduction to Transportation Management
BMGT 372	Introduction to Logistics Management
BMGT 375	Procurement Management
BMGT 385	Production and Operations Management
BMGT 395	Customer Service Management
HRMT 303	Hospitality Facilities Operations and Maintenance
HRMT 401	Law and the Hospitality Industry
HRMT 402	Hotel Management and Operations
HRMT 440	Financial Analysis for the Hospitality Industry
MGMT 425	Total Quality Management
MGMT 440	Cost Proposal Methods
MGMT 445	Global Technology and Innovation Strategy
TMGT 302	Management: Perspectives, Process, Productivity
TMGT 430	Project Management
TMGT 444	Risk

ENTREPRENEURIAL MANAGEMENT

The entrepreneurial management emphasis provides students with a broad perspective on how to plan, start, and operate a new venture—whether a small-business venture or a new business within a large organization. Courses in the emphasis focus on an integrated approach to the development of a business venture including marketing, financial analysis and planning, management of operations, human resources, and decision-making methods. Students electing this emphasis will be prepared to start and operate a new business, consult to entrepreneurs, and work in a new, strategic business unit in a large organization.

Students must complete 15 semester hours from the following courses with a grade of C or better for an emphasis:

BMGT 324	Home-Based Business
BMGT 325	The Small-Business Plan
BMGT 327	Financial Analysis and Planning for Entrepreneurs
MGMT 330	Entrepreneurship and New Venture Planning
MGMT 334	Managing Early-Stage Ventures
MGMT 336	Managing Strategic Venture Growth and Industry
MGMT 337	Building the Entrepreneurial Team
MGMT 339	Government and Business Contracting
MGMT 436	Business Opportunities for the Entrepreneur of Tomorrow

FINANCE

The finance emphasis familiarizes students with the institutions, theory, and practice involved in the allocation of financial resources within the private sector. It is also designed to incorporate study in such related disciplines as economics and accounting, and the quantitative areas. The emphasis prepares students for careers in financial analysis and management, investment analysis and portfolio management, investment banking, insurance and risk management, banking, and international finance. Students can also prepare for graduate study in business administration, management, accounting, quantitative areas, economics, and law.

Students must complete 15 semester hours from the following courses with a grade of C or better for an emphasis:

BMGT 340	Business Finance
BMGT 343	Investments
BMGT 345	Property and Liability Insurance
BMGT 346	Risk Management
BMGT 347	Life Insurance
BMGT 440	Financial Management
BMGT 443	Security Analysis and Valuation
BMGT 444	Futures Contracts and Options
BMGT 445	Commercial Bank Management
BMGT 446	International Finance

GENERAL MANAGEMENT

The general management emphasis stresses the integration of contemporary theory and practice. Courses in the emphasis focus on current issues in the workplace environment and the organization, including such areas as leadership and management, managing diversity, team building, ethics and social responsibility, and strategic management. Students electing this emphasis will be prepared for management-related careers in business, not-for-profit organizations, and the public sector.

Students must complete 15 semester hours from the following courses with a grade of C or better for an emphasis:

BMGT 364	Management and Organization Theory
BMGT 464	Organizational Behavior
BMGT 465	Organization Development and Change
BMGT 495	Business Policies and Strategic Management
MGMT 300	Leadership and Management in an Age of Diversity
MGMT 301	Accounting for Managers
MGMT 305	The Global Business Environment
TMGT 302	Management: Perspectives, Process, Productivity
TMGT 305	Managing in the Public Sector
TMGT 340	The Business/Government Relationship
TMGT 350	Organization Development

HUMAN RESOURCE MANAGEMENT AND LABOR RELATIONS

The human resource management and labor relations emphasis recognizes that people are the largest asset of most of today's companies. Courses in the emphasis focus on in-depth knowledge and skills needed by contemporary human resource and labor relations managers. The emphasis prepares students in workforce recruitment, selection, motivation and compensation, and training and performance appraisal; OSHA; and organization development. Students electing this emphasis will be prepared for careers in human resource planning, affirmative action, salary and benefits administration, recruitment, and labor relations.

Students must complete 15 semester hours from the following courses with a grade of C or better for an emphasis:

BMGT 360	Human Resource Management
BMGT 362	Labor Relations
BMGT 364	Management Organization and Theory
BMGT 392	International Business Management
BMGT 395	Customer Service Management
BMGT 398M	Business Reengineering and Change
BMGT 398N	Organizational Communication
BMGT 460	Human Resource Management: Analysis and Problems
BMGT 463	Public-Sector Labor Relations
BMGT 464	Organizational Behavior
BMGT 465	Organization Development and Change
BMGT 468	Employment Law for Business
BMGT 498G	Organizational Change and Diversity
BMGT 498H	Managing Teams in Organizations
BMGT 498I	Employee Training and Development

MARKETING

The marketing emphasis provides intensive study of the exchange activities that cause businesses to produce revenue. Focusing on the fulfillment of customer needs, the emphasis explores how goods and services are developed and priced, moved from producer to users, and promoted to bring about the exchange in both domestic and global markets. Students can prepare for careers in marketing research, advertising and sales promotion, sales and sales management, transportation management, and brand management.

Students must complete 15 semester hours from the following courses with a grade of C or better for an emphasis:

BMGT 350	Marketing Principles and Organization (prerequisite for all other marketing courses)
BMGT 353	Retail Management
BMGT 354	Integrated Marketing Communications (formerly Promotion Management)
BMGT 355	Professional Selling (formerly BMGT 498B Salesmanship and Selling)
BMGT 372	Introduction to Logistics Management
BMGT 388A	Marketing Channels
BMGT 395	Customer Service Management
BMGT 398B	Issues in Nonprofit Marketing
BMGT 398O	Marketing on the Internet
BMGT 398R	Computer Applications in Marketing (formerly Electronic Marketing and Commerce)
BMGT 398U	Marketing Public Relations
BMGT 398V	Issues in Pricing
BMGT 451	Consumer Analysis
BMGT 452	Marketing Research Methods
BMGT 453	Business Marketing
BMGT 454	Global Marketing (formerly International Marketing)
BMGT 455	Sales Management
BMGT 456	Advertising
BMGT 457	Marketing Policies and Strategies (marketing capstone course)
BMGT 498D	Services Marketing Management

TECHNOLOGY MANAGEMENT

The technology management emphasis focuses on how executives manage and integrate people and technology to make their organizations more productive, competitive, and profitable. Courses in the emphasis address a broad range of leadership and management theories and strategies used in modern business and government organizations. The courses also explore the effect that technological innovations in various fields will have on organizations. Students can prepare for leadership and management positions in manufacturing and service industries and government and not-for-profit organizations.

Students must complete 15 semester hours from the following courses with a grade of C or better for an emphasis:

TMGT 201	Introduction to Computer-Based Systems
TMGT 305	Managing in the Public Sector
TMGT 310	Problem Solving
TMGT 411	Systems Performance
TMGT 412	Program Analysis and Evaluation
TMGT 430	Project Management
TMGT 444	Risk
TMGT 480	Exploring the Future

COMMUNICATION STUDIES

Communication studies provides a cross-disciplinary curriculum with theoretical and practical foundations in information development, journalism, and professional communication. Emphasizing applications appropriate to government, business, industry, and mass media, the curriculum helps students use appropriate investigative techniques as well as develop and refine written and oral skills needed for professional communication in workplace and public environments.

Scope

The communication studies specialization instructs students in written and oral communication theory and its application to workplace processes, techniques, and technologies, as well as theory related to communication through the mass media. The curriculum offers multidisciplinary courses and stresses how to meet the information needs of a high-technology, globally oriented, and diverse society. Students may select a general emphasis allowing broad program flexibility or a more structured emphasis in business communication, journalism, speech communication, or technical communication.

Goals

A specialization in communication studies provides for the growth of adult learners as expert communicators who can meet the challenges posed by the global workplace and the global presentation of public information. The specialization's cross-disciplinary approach produces graduates who have the appropriate balance of theoretical background and sophisticated, practical communication skills needed in today's workplace and public information environments. Graduates are prepared to work in a wide variety of communication specialties including technical writing, editing, corporate communications, and information design, as well as in the fields of advertising, public relations, and journalism.

Objectives

The student who graduates with a specialization in communication studies will be able to

- Understand communication theory and how it applies to particular types of communication, including mass communication.
- Apply effective communication strategies within various types of communication.
- Gather information from a variety of sources and critically identify, examine, and present issues associated with information communicated to diverse audiences.
- Learn about and apply techniques of independent research, including research that uses technology and fosters information literacy.
- Recognize the legal and ethical implications of communication and produce communication that is ethically and legally responsible.
- Recognize intercultural issues relevant to communication and demonstrate skill in addressing them.
- Understand how computer technology is used to develop and manage information and use computer resources to increase the efficiency and effectiveness of communication.
- Write and edit effectively and demonstrate a clear understanding of the respective processes, tools, and techniques that apply to various types of communication.
- Assess a particular communication environment and evaluate the communication skills needed for that environment.
- Develop communication products and processes appropriate to a given audience, environment, and need.
- Demonstrate an understanding of the elements of typography, layout, and design and be able to effectively apply them to various kinds of communication.
- Apply appropriate media and techniques to the solution of any given communication problem.
- Work as a capable communication professional within a specific communication field.

Specialization Requirements

A primary specialization in communication studies requires the completion of 24 semester hours from the courses listed below. Within the required 15 semester hours of upper-level credit, students must take one writing course and one speech or English language course. Students, except those with an emphasis in journalism, must complete COMM 495 Seminar in Workplace Communication or COMM 490 Seminar in Technical Communication during the final 30 semester hours of undergraduate study.

Courses that apply to a specialization in communication studies are

BEHS 462	The Psychology of Advertising
COMM 293	Technical Report Writing
COMM 380	Language in Social Contexts
COMM 390	Writing for Managers
COMM 393	Technical Writing
COMM 394	Business Writing
COMM 395	Writing in the Health Professions
COMM 421	Communication Management
COMM 490	Seminar in Technical Communication
COMM 491	Technical Editing
COMM 492	Proposal Writing
COMM 493	Graphics/Text Integration
COMM 494	Publishing a Newsletter
COMM 495	Seminar in Workplace Communication

COMM	496	Writing for the Computer Industry
ENGL	278F	Introduction to Principles of Text Editing
ENGL	396	Critical Analysis in Reading and Writing
ENGL	479I	The Language of Advertising
ENGL	493	Advanced Expository Writing
JOUR	201	Writing for the Mass Media
JOUR	202	Editing for the Mass Media
JOUR	all 300- and 400-level courses	
MGMT	320	Organizational Communication
SPCH	100	Foundations of Speech Communication
SPCH	107	Speech Communication Principles and Practice
SPCH	222	Interviewing
SPCH	all 300- and 400-level courses	

The following courses are recommended as electives or related courses:

CAPP	303	Advanced Features of Microcomputer Application Software
CAPP	311	Advanced Desktop Publishing
IFSM	201	Introduction to Computer-Based Systems
IFSM	303	Human Factors in Information Systems

Emphases

Students in communication studies may elect one of five paths: a general emphasis in communication studies that allows flexibility, or a structured emphasis in business communication, journalism, speech communication, or technical communication.

BUSINESS COMMUNICATION

Business communication unites groups within an organization to achieve the organization's goals. This emphasis gives students the knowledge and skills to become effective communicators within the network of information exchanges among people working in corporations, government agencies, and other complex organizations.

Students with an emphasis in business communication must complete the following courses as part of the required 24 semester hours:

COMM	390	Writing for Managers
COMM	394	Business Writing
COMM	492	Proposal Writing
COMM	495	Seminar in Workplace Communication
MGMT	320	Organizational Communication
		or
SPCH	424	Communication in Complex Organizations
SPCH	470	Theories of Listening

The following courses are recommended as electives or related courses:

CAPP	303	Advanced Features of Microcomputer Application Software
CAPP	311	Advanced Desktop Publishing

JOURNALISM

Journalism (mass communication) studies the processes and principles of how to gather information, process and produce it, and disseminate it to an audience or audiences through a variety of media, with the purpose of informing. It is appropriate for students seeking to become communicators in journalism, public relations, and advertising.

The journalism emphasis includes courses in news writing and editing for print media, broadcast writing, magazine writing, communication history and theory, communication law, public relations theory and practice, and advertising theory and practice.

An emphasis in journalism requires the completion of 15 semester hours in courses designated JOUR, with the remaining 9 semester hours in courses approved for the communication studies specialization. Students completing the journalism emphasis must take both JOUR 201 and 202.

SPEECH COMMUNICATION

The speech communication emphasis is designed to enable students to develop a specialized background and skills in dimensions of speaking and listening that relate to the workplace. This emphasis provides students with principles and practice so that they can function as oral communication specialists in a variety of communication positions within organizations.

Students should have taken SPCH 100 or have comparable public speaking experience before enrolling in courses for the speech communication emphasis.

Students with an emphasis in speech communication must complete 15 semester hours from among the following courses as part of the required 24 semester hours for a communication studies specialization:

COMM	421	Communication Management
SPCH	397	Delivering Organizational Presentations: Technique and Technology
SPCH	420	Group Discussion and Decision Making
SPCH	424	Communication in Complex Organizations
SPCH	426	Negotiation and Conflict Management
SPCH	470	Theories of Listening
SPCH	482	Intercultural Communication

The remaining 9 semester hours should include COMM 490 or COMM 495 and other courses approved for the communication studies specialization.

TECHNICAL COMMUNICATION

The emphasis in technical communication helps students to develop specialized skills in writing and designing text and graphics, and to become knowledgeable in systems and contexts of technical communication. This emphasis refines skills in making specialized information accessible to a variety of audiences.

Students with an emphasis in technical communication must complete the following courses as part of the required 24 semester hours:

COMM	393	Technical Writing
COMM	490	Seminar in Technical Communication
COMM	491	Technical Editing
COMM	493	Graphics/Text Integration
COMM	492	Proposal Writing or
COMM	496	Writing for the Computer Industry
SPCH	470	Theories of Listening

The following courses are recommended as electives or related courses:

CAPP	303	Advanced Features of Microcomputer Application Software
CAPP	311	Advanced Desktop Publishing
IFSM	201	Introduction to Computer-Based Systems
IFSM	310	Human Factors in Information Systems

COMPUTER AND INFORMATION SCIENCE

The computer and information science specialization studies the development and implementation of effective solutions to practical problems using computer-based systems.

Scope

The computer and information science specialization includes studies in programming languages, software engineering, computer networks, distributed systems, database systems, and operating systems.

Goals

The specialization in computer and information science produces graduates with an educational foundation suitable for careers in application development, system development, network planning, or database implementation.

Objectives

The student who graduates with a specialization in computer and information science will be able to

- Understand relevant theory, techniques, languages, and systems for developing computer-related solutions to practical problems.
- Work effectively in computer application environments.
- Use oral and written communication skills in problem definition, application development, and solution presentation.
- Apply knowledge of concepts and principles to facilitate the handling of changes in computer technology.

Specialization Requirements

A primary specialization in computer and information science requires the completion of 24 semester hours from courses in computer and information science. At least 15 of the 24 semester hours must be in courses numbered 300 or above. Students without recent experience in problem solving with computers must take CMIS 102 before enrolling in any other CMIS course. CMIS 102 is not counted in the 24 credits required for the primary specialization. Students must take MATH 107 College Algebra or a higher-numbered mathematics course from mathematics sequence I or II (listed on p. 170). Courses required for a specialization in computer and information science are listed below.

The following four courses or comparable knowledge are required:

CMIS	140	Introductory Programming in C++
CMIS	160	Discrete Mathematics for Computing
CMIS	240	Data Structures and Abstraction
CMIS	310	Computer Systems and Architecture

This specialization also requires at least one upper-level course in three of the following four areas in computer and information science.

Database Systems

CMIS	320	Relational Databases
CMIS	420	Advanced Relational Databases

Languages and Systems

CMIS	325	UNIX with Shell Programming
CMIS	345	Object-Oriented Design and Programming
CMIS	415	Advanced UNIX and C

Networking and Distributed Systems

CMIS	370	Data Communications
CMIS	435	Computer Networking
CMIS	445	Distributed Systems

Software Engineering

CMIS	330	Software Engineering Principles and Techniques
CMIS	455	Requirements Development
CMIS	460	Software Design and Development
CMIS	465	Software Verification and Validation

COMPUTER INFORMATION TECHNOLOGY

The computer information technology specialization consists of studies in information technology areas that lead to technical certification.

Scope

The computer information technology specialization prepares students to be network specialists, database administrators, and program developers.

Goals

The computer information technology specialization is designed to help students acquire credentials, technical competence, and personal attributes needed to respond effectively to industry and government employment opportunities. Courses are directed toward the identification and development of skills and education that workers need to succeed in high-demand employment categories such as network administration, network engineering, database design and development, and program development.

Objectives

The student who graduates with a specialization in computer information technology will be able to

- Use technical skills in network engineering, installation, and maintenance.
- Use decision-making skills and problem-solving capabilities, including client needs assessment.
- Use technical writing skills to produce proposals, reports, briefings, and documentation.
- Communicate effectively using oral and computer-based presentation techniques.
- Apply effective information research techniques.
- Perceive situations through a global and historical information technology perspective.

Specialization Requirements

A primary specialization in computer information technology requires 24 semester hours from courses in computer information technology and at least two other computer disciplines (such as computer and information science, computer applications, computer science, and information systems management). At least 15 semester hours must be earned in courses numbered 300 or above. A primary specialization in computer information technology also requires completion of an emphasis within a technical certification area and a secondary specialization in computer information technology. Of the 21 semester hours required for the secondary specialization, 15 semester hours must be earned in courses numbered 300 or above and up to 6 semester hours may be in technical certification courses. Students must take MATH 107 College Algebra or a higher-numbered course from mathematics sequence I or II (listed on p. 170). Up to 6 semester hours of Co-op credit may be accepted toward the combined primary and secondary specializations and is strongly recommended.

In addition to courses in computer information technology, the following courses may be applied to a primary specialization in computer information technology:

CAPP	101M	Introduction to Windows NT
CAPP	101T	Introduction to Windows 2000
CAPP	385	Internet: A Practical Guide
CAPP	386	Internet: An Advanced Guide
CMIS	325	UNIX with Shell Programming
CMIS	370	Data Communications
CMIS	435	Computer Networking
CMIS	445	Distributed Systems
CMSC	412	Operating Systems

The following courses may be applied to either a primary or a secondary specialization in computer information technology (in addition to courses in computer information technology):

CAPP	305	Introduction to Visual Basic Programming
CAPP	498B	Advanced Visual Basic Programming
CMIS	140	Introductory Programming in C++
CMIS	240	Data Structures and Abstraction
CMIS	320	Relational Databases
CMIS	420	Advanced Relational Databases
CMIS	455	Requirements Development
CMIS	498J	Internet Programming with Java
CMSC	130	Introductory Computer Science
CMSC	230	Elementary Data Structures
CMSC	424	Database Design
COOP	301	Cooperative Education
IFSM	430	Information Systems and Security
IFSM	438	Project Management
IFSM	460	Systems Analysis
IFSM	465	Systems Design

Students are encouraged to strive for early identification of employment goals to enhance the effectiveness of course choices. Also, in selecting a course or emphasis, students should remember to include the lower-level courses that are prerequisites for the upper-level courses they intend to take.

Emphases

Emphases within the specialization have a technical certification (computer information technology) course requirement of at least 15 semester hours of credit with a grade of at least C in each course. An emphasis is currently available in networking; an emphasis in database management is under development.

NETWORKING

The networking emphasis prepares students to work as computer network engineers or administrators. Coursework helps students develop necessary problem-solving skills and prepares them to take industry certification examinations.

Students with an emphasis in networking must complete the following courses:

CMIT	366M	Windows 2000 Professional: Installation and Administration
CMIT	367M	Windows 2000 Server: Installation and Administration
CMIT	376M	Windows 2000 Network Infrastructure: Implementing and Supporting
CMIT	377M	Windows 2000 Directory Services Infrastructure: Implementing and Supporting

Students must complete the remainder of their emphasis requirements from among the following courses:

CMIT	360N	Novell NetWare Administrator
CMIT	476M	Designing a Windows 2000 Network Infrastructure
CMIT	477M	Designing a Windows 2000 Directory Services Infrastructure
CMIT	480M	Designing Security for a Windows 2000 Network

Students should contact the Computer and Mathematical Sciences department at 301-985-7787 for detailed information on the computer information technology curriculum.

COMPUTER SCIENCE

The computer science specialization studies the theory that underlies the design of computer software and the architecture of computer systems.

Scope

The curriculum of computer science includes studies in software development and the theory of programming languages; computer organization and computer system architecture; discrete mathematics, mathematical logic, and the theory of computation; the theory of data structures and algorithms; and artificial intelligence.

Goals

The specialization in computer science provides graduates with an educational foundation for careers in computer software or computer system design, including careers as software engineers, application software designers, system programmers, or system engineers.

Objectives

The student who graduates with a specialization in computer science will be able to

- Understand the effect of computerization on the global workplace.
- Convey computer software and system designs effectively both in speaking and in writing.
- Design and develop computer software using a variety of programming languages.
- Apply the theory of computer organization and computer system architecture.
- Apply the theory of data structures and algorithm design and efficiency.
- Apply the mathematical foundations of computer science.
- Use information resources to assist with projects or research.

Specialization Requirements

A primary specialization in computer science requires the completion of 24 semester hours from courses in computer science. At least 15 of the 24 semester hours must be in courses numbered 300 or above. Courses required for a specialization in computer science are listed below.

The following three courses are required:

CMSC	130	Introductory Computer Science
CMSC	150	Introduction to Discrete Structures
CMSC	230	Elementary Data Structures

Two of the following upper-level courses are also required:

CMSC	311	Computer Organization
CMSC	330	Advanced Programming Languages
CMSC	335	Object-Oriented and Concurrent Programming

At least three 400-level CMSC courses (to total a minimum of 15 semester hours of upper-level coursework) are also required.

Students must also take a calculus sequence totaling 6 to 8 credits (the equivalent of MATH 140–141 or MATH 220–221), preferably in the first year of study. Other mathematically oriented courses (for example, courses on statistics and probability) are recommended as part of the curriculum of every student specializing in this discipline. To augment a specialization in computer science with workplace-oriented topics in computing, students should take courses in computer and information science.

COMPUTER STUDIES

The computer studies specialization consists of an examination of computer systems and technology from various perspectives identified in the computer and information science, computer information technology, computer science, and information systems management specializations and in computer applications.

Scope

The computer studies specialization allows the student to design a set of logically grouped courses in computer-related topics. Courses included in this primary specialization may be taken from computer and information science, computer applications, computer information technology, computer science, and information systems management.

Goals

The computer studies specialization allows the student to combine courses from more than one computer-related discipline according to the student's particular needs and interests.

Objectives

The student who graduates with a specialization in computer studies will be able to achieve applicable objectives selected from those included under the computer and information science, computer information technology, computer science, and information systems management specializations.

Specialization Requirements

A primary specialization in computer studies requires the completion of 24 semester hours from courses in computer and information science, computer applications, computer information technology, computer science, and information systems management. At least 15 of the 24 semester hours must be in courses numbered 300 or above.

A maximum of 9 semester hours of upper-level computer application courses from the following list may be included:

CAPP	305	Introduction to Visual Basic Programming
CAPP	340	Computer Applications in Management
CAPP	386	Internet: An Advanced Guide
CAPP	498B	Advanced Visual Basic Programming

Students must take MATH 107 College Algebra or a higher-numbered mathematics course from mathematics sequence I or II (listed on p. 170).

In designing an academic program, students should remember to include the lower-level courses that are prerequisites for the upper-level courses they intend to take.

CRIMINOLOGY/CRIMINAL JUSTICE

The criminology/criminal justice specialization covers the study of crime, delinquency, law enforcement, and corrections. The curriculum supports entry into or promotion in police, corrections, and related government services.

Scope

The criminology/criminal justice specialization includes courses in criminal law, juvenile delinquency, the categories and causes of crime, corrections, and security administration. Problems that arise in the work environment receive special attention in this specialization.

Goals

The specialization in criminology/criminal justice is designed to provide graduates with a background in law-enforcement and corrections issues and to enhance responsible citizenship by emphasizing the constitutional basis of the U.S. system of criminal justice. The specialization supports advancement and increases vocational competence in professions related to law enforcement and corrections, fosters more effective communication in writing and speaking, and establishes familiarity with the technological tools of the workplace in employment related to law enforcement and criminology.

Objectives

The student who graduates with a specialization in criminology/criminal justice will be able to

- Understand principles of effective law enforcement and security administration.
- Understand the causes of criminal behavior.
- Understand techniques of prevention and treatment of crime.
- Understand interrelations among components of the criminal justice system.
- Understand the role of the courts in the administration of justice.
- Effectively explain criminal behavior, treatment, and law enforcement in written and oral argument.
- Analyze law-enforcement issues as they relate to the U.S. Constitution.
- Analyze patterns of crime in American society.
- Review literature in the field using current technology.

Specialization Requirements

A primary specialization in criminology/criminal justice requires the completion of 24 semester hours from courses in criminology/criminal justice. At least 15 of the 24 semester hours must be in courses numbered 300 or above. At least 3 semester hours in statistics are also required.

Emphasis

The criminology/criminal justice specialization offers an emphasis in security operations and management.

SECURITY OPERATIONS AND MANAGEMENT

The security operations and management emphasis within the criminology/criminal justice specialization helps students gain exposure to specific skills for managing the complex security operations of a business. The emphasis conveys a cohesive base of job-related skills, enhances career prospects, offers marketable expertise to make career changes feasible, and prepares graduates for licensing in security operations and management.

This emphasis requires the completion of a minimum of 15 semester hours in security-related courses designated CCJS, with the remaining 9 semester hours in courses approved for the criminology/criminal justice specialization.

Students must complete any five of the following security-related courses:

CCJS	357	Industrial and Retail Security Administration
CCJS	498C	Computer Crime and Security
CCJS	498G	Introduction to Security Management
CCJS	498I	Security: A Management Perspective
CCJS	498K	Legal and Ethical Issues in Security Management
CCJS	498L	Protection of Business Assets
GVPT	401	Counter-Terrorism

The following courses are recommended as electives or related courses:

GVPT	210	Introduction to Public Administration
CCJS	331	Contemporary Legal Policy Issues
CCJS	340	Law-Enforcement Administration
IFSM	310	Human Factors in Information Systems

ECONOMICS

The economics specialization studies the U.S. economic system and U.S. economic relations with the rest of the world and analyzes forces that determine production and distribution, price levels, income distribution, and other economic factors that influence the quality of life. This specialization is appropriate for students who require economic backgrounds for careers in business, labor, politics, law, finance, administration, or public service or who plan to continue specialized studies in economics or business at the graduate level.

Scope

The economics specialization studies macro- and microeconomics, money and banking, international economics, mathematical economics, environmental economics, business economics, history of economic thought, public finance, comparative economic systems, and computer methods in economics. The curriculum examines attempts to deal with economics both as a problem-solving science and as a branch of intellectual history, and also addresses the economic issues that confront private individuals, political leaders, and businesses today.

Goals

The economics specialization seeks to develop graduates who can apply the problem-solving and creative skills necessary for success in today's global, diverse, and technologically advanced economic environment. Problem-solving skills include deductive reasoning, an ability to consider complex problems through the use of parsimonious models, mastery of the fundamental principles of economics, and an ability to use decision-making techniques. Creative skills include the ability to identify economic issues and problems, devise novel policy proposals for dealing with problems, analyze both the intended and unintended effects of policies, and devise innovative methods to estimate the magnitude of these effects.

Objectives

The student who graduates with a specialization in economics will be able to

- Understand the principles and problems of modern economic life.
- Apply deductive and creative skills to a variety of economic issues, problems, and policies in diverse economic, political, and social settings.
- Analyze economic and social problems and personal, public, and business decisions.
- Analyze contemporary international economic problems.
- Exhibit written and oral communication skills to convey knowledge of economic issues and policies.
- Use basic library and computer skills to perform economic research and solve economic policy issues and problems.

Specialization Requirements

A primary specialization in economics requires the completion of 24 semester hours from courses in economics. At least 15 of the 24 semester hours must be in courses numbered 300 or above. At least 3 semester hours in statistics are required.

ENGLISH

The English specialization studies the nature and significance of literature through various approaches to literary works. It considers the relationship of literature to contemporary intellectual issues, focusing on humanistic problems of value.

Scope

The English curriculum includes courses designed to build knowledge and skills in identifying and working with literary genres, acquiring historical and intercultural perspective, and appreciating the works of major authors. The curriculum includes courses that build critical-thinking and writing skills, foster understanding of language and linguistics, and explore special topics related to the study of literature, literary criticism, language, and writing.

Goals

The specialization in English produces graduates with demonstrated skills in literary analysis and critical thinking and writing. These skills prepare students specializing in English for careers in education, law, writing and publishing, journalism, public relations, business, and management.

Objectives

A student who graduates with a specialization in English will be able to

- Read, analyze, and appreciate English and American literature and representative works from the literatures of other countries and cultures.
- Critically examine intellectual, moral, and ethical issues.
- Apply techniques of independent research, including research that uses technology and fosters information literacy.
- Analyze literary works, literary genres, literary criticism, the historical development of literature and language, and the contributions of major authors.
- Formulate ideas and convey them in clear English prose.
- Write effectively and demonstrate superior understanding of the writing process and writing techniques.
- Communicate abstract ideas clearly in oral presentation.

Specialization Requirements

A primary specialization in English (for the B.A. only) requires the completion of 24 semester hours from courses in English. At least 15 of the 24 semester hours must be in courses numbered 300 or above.

The 15 semester hours required in upper-level English courses must include 3 semester hours in each of the five categories listed below.

Analytical Foundation

ENGL	303	Critical Approaches to Literature

Genre (e.g., Novel, Poetry, Drama)

ENGL	340	Studies in Fiction, Poetry, and Drama
ENGL	364	20th-Century African American Literature: The Fictional Vision
ENGL	377	Medieval Myth and Modern Narrative
ENGL	379B	Modern Children's Literature
ENGL	379D	The Detective in Literature
ENGL	434	American Drama
ENGL	441	The Novel in America Since 1914
ENGL	446	Postmodern British and American Poetry
ENGL	454	Modern Drama
ENGL	457	The Modern Novel
ENGL	476	Modern Fantasy and Science Fiction
ENGL	479	Selected Topics in English and American Literature

Historical Period

ENGL	310	Medieval and Renaissance British Literature
ENGL	312	Romantic to Modern British Literature
ENGL	313	American Literature
ENGL	350	English and American Literature: Blake to Conrad
ENGL	425	Modern British Literature
ENGL	433	American Literature: 1914 to the Present, the Modern Period
ENGL	436	The Literature of American Democracy
ENGL	437	Contemporary American Literature

Major Author

ENGL	304	The Major Works of Shakespeare
ENGL	379	Special Topics in Literature (as appropriate)
ENGL	402	Chaucer
ENGL	403	Shakespeare: The Early Works
ENGL	404	Shakespeare: The Later Works
ENGL	406	Shakespeare: Power and Justice
ENGL	419	Major British Writers After 1800
ENGL	439	Major American Writers
ENGL	439F	Major American Writers: Frost and Faulkner
ENGL	439I	Major American Writers: Twain and Crane
ENGL	439J	Major American Writers: Fitzgerald and Hemingway
ENGL	479	Selected Topics in English and American Literature (as appropriate)

Electives

COMM	380	Language in Social Contexts
ENGL	348	Literary Works by Women
ENGL	396	Critical Thinking in Reading and Writing
ENGL	466	The Arthurian Legend
ENGL	479I	The Language of Advertising
ENGL	479L	Literary Classics on Film and Television
ENGL	479R	The Literature of War

At least two courses, including any applied toward the genre, historical period, or major author requirements, must cover, exclusively or in part, literature written before 1900. Only one course in writing (not including ENGL 101, ENGL 101X, or ENGL 303) may be applied to a primary specialization in English.

ENVIRONMENTAL MANAGEMENT

Employment opportunities in government agencies, businesses, educational institutions, and nonprofit organizations are expected to grow to meet the demand for knowledgeable environmental managers. The environmental management specialization prepares students for those opportunities by studying all facets of interdisciplinary and multimedia (air, water, land) environmental management and related issues on a fundamental, practical, and global level.

Scope

The environmental management specialization includes the study of basic scientific principles, government regulations, management strategies, and communication techniques for an understanding and integration of multimedia environmental management, regulatory compliance, technological changes, health and safety management, emergency management, global resource conservation, and sustainable development.

Goals

Courses in environmental management are designed to produce environmental managers who not only understand all aspects of the environmental industry but who are skilled in critical thinking, problem solving, project management, interpersonal relations, and team building and are able to plan, implement, and control all facets of environmental management.

Objectives

The student who graduates with a specialization in environmental management will be able to

- Apply and interpret the scientific principles, guiding regulations, and recommended practices of environmental management.
- Demonstrate knowledge of effective techniques for communicating scientific, technical, and legal information to diverse populations, including industry managers and employees, community groups, and the media.
- Develop comprehensive environmental management strategies and employ today's required skills of critical thinking, problem solving, project management, interpersonal relations, and team building.
- Appreciate and incorporate information technology and international perspectives.
- Understand the new paradigm of environmental management and prevention in addition to control and remediation.
- Have a broad understanding of multimedia environmental management, including the development and application of cutting-edge technologies for greater cost-effectiveness and work efficiency.
- Understand and integrate multimedia environmental management, regulatory compliance, recent technological changes, emergency management, health and safety management, global resource conservation, and sustainable development.

Specialization Requirements

A primary specialization in environmental management requires the completion of 24 semester hours from courses in environmental management. Courses required for a specialization in environmental management are listed below.

The following five courses are required:

ENMT 301	Environment and Ecosystems Management
ENMT 320	Environmental Health and Safety Management
ENMT 340	Environmental Technology
ENMT 405	Pollution Prevention and Other Strategies
ENMT 493	Environmental Regulations and Policy

The remaining courses required for a primary specialization must be chosen from the following courses. These courses may also be applied to a secondary specialization or elective requirements, as appropriate. ENMT 495 is an integrated capstone course and generally should be taken in the student's final semester.

ENMT 305	Hazardous Materials Toxicology
ENMT 310	Emergency Planning and Operations Management
ENMT 315	Environmental Audits and Permits
ENMT 325	The Biosphere, Energy, and Sustainable Development
ENMT 330	Environmental Monitoring and Investigations
ENMT 350	Integrated Waste Management
ENMT 360	Water Environment Management and Use
ENMT 370	Environmental Communications and Information Systems
ENMT 380	Outdoor and Indoor Air Quality Management
ENMT 390	Environmental Risk Assessment
ENMT 495	Environmental Management Issues and Solutions

The following courses, or their equivalents, are prerequisite to the required courses and should be taken early in the program. They may be applied to general education, secondary specialization, or elective requirements, as appropriate:

GNSC 100	Physical Science
or	
PHYS 121	Fundamental Physics I
CHEM 103	General Chemistry I
CHEM 104	Fundamentals of Organic and Biochemistry
BIOL 101	Concepts in Biology
MATH 115	Pre-Calculus
BEHS 202	Introduction to Research Methods and Statistics
or	
BMGT 230	Business Statistics

All students in the environmental management specialization are required to complete a minimum of 3 credits each in writing, management, and computers/information science from the following or equivalent courses. These credits may be applied to general education, secondary specialization, or elective requirements, as appropriate.

Writing

COMM 293	Technical Report Writing
COMM 390	Writing for Managers
COMM 393	Technical Writing
COMM 394	Business Writing

Management

BMGT 364	Management and Organizational Theory
MGMT 300	Leadership and Management in an Age of Diversity
TMGT 310	Problem Solving
TMGT 430	Project Management

Computing

CAPP	303	Advanced Features of Microcomputer Applications Software
IFSM	210	Introduction to Computer-Based Systems
IFSM	300	Information Systems in Organizations
TMGT	201	Introduction to Computer-Based Systems

FIRE SCIENCE

The fire science specialization studies disaster planning and the administration of fire-protection services. Developed in conjunction with the National Fire Academy of the Federal Emergency Management Agency, the specialization serves fire-service professionals who seek state-of-the-art knowledge to support advancement to chief executive management and senior leadership positions. This specialization is also appropriate for professionals in related fields such as public safety, law enforcement, health services, insurance, and private-industry emergency response, as well as those in government who serve or interact with the fire services. The specialization provides an understanding of the interagency coordination necessary for fire prevention, emergency management, safe and successful fire-incident command, and arson investigation.

Scope

The fire science specialization encompasses all areas of incendiary-fire management. Courses focus on analytical approaches to fire protection and investigation, personnel management, disaster and fire-defense planning, hazardous materials management, fire-protection structure and system design, the role of the fire service within the community and political structure, and the phenomena of fire propagation. The specialization improves the professional qualifications of all students and enhances their educational credentials and advancement prospects within their respective fields.

Goals

A major goal is to prepare students to be effective and successful fire-service leaders and managers. In addition to completion of a Bachelor of Science, students may earn a National Fire Academy Certificate—awarded for completion of six courses.

A second goal is to prepare students for fire-protection administration and management careers in public safety and private industry, as well as professional-level positions in hazardous materials management and disaster planning. A third goal is to upgrade the professional skills of all students.

Objectives

The student who graduates with a specialization in fire science will be able to

- Recognize the legal basis for public safety responsibility and product liability.
- Explain fire fighting and disaster planning as practiced in other parts of the world.
- Write reports and make presentations of the quality expected by senior management.
- Use computer technology to inform and enhance operational and strategic management decisions.
- Use modern information technology to access relevant managerial and educational resources worldwide.
- Develop a comprehensive hazardous materials management program, including preincident planning, on-site emergency response, and postincident analysis and investigation.
- Apply skills in analysis and evaluation to complete fire-risk assessment.
- Apply project management strategies to design disaster and fire-defense planning.
- Apply design principles to detect, control, and suppress fires in buildings and other structures, and use fire modeling to analyze fire propagation.
- Apply systems analysis to problems of incendiary-fire investigation and fire protection.
- Apply risk assessment to analyze pre- and postoccurrence factors.
- Apply skills in human resource management to deal with the psychological effects of emergency situations.
- Evaluate techniques, procedures, programs, and agencies involved in preventing fires.

Specialization Requirements

A primary specialization in fire science requires the completion of 24 semester hours from courses in fire science. At least 15 of the 24 semester hours must be in courses numbered 300 or above.

GERONTOLOGY

The gerontology specialization studies the social and psychological phenomena associated with aging. The curriculum is intended to support employment advancement in the care of the aging and in the management of senior housing.

Scope

The gerontology specialization covers issues related to caring for an aging population, including long-term-care administration and the management of senior housing, with emphasis on applications to problems that arise in the workplace.

Goals

The specialization in gerontology is designed to produce graduates with the skills and scholarly background necessary to care for an aging population. Study in this area will support entry into and advancement within professions that care for an aging population, foster use of technological resources for investigating social and psychological problems concerning aging, increase effectiveness of oral and written communication, and prepare graduates to meet professional standards of performance in long-term-care administration and the management of senior housing.

Objectives

The student who graduates with a specialization in gerontology will be able to

- Understand the physiological aspects of the aging process, including acute and chronic disease processes.
- Understand the psychological aspects of aging, including intelligence, memory, learning, personality, depression, and dementia.
- Understand how the family interacts and influences aging.
- Understand the need for new housing and living arrangements that can increase levels of independent living for the elderly in the community.
- Understand the legal, economic, and policy implications of an aging population at the federal, state, and local levels.
- Analyze the influence of social processes (such as family relations, income, retirement, housing, education, and social roles) on the aging process.
- Counter the myths associated with the aging process and provide positive examples of aging.
- Understand institutional and community-based systems for the care of older people and how these systems can affect the health and well-being of older individuals and their families.
- Develop techniques for managing, marketing, and financing services to seniors.
- Cultivate cultural understanding of the role of older adults in society.

Specialization Requirements

A primary specialization in gerontology requires the completion of 24 semester hours from courses in gerontology. At least 15 of the 24 semester hours must be in courses numbered 300 or above. No more than six 1-semester-hour courses may be applied to the primary area of specialization. At least 3 semester hours in statistics are required.

GOVERNMENT AND POLITICS

The government and politics specialization studies governmental institutions and individuals and their social and political behavior. The specialization is intended to give students a background for careers in business, law, politics, administration, and public or private service. It also provides a foundation for students who intend to continue specialized studies in government and politics at the graduate level.

Scope

The government and politics specialization includes studies in U.S. government and politics, comparative government, international relations, public policy and political behavior, political theory, public administration, public law, and state and local administration. The curriculum emphasizes the structure and functions of government and the concerns of authorities, and stresses systematic generalization based on empirical data and statistical analysis standard in all social sciences. It relies mainly on conceptual schemes from such disciplines as economics, sociology, psychology, and the physical and natural sciences.

Goals

A specialization in government and politics produces graduates who can analyze different governments and the political implications of events and who possess the theoretical background and practical skills to succeed in a wide variety of public- and private-sector careers. Graduates frequently enter the public sector, working in fields such as personnel, management, budgeting, social services, and research. A specialization in government and politics also prepares students for careers in journalism and the foreign service. Some graduates go on to graduate school to prepare for careers in teaching or research or for specialized positions in government.

Objectives

The student who graduates with a specialization in government and politics will be able to

- Understand political science terminology and explanations.
- Understand a variety of approaches to the study of politics as well as important issues that motivate scholarship and shape political practice.
- Understand the structure and operations of the U.S. political system, the values that underlie it, and the capitalist context.
- Understand the scope of political science, government, political process, law, and international politics, and articulate informed judgments about political issues and events.
- Analyze political and social problems.
- Analyze contemporary international political problems.
- Demonstrate skills in using appropriate technology to gather, analyze, and disseminate political information.

- Exhibit oral and written communication skills to convey knowledge of political issues and policies.
- Use basic library and computer skills to conduct political research and solve policy issues and problems.

Specialization Requirements

A primary specialization in government and politics requires the completion of 24 semester hours from courses in government and politics. At least 15 of the 24 semester hours must be in courses numbered 300 or above.

The following courses are required:

GVPT	100	Principles of Government and Politics
GVPT	170	American Government

Students also must take at least one course in three of the following fields of government: American government and politics, political theory, comparative government, public administration, international relations, public law, public policy, and political behavior. At least 3 semester hours in statistics are also required.

HEALTH SERVICES MANAGEMENT

The specialization in health services management focuses on health service organizations and businesses (including hospitals, long-term-care facilities, nursing homes, assisted living residences, and health maintenance organizations), out-patient care, health services management systems, and facility management. Faculty members are current or former managers, administrators, policy analysts, planners, and legal professionals in health services.

Scope

The health services management specialization combines the study of management concepts with knowledge of the health services industry. Topics include aspects of management and technical knowledge in public and private health services organizations, financial management, industry economics, research, planning, ethical issues, law, operations, human resources, marketing, strategic management, information systems, and total quality management.

Goals

The specialization in health services management provides graduates a background in business with specialized knowledge in health services management. Students range from those with no prior college education to physicians and other advanced-degree health professionals. This specialization is appropriate for adults who work full-time and seek advancement to entry- or mid-level supervisory or management positions in public and private health services organizations. Students can add to their background in health services through courses in other specializations, including accounting, business and management, computer and information science, economics, government and politics, hotel and restaurant management, information systems management, management, management studies, and technology and management.

Objectives

The student who graduates with a specialization in health services management will be able to

- Understand the scope and complexity of the health services industry.
- Understand the domestic and global dimensions and influences in the health services industry.
- Appreciate philosophies of ethics and social responsibility relevant to health services management.
- Develop effective written and oral communications consistent with the business and professional environment of the health services industry.
- Apply current computer applications and technology to tasks in the health services industry.
- Think critically and constructively about issues and problems in health services management and perform research on them.
- Develop innovative leadership and team-management skills necessary for success in a diverse and changing workplace.
- Apply current knowledge and practices in accounting, finance, law, research, planning, marketing, and human resource management in the health services industry.
- Apply the marketing principles and concepts of product, place, price, and promotion to a health services operation.

Specialization Requirements

A primary specialization in health services management requires the completion of 24 semester hours from courses in health services management. At least 15 of the 24 semester hours must be in courses numbered 300 or above. Since health services management often involves interacting with people, as well as analyzing information, students are urged to include in their studies certain courses beyond those required. The courses listed here, although not required, are recommended to help students develop marketable skills.

Courses in health services management may be applied to the primary specialization; courses in other management-related disciplines may be used in a secondary specialization or as supporting courses or electives.

Computing

(For students with little or no computer coursework or experience)

CAPP	103	Introduction to Microcomputer Software
		or
IFSM	201	Introduction to Computer-Based Systems

(For students with prior coursework or experience in computing)

CAPP	340	Computer Applications in Management

In addition to one of the computing courses listed above, the following course is recommended for all students:

IFSM	300	Information Systems in Organizations*

Statistics

HMGT	398C	Research Issues and Methods in Health Services Management
		or
BEHS	202	Introduction to Research Methods and Statistics
		or
BMGT	230	Business Statistics
		or
MGMT	316	Business Analysis Methods

Accounting

ACCT	321	Cost Accounting
		or
MGMT	301	Accounting for Managers

Economics

HMGT	325	Health Services Economics
ECON	201	Principles of Economics I
ECON	203	Principles of Economics II*

Finance

HMGT	322	Health-Services Financial Management*
		or
BMGT	340	Business Finance

Law

HMGT	416	Legal Aspects of Health Services Administration*
		or
BMGT	378	Legal Environment of Business
		or
BMGT	380	Business Law I
		or
BMGT	468	Employment Law for Business

Management

HMGT	320	Health Services Management*
		or
BMGT	360	Human Resource Management
		or
BMGT	364	Management and Organization Theory
		or
MGMT	300	Leadership and Management in an Age of Diversity
		or
TMGT	302	Management: Perspectives, Process, Productivity
		or
TMGT	360	Human Resource Management
BMGT	464	Organizational Behavior
BMGT	495	Business Policy and Strategic Management

HISTORY

The history specialization is concerned with the study of the past as manifested in historical topics, issues, trends, and events and as explored in a wide variety of time periods during the evolution of different cultures.

Scope

The history curriculum is designed to build knowledge and skills in identifying historical significance, acquiring historical and intercultural perspective, and appreciating the major contributions of various events and individuals to human civilization. The curriculum includes courses that build critical-thinking and writing skills, foster understanding of past and present events, teach methods associated with modern historical research (including technology-based research), and explore special topics related to the study of history.

Goals

The specialization in history produces graduates with skills in modern historical research and analysis and a chronological sense of the past, as well as factual knowledge of specific historical periods. Students demonstrate an ability to adopt a historical perspective and an appreciation of U.S. history and the histories of other peoples and cultures that will enhance multicultural understanding in the modern workplace. These skills and knowledge prepare students for careers in education, law, government, writing and research, public relations, business, and management.

* *Strongly recommended for students in this specialization.*

Objectives

The student who graduates with a specialization in history will be able to

- Understand historiography and historical methods and appreciate how history has been written and interpreted over recorded time.
- Understand that he or she is uniquely affected by the U.S. historical experience.
- Demonstrate a chronological sense of the diverse peoples, events, and cultures that have determined human civilization.
- Think and read critically and conduct research that includes identifying, evaluating, and presenting with integrity the primary and secondary sources of historical information.
- Demonstrate awareness of ethical and social issues associated with writing and interpreting history.
- Have an increased awareness of current events and demonstrate the ability to assess these events from a historical perspective.
- Use research opportunities as a means of developing and refining technological skills.
- Write cogent, documented, historical papers that exhibit interpretative skill as well as factual knowledge.

Specialization Requirements

A primary specialization in history (for the B.A. only) requires the completion of 24 semester hours from courses in history. At least 15 of the 24 semester hours must be in courses numbered 300 or above. The courses required for a specialization are listed below.

Students must take a survey sequence (usually two courses, totaling 6 credits) from among the following:

HIST 110/111	The Ancient World/The Medieval World
HIST 112/113	The Rise of the West: 1500 to 1789/Modern Europe: 1789 to the Present
HIST 122/123	African Civilization/Sub-Saharan Africa
HIST 141/142	Western Civilization I/II*
HIST 156/157	History of the United States to 1865/History of the United States Since 1865*
HIST 324/325	Classical Greece/Alexander the Great and the Hellenistic Age
HIST 326/327	The Roman Republic/The Roman Empire
HIST 330/331	Europe in the Early Middle Ages: 300 to 1000/ Europe in the High Middle Ages: 300 to 1450
HIST 332/333	Europe During the Renaissance and Reformation I/II
HIST 335/336	Society, Ideas, and Culture in Revolutionary Europe/Europe in the 19th Century: 1815 to 1919
HIST 360/361	America in the Colonial Era: 1600 to 1763/America in the Revolutionary Era: 1763 to 1815
HIST 362/363	Ante-Bellum America: 1815 to 1861/Civil War and the New Industrial Society in the United States: 1860 to 1900
HIST 364/365	Emergence of Modern America: 1900 to 1945/Recent America: 1945 to the Present
HIST 390/391	Middle East I/II
HIST 482/483	History of Japan to 1800/History of Japan Since 1800

Students must also take one 3-credit course related to the American experience from among the following:

HIST	156	History of the United States to 1865**
HIST	157	History of the United States Since 1865**
HIST	275	Law and Constitutionalism in American History
HIST	306	History of Religion in America
HIST	360	America in the Colonial Era: 1600 to 1763
HIST	361	America in the Revolutionary Era: 1763 to 1815
HIST	362	Ante-Bellum America: 1815 to 1861
HIST	363	Civil War and the New Industrial Society in the United States: 1860 to 1900
HIST	364	Emergence of Modern America: 1900 to 1945
HIST	365	Recent America: 1945 to the Present
HIST	451	Economic History of the United States Since 1865
HIST	452	Diplomatic History of the United States to 1914
HIST	453	Diplomatic History of the United States Since 1914
HIST	459	Society in America: Historical Topics
HIST	461	African American Life Since 1865
HIST	462	The U.S. Civil War

Note that some courses satisfy both the requirement for a survey sequence and one or more of the other requirements. Students must also take one 3-credit course covering an era ending before 1900 and one 3-credit course covering a geographic area other than the United States. (Any HIST course that meets the international perspective requirement is applicable to the geographic area requirement.)

** Sequence recommended for students in this specialization.*
*** Recommended for students in this specialization.*

HOTEL AND RESTAURANT MANAGEMENT

The hotel and restaurant management specialization is currently in the process of being absorbed into the business and management specialization, with limited course offerings available. The specialization will be discontinued by fall 2001. To complete a primary specialization in hotel and restaurant management in the time remaining, students should already have completed at least 18 semester hours of required coursework in the specialization. If all coursework for the primary specialization is not completed by the end of spring 2001, credit earned in hotel and restaurant management may be applied toward a primary specialization in either business and management or management studies. All requirements of the new specialization must then be met. Students are urged to consult their team advisor for further information on courses and options.

The hotel and restaurant management specialization studies a variety of service-related hospitality operations, including hotels, resorts, restaurants, food and beverage services, leisure services, hospitality management systems, and facility management.

Scope

Courses in hotel and restaurant management provide experiential learning, development of analytical skills, technical knowledge, and contacts needed to succeed in a rapidly changing professional area. Courses cover aspects of management and technical knowledge used in hotels, restaurants, and leisure services, including front-office management, accounting, financial planning, operations, marketing, and human resource management. Highlights of this specialization include a curriculum that is oriented toward management and customer service and designed for anyone interested in the hospitality industry, a faculty with both teaching and professional hospitality expertise, and courses that are appropriate for adult students who have experience in this fast-growing field and who seek opportunities for advancement.

Goals

The hotel and restaurant management specialization provides graduates a background in business with specialized knowledge in hotel and restaurant management. Students specializing in hotel and restaurant management can choose from career opportunities in large corporations as well as entrepreneurial ventures. Students can add to their hospitality credentials with professionally oriented courses in other specializations, including accounting, business and management, computer and information science, economics, government and politics, health services management, information systems management, management, management studies, and technology and management.

Objectives

The student who graduates with a specialization in hotel and restaurant management will be able to

- Understand the scope and complexity of the hospitality industry.
- Understand the domestic and global dimensions of and influences on the hospitality industry.
- Develop effective written and oral communications consistent with the business and professional environment of the hospitality industry.
- Apply current computer applications and technology in the hospitality industry.
- Perform research on hospitality management issues and problems.
- Apply philosophies of ethics and social responsibility relevant to hospitality management.
- Develop innovative leadership and team-management skills necessary for success in a diverse and changing workplace.
- Apply current knowledge and practices in accounting, finance, law, food and beverage control, marketing, and human resource management in the hospitality industry.

Specialization Requirements

A primary specialization in hotel and restaurant management requires the completion of 24 semester hours from courses in hotel and restaurant management. At least 15 of the 24 semester hours must be in courses numbered 300 or above.

Courses in the subject areas listed below are recommended, although not required. Courses in other management-related disciplines may be used in a secondary specialization or as supporting courses or electives.

Computing

(For students with little or no computer coursework or experience)

CAPP	103	Introduction to Microcomputer Software
		or
IFSM	201	Introduction to Computer-Based Systems

(For students with prior coursework or experience in computing)

CAPP	340	Computer Applications in Management

In addition to one of the computing courses listed above, the following course is recommended for all students:

IFSM	300	Information Systems in Organizations*

** Strongly recommended for students in this specialization.*

Statistics

BEHS	202	Introduction to Research Methods and Statistics
		or
BMGT	230	Business Statistics
		or
MGMT	316	Business Analysis Methods

Accounting and Finance

ACCT	321	Cost Accounting
		or
MGMT	301	Accounting for Managers
ACCT	426	Advanced Cost Accounting
BMGT	340	Business Finance

Economics

ECON	201	Principles of Economics I
ECON	203	Principles of Economics II*

Law

BMGT	378	Legal Environment of Business
		or
BMGT	380	Business Law I
		or
BMGT	468	Employment Law for Business

Management

BMGT	360	Human Resource Management
		or
BMGT	364	Management and Organization Theory
		or
MGMT	300	Leadership and Management in an Age of Diversity
		or
TMGT	302	Management: Perspectives, Process, Productivity
BMGT	464	Organizational Behavior
BMGT	495	Business Policy and Strategic Management

HUMANITIES

The humanities specialization is an interdisciplinary study of human thought and cultural achievement, including philosophy, the arts, literature, language, and religion. The humanities specialization encourages thinking across traditional disciplinary lines. It provides a broad perspective on human behavior, learning and discovery, beliefs and values, and aesthetic expression.

Scope

The humanities curriculum provides a balance of courses in American and comparative world cultural history, arts and literature, philosophy and religion, and the human impact of science and technology.

Goals

A specialization in the humanities provides graduates with an educational foundation in the humanities and liberal arts and with skills of writing, reasoning, and critical judgment. Graduates in the humanities specialization find career opportunities in education, religion, literature, government, writing and research, business administration, management, and law.

Objectives

The student who graduates with a specialization in the humanities will be able to

- Understand and appreciate forms of human expression and compare varieties of expression across cultural boundaries.
- Analyze human expression from an interdisciplinary perspective.
- Demonstrate the relationship between human expression and the societies and the values that produced it.
- Apply critical reasoning, judgment, and choice.
- Write well and communicate critically and clearly.
- Use computers for communication and research.

Specialization Requirements

A primary specialization in the humanities (for the B.A. only) requires the completion of 24 semester hours from courses in the humanities. At least 15 of the 24 semester hours must be in courses numbered 300 or above.

At least one course must be taken in each of the following five focal areas. A course listed under two or more categories may be used to fulfill only one requirement. Special topics and independent-study courses can be used to fill a particular focal area only upon approval.

** Strongly recommended for students in this specialization.*

American Cultural History

HUMN 119	American Adventure
HUMN 120	America in Perspective
HUMN 211	The Impact of Music on Life
HUMN 245	Political and Social Philosophy
HUMN 280	This Constitution: A History
HUMN 351	Myth and Culture
HUMN 364	20th-Century African American Literature: The Fictional Vision
HUMN 366	Legacies: A History of Women and the Family in America to 1870
HUMN 375	Social History of Washington, D.C.
HUMN 436	Jazz: Then and Now
HUMN 447	Philosophy of Law

World/Comparative Cultural History

HUMN 110	Introduction to the Theatre
HUMN 125	Introduction to Philosophy
HUMN 130	Survey of Music Literature
HUMN 236	Philosophy of Religion
HUMN 245	Political and Social Philosophy
HUMN 301	Crossing Cultures: World Views in the Humanities
HUMN 307	Asian Philosophy
HUMN 308	Modern Philosophy
HUMN 350	The Religious Quest
HUMN 351	Myth and Culture
HUMN 448	The Musical Symphony

Technology and Scientific Discovery

HUMN 126	Cosmos
HUMN 336	Ideas Shaping the 21st Century
HUMN 342	Moral Problems in Medicine
HUMN 360	Global Environmental Change
HUMN 385	Philosophy and Computers

Arts and Literature

HUMN 110	Introduction to the Theatre
HUMN 111	Acting I
HUMN 130	Survey of Music Literature
HUMN 140	Music Fundamentals I
HUMN 211	The Impact of Music on Life
HUMN 351	Myth and Culture
HUMN 364	20th-Century African American Literature: The Fictional Vision
HUMN 375	Social History of Washington, D.C.
HUMN 436	Jazz: Then and Now
HUMN 448	The Musical Symphony

Philosophy and Religion

HUMN 125	Introduction to Philosophy
HUMN 141	Contemporary Moral Issues
HUMN 170	Introduction to Logic
HUMN 173	Logic and the English Language
HUMN 236	Philosophy of Religion
HUMN 245	Political and Social Philosophy
HUMN 300	Modern Moral Choices
HUMN 307	Asian Philosophy
HUMN 308	Modern Philosophy
HUMN 310	Business and Professional Ethics
HUMN 342	Moral Problems in Medicine
HUMN 343	Sexual Morality
HUMN 345	Making Decisions
HUMN 350	The Religious Quest
HUMN 351	Myth and Culture
HUMN 385	Philosophy and Computers
HUMN 447	Philosophy of Law

INFORMATION SYSTEMS MANAGEMENT

The information systems management specialization focuses on designing, implementing, and evaluating information systems that assist the public and private sectors in designing, producing, and maintaining productive operating environments.

Scope

The information systems management specialization provides a technical and managerial foundation for information systems professionals. It provides management-oriented, computer information system coursework, as opposed to computer-oriented management coursework. Courses are designed to develop a conceptual framework in systems engineering, management of information systems, database architecture, systems analysis and design, and issues relating to workplace productivity such as human factors, telecommunications, and ethics.

Students take core courses in systems analysis and relational databases to build a general foundation and in-depth knowledge in advanced databases to focus their careers as information systems or database systems managers. Students may also take courses in project management, information engineering, and resource management to focus their career paths. Elective courses offer deeper understanding of computer networks and network management or complement coursework in business and management, government and politics, or health services management.

Goals

The information systems management specialization produces graduates with the ability to conceptualize and manage the design and implementation of high-quality information systems. They must be able to communicate effectively—in speaking and in writing—the issues, problems, and recommendations involved in the management of information systems, and they must understand the role of information systems within a global context. They must also be able to perceive the historical and future implications of computing in an ever-changing environment and make informed choices when managing technological growth in their organizations.

Objectives

The student who graduates with a specialization in information systems management will be able to

- Be aware of ethical issues in the areas of information systems, work productivity, and human factors.
- Apply appropriate problem-solving methodologies to the analysis and solution of problems.
- Apply standard systems practices to the planning, implementation, management, and evaluation of information systems.
- Communicate effectively using oral, written, and multimedia techniques.
- Manage change in the dynamic and global environments of automated systems.
- Use technology to research information needed to produce informed decisions for organizations.
- Distinguish relationships between programming languages and information systems.
- Develop skills in systems analysis appropriate to the management of information system projects.
- Develop skills in the design, creation, maintenance, and reporting functions of database systems and database systems management.
- Use a systems approach to select hardware and software for an organization.

Specialization Requirements

A primary specialization in information systems management requires the completion of 24 semester hours from courses in information systems management. At least 15 of the 24 semester hours must be in courses numbered 300 or above. IFSM 201 Introduction to Computer-Based Systems (or its equivalent) is a prerequisite but is not counted in the 24 credits required for the primary specialization. The courses required for a specialization are listed below.

The following courses are required:

IFSM	296	COBOL Programming I
		or
3 credits in another high-level programming language		
IFSM	300	Information Systems in Organizations
IFSM	310	Software and Hardware Concepts

The information systems management specialization also requires at least one upper-level course taken from each of the following three areas:

Database Management

IFSM	410	Database Program Development
IFSM	411	SQL
IFSM	420	Advanced Database Concepts

Systems Analysis

IFSM	460	Systems Analysis
IFSM	465	Systems Design
IFSM	470	CASE: Technologies, Methodologies, and Management

Workplace Resource Management

IFSM	302	Workplace Productivity
IFSM	303	Human Factors in Information Systems
IFSM	304	Ethics in the Information Age
IFSM	425	Decision Support and Expert Systems
IFSM	430	Information Systems and Security
IFSM	438	Project Management
IFSM	450	Telecommunication Systems in Management

The remaining 6 semester hours, consisting of elective courses in information systems management, should be related to career goals or personal interests.

Students must take MATH 107 College Algebra or a higher-numbered mathematics course from mathematics sequence I or II (listed on p. 170). STAT 100 Elementary Statistics and Probability (or its equivalent) is also required.

MANAGEMENT

The management specialization is currently in the process of being absorbed into the business and management specialization, with limited course offerings available. The specialization will be discontinued by fall 2001. Students should not select management as a primary area of specialization if they have not already completed at least 12 credits in the specialization. If all coursework for the primary specialization is not completed by the end of summer 2001, credit earned in management may be applied toward a primary specialization in either business and management or management studies. All requirements of the new specialization must then be met. Students are urged to consult their team advisor for further information on courses and options.

The management specialization focuses on complexities in the workplace environment and the organization, including issues in leadership and management, managing diversity, team building, globalization of business, oral and written communication, computerization and use of information, ethics and social responsibility, and strategic management. Study within this specialization concentrates on developing policies and procedures, planning, budgeting, organizing, staffing, controlling, research, quantitative analysis, and problem solving.

Scope

A specialization in management stresses the integration of contemporary management theory and practice. Courses are particularly appropriate for adult students who want to emphasize the manager's perspective. Topics include leadership, the global nature of business, managing diversity, problem solving and critical thinking, communication skills, ethics in business, and current issues. The specialization also includes studies in managerial accounting, quantitative analysis and statistics, entrepreneurial management, organizational development, procurement, marketing, operations management, process reengineering, total quality management, and strategic management.

Goals

A specialization in management provides graduates with a foundation for management-related careers in business, not-for-profit organizations, and the public sector. Opportunities for graduates include careers as managers in business, government, and other organizations.

Related specializations include accounting, business and management, computer and information science, economics, government and politics, health services management, hotel and restaurant management, information systems management, management studies, and technology and management.

Objectives

The student who graduates with a specialization in management will be able to

- Understand the domestic and global dimensions of and influences on business and management.
- Understand philosophies of ethics and social responsibility relevant to business and management.
- Develop effective written and oral communications that are consistent with the business and professional environment.
- Use current computer applications and technology in the workplace.
- Apply key concepts and theories to business and management.
- Perform research in business and management.
- Develop innovative leadership and team-management skills necessary for success in a diverse and changing workplace.

Specialization Requirements

A primary specialization in management requires the completion of 24 semester hours from courses in management. At least 15 of the 24 semester hours must be in courses numbered 300 or above. The courses required for a specialization are listed below.

The following courses are required:

MGMT 300	Leadership and Management in an Age of Diversity
MGMT 301	Accounting for Managers
or	
ACCT 221	Principles of Accounting II
MGMT 305	The Global Business Environment
or	
BGMT 392	International Business Management
MGMT 316	Business Analysis Methods
or	
BGMT 230	Business Statistics
MGMT 410	Marketing for Managers
or	
BGMT 350	Marketing Principles and Organization
BGMT 495	Business Policies and Strategic Management

Since management often involves interacting with people, as well as analyzing information, students are urged to include in their studies certain courses beyond those required. The following courses, although not required, are recommended to help students develop marketable skills.

Courses in management may be applied to the primary specialization; courses in other management-related disciplines may be used in a secondary specialization or as supporting courses or electives.

Computing

(For students with little or no computer coursework or experience)

CAPP	103	Introduction to Microcomputer Software
		or
IFSM	201	Introduction to Computer-Based Systems

(For students with prior coursework or experience in computing)

CAPP	340	Computer Applications in Management

In addition to one of the computing courses listed above, the following course is recommended for all students:

IFSM	300	Information Systems in Organizations*

Accounting

ACCT	321	Cost Accounting
		or
ACCT	426	Advanced Cost Accounting
BMGT	340	Business Finance*

Economics

ECON	201	Principles of Economics I
ECON	203	Principles of Economics II*

Law

BMGT	380	Business Law I*
		or
BMGT	462	Employment Law for Business
		or
BMGT	480	Legal Environment of Business

Management

BMGT	360	Human Resource Management
		or
BMGT	395	Customer Service Management
		or
BMGT	464	Organizational Behavior
		or
IFSM	438	Project Management
		or
TMGT	310	Problem Solving
		or
TMGT	430	Project Management
		or
TMGT	480	Exploring the Future

MANAGEMENT STUDIES

The management studies specialization provides a multidisciplinary approach to management and problem solving. Most organizations (whether they are large corporations, small businesses, government agencies, or not-for-profit entities) use concepts from the study of management. Within an organizational setting, management deals with people, organizational structure, and complexities in the environment, including policies and procedures, planning, budgeting, organizing, staffing, controlling, research, analysis, and problem solving.

Scope

The management studies specialization is based on the premise that many business, government, public-service, and technical environments require a knowledge of management principles that may best be gained from more than one discipline. While no courses in management studies are offered in the Maryland area, the European and Asian Programs offer several courses within the discipline.

Both in Maryland and overseas, students specializing in management studies may choose from a wide variety of approved management-related courses from other disciplines, including accounting, business and management, economics, health services management, hotel and restaurant management, information systems management, management, and technology and management. Thus, study can be tailored to the student's needs.

Goals

A specialization in management studies provides graduates with a multidisciplinary focus on analysis and decision making across a wide spectrum of management activities. Opportunities for graduates include careers as managers in business, government, and other organizations.

Objectives

The student who graduates with a specialization in management studies will be able to

- Develop effective written and oral communications consistent with the business and professional environment.
- Understand the domestic and global dimensions of and influences on business and management.
- Understand and apply current computer applications and technology in the workplace.
- Understand and apply key concepts and theories to business and management.
- Think critically and constructively and perform research in business and management.
- Appreciate philosophies of ethics and social responsibility relevant to business and management.
- Develop innovative leadership and team-management skills necessary for success in a diverse and changing workplace.

** Strongly recommended for students in this discipline.*

Specialization Requirements

A primary specialization in management studies requires the completion of 24 semester hours from courses in management studies or other approved management-related disciplines. At least 15 of the 24 semester hours must be in courses numbered 300 or above.

One of the following courses in management and leadership is recommended for students seeking a specialization:

BMGT	364	Management and Organization Theory
		or
MGMT	300	Leadership and Management in an Age of Diversity
		or
TMGT	302	Management: Perspectives, Process, Productivity

One or more upper-level courses in computing, statistics, cost accounting, business finance, business law, and economics are also recommended to provide a broad perspective on management.

MATHEMATICS

The mathematics specialization focuses on analyzing, formulating, and solving problems of a mathematical and statistical nature that arise in business, government, and industry. The applications of mathematics form an important component of other specializations, many of which require competence in areas of pure and applied mathematics. Mathematical knowledge also helps in interpreting data and organizing information in many areas, including computing and business management.

Scope

The application of mathematics is an important component of the mathematics curriculum. This specialization provides the critical mathematical reasoning skills and the mathematical knowledge students will need in areas such as business, computer programming, and operating system and database applications.

Goals

The mathematics specialization produces graduates who have an understanding of the nature and importance of mathematics in the world and human endeavor and the ability to exhibit written and oral communication skills consistent with the mathematics and professional environment. Studies in mathematics also help adult learners become mathematically mature, expert problem solvers and reasoners with complex, technical materials. Graduates are prepared for careers in a wide variety of mathematical or statistical fields, including education, engineering, statistics, technical research, and actuarial work.

Objectives

The student who graduates with a specialization in mathematics will be able to

- Understand and analyze problems that need mathematical analysis.
- Use appropriate tools and software in the formulation and generation of solutions to problems.
- Demonstrate knowledge of content in diverse areas of mathematics and related fields.
- Interpret real-world problems into mathematical models and demonstrate the application of mathematics in solving those problems.
- Demonstrate proficiency in written assignments and oral presentations.

Specialization Requirements

A primary specialization in mathematics requires the completion of 24 semester hours from courses in mathematics or statistics. At least 15 of the 24 semester hours must be in courses numbered 300 or above.

The following courses are required for a mathematics specialization:

MATH	140	Calculus I
MATH	141	Calculus II
MATH	240	Linear Algebra
MATH	241	Calculus III
MATH	246	Differential Equations

Some of the above courses may be taken as electives.

Students are recommended to take at least two courses in pure mathematics and two courses in applied mathematics.

Pure Mathematics

MATH	301	Concepts of Real Analysis I
MATH	302	Concepts of Real Analysis II
MATH	402	Algebraic Structure
MATH	432	Point Set Topology
MATH	436	Modern Geometry
MATH	463	Complex Analysis

Applied Mathematics

MATH	370	Actuarial Science
MATH	381	Operations Research
MATH	390	Mathematics of Communication
MATH	450	Logic for Computer Science
MATH	466	Numerical Analysis
MATH	475	Combinatorics and Graph Theory

MICROBIOLOGY

The microbiology specialization provides a preprofessional, laboratory-based approach to the study of bacteria and viruses with applications to public health for students with an appropriate background in the sciences. This subject is central to careers in biotechnology and public health and is a useful premedical or preveterinary specialization.

Scope

The microbiology specialization is grounded in the study of biology as it appears in the physiology and ecology of microorganisms, including virology, immunology, and epidemiology.

Goals

Students who specialize in microbiology will be prepared to work in fields related to biotechnology, including manufacture of drugs and food, public health, animal care, and agriculture. They will develop skills necessary to work as laboratory assistants and technicians or to embark on more advanced study in medicine and research.

Objectives

The student who graduates with a specialization in microbiology will be able to

- Understand basic taxonomy, structure, physiology, and ecology of bacteria, fungi, and viruses.
- Understand defenses provided by the immune system against infection.
- Perform standard laboratory routines employed in medical, industrial, and research work with microorganisms.
- Apply basic knowledge of microorganisms to problems encountered in medicine, public health, and biotechnology.

Specialization Requirements

A primary specialization in microbiology requires the completion of 24 semester hours from courses in microbiology. At least 15 of the 24 semester hours must be in courses numbered 300 or above.

Before beginning coursework in microbiology, students should complete laboratory courses in biology, general chemistry, and college algebra, such as the following:

BIOL	105	Principles of Biology I
CHEM	103	General Chemistry I
CHEM	113	General Chemistry II
MATH	107	College Algebra or
MATH	115	Pre-Calculus

The following courses are also recommended:

CHEM	233	Organic Chemistry I
CHEM	243	Organic Chemistry II

PARALEGAL STUDIES

The paralegal studies specialization focuses on those legal concepts, procedures, and skills that are used in a wide variety of legal environments. Paralegal studies prepares students for challenging and responsible work in the legal environment. Paralegals work with attorneys, performing tasks that require substantive and practical legal knowledge. Career opportunities include positions in law firms, government agencies, legal services offices, corporations, professional and trade associations, banks, real estate organizations, publishing companies, and other public- and private-sector businesses.

Scope

The paralegal studies specialization addresses the organization, functions, and processes of institutions in the U.S. legal system, roles and issues in the paralegal field, legal ethics, and selected specialty areas. The curriculum emphasizes important skills, including legal analysis, communication, legal research, computer competence, legal drafting, investigation, organization, and specialized legal skills.

Goals

Students who specialize in paralegal studies will be prepared to participate as efficient and effective members of legal teams. They will be able to apply their acquired knowledge and skills in a wide variety of legal settings.

Objectives

The student who graduates with a specialization or completes a document in paralegal studies will be able to

- Explain the basic constitutional principles of the U.S. legal system.
- Explain, both in speaking and in writing, legal topics and analyses.
- Discuss issues relevant to the paralegal profession.
- Recognize and discuss ethical considerations involved in the practice of law.
- Explain basic concepts in selected specialty areas of legal practice.
- Describe basic procedures in litigation.
- Identify ways that computers can assist in the legal environment.
- Analyze facts, law, and legal issues.
- Perform book-based and computer-assisted legal research tasks.

- Draft writings and perform other tasks typically assigned to paralegals in selected specialty areas of legal practice.
- Use selected software to accomplish tasks in the legal environment.

Specialization Requirements

A primary specialization in paralegal studies requires the completion of PLGL 101 Introduction to Law for the Paralegal plus an additional 24 semester hours from courses in paralegal studies. At least 15 of the 24 semester hours must be in courses numbered 300 or above. No more than six 1-semester-hour courses may be applied to the primary area of specialization.

The following four courses are required:

PLGL	101	Introduction to Law for the Paralegal
PLGL	200	Techniques of Legal Research
PLGL	201	Legal Writing
PLGL	204	Legal Ethics

Document Requirements

Paralegal Studies Credit

A paralegal studies document requires 30 semester hours of paralegal studies courses, at least 24 of which must be earned at UMUC. Up to 6 semester hours of EXCEL or Co-op credit may be applied to this required 30 semester hours. Up to 6 semester hours of transfer credit will be accepted for courses substantially equivalent to UMUC paralegal studies courses. Students should see an advisor to determine the actual number of transfer or EXCEL credits that will be applied to this requirement.

Additional College Credit

A student must complete 30 semester hours of additional college coursework to earn a document. Those 30 semester hours must include 18 semester hours of general education coursework in areas such as communications, humanities, science, and mathematics. A maximum of 30 semester hours may be transferred from another educational institution to meet this requirement. Up to 27 semester hours of EXCEL credit may be used to satisfy the requirement. Students should see an advisor to determine the actual number of their transfer or EXCEL credits that will be applicable to this requirement.

Students who have not already earned an associate's or bachelor's degree must complete the 3-semester-hour course ENGL 101 Introduction to Writing or transfer a substantially equivalent course.

The following four courses are required:

PLGL	101	Introduction to Law for the Paralegal
PLGL	200	Techniques of Legal Research
PLGL	201	Legal Writing
PLGL	204	Legal Ethics

Research Support

Students enrolled in paralegal courses may need to use LEXIS-NEXIS, a computer-assisted research system to which UMUC provides access. In addition, the UMUC Office of Information and Library Services can help paralegal students locate legal research sources. Students taking PLGL 200 must have access to a library with a collection of primary and secondary legal resources.

PSYCHOLOGY

The psychology specialization follows an interdisciplinary curriculum that investigates the nature of mind and behavior. A specialization in psychology leads to successful careers in clinical treatment programs, human resource management, organizational consulting, schooling and education programs, basic research, and teaching, and to graduate study.

Scope

The psychology specialization addresses a broad range of issues from many disciplines, including biology, economics, linguistics, medicine, pharmacology, philosophy, and sociology. Psychology studies support a wide range of professions—from nurse to engineer to homemaker—and varied perspectives in the workplace, including those of manager, technician, and entrepreneur. The psychology curriculum provides graduates with an understanding of a broad spectrum of areas, including the biological basis of behavior, perception, memory and cognition, the influence of environmental and social forces on the individual, personality, life-span development and adjustment, research methods, and statistical analysis.

Goals

The psychology specialization produces graduates with a knowledge base of theory and research in the psychological sciences and the ability to apply the principles of psychology for the improvement of human welfare. The specialization applies psychological knowledge to nonscientific fields and the workplace, and promotes multicultural and multinational awareness. It also introduces students to the basis of collaborative and professional relationships within psychology, identifies the foundations and delivery systems of the mental health profession, and prepares students for graduate study in psychology.

Objectives

The student who graduates with a specialization in psychology will be able to

- Recognize how psychology aids job promotability and improves interpersonal relationships.
- Examine psychology in a wide context of interdisciplinary approaches, covering political overviews, cultural diversity, and timely issues.
- Demonstrate how critical observation, experimentation, and empirical reasoning are cornerstones of psychology.
- Apply theory and research in psychology to practical situations and problems.
- Communicate psychological concepts in oral and written form.
- Conduct scientific research projects, including accessing technical information, writing papers and presenting research, and using computers in psychology.

Specialization Requirements

A primary specialization in psychology requires the completion of 24 semester hours from courses in psychology. At least 15 of the 24 semester hours must be in courses numbered 300 or above. No more than six 1-semester-hour courses may be applied to the primary area of specialization. PSYC 100 Introduction to Psychology is a prerequisite for upper-level selections. Additionally, students are required to complete PSYC 200 Statistical Methods in Psychology. This and PSYC 305 Experimental Methods in Psychology should be taken prior to upper-level course selection to maximize learning potential in those courses.

Students interested in graduate or professional education beyond the bachelor's degree should take the following recommended core courses:

PSYC	221	Social Psychology
PSYC	301	Biological Basis of Behavior
PSYC	305	Experimental Methods in Psychology
PSYC	310	Perception
PSYC	341	Introduction to Memory and Cognition
PSYC	353	Adult Psychopathology
PSYC	355	Child Psychology
PSYC	415	History of Psychology
PSYC	435	Personality Theories

Themes

In addition to the recommended core course selection, students should consider which theme they wish their psychology specialization to address. Typically, courses fall into three groups according to themes in psychology: psychology as a natural science, psychology as a social science, or psychology as a clinical science. Ultimately, the combination of the students' own academic objectives and criteria for future professional or graduate work should determine which theme is most recommended.

Psychology as a Natural Science

As a natural science, psychology focuses on biological and cognitive foundations of psychological research. For example, students seeking classes that stress physiology and the thought process will take more courses emphasizing the natural science aspects of psychology, such as the following:

PSYC	301	Biological Basis of Behavior
PSYC	305	Experimental Methods in Psychology
PSYC	307A	Introduction to Neuropsychology
PSYC	310	Perception
PSYC	332	Psychology of Human Sexuality
PSYC	341	Introduction to Memory and Cognition
PSYC	402	Physiological Psychology
PSYC	403	Animal Behavior
PSYC	442	Psychology of Language
PSYC	443	Thinking and Problem Solving
PSYC	466	Environmental and Ecological Psychology

Psychology as a Social Science

As a social science, psychology focuses on social and cultural foundations of psychological research. For example, students seeking classes that stress life-span development and organizational behavior will take more courses emphasizing the social science aspects of psychology, such as the following:

PSYC	221	Social Psychology
PSYC	305	Experimental Methods in Psychology
PSYC	334	Psychology of Interpersonal Relationships
PSYC	337	Community Psychology
PSYC	345	Group Dynamics
PSYC	354	Cross-Cultural Psychology
PSYC	355	Child Psychology
PSYC	356	Psychology of Adolescence
PSYC	357	Psychology of Adulthood and Aging
PSYC	361	Survey of Industrial and Organizational Psychology
PSYC	415	History of Psychology
PSYC	424	Communication and Persuasion
PSYC	435	Personality Theories
PSYC	464	Psychology of Leaders in Work Organizations

Psychology as a Clinical Science

As a clinical science, psychology focuses on individual and therapeutic foundations of psychological research. For example, students seeking classes that stress personality adjustment and counseling will take more courses emphasizing the clinical science aspects of psychology, such as the following:

PSYC	235	Psychology of Adjustment
PSYC	305	Experimental Methods in Psychology
PSYC	332	Psychology of Human Sexuality
PSYC	334	Psychology of Interpersonal Relationships
PSYC	336	Psychology of Women
PSYC	337	Community Psychology
PSYC	353	Adult Psychopathology
PSYC	354	Cross-Cultural Psychology
PSYC	432	Introduction to Counseling Psychology
PSYC	435	Personality Theories
PSYC	436	Introduction to Clinical Psychology
PSYC	451	Principles of Psychological Testing

SOCIOLOGY

The sociology specialization is concerned with the study of societies and social organization. It includes the scientific study of institutions within society as well as social change and its implications for individuals.

Scope

The sociology curriculum focuses on topics such as marriage and the family, deviance, demography, gender issues, racial minorities, and U.S. society, with special emphasis on problems that arise in the workplace.

Goals

The specialization in sociology produces graduates who can apply sociological principles to the analysis of problems in the community and at work, especially in social services and education. The study of sociology fosters effective communication about human societies and stimulates quantitative thinking and logical inference in evaluating data related to society. The sociology curriculum also makes sources of information about social organization and change available through increased knowledge of technology.

Objectives

The student who graduates with a specialization in sociology will be able to

- Understand different perspectives through which human societies may be viewed.
- Discuss fluently a wide range of information arising from social investigation.
- Critically analyze evidence of social change and organization.
- Communicate effectively about society.

Specialization Requirements

A primary specialization in sociology requires the completion of 24 semester hours from courses in sociology. At least 15 of the 24 semester hours must be in courses numbered 300 or above. A course in statistics is also required for the sociology specialization.

SOCIOLOGY/ANTHROPOLOGY

The sociology/anthropology specialization studies societies and social organization around the world as outcomes of biological and cultural evolution. It includes the scientific study of institutions within society as well as social change and its implications for individuals. The curriculum supports work in social services and education.

Scope

The sociology/anthropology specialization addresses topics such as marriage and the family, deviance, demography, gender, racial minorities, and U.S. society. It also focuses on anthropological areas such as archaeology, human evolution, linguistics, and ethnology. Problems that arise in the workplace receive special attention.

Goals

The sociology/anthropology specialization produces graduates who can apply biological and cultural research to the analysis of global and cross-cultural problems, especially in social services and education. The specialization fosters effective communication about human societies and stimulates quantitative thinking and logical inference in evaluating data related to culture and society. It also applies sophisticated use of technological sources of information in focusing on sociological and anthropological issues.

Objectives

The student who graduates with a specialization in sociology/anthropology will be able to

- Understand different perspectives through which human societies may be viewed.
- Critically analyze evidence of social and cultural change and organization.
- Communicate effectively about society and the development of the human species.

Specialization Requirements

A primary specialization in sociology/anthropology requires the completion of 24 semester hours from courses in sociology and in anthropology. At least 15 of the 24 semester hours must be in courses numbered 300 or above. Only 12 semester hours in anthropology may be applied to the primary specialization. A course in statistics is also required.

TECHNOLOGY AND MANAGEMENT

The technology and management specialization is currently in the process of being absorbed into the business and management specialization as an emphasis, with limited course offerings available. The specialization will be discontinued by fall 2001. Students should not select technology and management as a primary area of specialization if they have not already completed at least 12 credits in the specialization. If all coursework for the primary specialization is not completed by the end of summer 2001, credit earned in technology and management may be applied toward a primary specialization in business and management or management studies. All requirements of the new specialization must then be met. Students are urged to consult their team advisor for further information on courses and options.

The technology and management specialization is an interdisciplinary program that studies how executives manage and integrate people and technology to make their companies or agencies more productive, competitive, and profitable in today's global environment. This specialization is appropriate for managers seeking up-to-date knowledge, professional advancement, and senior leadership positions in private business, government agencies, nonprofit organizations, and the military. It also provides a solid foundation for those who plan to continue their education in business and technology management.

Scope

The technology and management specialization addresses a wide range of leadership and management principles, theories, and strategies used in modern business and government organizations. The specialization also explores the impact that technological innovations in the computer, environmental, health science, and telecommunication fields will have on world business and government.

Goals

A major goal of the technology and management specialization is to develop graduates with the knowledge and understanding required for effective leadership and management in today's increasingly technological workplaces. A second goal is to develop graduates who can synthesize and apply qualitative and quantitative skills to the management of people and technology in manufacturing and service industries and government and nonprofit organizations.

Objectives

The student who graduates with a specialization in technology and management will be able to

- Write reports and make presentations of the quality expected by senior management.
- Explain the impact of technology on world society, global business, and political institutions.
- Use computer technology to inform and enhance strategic management decisions and project-management operations.
- Apply specific research designs to collecting and using data.
- Use modern information technology to access relevant managerial and educational resources on a worldwide basis.
- Apply analytical and evaluation skills to problem solving.
- Use policy analysis methods and techniques, including cost/benefit analysis and program evaluation.
- Apply systems analysis to organizational management.
- Employ systems analysis to calculate risk and construct scenarios of the future.
- Apply project-management strategies to system implementation.
- Integrate total quality management with corporate functions.
- Apply theories of management to analyze public- and private-sector policy decisions.
- Apply strategic planning methods in the context of international business management and a global economy.

Specialization Requirements

A primary specialization in technology and management requires the completion of 24 semester hours from courses in technology and management. At least 15 of the 24 semester hours must be in courses numbered 300 or above.

Associate's Degree Curricula

ASSOCIATE OF ARTS DEGREE

The curricula and courses listed below are available only to active-duty military personnel and certain others who conform to special stipulations.

General Requirements

The Associate of Arts (A.A.) degree requires the completion of a minimum of 60 semester hours, at least 15 of which must be taken through UMUC. Before applying for this degree, students must have completed the general education requirements (30 semester hours). An additional 30 semester hours (defined below) are also required. A grade-point average of 2.0 or higher in all courses taken through UMUC is required.

General Curriculum

The curriculum for the general A.A. degree requires 30 semester hours of courses related to the student's personal interests or career goals. Students must fulfill all prerequisites. Students who anticipate seeking a bachelor's degree should select courses that will advance that goal. Students must earn a grade of C or higher in all courses.

Specific Curricula

The two specific curricula detailed at right require 30 semester hours, beyond the general education requirements, in one of two areas of emphasis and electives. Students who anticipate seeking a bachelor's degree after receiving an associate's degree should consult an advisor for help in selecting courses to advance that goal. Students must earn a grade of C or higher in all courses.

Criminal Justice

Requirements (30 semester hours)

1. At least 12 semester hours of courses related to criminal justice are required, 9 semester hours of which must be completed through UMUC. The following are examples of applicable courses:

   CCJS 100 Introduction to Criminal Justice

   CCJS 105 Introduction to Criminology

   CCJS 230 Criminal Law in Action

   CCJS 234 Criminal Procedure and Evidence

   Courses in criminal justice and/or criminology (designated CCJS, CJUS, or CRIM) numbered 300 to 499

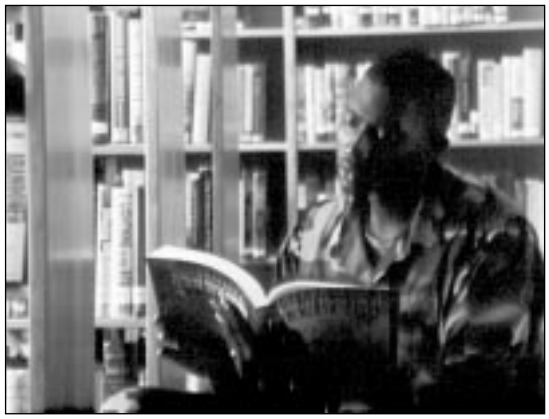
2. The remaining 18 semester hours, consisting of elective courses, should be related to career goals or personal interests.

Management

Requirements (30 semester hours)

1. At least 18 semester hours of management-related courses are required, at least 9 of which must be taken through UMUC.

2. The remaining 12 semester hours, consisting of elective courses, should be related to career goals or personal interests.



Certificate Programs

To better help working adults meet their educational goals, UMUC has introduced a full range of certificate programs geared toward helping members of the workforce stay current in today's demanding job market. Certificate programs offer working adults a convenient, flexible way to earn credentials for career advancement. Many programs are available online.

All courses for the certificate programs carry college credit and may be applied to a degree. Current students may benefit by earning a certificate while pursuing a degree.

Certificates are awarded upon successful completion of the required coursework. An academic advisor must perform an official evaluation of coursework before approving certificate completion. All certificates are issued and mailed by the Registrar's Office. Transcripts are updated to reflect certificate completion.

CURRICULA

Certificates are available in the following areas:

- Accounting—Introductory
- Accounting—Advanced
- Business Project Management
- C++*
- Computer Applications
- Computer Graphics and Design
- Customer Service Communications
- Customer Service Management
- Database Design and Implementation
- Database Management
- Desktop Publishing
- E-Commerce for IT Professionals
- E-Commerce in Small Business
- E-Commerce Management
- Environmental and Occupational Health and Safety Management
- Financial Management
- Health Services Management
- Human Resource Management
- Information Management
- Internet Technologies
- Laboratory Management
- Management Foundations
- Negotiation and Conflict Management
- Object-Oriented Programming in Java
- Perl
- Project Management for IT Professionals
- Public Fire Protection Management and Administration
- Security Management
- Security Operations
- Software Engineering
- Systems Approach to Fire Safety
- Technology and Management
- UNIX System Administration
- Visual Basic Programming
- Web Design
- Windows NT Programming
- Women in Business
- Workplace Communications
- Workplace Spanish

REQUIREMENTS

The undergraduate certificate programs require from 12 to 21 semester hours of course credit (specific courses are listed for each certificate), with a minimum grade of C in all courses. Certificate students must fulfill all course prerequisites; these may be satisfied by coursework, credit by examination, or prior learning portfolio credit, under current policies for such credit. No more than half of the total credits for any certificate may be earned through credit by examination, prior learning, or transfer credits from other schools.

Unless otherwise specified or necessitated by prerequisites, certificate sequences suggest but do not require that courses be taken in a prescribed order.

Courses applied toward a certificate may also be applied toward the requirements for another certificate and/or toward a degree.

Students in certificate programs must be admitted as UMUC students in order to take certificate courses. Students may pursue a degree and certificate simultaneously. The student is responsible for notifying UMUC of intention to complete certificate work.

ACCOUNTING—INTRODUCTORY

The Introductory Accounting certificate program is designed to meet the needs of nonaccounting personnel and managers who feel they require knowledge of accounting to advance in their professions. It can also be used by individuals interested in pursuing new careers in accounting and needing to learn the major elements. A total of 18 semester hours is required for completion of the certificate. Students without a background in economics, basic math, and statistics are encouraged to take courses in those areas before starting the accounting certificate program.

Program Courses

Required Courses

ACCT	220	Principles of Accounting I (3)
ACCT	221	Principles of Accounting II (3)
ACCT	321	Cost Accounting (3)
ACCT	323	Income Tax Accounting (3)
ACCT	328	Accounting Software (3)

Supporting Elective

(One elective must be chosen from the following list.)

ACCT	326	Accounting Information Systems (3)
ACCT	411	Ethics and Professionalism in Accounting (3)
ACCT	417	Advanced Tax Accounting (3)
ACCT	422	Auditing Theory and Practice (3)
ACCT	498A	International Accounting (3)
BMGT	340	Business Finance (3)
		or
TMGT	320	Finance for the Nonfinancial Executive (6)

ACCOUNTING—ADVANCED

The Advanced Accounting certificate program is designed to meet the needs of accounting professionals who want to enhance their accounting skills. A total of 18 semester hours is required for completion of the certificate. In addition to course prerequisites, students are encouraged to take courses in economics and basic math and statistics before starting the certificate program.

Program Courses

Required Courses

ACCT	310	Intermediate Accounting I (3)
ACCT	311	Intermediate Accounting II (3)
ACCT	417	Advanced Tax Accounting (3)
ACCT	422	Auditing Theory and Practice (3)

Supporting Elective(s)

(One or more courses must be chosen from the following list for a minimum of 6 credits.)

ACCT	321	Cost Accounting (3)
ACCT	323	Income Tax Accounting (3)
ACCT	326	Accounting Information Systems (3)
ACCT	328	Accounting Software (3)
ACCT	410	Accounting for Government and Not-for-Profit Organizations (3)
ACCT	411	Ethics and Professionalism in Accounting (3)
ACCT	426	Advanced Cost Accounting (3)
ACCT	427	Advanced Auditing Theory and Practice (3)
ACCT	498A	International Accounting (3)
ACCT	498E	Internal Auditing (3)
BMGT	340	Business Finance (3)
		or
TMGT	320	Finance for the Nonfinancial Executive (6)

BUSINESS PROJECT MANAGEMENT

The Business Project Management certificate program prepares students for entry-level supervisory and midlevel management positions involving project management and team management. It enables project managers, project team members, and other employees assigned to project teams within a private- or public-sector organization to upgrade their skills with the theory and practical knowledge to advance to a higher level. Students complete six out of seven undergraduate courses covering the specific topics listed below, for a minimum of 15 semester hours.

Program Courses

Required Courses

TMGT	430	Project Management (6)
BMGT	498H	Managing Teams in Organizations (3)

Supporting Elective(s)

(One or more courses must be chosen from the following list for a minimum of 6 credits. Courses in financial management and accounting, indicated with an asterisk, may be useful for project managers; these include cost estimating, earned value, and selected cost accounting principles.)

BMGT	346	Risk Management (3)
BMGT	398E	Time Management (1)
MGMT	339	Government and Business Contracting (3)
MGMT	340	Planning and Control (3)
BMGT	398W	Negotiation Strategies (1)
ACCT	220	Principles of Accounting I (3)*
		or
ACCT	221	Principles of Accounting II (3)*
		or
MGMT	301	Accounting for Managers (3)*
BMGT	340	Business Finance (3)*
		or
TMGT	320	Finance for the Nonfinancial Executive (6)*
MGMT	440	Cost Proposal Methods (3)*
		or
COMM	492	Proposal Writing (3)*

C++

This certificate is designed for technical professionals who will be working as programmers/analysts or application developers, using C++. Students are taught introductory and advanced features of C++, and learn important concepts in data structures and object-oriented programming. A total of 12 semester hours is required for completion of the certificate.

Program Courses

(All courses are required.)

CMIS	102	Problem-Solving Techniques (3)
CMIS	140	Introductory Programming in C++ (3)
CMIS	240	Data Structures and Abstraction (3)
CMIS	345	Object-Oriented Design and Programming (3)

COMPUTER APPLICATIONS

The certificate in Computer Applications is designed for entry-level students and nontechnical professionals who are seeking an array of microcomputer application skills such as word processing, spreadsheet development and maintenance, database development and maintenance, and presentation. The certificate is awarded to the student who successfully completes four required courses for a total of 12 semester hours.

Program Courses

(All courses are required.)

CAPP	103	Introduction to Microcomputer Software (3)
		or
IFSM	201	Introduction to Computer-Based Systems (3)
CAPP	300	Concepts in Computing (3)
CAPP	303	Advanced Features of Microcomputer Application Software (3)
CAPP	340	Computer Applications in Management (3)

COMPUTER GRAPHICS AND DESIGN

This certificate is designed for students seeking to develop design and composition skills in a computer environment. Emphasis is on integrating effective design principles with computer environments. A total of 18 semester hours is required for completion of the certificate.

Program Courses

Required Courses

ARTT	250	Elements of Commercial Design (3)
ARTT	354	Elements of Computer Graphics (3)
ARTT	479	Advanced Computer Graphics (3)
CAPP	386	Internet: An Advanced Guide (3)

Supporting Electives

(Two courses must be chosen from the following list.)

CAPP	310	Desktop Publishing (3)
CAPP	498D	Web Design Methodology and Technology (3)
COMM	493	Graphics/Text Integration (3)

** Financial management and accounting course.*

CUSTOMER SERVICE COMMUNICATIONS

The certificate in Customer Service Communications combines courses in communication and customer service with technological skills to prepare students for careers with management potential in technology-related customer service, such as marketing, testing, planning, training, and customer assistance. Emphasis is on applying principles of continuous improvement to communication between the customer and organization and on the ability to communicate technical information to nontechnical audiences. Students receive the certificate on the successful completion of six courses (18 semester hours).

Program Courses

(All courses are required.)

BMGT	395	Customer Service Management (3)
CAPP	385	Internet: A Practical Guide (3)
IFSM	303	Human Factors in Information Systems (3)
BMGT	388I	Customer Consultation and Needs Analysis (3)
COMM	393	Technical Writing (3)
SPCH	397	Delivering Organizational Presentations: Technique and Technology (3)

Note: Courses assume some basic knowledge of computers. Students without previous computer experience should first take CAPP 103 Introduction to Microcomputer Software or IFSM 201 Introduction to Computer-Based Systems. Students with no work experience should take BMGT 110 Introduction to Business and Management.

CUSTOMER SERVICE MANAGEMENT

The Customer Service Management certificate program prepares students for supervisory and midlevel management positions related to managing customer service and customer relations. It involves e-commerce, as well as team-management skills. It allows customer service/customer relations employees already within a private- or public-sector organization to upgrade their knowledge and skills in relation to key organizational, management, and customer issues. Students are required to complete five undergraduate courses covering the specific topics listed below. A total of 19 or more semester hours is required for completion of the certificate.

Program Courses

Required Courses

BMGT	395	Customer Service Management (3)
BMGT	388I	Customer Consultation and Needs Analysis (3)
BMGT	498H	Managing Teams in Organizations (3)
COMM	495	Seminar in Workplace Communication (3)
TMGT	430	Project Management (6)

Supporting Elective

(One course must be chosen from the following list.)

BMGT	350	Marketing Principles and Organization (3)
BMGT	398E	Time Management (1)
BMGT	398O	Marketing on the Internet (1)
BMGT	398R	Computer Applications in Marketing (3)
BMGT	398W	Negotiation Strategies (1)
BMGT	398X	Conflict Management in Organizations (1)
PSYC	308A	Creative Problem Solving (1)
TMGT	310	Problem Solving (6)

DATABASE DESIGN AND IMPLEMENTATION

This certificate is designed for technical professionals who will be working with databases. Students are taught Structured Query Language (SQL), and learn about issues involved in the design and implementation of databases. They study topics appropriate to an advanced user as well as to a database designer or administrator. Certificates are awarded to students who successfully complete four courses (12 semester hours).

Program Courses

(All courses are required.)

CAPP	303	Advanced Features of Microcomputer Application Software (3)
CMIS	160	Discrete Mathematics for Computing (3)
CMIS	320	Relational Databases (3)
CMIS	420	Advanced Relational Databases (3)

DATABASE MANAGEMENT

This certificate offers an introduction to the design and management of database systems in a business environment. In-depth practice in the use of Structured Query Language (SQL) is provided in the context of business-related case studies. Advanced database concepts, including database administration, database technology, and selection and acquisition of database management systems, are addressed. In the elective component of the certificate, courses addressing database mining or the system analysis required to begin developing the IT infrastructure in a business environment can be taken. The certificate is awarded to the student who successfully completes a minimum of five courses: one introductory, three required, and one elective for a minimum of 15 semester hours.

Program Courses

Introductory Course

(One course must be chosen from the following list, or previous coursework or workplace experience with C, C++, Visual Basic, Ada, COBOL, or another high-level language may be applied.)

CAPP	305	Introduction to Visual Basic Programming (3)
CMIS	102	Problem-Solving Techniques (3)
IFSM	296	COBOL Programming I (3)

Required Courses

IFSM	410	Database Concepts (3)
IFSM	411	SQL (3)
IFSM	420	Advanced Database Concepts (3)

Supporting Elective

(One course must be chosen from the following list.)

IFSM	460	Systems Analysis (3)
IFSM	498D	Data Mining: Introduction and Application (3)

DESKTOP PUBLISHING

A certificate in Desktop Publishing is designed for entry-level personnel whose goal is to become proficient using popular software programs in desktop publishing. The certificate is awarded to students who successfully complete five required courses for a total of 15 semester hours.

Program Courses

(All courses are required.)

CAPP	103	Introduction to Microcomputer Software (3)
CAPP	310	Desktop Publishing (3)
ARTT	354	Elements of Computer Graphics (3)
COMM	493	Graphics/Text Integration (3)
CAPP	311	Advanced Desktop Publishing (3)

E-COMMERCE FOR IT PROFESSIONALS

This certificate offers an overview of information systems, their role in organizations, and the technological, political, economic, and market forces related to electronic commerce. Major issues such as the required hardware and telecommunication infrastructure, consumer behavior, supply chain management, public policy, and legal, ethical, and societal issues are addressed. The certificate is awarded to the student who successfully completes a minimum of five courses (15 semester hours)—four required and one elective.

Program Courses

Required Courses

IFSM	300	Information Systems in Organizations (3)
IFSM	450	Telecommunication Systems in Management (3)
IFSM	498F	Information Technology Infrastructure of E-Commerce (3)
IFSM	498H	Information Security and E-Commerce (3)

Supporting Elective

(One course must be chosen from the following list.)

IFSM	498D	Data Mining: Introduction and Application (3)
IFSM	498G	E-Commerce and Customer Relationship Management (3)
TMGT	411	Systems Performance (6)

E-COMMERCE IN SMALL BUSINESS

The certificate in E-Commerce in Small Business prepares entrepreneurs and managers of small businesses to utilize e-commerce for entrepreneurial ventures. It helps them consider the issues regarding strategy, planning, organizational structure, supportive organizational culture, operations, hardware and software, control systems, customer service infrastructure, and administrative support systems for implementation of e-commerce. It enables entrepreneurs, small business owners, non-IT managers, and others in small business to upgrade their skills with the theory and practical knowledge necessary to organize the e-commerce effort within the small business. Students must complete six required undergraduate courses for 16 semester hours to complete the certificate.

Program Courses

Prerequisite

IFSM	300	Information Systems in Organizations (3)

Required Courses

BMGT	388M	Managing E-Commerce in Organizations (3)
MGMT	330	Entrepreneurship and New Venture Planning (3)
BMGT	350	Marketing Principles and Organization (3)
BMGT	395	Customer Service Management (3)
MGMT	339	Government and Business Contracting (3)
BMGT	398O	Marketing on the Internet (1)

E-COMMERCE MANAGEMENT

The certificate in E-Commerce Management prepares managers to develop strategy, planning, organizational structure, supportive organizational culture, control systems, customer service infrastructure, and management/task teams for implementation of e-commerce. It enables non-IT managers, project team members, and other employees assigned to work on e-commerce projects to upgrade their skills with the theory and practical knowledge necessary to organize the e-commerce effort within the firm. Students must complete four required undergraduate courses and one additional course for a minimum of 16 semester hours.

Program Courses

Required Courses

IFSM	300	Information Systems in Organizations (3)
BMGT	388M	Managing E-Commerce in Organizations (3)
TMGT	480	Exploring the Future (6)
BMGT	395	Customer Service Management (3)

Supporting Elective

(One course must be chosen from the following list.)

BMGT	398O	Marketing on the Internet (1)
TMGT	411	Systems Performance (6)
TMGT	412	Program Analysis and Evaluation (6)
TMGT	430	Project Management (6)

ENVIRONMENTAL AND OCCUPATIONAL HEALTH AND SAFETY MANAGEMENT

This certificate program provides environmental and business personnel the education they need to manage health and safety issues effectively. Students learn to recognize and appreciate the characteristics of hazardous materials; to deal with the health and safety issues in a cost-effective way; to understand and apply federal, state, and local health and safety regulations; and to communicate risk and be prepared for emergencies. The certificate is awarded to students who successfully complete five courses for a total of 15 semester hours.

Program Courses

(All courses are required.)

ENMT	493	Environmental Regulations and Policy (3)
ENMT	305	Hazardous Materials Toxicology (3)
ENMT	320	Environmental and Occupational Health and Safety Management (3)
ENMT	310	Emergency Planning and Operations Management (3)
ENMT	390	Environmental Risk Assessment (3)

FINANCIAL MANAGEMENT

The Financial Management certificate program is designed to meet the needs of new financial managers, other managers who feel they require greater knowledge of finance to advance in their professions, and individuals interested in pursuing new careers in financial management. This program is also of benefit to financial management professionals who want to enhance their financial management skills. A minimum of 18 semester hours is required for completion of the certificate.

Program Courses

Required Courses

BMGT 340	Business Finance (3)
or	
TMGT 320	Finance for the Nonfinancial Executive (6)
BMGT 343	Investments (3)
BMGT 346	Risk Management (3)
BMGT 440	Financial Management (3)
BMGT 446	International Finance (3)

Supporting Elective

(One course must be chosen from the following list.)

BMGT 345	Property and Liability Insurance (3)
BMGT 347	Life Insurance (3)
BMGT 443	Security Analysis and Valuation (3)
BMGT 444	Futures Contracts and Options (3)
BMGT 445	Commercial Bank Management (3)
BMGT 498Q	Financial Analysis (3)

HEALTH SERVICES MANAGEMENT

The Health Services Management certificate prepares students for entry-level supervisory and midlevel management positions in health services organizations. Employment may be related to long-term-care facilities, hospitals, HMOs, medical practices, assisted care in home, and numerous other forms now emerging. This program enables those already in private- or public-sector health services organizations to upgrade their skills with the theory and practical knowledge to manage effectively and to advance to a higher level. Students must complete the five required undergraduate courses in general health services management subjects indicated at right. A total of 15 semester hours is required for completion of the certificate.

Program Courses

(All courses are required.)

HMGT 320	Health Services Management (3)
HMGT 322	Health Services Financial Management (3)
HMGT 325	Health Services Economics (3)
HMGT 398D	Managed Care in Health Services Management (3)
HMGT 416	Legal Aspects of Health Services Administration (3)

HUMAN RESOURCE MANAGEMENT

The Human Resource Management certificate program prepares students for supervisory and midlevel management positions in human resource management and enables employees already within a private- or public-sector organization to upgrade their skills with the theory and practical knowledge to advance to a higher level. This certificate prepares the student for the Professional in Human Resources (PHR) and Senior Professional in Human Resources (SPHR) certification examinations. A total of 18 semester hours is required for completion of the certificate.

Program Courses

Required Courses

BMGT 360	Human Resource Management (3)
BMGT 460	Human Resource Management: Analysis and Problems (3)
BMGT 362	Labor Relations (3)
BMGT 364	Management and Organization Theory (3)

Supporting Electives

(Two or more courses must be chosen from the following list for a minimum of 6 semester hours.)

BMGT 388K	Strategic Human Resource Management (3)
BMGT 388L	Contemporary Compensation Practices (1)
BMGT 398S	Motivation, Performance, and Productivity (3)
BMGT 398T	Organizational Culture (3)
BMGT 463	Public-Sector Labor Relations (3)
BMGT 464	Organizational Behavior (3)
BMGT 465	Organization Development and Change (3)
BMGT 498H	Managing Teams in Organizations (3)
BMGT 498I	Employee Training and Development (3)
BMGT 498K	International Human Resource Management (3)

INFORMATION MANAGEMENT

This certificate offers an overview of information systems, their role in organizations, and the relation of information systems to the objectives and structure of an organization. An introduction to the design and management of database systems in a business environment is provided. A study of the methods used in analyzing needs for information and specifying requirements for an application system is complemented with a study of the concepts and techniques used in specifying the physical design of the targeted system. The certificate is awarded to the student who successfully completes a minimum of five courses—one introductory, three required, and one elective—for a total of 15 semester hours.

Program Courses

Introductory Course
(One course must be chosen from the following list, or previous coursework or workplace experience with C, C++, Visual Basic, Ada, COBOL, or another high-level language may be applied.)

CAPP	305	Introduction to Visual Basic Programming (3)
CMIS	102	Problem-Solving Techniques (3)
IFSM	296	COBOL Programming I (3)

Required Courses
(Three courses must be chosen from the following list.)

IFSM	300	Information Systems in Organizations (3)
IFSM	410	Database Concepts (3)
IFSM	460	Systems Analysis (3)
IFSM	465	Systems Design (3)

Supporting Elective
(One course must be chosen from the following list.)

IFSM	420	Advanced Database Concepts (3)
IFSM	495	Systems Engineering (3)
IFSM	498F	Information Technology Infrastructure of E-Commerce (3)

INTERNET TECHNOLOGIES

The certificate in Internet Technologies is designed for students with the goal of concentrating on Internet and Web technologies for workplace and academic objectives. Hands-on experience is provided in several areas, with an emphasis on subject-related projects. A certificate is awarded to students who complete five required courses and one elective for a total of 18 semester hours.

Program Courses

Required Courses

CAPP	385	Internet: A Practical Guide (3)
CAPP	386	Internet: An Advanced Guide (3)
CAPP	498C	Web Site Management (3)
CAPP	498D	Web Design Methodology and Technology (3)
CMIS	398P	Programming with Perl (3)

Supporting Elective
(One course must be chosen from the following list.)

CMIS	498J	Internet Programming with Java (3)
IFSM	498W	Java-Based Information Systems Applications (3)

LABORATORY MANAGEMENT

The certificate in Laboratory Management recognizes competence to aid science professionals in managing basic science research and development laboratories. Students gain the certificate on successful completion of 15 semester hours of required courses.

Program Courses

(All courses are required.)

GNSC	301	Laboratory Organization and Management (3)
COMM	393	Technical Writing (3)
IFSM	300	Information Systems in Organizations (3)
TMGT	430	Project Management (6)

MANAGEMENT FOUNDATIONS

The Management Foundations certificate program prepares students for entry-level supervisory and midlevel management positions and enables employees already within a private- or public-sector organization to upgrade their skills with the theory and practical knowledge to advance to a higher level. Students complete six undergraduate courses covering the specific topics listed below. A minimum of 18 semester hours is required for completion of the certificate.

Program Courses

Required Courses

BMGT	364	Management and Organization Theory (3)
BMGT	360	Human Resource Management (3)
BMGT	340	Business Finance (3)
		or
TMGT	320	Finance for the Nonfinancial Executive (6)
BMGT	350	Marketing Principles and Organization (3)
IFSM	300	Information Systems in Organizations (3)

Supporting Elective

(One course must be chosen from the following list.)

BMGT	380	Business Law I (3)
BMGT	464	Organizational Behavior (3)
BMGT	496	Business Ethics and Society (3)
MGMT	300	Leadership and Management in an Age of Diversity (3)
MGMT	340	Planning and Control (3)

NEGOTIATION AND CONFLICT MANAGEMENT

The certificate in Negotiation and Conflict Management is an interdisciplinary certificate for persons whose jobs involve resolving differences between individuals and groups, such as middle managers, customer service personnel, union stewards, work team representatives, contract managers, or negotiators. They may assist in resolving differences in work teams, work through employee disputes, facilitate community discussions where broad differences are likely, assist in negotiating labor differences and contracts, or mediate disputes as an alternative to costly legal confrontations. The goal is to provide students with an understanding of group dynamics, problem solving, team building, and communication strategies that can lead to the effective resolution of conflicts. Certificates are awarded to students who successfully complete 15 semester hours.

Program Courses

Required Courses

PSYC	345	Group Dynamics (3)
SPCH	420	Group Discussion and Decision Making (3)
SPCH	426	Negotiation and Conflict Management (3)
PLGL	327	Alternative Dispute Resolution (3)

Supporting Elective

(One course must be chosen from the following list.)

BMGT	362	Labor Relations (3)
BMGT	498H	Managing Teams in Organizations (3)
SPCH	470	Listening (3)
SPCH	472	Theories of Nonverbal Communication (3)
SPCH	482	Intercultural Communication (3)
TMGT	310	Problem Solving (6)

OBJECT-ORIENTED PROGRAMMING USING JAVA

This certificate is designed for technically oriented professionals who need a deep understanding of developing and writing programs using the Java programming language. The certificate is awarded to the student who successfully completes a minimum of four courses for a total of 12 semester hours.

Program Courses

(All courses are required.)

CMSC	130	Introductory Computer Science (3)
CMSC	230	Elementary Data Structures (3)
CMSC	335	Object-Oriented and Concurrent Programming (3)
CMSC	498J	Internet Programming with Java (3)

PERL

The certificate in Perl is designed for technical professionals who want to learn how to write scripts and generate reports using Perl. Students are taught introductory and advanced features of Perl, based on a UNIX (or Linux) system. A total of 15 semester hours is required for completion of the certificate.

Program Courses

(All courses are required.)

CMIS	140	Introductory Programming in C++ (3)
CAPP	385	Internet: A Practical Guide (3)
CAPP	386	Internet: An Advanced Guide (3)
CMIS	325	UNIX with Shell Programming (3)
CMIS	398P	Programming with Perl (3)

PROJECT MANAGEMENT FOR IT PROFESSIONALS

This certificate offers an overview of information systems, their role in organizations, and the relation of information systems to the objectives and structure of an organization. The planning, scheduling, and controlling of a system project during its life cycle is explored. A survey of techniques for improving the productivity of practices and procedures in the workplace is included. The certificate is awarded to the student who successfully completes a minimum of five courses—four required and one elective—for a total of 15 semester hours.

Program Courses

Required Courses

IFSM	201	Introduction to Computer-Based Systems (3)
IFSM	300	Information Systems in Organizations (3)
IFSM	438	Project Management (3)
IFSM	302	Workplace Productivity (3)

Supporting Elective

(One course must be chosen from the following list.)

IFSM	303	Human Factors in Information Systems (3)
IFSM	304	Ethics in the Information Age (3)
IFSM	498F	Information Technology Infrastructure of E-Commerce (3)

PUBLIC FIRE-PROTECTION MANAGEMENT AND ADMINISTRATION

The Public Fire-Protection Management and Administration certificate program prepares students for supervisory and midlevel management positions in public fire service management. It also enables employees within public fire-protection organizations to upgrade their skills with administrative, management, planning, and legal knowledge to advance to a higher level. Students must complete at least five undergraduate fire science courses covering the specific topics listed below. A total of 15 semester hours is required for completion of the certificate.

Program Courses

(All courses are required.)

FSCN	302	Advanced Fire Administration (3)
FSCN	304	Fire-Personnel Management (3)
FSCN	401	Disaster and Fire Defense Planning (3)
FSCN	412	Political and Legal Foundations of Fire Protection (3)
FSCN	413	The Community and Fire Threat (3)

SECURITY MANAGEMENT

The certificate in Security Management recognizes management training relevant to modern security organizations. Students receive the certificate on completion of 15 semester hours of required courses.

Program Courses

(All courses are required.)

CCJS	357	Industrial and Retail Security Administration (3)
CCJS	498G	Introduction to Security Management (3)
CCJS	498F	Legal and Ethical Issues in Security Management (3)
CCJS	498K	Security: A Management Perspective (3)
COOP	301	Cooperative Education (3 or 6)

SECURITY OPERATIONS

The certificate in Security Operations recognizes training in current practice in commercial and government security. Students receive the certificate on successful completion of 15 semester hours of required courses.

Program Courses

(All courses are required.)

CCJS	498C	Computer Crime and Security (3)
CCJS	498E	Institutional Security (3)
CCJS	498H	Protection of Business Assets (3)
GVPT	399H	Counterterrorism (3)
COOP	301	Cooperative Education (3 or 6)

SOFTWARE ENGINEERING

This certificate is intended for professionals who will be working in team environments while developing large-scale software projects. Students learn about the methods used in the systematic design, development, testing, and maintenance of software products. They study models used to specify requirements, strategies used in software development, and methods of testing and formal verification.

Program Courses

(All courses are required.)

CMIS	330	Software Engineering Principles and Techniques (3)
CMIS	345	Object-Oriented Design and Programming (3)
CMIS	455	Requirements Development (3)
CMIS	460	Software Design and Development (3)
CMIS	465	Software Verification and Validation (3)

SYSTEMS APPROACH TO FIRE SAFETY

The Systems Approach to Fire Safety certificate program prepares students for supervisory and midlevel management positions in fire safety. It also enables those in private- or public-sector fire safety positions and organizations to upgrade their skills with the theory and practical knowledge to advance to a higher level. Students must complete the six undergraduate courses indicated below. A total of 18 semester hours is required for completion of the certificate.

Program Courses

(All courses are required.)

FSCN	303	Analytic Approaches to Public Fire Protection (3)
FSCN	306	Incendiary-Fire Analysis and Investigation (3)
FSCN	402	Fire-Related Human Behavior (3)
FSCN	411	Fire-Protection Structure and Systems Design (3)
FSCN	414	Fire Dynamics (3)
FSCN	415	Application of Fire Research (3)

TECHNOLOGY AND MANAGEMENT

The Technology and Management certificate program prepares students for entry-level supervisory and midlevel management positions in technology fields and enables employees already within a private- or public-sector organization to upgrade their skills with the theory and practical knowledge to advance to a higher level. Students complete four required undergraduate courses covering the specific topics listed below, and then choose one course from the supporting electives. A total of 18 semester hours is required for completion of the certificate.

Program Courses

Required Courses

TMGT	310	Problem Solving (6)
TMGT	430	Project Management (6)
CAPP	385	Internet: A Practical Guide (3)

Supporting Elective

(One course must be chosen from the following list.)

CAPP	340	Computer Applications in Management (3)
CAPP	386	Internet: An Advanced Guide (3)
IFSM	390	Multimedia Design and Evaluation for Information Systems Managers (3)
IFSM	460	Systems Analysis (3)
IFSM	465	Systems Design (3)
TMGT	201	Introduction to Computer-Based Systems (3)

UNIX SYSTEM ADMINISTRATION

This certificate is designed for technical professionals who intend to work as UNIX system administrators. A total of 12 semester hours is required for completion of the certificate.

Program Courses

(All courses are required.)

CMIS	140	Introductory Programming in C++ (3)
CMIS	325	UNIX with Shell Programming (3)
CMIS	398U	UNIX System Administration (3)
CMIS	415	Advanced UNIX and C (3)

VISUAL BASIC PROGRAMMING

The certificate in Visual Basic Programming is designed for students seeking entry-level programming positions. Hands-on experience using Visual Basic software is provided. A certificate is awarded to students completing four required courses for a total of 12 semester hours.

Program Courses

(All courses are required.)

CMIS	102	Problem-Solving Techniques (3)
IFSM	310	Software and Hardware Concepts (3)
		or
CMIS	310	Computer Systems and Architecture (3)
CAPP	305	Introduction to Visual Basic Programming (3)
CAPP	498B	Advanced Visual Basic Programming (3)

WEB DESIGN

The certificate in Web Design prepares students for careers in the Web design field. The focus is on nontechnical employees who wish to advance within their organizations. This certificate is valuable to persons wanting to become involved in establishing, developing, and maintaining a Web site. The certificate is awarded to students who complete five required courses and two electives for a total of 21 semester hours.

Program Courses

Required Courses

CAPP	385	Internet: A Practical Guide (3)
ARTT	250	Elements of Commercial Design (3)
CAPP	386	Internet: An Advanced Guide (3)
ARTT	354	Elements of Computer Graphics (3)
CAPP	498D	Web Design Methodology and Technology (3)

Supporting Electives

(Two courses must be chosen from the following list.)

ARTT	479	Advanced Computer Graphics (3)
CMIS	398P	Programming with Perl (3)
CMIS	498J	Internet Programming with Java (3)
IFSM	498W	Java-Based Information Systems Applications (3)

WINDOWS PROGRAMMING

This certificate is designed for technical professionals who will be developing user interfaces with Windows. Students are taught how to program menus, dialog and message boxes, and different forms of control. A total of 13 semester hours is required for completion of the certificate.

Program Courses

(All courses are required.)

CAPP	101M	Introduction to Windows NT (1)
CMIS	102	Problem-Solving Techniques (3)
CMIS	140	Introductory Programming in C++ (3)
CMIS	240	Data Structures and Abstraction (3)
CMIS	398W	Windows Programming (3)

WOMEN IN BUSINESS

The Women in Business certificate program prepares students (female and male) for supervisory, midlevel and senior management positions in a variety of organizational settings. This certificate prepares both women and men for dealing effectively with business and management issues related to gender in organizations. Students complete five undergraduate courses covering the specific topics listed below. A total of 15 semester hours is required for completion of the certificate.

Program Courses

Required Courses

BMGT	364	Management and Organization Theory (3)
BMGT	312	Women in Business (3)
BMGT	313	Women as Entrepreneurs (3)
BMGT	314	Women as Leaders (3)

Supporting Elective(s)

(One or more courses must be chosen from the following list for a minimum of 3 credits.)

BMGT	388K	Strategic Human Resource Management (3)
BMGT	398T	Organizational Culture (3)
BMGT	464	Organizational Behavior (3)
BMGT	498H	Managing Teams in Organizations (3)
BMGT	498I	Employee Training and Development (3)
MGMT	300	Leadership and Management in an Age of Diversity (3)
MGMT	330	Entrepreneurship and New Venture Planning (3)
PSYC	308J	Women Across Cultures (1)
SPCH	324	Communication and Gender (3)

Students with under two years of business experience are encouraged to take BMGT 110 Introduction to Business and Management in addition to the courses listed.

WORKPLACE COMMUNICATIONS

The certificate in Workplace Communications is designed to prepare students in the basics of communication vehicles and modes in the modern workplace. It introduces them to the vocabulary of the field and to the tools and techniques of workplace documents. Students receive the certificate on successful completion of 18 semester hours.

Program Courses

(All courses are required.)

ENGL	101	Introduction to Writing (3)
IFSM	201	Introduction to Computer-Based Systems (3)
COMM	393	Technical Writing (3)
		or
COMM	394	Business Writing (3)
CAPP	310	Desktop Publishing (3)
COMM	491	Technical Editing (3)
		or
ENGL	278F	Introduction to Principles of Text Editing (3)
COMM	495	Seminar in Workplace Communication (3)

WORKPLACE SPANISH

This certificate combines language and professional study; it is awarded only upon completion of 16 semester hours in course-work and successful passage of an examination certifying proficiency in reading, writing, listening, and speaking. The work is composed of courses, 1-credit projects related to existing jobs or specializations (e.g. business, fire science, paralegal, human resource management, health care management), and a certifying proficiency test.

Program Courses

Required Courses

SPAN	101	Elementary Spanish I (4)
SPAN	102	Elementary Spanish II (4)
SPAN	201	Intermediate Spanish (4)

Supporting Electives

(Students must choose one of the following options for a total of 4 semester hours.)

Four 1-credit supervised Spanish projects related to courses in the student's focus area

or

SPAN 315 Commercial Spanish I (3)

plus one 1-credit supervised Spanish project in the student's focus area

Proficiency Test

Students are required to take fee-based individualized testing in Spanish reading, writing, listening, and speaking to demonstrate minimal working proficiency in each skill.

Alternative Options for Earning Credit

LEARNING GAINED THROUGH EXPERIENCE

Learning acquired outside the college classroom may be assessed for credit toward a degree at UMUC. There are two ways students can make use of life experience for possible college credit: Prior Learning and Cooperative Education. Details on each method follow. Advisors can help in determining the best routes to use in fulfilling any academic plan.

Prior Learning

Students may earn credit for what they have learned outside the classroom through two avenues: course-challenge examinations and EXCEL Through Experiential Learning. As many as 30 semester hours may be earned through a combination of course-challenge examinations and EXCEL. Credit earned may be used toward either a first or second bachelor's degree.

Course-Challenge Examinations

UMUC credit can be earned for any traditional undergraduate course for which UMUC can prepare and administer a suitable examination (called a course-challenge examination). Degree-seeking students at UMUC who have satisfactorily completed at least 6 semester hours of UMUC work, have a cumulative grade-point average of at least 2.0 in UMUC coursework, and have received an official evaluation may contact their resource team to begin the process. They then contact the Prior Learning office for an application.

Credit may be used toward a first or second bachelor's degree. Three writing credits may be gained through course-challenge examination, but ENGL 101 or upper-level intensive writing can only be earned in the classroom or through EXCEL. Six-credit courses, speech courses, and programming courses, because of their extensive writing and programming requirements, may not be challenged by examination. Furthermore, credit by course-challenge examination may not be given for courses for which a student registered previously.

More information on course-challenge examinations may be obtained by calling 301-985-7755.

EXCEL Through Experiential Learning

EXCEL Through Experiential Learning is a unique way for students to gain academic credit for college-level learning acquired through employment, volunteer activities, political activities, or other noncollegiate experiences. Students document their previous learning in a portfolio, and faculty members evaluate the portfolio for possible credit.

Required as part of EXCEL is enrollment in EXCL 301 Learning Analysis and Planning. In this 3-credit course, the student prepares a portfolio describing and documenting college-level learning gained from various experiences. Faculty members evaluate the portfolio to determine whether to award credits and how many should be awarded.

Although it is possible to earn up to 30 credits through EXCEL, the average award is between 15 and 18 credits. Experiential-learning credits are awarded for both upper- and lower-level courses. These credits are considered UMUC resident credit and may be used in a primary specialization, as long as they relate to the student's educational and career goals. However, only 15 semester hours of credit awarded may be applied to a student's primary specialization; any additional credits awarded are applied where appropriate in the student's program of study.

There are further restrictions on the number of EXCEL credits that can be used for a certificate program or paralegal studies document.

It is possible to earn EXCEL credit to satisfy the ENGL 101 and upper-level intensive writing requirements by completing a writing delineation in the portfolio. (A delineation is the section of the portfolio that details the student's knowledge of a particular subject.)

The EXCL 301 course, which is counted toward upper-level writing, is graded on an S/D/F basis (explained on p. 194). If the quality of the work in the portfolio is worthy of a grade of C or higher, a grade of S is awarded and the portfolio is forwarded for credit evaluation.

Because credit earned as a result of portfolio evaluation earns the grade of S, and the grade of S is not computed in the grade-point average, the grade from such credit is not applicable toward honors.

Students should be aware that they are required to complete a minimum of 15 semester hours of graded coursework to satisfy the resident credit requirement for a bachelor's degree. EXCL 301 and any awarded EXCEL credit cannot be used to satisfy this requirement. In addition, there is some coursework for which credit cannot be earned through the EXCEL program. Students should see an advisor.

To be eligible, students must complete an EXCEL application and attend an orientation. Prior Learning orientations are available online via *www.umuc.edu/priorlearning,* in a classroom setting, or by phone. Prospective students may call 301-985-7755 for information. Students should note that tuition and fees are subject to change. Golden ID students and those receiving financial aid must pay all EXCEL fees.

Cooperative Education

Cooperative Education (Co-op) extends education beyond the traditional classroom experience and into the workplace. By integrating career-related work opportunities and academic theory, students earn upper-level credits toward a bachelor's degree. Credit is based on the successful completion of specific academic requirements and the new learning outlined in a learning contract. Students can enroll in Co-op at any time during the year. A variety of course formats permits UMUC students, regardless of location, to participate in Cooperative Education.

To be eligible to apply to the program, a student must be seeking a degree from UMUC and be employed in a position directly related to the student's field of study. The position must offer an opportunity for significant new learning. Co-op positions may be paid or unpaid, part time or full time. For students pursuing a new position or a career change, the Co-op staff provides assistance in conducting a job search and locating professional opportunities through the job development program. Students may also earn Co-op credit if they recently started a new job, received a promotion, were assigned new responsibilities, or initiated new projects in a current position.

To apply, students must meet the following criteria:

- Have completed 30 semester hours toward a degree, 6 of which must have been completed at UMUC.
- Have completed at least 9 semester hours of credit in the specialization in which the student plans to gain Co-op experience.
- Have a GPA of 2.5 or better at UMUC.
- Have all transcripts showing prior credit on file at UMUC.
- Have a curriculum evaluation prepared by an advisor and dated within the last three months.

During the 15-week Co-op course, students are required to communicate with their faculty sponsor and complete six academic assignments, as well as fulfill the objectives developed in a learning contract. Either 3 or 6 semester hours of upper-level credit may be earned during the 15-week Co-op session. Students must work at tasks providing new learning at least 12 hours per week for 15 weeks to earn 3 credits, and at least 20 hours per week for 15 weeks to earn 6 credits. A letter grade is awarded for successful completion of the course. A maximum of 15 Co-op credits may be applied toward the completion of a first bachelor's degree and 9 semester hours toward a second bachelor's degree.

Credit for Co-op is charged at the current tuition rate; an administrative fee of $75 is charged each time a student enrolls. Students who participate in the job development program are charged a $75 fee.

Approval and registration information is obtained from the Cooperative Education office. The office may be reached by phone at 301-985-7780 or 800-283-6832, ext. 7780; by fax at 301-985-7725; or via e-mail at *coop@info.umuc.edu*. Students may view the Web page at *www.umuc.edu/coop*.

EXTERNAL SOURCES OF COLLEGE CREDIT

(Further details and regulations are given in Appendix B and Appendix C.)

UMUC will not award credit for courses that repeat work done elsewhere. Students who have earned credit at other colleges or universities are responsible for determining whether courses they plan to take at UMUC would duplicate any previously earned credit. In certain disciplines, some of the content of community college courses may overlap that of beginning upper-level UMUC courses. Students who are in doubt should consult an advisor before registering.

Credit by Transfer

Credit toward a UMUC degree may be assigned for work completed through the kinds of institutions described in the following sections. As many as 45 semester hours of these transfer credits (in any combination) may be counted toward the associate's degree; as many as 90 semester hours may be counted toward a bachelor's degree. A student who wants to transfer credit from other institutions to UMUC should request a tentative evaluation from the Information and Enrollment Team to determine the applicability of those credits to a degree from UMUC. No transfer credit will be accepted without official transcripts.

Credits earned at other institutions during a period of disciplinary suspension or dismissal from UMUC will not be accepted in transfer.

Credit from Other Colleges and Universities

When the grade earned was at least C, transfer credits from regionally accredited two- and four-year colleges and universities may be accepted for courses that apply to the student's curriculum and do not duplicate other courses for which credit has been awarded.

Credit from Junior Colleges and Community Colleges

A total of 60 semester hours of credit from two-year institutions (junior colleges or community colleges) may be applied toward a bachelor's degree at UMUC. A student who has already completed 60 semester hours may not apply further credit from a junior college or a community college to a degree from UMUC.

Students who have already matriculated at UMUC may be granted permission to take lower-level courses at a junior college or a community college if they have not yet completed 60 semester hours of credit at a junior college or a community college. To receive permission to attend such institutions, the student must submit a written request to a resource team advisor. Such requests must be submitted well ahead of the semester for which the student is registering. Students participating in one of the community college alliances with UMUC should consult with a UMUC advisor before registering for UMUC courses.

A student who initially enrolled in the public community colleges of Maryland will be admitted to UMUC in conformance with the policy developed and approved by the Maryland Higher Education Commission. (Details are given in the section on transfer policies in the appendices.)

Educational Experiences in the Armed Services

UMUC grants credit for study completed in service schools and in Military Occupational Specialties (MOSs) on the basis of the recommendations by the American Council on Education (ACE) in its *Guide to the Evaluation of Educational Experiences in the Armed Services*. Such credit is granted only if it is applicable to the student's chosen curriculum. Ordinarily such credit may not be applied toward the general education requirements. UMUC generally accepts recommendations of ACE for lower-level and upper-level credit. Recommendations made by ACE for vocational or technical credit are considered on the same basis as, and with the same limitations as, those placed on nonmilitary sources of credit.

COMMUNITY COLLEGE OF THE AIR FORCE

UMUC awards credit for study at technical schools of the U.S. Air Force in accordance with recommendations from the Community College of the Air Force (CCAF). Credits must be applicable to the student's chosen curriculum at UMUC, must meet other UMUC requirements for transfer credit, and are subject to the limitations described below.

- When a student presents a CCAF transcript, credits are awarded on the basis of evaluation by the CCAF for courses completed after December 1973 (ACE no longer evaluated Air Force schools after that date).
- Since the CCAF records satisfactorily completed courses as S (satisfactory) and specifies that S equals a grade of C or better, credit may be applied wherever appropriate in the UMUC curriculum. Courses that are vocational or technical may be used only as electives and only toward the B.S. degree, up to a maximum of 21 semester hours.
- All credit from the CCAF is lower level and is applicable only to freshman and sophomore requirements.

SERVICEMEMBERS OPPORTUNITY COLLEGE

As a designated four-year Servicemembers Opportunity College (SOC), UMUC provides opportunities for men and women in the military services to complete educational programs through various modes of instruction scheduled at times appropriate to their duty assignments. The SOC institutions have also developed a series of common curricula that correspond to Army, Navy, and Marine career specialties and lead to associate's degrees (SOCAD-2, SOCNAV-2, and SOCMAR-2 programs) and bachelor's degrees (SOCAD-4, SOCNAV-4, and SOCMAR-4 programs). The SOC concept itself was developed jointly by educational representatives from each of the military services, from the U.S. Department of Defense, and from 13 of the nation's leading associations of higher education.

Vocational and Technical Credit

Vocational and technical credit from regionally accredited institutions or American Council on Education–approved organizations, when applicable, may be accepted as elective credit only. Vocational and technical credit may not be used to satisfy degree requirements such as general education or specialization requirements. This credit may be applied toward a degree at UMUC, up to the following limits:

- Associate's degree: A maximum of 12 semester hours.
- Bachelor's degree: A maximum of 21 semester hours of coherently related work, creditable toward the B.S. only (not the B.A.).

Noncollegiate Courses

UMUC will accept for credit professional (not technical) courses applicable to the student's curriculum that have been evaluated by either (1) ACE (if the courses are listed in the *National Guide to Educational Credit for Training Programs*) or (2) the State University of New York National Program on Non-Collegiate-Sponsored Instruction (if listed in its College Credit Recommendations).

Credit by Examination

UMUC may award as many as 60 semester hours of credit by examination toward the bachelor's degree (30 semester hours toward the associate's degree), provided that (1) there is no duplication of other academic credit, and (2) the scores presented meet UMUC standards.

Examinations may include the Advanced Placement examinations administered by the College Board, the College-Level Examination Program (CLEP), Defense Activity for Non-Traditional Education Support (DANTES) examinations, and Regents College Examinations. As many as 30 semester hours of examination credit awarded by other regionally accredited institutions will be accepted for courses

that appear on an official transcript with a grade of C or better. Students who have questions about credit by examination are encouraged to consult an advisor.

Advanced Placement

Advanced placement and college credit may be granted to students who enter UMUC directly from a secondary school, on the basis of scores on a College Board Advanced Placement (AP) examination. These examinations are normally administered to eligible high school seniors during the May preceding matriculation in college.

A student intending to transfer AP credit that was awarded at another college or similar institution must have a transcript of those scores sent directly to UMUC from the College Board. When those scores have been received, an advisor will determine whether they meet the standards established at UMUC for granting AP credit, and how much credit may be awarded.

Credit earned by advanced placement may be used to complete specializations or as electives.

College-Level Examination Program

Up to 24 semester hours may be awarded for general examinations in the College-Level Examination Program (CLEP). The scores must meet UMUC standards. UMUC may award 3 semester hours each for the English examination and the mathematics examination, and 6 semester hours for the examinations in natural science, social sciences and history, and humanities.

Successful completion of certain subject-area examinations is another way of earning college credit. Advisors can furnish details.

DANTES Examinations

Credit may be awarded for successfully completing certain Subject Standardized Tests of DANTES (formerly known as USAFI). Advisors have information on which tests are acceptable.

Regents College Examinations

Students may earn credit for successfully completing subject tests offered by Regents College. Tests are available in various areas of the arts and sciences, as well as in business. Scores must meet UMUC standards. Advisors can furnish details.

Information on Courses

THE UNIT OF CREDIT

The unit of credit is the semester hour. One semester hour is awarded on the basis of either of two sets of criteria, as follows:

- At least 15 hours (50 minutes each) of actual class meeting, or the equivalent in guided learning activity (exclusive of registration and study days, holidays, and final examinations);
- At least 30 hours (50 minutes each) of supervised laboratory or studio work (exclusive of registration and study days, holidays, and final examinations).

PREREQUISITES

Prerequisites, normally stated in terms of numbered courses, represent the level of knowledge a student should have acquired before enrolling in a given course. It is each student's own responsibility to make certain of being academically prepared to take a course. Faculty members are not expected to repeat material listed as being prerequisite.

In some cases, the preparation of students who have gained relevant knowledge through experience is equivalent to the prerequisites for a course at UMUC. In other cases, the preparation of students who fulfilled prerequisites several years previously does not assure them of having retained the necessary knowledge.

Students who are in doubt about having prerequisite knowledge for a course should consult advisors or teachers and follow their recommendations. A teacher's approval may be required in certain cases. Faculty members are always available to discuss whether a student has the preparation necessary to perform well in a given course.

Writing ability equivalent to the successful completion of ENGL 101 Introduction to Writing is prerequisite to any higher-level course in English (with the exception of ENGL 281 Standard English Grammar, Usage, and Diction) or communication studies. Mathematical skills equivalent to those taught in MATH 107 College Algebra are prerequisite to any higher-level course in mathematics. (Further guidance is in the section describing courses in mathematics.)

Students who have not successfully completed the equivalent of an introductory collegiate course in writing (ENGL 101) at UMUC will be tested for placement. Placement testing is also required for certain courses in mathematics (p. 170). The current *Undergraduate Schedule of Classes* gives times and locations of testing. More information may be obtained from the Information and Enrollment Team by calling 301-985-7000.

Another way to fulfill prerequisites is to obtain credit by course-challenge examination. Advisors can explain the procedures. The goal is for students to earn college credit by successfully completing comprehensive tests of material normally covered in a semester-long course. These examinations are specifically prepared for each student's level of knowledge in a given subject. Students may not take course-challenge examinations for lower-level courses that are prerequisite to courses for which they have already received credit.

KEY TO COURSE DESCRIPTIONS

Undergraduate courses that have been (or may be) offered by UMUC are listed on the following pages. They are arranged alphabetically by academic department or discipline. The number of semester hours is shown by an arabic numeral in parentheses—e.g., (3)—after the title of the course.

Course numbers are designated as follows:

000–099	Noncredit courses (not included in calculating grade-point average)
100–199	Primarily freshman courses
200–299	Primarily sophomore courses
300–399	Junior and senior courses unacceptable for credit toward a graduate degree
400–499	Junior and senior courses acceptable for credit toward some graduate degrees

Numbers ending with an 8 or a 9 indicate courses that may be repeated for credit.

UMUC may offer courses listed in the catalogs of other institutions of the University System of Maryland if demand warrants and the academic department concerned approves.

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Career Planning (CAPL)* 97
Chemistry (CHEM) 97
Communication Studies (COMM) 97
Computer and Information Science (CMIS) 100
Computer Applications (CAPP) 103
Computer Information Technology (CMIT) 105
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** Only a limited number of courses are available each semester in this discipline.*

Undergraduate Courses

The following entries describe courses offered through University of Maryland University College. Requirements pertain only to degrees conferred at UMUC. To use these courses toward degrees offered by other institutions in the University System of Maryland, students should refer to the catalogs of those institutions for restrictions that may apply. In transferring to UMUC—particularly from a community college—students should be careful not to enroll in courses that duplicate their previous studies.

ACCOUNTING

Courses in accounting (designated ACCT) cover a range of topics, including studies in financial accounting, accounting systems, cost/managerial accounting, fund accounting, internal and external auditing, and taxation.

Courses in accounting may be applied toward

- a primary specialization in accounting;
- a secondary specialization in either accounting, business and management, health services management, hotel and restaurant management, management, or management studies;
- supporting credit for a management-related primary or secondary specialization and other primary or secondary specializations as approved by an advisor; and
- electives.

A description of the curriculum begins on p. 18. Descriptions of other management-related curricula may be found on the following pages: business and management (p. 20), environmental management (p. 33), health services management (p. 37), hotel and restaurant management (p. 40), management (p. 44), management studies (p. 45), and technology and management (p. 51).

ACCT 220

Principles of Accounting I (3)

(May not be applied to a primary specialization in accounting.) An introduction to the basic theory and techniques of contemporary financial accounting. Topics include the accounting cycle and the preparation of financial statements for single-owner business organizations that operate as service companies or merchandisers. Students may receive credit for only one of the following courses: ACCT 220 or (former course) BMGT 220.

ACCT 221

Principles of Accounting II (3)

(May not be applied to a primary specialization in accounting.) Prerequisite: ACCT 220. Continuation of the study of financial accounting (emphasizing accounting for liabilities and equity), followed by an introduction to managerial accounting. Topics include responsibility accounting, budgets, cost control, and standard costing procedures and variances. Emphasis is on management reporting. Students may receive credit for only one of the following courses: ACCT 221 or (former courses) BMGT 221, MGMT 301, or MGST 301.

ACCT 310

Intermediate Accounting I (3)

(Students should be cautious about enrolling in ACCT 310 or ACCT 311. These are professional courses requiring intensive study and analysis and are not to be undertaken casually. Students who have not taken ACCT 221 within the last two years may have difficulty.) Prerequisite: ACCT 221 or equivalent. A comprehensive analysis of financial accounting topics involved in preparing financial statements and in external reporting. Students may receive credit for only one of the following courses: ACCT 310 or (former course) BMGT 310.

ACCT 311

Intermediate Accounting II (3)

(A continuation of ACCT 310. Students should be cautious about enrolling in ACCT 310 or ACCT 311. These are professional courses requiring intensive study and analysis and are not to be undertaken casually. Students who have not taken ACCT 221 within the last two years may have difficulty.) Prerequisite: ACCT 310 or equivalent. A comprehensive analysis of financial accounting topics, including preparation of financial statements and external reports. Students may receive credit for only one of the following courses: ACCT 311 or (former course) BMGT 311.

ACCT 321

Cost Accounting (3)

Prerequisite: ACCT 221 or equivalent. A study of the basic concepts of determining, setting, and analyzing costs for purposes of managerial planning and control. Emphasis is on the role of the accountant in the management of organizations and in the analysis of cost behavior, standard cost, budgeting, responsibility accounting, and costs that are relevant for making decisions. Various techniques are used to study cost and managerial accounting concepts; these may include the use of problem sets, case studies, computer applications, and other materials. Students may receive credit for only one of the following courses: ACCT 321 or (former course) BMGT 321.

ACCT 323

Income Tax Accounting (3)

(Formerly Income Taxation of Individuals.) Recommended: ACCT 221 or equivalent. An introduction to federal taxation of the income of individuals. Tax laws are examined by means of illustrative examples and problems. Computer applications may be used to analyze specific examples. Students may receive credit only once under this course number and for only one of the following courses: ACCT 323 or (former course) BMGT 323.

ACCT 326

Accounting Information Systems (3)

Prerequisites: ACCT 321 and a course in information systems management, or equivalent. A study of the control aspects of accounting systems. Topics include setting standards; defining and imposing administrative, operational, and security controls; judging cost-effectiveness of systems; and understanding the effects of a computer-based information environment on the possibilities of being audited. Various techniques are used to study accounting information-systems concepts; these may include the use of problem sets, case studies, computer applications, and other materials. Students may receive credit only once under this course number and for only one of the following courses: ACCT 326 or (former courses) BMGT 320 or BMGT 326.

ACCT 328

Accounting Software (3)

Prerequisite: ACCT 221 or equivalent. An introduction to accounting software, focusing on evaluation of the benefits, costs, and risks of specific programs. Topics include payroll, inventory, accounts payable, accounts receivable, job cost, and point-of-sale applications. Popular software packages in the areas of tax, audit, and financial statement preparation are introduced. Projects and assignments integrate hands-on experience with the principles of accounting information systems. Students may receive credit for only one of the following courses: ACCT 328 or (former course) ACCT 398A.

ACCT 410

Accounting for Government and Not-for-Profit Organizations (3)

Prerequisite: ACCT 310 or equivalent. An introduction to the fund-based theory and practice of accounting as applied to governmental entities and not-for-profit organizations. Various techniques are used to study fund accounting concepts; these may include the use of problem sets, case studies, computer applications, and other materials. Students may receive credit only once under this course number and for only one of the following courses: ACCT 410 or (former course) BMGT 410.

ACCT 411

Ethics and Professionalism in Accounting (3)

Prerequisite: ACCT 311 or equivalent. Analysis and discussion of issues relating to ethics and professionalism in accounting. The Code of Professional Conduct and the reasoning, philosophy, and application of that code are examined. Students may receive credit for only one of the following courses: ACCT 411 or (former course) BMGT 411.

ACCT 417

Advanced Tax Accounting (3)

(Formerly Taxation of Corporations, Partnerships, Fiduciaries, and Gifts.) Prerequisites: ACCT 311 and 323, or equivalent. Examination of the federal taxation of corporations, partnerships, fiduciaries, and gratuitous transfers, with information on the tools and techniques of tax research for compliance and planning. Various techniques are used to study tax accounting concepts; these may include the use of problem sets, case studies, computer applications, and other materials. Students may receive credit only once under this course number and for only one of the following courses: ACCT 417 or (former course) BMGT 417.

ACCT 422

Auditing Theory and Practice (3)

Prerequisite: ACCT 311 or equivalent. A study of the independent accountant's attest function, generally accepted auditing standards, compliance and substantive tests, and report forms and opinions. Various techniques are used to study auditing concepts and practices; these may include the use of problem sets, case studies, computer applications, and other materials. Students may receive credit for only one of the following courses: ACCT 422 or (former course) BMGT 422.

ACCT 424

Advanced Accounting (3)

Prerequisite: ACCT 311 or equivalent. A study of advanced accounting theory, applied to specialized topics and contemporary problems. Consolidated statements and partnership accounting are emphasized. Various techniques are used to study accounting theory and practice; these may include the use of problem sets, case studies, computer applications, and other materials. Students may receive credit for only one of the following courses: ACCT 424 or (former course) BMGT 424.

ACCT 426

Advanced Cost Accounting (3)

Prerequisite: ACCT 321 or equivalent. A study of advanced cost accounting that emphasizes the managerial aspects of internal systems of recordkeeping and control. Various techniques are used to study cost and managerial accounting practices and problems; these may include the use of problem sets, case studies, computer applications, and other materials. Students may receive credit for only one of the following courses: ACCT 426 or (former course) BMGT 426.

ACCT 427

Advanced Auditing Theory and Practice (3)

Prerequisite: ACCT 422 or equivalent. An examination and a thorough study of special auditing topics. Statistical sampling, professional ethics, EDP auditing, legal liability, and SEC accounting are covered. Various techniques are used to study auditing theory and practice; these may include the use of problem sets, case studies, computer applications, and other materials. Students may receive credit for only one of the following courses: ACCT 427 or (former course) BMGT 427.

ACCT 498A

International Accounting (3)

(Fulfills the historical and international perspective requirements.) Prerequisite: ACCT 311. A study of accounting in a multinational context. Emphasis is on evolving international accounting and reporting standards, problems of foreign exchange and taxation, intercompany transfer pricing, and emerging issues in international accounting.

ACCT 498E

Internal Auditing (3)

Prerequisite: ACCT 311 or equivalent. An introduction to internal auditing, its rapid growth, and its role in the modern corporation. The focus is on internal auditing standards, scope, responsibilities, ethics, controls, techniques, and reporting practices. Consideration is given to the material included in the theory and practice sections of the Certified Internal Auditor examination. Various techniques are used to study internal auditing theory and practice; these may include the use of problem sets, case studies, computer applications, and other materials. Students may receive credit for only one of the following courses: ACCT 498E or (former course) BMGT 498E.

ANTHROPOLOGY

Courses in anthropology (designated ANTH) may be applied toward

- the general education requirement in the social and behavioral sciences;
- a primary or a secondary specialization in sociology/anthropology;
- supporting credit for a primary or a secondary specialization in sociology or sociology/anthropology; and
- electives.

A description of the sociology/anthropology curriculum begins on p. 50.

ANTH 101

Introduction to Anthropology: Archaeology and Physical Anthropology (3)

A survey of general patterns in the development of human culture, addressing the biological and morphological aspects of humans viewed in their cultural setting. Students who complete both ANTH 101 and 102 may not receive credit for ANTH 340, BEHS 340, or (former course) BEHS 341.

ANTH 102

Introduction to Anthropology: Cultural Anthropology and Linguistics (3)

(Fulfills the international perspective requirement.) A survey of social and cultural principles inherent in ethnographic descriptions, coupled with the study of language in the context of anthropology. Students who complete both ANTH 101 and 102 may not receive credit for ANTH 340, BEHS, 340, or (former course) BEHS 341.

ANTH 298

Special Topics in Anthropology (3)

A presentation of anthropological perspectives on selected topics of broad general interest. May be repeated to a maximum of 6 credits when topics differ.

ANTH 320

Human Evolution (4)

Prerequisite: ANTH 220. An assessment of the fossil, biochemical, and molecular evidence for human evolution from the divergence of hominids from the pongid line to modern times. Basic principles of human evolution, as seen by comparative anatomic study of fossil specimens and assessments of the molecular and biochemical data, are examined through laboratory survey. Students may receive credit for only one of the following courses: ANTH 320 or (former course) ANTH 361.

ANTH 340

Outlooks in Anthropology (6)

(Also listed as BEHS 340. Fulfills the international perspective requirement.) An interdisciplinary exploration of physical and cultural anthropology, linguistics, and archaeology. Themes of discussion cover the evolution of human variation and cultures as adaptive systems. Theory and contemporary applications are examined. Students may receive credit for only one of the following courses: ANTH 340, BEHS 340, or (former course) BEHS 341. Students who have completed both ANTH 101 and 102 may not receive credit for ANTH 340 or BEHS 340.

ANTH 417

Peoples and Cultures of the Far East (3)

(Fulfills the international perspective requirement.) A survey of the principal sociopolitical systems of China, Korea, and Japan. Major anthropological questions are examined. Students may receive credit only once under this course number.

ART

Courses in art (designated ARTT) may be applied toward

- the general education requirement in the arts and humanities;
- a primary specialization (for the B.A. only) or a secondary specialization in art; and
- electives.

Students who have already received credit for courses designated ARTS may not receive credit for comparable courses designated ARTT unless they are repeatable. In cases of repeatable courses, the combined credits in courses designated ARTS and courses designated ARTT may not exceed the maximum for a particular course number.

A description of the curriculum begins on p. 19.

ARTT 100

Two-Dimensional Art Fundamentals (3)

An exploration of the principles and elements of pictorial space examined through the manipulation and organization of various materials.

ARTT 110

Elements of Drawing I (3)

An introduction to various media and related techniques. Problems for study are based on the figure, still life, and nature.

ARTT 150

Introduction to Art Theory (3)

An examination of contemporary art, including a review of the dominant aesthetic, philosophic, and critical positions that inform the various works of art studied.

ARTT 200

Elements of Three-Dimensional Form and Space (3)

(A continuation of ARTT 100.) Prerequisites: ARTT 100 and 110. Further study of pictorial space, focusing on problems that are more individually structured in terms of form, composition, and meaning.

ARTT 208C

Intermediate Special Topics in Art: Color (3)

Development of a student's work on an intermediate level. The principles of color in composition and pictorial construction are covered.

ARTT 210

Elements of Drawing II (3)

Prerequisites: ARTT 100 and 110. Drawing taught with an emphasis on understanding organic form as related to study of the human figure and pictorial composition.

ARTT 250

Elements of Commercial Design (3)

A study of essential design concepts focusing on the creative skills needed to better solve internal corporate and external advertising/marketing problems in visual media. Theoretical and practical applications include corporate/institutional identity programs, collateral corporate and marketing materials, and advertising campaigns. The primary relationship between word and image communications is also discussed. Emphasis is on creative problem solving in media communications. Visual structure, continuity, and coherence are addressed by exploring symbolism and its relationship to image. Psychological and sociocultural questions are also addressed as they relate to ethical standards and practices.

ARTT 320

Elements of Painting (3)

Prerequisite: ARTT 210. An introduction to the basic tools and vocabulary of painting. Oil and/or water-based paints are used.

ARTT 354

Elements of Computer Graphics (3)

Prerequisites: One lower-level course in ARTT or equivalent experience in graphic design, as well as experience in art fundamentals, Microsoft Office applications, and Windows. An introduction to computer graphic programs and basic concepts in electronic design. Focus is on creating artwork in various formats, including print and the Web. Projects require six hours of computer work per week, some of which must be completed independently.

ARTT 418

Drawing (3)

Prerequisite: ARTT 210. Creation of original compositions based on the figure and nature, supplemented by problems of personal and expressive drawing. May be repeated to a maximum of 12 credits.

ARTT 428

Painting (3)

Prerequisite: ARTT 320. Creation of original compositions based on the figure, nature, and still life, as well as expressive painting. Emphasis is on the development of personal directions. May be repeated to a maximum of 12 credits.

ARTT 468

Seminar: Interrelationship Between Art and Art Theory (3)

An exploration of the relationship between a student's work and the theoretical context of contemporary art. May be repeated to a maximum of 6 credits when topics differ.

ARTT 479

Advanced Computer Graphics (3)

Prerequisite: ARTT 354. A study of advanced techniques in and the theory behind computer imaging, graphics, illustration, and mixed media. Projects require six hours of computer work per week, some of which must be completed independently.

ARTT 489

Special Problems in Studio Art (3)

May be repeated to a maximum of 6 credits.

ARTT 498

Directed Studies in Art (2–3)

(For advanced students.) May be repeated to a maximum of 6 credits when topics differ.

ART HISTORY

Courses in art history (designated ARTH) may be applied toward

- the general education requirement in the arts and humanities;
- a secondary specalization in art history;
- a primary or a secondary specialization in area studies (when appropriate);
- supporting credit for a primary or a secondary specialization in art or history; and
- electives.

UMUC offers a limited number of ARTH courses each semester.

ARTH 100

Introduction to Art (3)

A grounding in the basic tools of understanding visual art. Major approaches such as techniques, subject matter, form, and evaluation are the focus. Painting, sculpture, architecture, and the graphic arts are discussed.

ARTH 200

Art of the Western World to 1300 (3)

(Fulfills the historical and international perspective requirements.) A survey of the development of Western art as expressed in painting, sculpture, and architecture from prehistoric times to the Renaissance. Students may receive credit for only one of the following courses: ARTH 200 or (former course) ARTH 260.

ARTH 201

Art of the Western World from 1300 (3)

(Fulfills the historical and international perspective requirements.) A survey of the development of Western art as expressed in painting, sculpture, and architecture from the Renaissance to the present. Students may receive credit only once under this course number.

ARTH 321

16th-Century Northern European Painting (3)

(Fulfills the historical and international perspective requirement.) A review of painting in France, the Germanies, England, and the Low Countries during the Renaissance and the Reformation. Students may receive credit for only one of the following courses: ARTH 321 or (former courses) ARTH 425 or ARTH 417.

ARTH 323

15th-Century Italian Renaissance Art (3)

(Fulfills the historical and international perspective requirements.) An overview of the painting, sculpture, architecture, and decorative arts of the 15th century. Students may receive credit for only one of the following courses: ARTH 323 or (former course) ARTH 415.

ARTH 335

17th-Century Art in the Netherlands (3)

(Formerly ARTH 435. Fulfills the historical perspective requirement.) An exploration of painting, from the Dutch Golden Age—the age of Rembrandt, Vermeer, Hals, Steen, and Leyster. History painting, still life, landscape, portraiture, and scenes of everyday life are studied. Issues of collecting art are also discussed. Students may receive credit for only one of the following courses: ARTH 335 or (former course) ARTH 435.

ARTH 346

19th-Century European Art Since 1850 (3)

(Fulfills the historical and international perspective requirements.) An overview of major trends in painting, sculpture, and architecture from Realism through Impressionism to Symbolism and Art Nouveau. Students may receive credit for only one of the following courses: ARTH 346 or (former courses) ARTH 441 or ARTH 446.

ARTH 350

20th-Century Art to 1945 (3)

(Fulfills the historical and international perspective requirements.) An overview of painting, sculpture, and architecture in Europe and North America from the late 19th century to the end of World War II. Students may receive credit for only one of the following courses: ARTH 350 or (former courses) ARTH 450 or ARTH 455.

ARTH 351

20th-Century Art from 1945 (3)

(Fulfills the historical and international perspective requirements.) An overview of painting, sculpture, and architecture in Europe and North America from 1945 to the present. Students may receive credit for only one of the following courses: ARTH 351 or (former courses) ARTH 451 or ARTH 456.

ARTH 361

American Art Since 1876 (3)

(Fulfills the historical perspective requirement.) An overview of painting, sculpture, architecture, and the decorative arts in North America after 1876. Students may receive credit for only one of the following courses: ARTH 361 or (former courses) ARTH 460 or ARTH 477.

ARTH 380

Masterpieces of Painting (3)

(Fulfills the historical and international perspective requirements.) Analysis of selected masterworks of painting, intended to reveal the creative process, the personality of the artist, and the cultural context. Students may receive credit for only one of the following courses: ARTH 380 or (former course) ARTH 320.

ARTH 384

Art of Japan (3)

(Fulfills the historical and international perspective requirements.) A chronological survey of Japanese painting, sculpture, architecture, and applied arts. Students may receive credit for only one of the following courses: ARTH 384 or (former courses) ARTH 395 or ARTH 407.

ARTH 486

Japanese Painting (3)

(Fulfills the historical and international perspective requirements.) A survey of Japanese painting from the 6th through the 19th centuries. Buddhist icon painting, narrative scrolls, and Zen-influenced ink painting are covered. Students may receive credit for only one of the following courses: ARTH 486 or (former courses) ARTH 405 or ARTH 495.

ARTH 489B

History of Graphic Arts (3)

(Fulfills the historical perspective requirement.) A historical and technical survey of fine prints, from the 15th through the 20th century, primarily in Western Europe and America. Procedures used by the old masters and contemporary printmaking workshops are studied with emphasis on relief, intaglio, planographic, and screen printing techniques. Approaches for buying and collecting fine prints are explored.

ARTH 490

Chinese Painting (3)

(Fulfills the historical and international perspective requirements.) A historical survey of Chinese painting from the 2nd century B.C. through the 20th century. Cultural, stylistic, and theoretical aspects are analyzed.

ASIAN STUDIES

Courses in Asian studies (designated ASTD) may be applied toward

- the general education requirements in the arts and humanities or the social and behavioral sciences (based on course content);
- a primary specialization (for the B.A. only) or a secondary specialization in Asian studies or area studies; and
- electives.

UMUC offers only a limited number of courses each semester in this discipline. To complete a primary or a secondary specialization, students may need to take courses at other institutions in the University System of Maryland or to extend the time spent in fulfilling the degree requirements. Students are advised to consult an advisor before selecting this discipline as a primary or secondary specialization.

ASTD 150

Introduction to Asian Studies I (3)

(The first course in the two-course sequence ASTD 150–160. Fulfills the historical and international perspective requirements, and the general education requirements in the humanities and the social sciences.) An interdisciplinary examination of the classical Asian tradition, encompassing a general survey of the region.

ASTD 160

Introduction to Asian Studies II (3)

(The second course in the two-course sequence ASTD 150–160. Fulfills the historical and international perspective requirements, and the general education requirements in the humanities and the social sciences.) An interdisciplinary examination of the modern period in Asian history, beginning approximately with the 17th century.

ASTD 300

The Chinese: Adapting the Past, Building the Future (3)

(Fulfills the historical and international perspective requirements.) An examination of contemporary Chinese society as it seeks modernization after a century of rapid change.

ASTD 301

The Japanese: Adapting the Past, Building the Future (3)

(Fulfills the historical and international perspective requirements.) An examination of modern Japanese society as it attempts to find its place in the post–Cold War world after a century of imperial expansion, ruinous defeat, and economic renewal.

ASTD 302

The Two Koreas: Problems and Prospects (3)

(Fulfills the historical and international perspective requirements.) An examination of Korean society in both North and South Korea. Topics include the legacy of the past, unifying factors, internal forces, contemporary issues, and prospects for reunification.

ASTD 303

India: The Weight of Tradition in the Modern World (3)

(Fulfills the historical and international perspective requirements.) A study of contemporary Indian society as it seeks modernization within an age-old culture and caste system. Subcontinent issues also deal with Pakistan.

ASTD 304

Southeast Asia: Development and Diversity (3)

(Fulfills the historical and international perspective requirements.) A broad examination of Southeast Asia in the 20th century. Topics include colonization, nationalism, independence, factors of unity and disunity, the role of regional organizations such as ASEAN, and contrasting developmental models.

ASTD 485

Great Issues in Asian Studies (3)

(Fulfills the international perspective requirement.) Prerequisite: Junior standing or permission of teacher. A comparative study of modernization in Asian nations. Topics complement previous study on Asia.

ASTRONOMY

Courses in astronomy (designated ASTR) may be applied toward

- the general education requirement in the biological and physical sciences; and
- electives.

ASTR 100

Introduction to Astronomy (3)

(Not open to students who have taken or are taking any astronomy course numbered 250 or higher. Especially appropriate for students not specializing in a science.) An elementary study of descriptive astronomy, discussing the sun, moon, planets, stars and stellar evolution, nebulae, and galaxies. Students may receive credit for only one of the following courses: ASTR 100 or (former courses) ASTR 101 or ASTR 120.

ASTR 330

Solar-System Astronomy (3)

(Primarily for students not specializing in one of the physical sciences.) Prerequisite: ASTR 100, ASTR 101, or permission of teacher. An overview of the structure of planets and their atmospheres, with attention to the composition and behavior of comets, asteroids, and satellites. Various theories of the origin of the solar system are compared; recent data and interpretations are presented.

BEHAVIORAL AND SOCIAL SCIENCES

Courses in behavioral and social sciences (designated BEHS) may be applied toward

- the general education requirement in the social and behavioral sciences;
- a primary or a secondary specialization in behavioral and social sciences;
- supporting credit for numerous specializations, including gerontology, psychology, and sociology/anthropology (when appropriate; students should consult an advisor for details); and
- electives.

Most courses require extensive writing. Students should complete a writing course (ENGL 101, ENGL 391, or ENGL 396) or have equivalent writing experience before enrolling. A description of the curriculum begins on p. 19.

BEHS 201

Introduction to Behavioral and Social Sciences (6)

An interdisciplinary introduction to the behavioral and social sciences, with special attention to the interrelationships of anthropology, sociology, psychology, and political science. Basic concepts, major schools of thought, and the findings of scientific research are examined. Social phenomena are analyzed from an interdisciplinary perspective.

BEHS 202

Introduction to Statistics in the Behavioral and Social Sciences (3)

(Formerly Introduction to Research Methods and Statistics. Also listed as PSYC 200.) Prerequisite: BEHS 201 and college algebra (MATH 107, MATH 115, or equivalent). An introduction to quantitative methods in the behavioral and social sciences and psychological research. Topics include the measurement of variables, measures of central tendency and dispersion, correlation, statistical inference and probability, hypothesis testing, t-tests, analysis of variance, and chi-square tests. Students who receive credit for BEHS 202 may not receive credit for the following courses: BMGT 230, ECON 321, GNST 201 (not offered at all sites), MGMT 316, PSYC 200, SOCY 201, STAT 100, or (former course) BEHS 302.

BEHS 221

Social Psychology (3)

(Also listed as PSYC 221.) Prerequisite: PSYC 100. An examination of the influence of social factors on individual and interpersonal behavior. Topics such as conformity, attitudinal change, personal perception, interpersonal attraction, and group behavior are covered. Students may receive credit for only one of the following courses: BEHS 221, PSYC 221, or (former courses) BEHS 421 or BEHS 450.

BEHS 305

The Pacific Century (3)

(Also listed as HIST 305. Fulfills the historical and international perspective requirements.) An interdisciplinary introduction to contemporary East and Southeast Asia that surveys the political, economic, and cultural changes of the past 100 years—from colonialism to nationalism and from military clashes to economic problems. Focus is on understanding the sources of the region's dynamics and the roots of its diversity. The contrasting themes of tradition and modernization, as well as American attitudes of isolationism and expansion toward Asia, are explored. The historic and geographic context for both the development of the Pacific basin and its impact on the global community is illuminated. Video programs from the series "The Pacific Century" are integrated with the course materials. Students may receive credit for only one of the following courses: ASTD 305 (not offered at all sites), BEHS 305, or HIST 305.

BEHS 312

The Individual and Society (6)

(Also listed as SOCY 311. Fulfills the historical and international perspective requirements.) A study of interactions between the individual and society. Basic sociological concepts, theories, and methods of research are presented as they apply to the individual. Those means are used in examining how the individual is shaped by history, family, and the surrounding cultural environment. Another focus is the reciprocal relationship, whereby individuals modify the world around them and their ideas influence society. Students may receive credit for only one of the following courses: BEHS 312 or SOCY 311.

BEHS 315

The Adult Years: Continuity and Change (6)

A study of the adult years as a complex process rather than a developmental stage. The adult experience is considered in terms of the variations in experience and in perceptions that are determined by one's age, sex, race, ethnic origins, and social class, as well as historical context. Issues discussed include the social meaning of age, age-related physiological changes, marriage and friendships, intergenerational relationships, changes in the self, and transitions in adult life. The multidisciplinary approach incorporates various perspectives in current research.

BEHS 335

Foreign Policy and the New World Order (6)

(Also listed as GVPT 335. Fulfills the international perspective requirement.) A comparative study of foreign policy among the economic and military world powers: the United States, the People's Republic of China, Japan, the European Economic Community, and Russia. Focus is on their special characteristics in terms of foreign policy, their comparative behavior, and their interrelationships. Topics include the collapse of the Soviet Union, conflict in the Middle East, the rise of new economic powers, and other events that are reshaping the world order. Students may receive credit for only one of the following courses: BEHS 335, GVPT 335, or (former courses) BEHS 332 or BEHS 498B.

BEHS 336

The Middle East: An Interdisciplinary Perspective (6)

(Fulfills the international perspective requirement.) A general overview of the Middle East, the scene of critical and repeated conflict. Discussion addresses fundamental questions such as the following: What is the Middle East? What links its disparate ethnic, religious, and political groups? What are the origins of its current political conditions? Topics include the land and its people, Islam, civilization, nationalism and modernization, the consequences of World Wars I and II, cultural change and gender roles, Israel and the Palestinians, and fundamentalism and sectarianism. Students may receive credit for only one of the following courses: BEHS 336 or (former course) BEHS 498C.

BEHS 337

America in Vietnam: An Interdisciplinary Perspective (6)

(Also listed as HIST 381. Fulfills the international perspective requirement.) A multidisciplinary interpretation of the complex involvement of the United States in Vietnam. Key themes include foreign policies after World War II that led to the Vietnam War, the political and military objectives of the United States, domestic responses in the United States to military involvement, and the lessons and legacies of the war. Students may receive credit for only one of the following courses: BEHS 337 or HIST 381.

BEHS 340

Outlooks in Anthropology (6)

(Also listed as ANTH 340. Fulfills the international perspective requirement.) An interdisciplinary exploration of physical and cultural anthropology, linguistics, and archaeology. Themes of discussion cover the evolution of human variation and cultures as adaptive systems. Theory and contemporary applications are examined. Students may receive credit for only one of the following courses: ANTH 340, BEHS 340, or (former course) BEHS 341. Students who have completed both ANTH 101 and 102 may not receive credit for ANTH 340 or BEHS 340.

BEHS 343

Parenting Today (6)

An overview of critical issues of parenthood in the United States today. Aspects discussed include characteristics of effective parenting styles and capable parents, the role of nontraditional parenting techniques, and the social forces that cause changes in parent/child relationships and give rise to varying styles of parenting as developed in the United States. Some cross-cultural comparisons are included. Students may receive credit only once under this course number.

BEHS 351

Issues in Criminal Justice (6)

(Also listed as CCJS 351.) An interdisciplinary exploration of criminal justice. Topics include theories of the causes of crime; requisites of criminal liability; defenses; the rights guaranteed by the Fourth, Fifth, and Sixth Amendments to the U.S. Constitution; undercover investigation; special issues in juvenile justice; and the highly controversial issues of capital punishment and victimization. Students may receive credit for only one of the following courses: BEHS 351, CCJS 100, or CCJS 351.

BEHS 361

Global Environmental Change (6)

(Also listed as HUMN 360 and GNSC 361. Yields 3 natural science credits and either 3 social science credits or 3 humanities credits. Fulfills the general education requirements in the social sciences and in natural science. Fulfills the historical and international perspective requirements.) An in-depth examination of environmental changes that many believe are caused by human adaptations to Earth's natural resources, and the possible effects on both the global biosphere and the human condition. Scientific and social issues are explored through various questions: Is global warming really happening? Will sea levels rise as predicted by some? What are the consequences of massive deforestation? What can be done when there is so much scientific uncertainty and global social diversity? The concept of sustainability, as it applies to human interactions with the environment, is emphasized. Students may receive credit for only one of the following courses: BEHS 361, GNSC 361, or HUMN 360.

BEHS 363

Human Sexuality and Sexual Experience (6)

An examination of recent attitudes and behavior in the United States concerning human sexuality and sexual experience. Topics include the role of human sexuality through the life cycle; the relation of styles of sex education to sexual experience; variations in human sexual experience; issues of birth control, homosexuality, and bisexuality; sexually transmitted diseases; rape and its implications; sex therapy; research on sexuality; and probable national trends in sexuality and sexual experience. Students may receive credit for only one of the following courses: BEHS 363, HLTH 377, or PSYC 332.

BEHS 364

Alcohol in American Society (6)

An interdisciplinary examination of the use and abuse of alcoholic beverages from the perspectives of psychology, physiology, sociology, medicine, and public health. The effects of alcohol on children, women, families, the workplace, and public safety are explored. Current research and trends in the treatment of alcoholism (including prevention, assessment, and intervention) are analyzed.

BEHS 372

Legacy of the Civil Rights Movement (6)

(Also listed as HIST 372. Fulfills the historical perspective requirement.) An examination of the civil rights movement in the United States from World War II to the present. Focus is on the era of protest and reform through the 1980s, with analysis of its influence into the present decade. Materials from the telecourse "Eyes on the Prize" are integrated with the course. Students may receive credit for only one of the following courses: BEHS 372 or HIST 372.

BEHS 383

Humor in American Society (6)

An interdisciplinary examination of humor in everyday life. Topics include the historical development of humor in the United States; the effects of the surrounding culture on the substance and function of humorous materials; the various types of humor and societal taboos; humor in literature, cinema, radio, television, and politics; the relationship of humor to social change; the social function of cartoons; and humor in other societies as well as in everyday life in these United States. Sociological, psychological, political, and anthropological perspectives are presented.

BEHS 398I

Outcome Measurement in Human Service Programs (1)

(Also listed as GERO 497P.) An introduction to the principles and practice of outcome (performance) measurement, which is used to demonstrate the effectiveness of human service programs and interventions. The program logic model is used to understand and explain the connection between program inputs, activities, outputs, and outcomes. Emphasis is on developing skills in the creation and analysis of outcome measurement systems for a variety of health and human service programs. Students may receive credit for only one of the following courses: BEHS 398I or GERO 497P.

BEHS 398J

The Assassination of President John F. Kennedy (1)

(Also listed as HIST 319N.) A historical overview of the assassination of President John F. Kennedy. Topics include the two official U.S. government investigations, which reached opposite conclusions about the nature of the assassination, four decades of subsequent historical analysis of the assassination and its ramifications, and a review of newly released evidence and documents related to the assassination. Students may receive credit for only one of the following courses: BEHS 398J or HIST 319N.

BEHS 398K

America in the 1960s (3)

(Also listed as HIST 419K.) An overview of the broad range of events and issues that occurred in the United States in the 1960s. Topics include the African American struggle for civil rights, American cultural and economic developments, the Cold War, the Vietnam War, Cuban-American relations, and the power struggles of Presidents Kennedy, Johnson, and Nixon. Students may receive credit for only one of the following courses: BEHS 337, BEHS 372, BEHS 398K, HIST 419K, or (former course) BEHS 338.

BEHS 398L

Introduction to Mediation (1)

An overview of the use of mediation skills in various settings, with an emphasis on interpersonal relationships and communication. Mediation skills and scenarios are considered with regard to the workplace (e.g., disputes between co-workers and between labor and management) and family (e.g., familial conflict and divorce). The broad range of disputes requiring mediation in the public school setting are also explored. Students may receive credit for only one of the following courses: BEHS 398L or SPCH 426.

BEHS 411

People and Organizations (3)

(Also listed as PSYC 465.) Prerequisite: BEHS 201; BEHS 202 recommended. A sociological and psychological inquiry into complex organizations, with special emphasis on mechanisms of both formal and informal organizational control. The effects of the organization upon the individual, as well as the individual's interactions with the organization, are explored. Topics include the classification of organizations; power, roles, and decision making; and organizational reality. Major theories of organizations are also studied. Students may receive credit for only one of the following courses: BEHS 411 or PSYC 465.

BEHS 415

Aging in America (6)

(Also listed as GERO 415.) An interdisciplinary study of aging, from a holistic perspective. Areas of inquiry include the history of gerontology in the United States, research in gerontology, varying styles and patterns of aging in the United States, the value systems of the older population, social forces that affect styles of aging in the United States, and an evaluation of the increasingly significant role of the aged in our nation. Sociological, psychological, anthropological, political, and economic perspectives are considered. Students may receive credit for only one of the following courses: BEHS 415 or (former courses) BEHS 352 or EDHD 400. Students who have completed GERO 210 and 220 may not receive credit for BEHS 415 or (former course) EDHD 400.

BEHS 454

Domestic and Family Violence (6)

(Formerly Family Violence.) An examination of the factors involved in understanding, evaluating, and responding to violence within families and domestic units. Study is based on a systems model, integrating the personal, social, economic, legal, political, and medical considerations that either support the functioning of or cause stress in families and domestic units. Topics include the physical, emotional, and sexual abuse of children; spousal abuse; the abuse of elders; and dysfunction in relationships of unmarried couples (both heterosexual and homosexual). Discussion covers current systems of response and ways of preventing violence by strengthening the resources available to families and domestic units. Students may receive credit only once under this course number.

BEHS 462

The Psychology of Advertising (3)

(Also listed as PSYC 462.) Prerequisite: PSYC 100. An analysis of advertising in terms of psychological theory and observations of consumers' behavior. The information and fundamental insights presented regarding advertising are useful for consumers as well as for potential practitioners of advertising. General theoretical principles in the social sciences are applied to the processes of identifying a target population and developing and evaluating an advertising plan. The effectiveness of advertisements is examined from the standpoints of psychology, sociology, and politics. Students may receive credit for only one of the following courses: BEHS 462 or PSYC 462.

BEHS 463

Stress and the Social System (3)

(Also listed as PSYC 386.) An interdisciplinary examination of the forces that define and determine the stress response in Americans. Stress is studied as the product of the interactions of one's social structure, occupational status, and psychological and physiological levels of well-being. The perspective of the social sciences is brought to bear on the stressors produced by contemporary culture, social roles, work organizations, political climate, definitions of achievement, socioeconomic pressures, and the conflicts of those circumstances with ethical and moral values. Practical applications discussed include the constructive use of stress-management techniques and the relationship between stress and illness. Students may receive credit for only one of the following courses: BEHS 463 or PSYC 386.

BEHS 480

Exploring the Future (6)

(Also listed as TMGT 480. Fulfills the international perspective requirement.) An examination of how to analyze and develop alternate ways of seeing the future. The interactions of population, technology, political and economic systems, values, and leadership are investigated. Techniques futurists use—including scenario construction, trend analysis, the futures wheel, and environmental scanning—are explained. Techniques are applied in societal, professional, and personal settings. Students may receive credit for only one of the following courses: BEHS 480, TMGT 480, or (former courses) MGMT 398H or TMGT 401.

BIOCHEMISTRY

Courses in biochemistry (designated BCHM) may be applied toward

- the general education requirement in the biological and physical sciences; and
- electives.

BCHM 261

Elements of Biochemistry (3)

(For students who desire a one-semester biochemistry course rather than a two-semester sequence.) Prerequisite: CHEM 104, CHEM 233, or CHEM 235; one course in biology or zoology emphasizing the molecular and cellular basis of life strongly recommended. An overview of the basic chemistry and metabolism of most molecules that have biological importance. Students may receive credit for only one of the following courses: BCHM 261 or BCHM 461.

BCHM 461

Biochemistry I (3)

Prerequisite: Any organic chemistry course; one course in biology or zoology emphasizing the molecular and cellular basis of life strongly recommended. A comprehensive introduction to general biochemistry. Topics include the chemistry and metabolism of carbohydrates, lipids, nucleic acids, and proteins.

BCHM 462

Biochemistry II (3)

(A continuation of BCHM 461.) Prerequisite: BCHM 461. Further study of general biochemistry.

BIOLOGY

Courses in biology (designated BIOL) may be applied toward

- the general education requirement in the biological and physical sciences; and
- electives.

BIOL 101

Concepts of Biology (3)

(For students not specializing in a science.) An introductory study of the fundamental processes and the interdependence of living organisms, considering the implications of the influence of human beings in the biological world. Students may receive credit for only one of the following courses: BIOL 101 or BIOL 105.

BIOL 102

Laboratory in Biology (1)

(Not open to students who have completed BIOL 105. For students not specializing in a science. Fulfills the laboratory science requirement. Purchase of a laboratory kit required.) Prerequisite or corequisite: BIOL 101 or equivalent. A laboratory study to illustrate the concepts underlying the organization and interrelationships of living organisms.

BIOL 105

Principles of Biology I (4)

(For students specializing in a science. Fulfills the laboratory science requirement. Lab fee required.) An introduction to the basic principles of biology, with special emphasis on cellular and molecular biology. Students may receive credit for only one of the following courses: BIOL 101, BIOL 105, BSCI 105 (offered by UMCP for UMUC students), or (former courses) BOTN 101 or ZOOL 101.

BIOL 106

Principles of Biology II (4)

(Fulfills the laboratory science requirement. Lab fee required.) An introduction to the basic principles of biology, with special emphasis on organismic, ecological, and evolutionary biology. Students may receive credit for only one of the following courses: BIOL 101, BIOL 106, or BSCI 106 (offered by UMCP for UMUC students).

BIOL 211

Environmental Science (3)

(No prior college credit in biology or physics required.) A survey of ecological principles as they apply to the interrelated dilemmas of population, pollution, the increasing consumption of natural resources, and the ethics of land use. Students may receive credit for only one of the following courses: BIOL 211 or (former courses) BOTN 211 or PBIO 235.

BIOL 346

Human Genetics and Society (3)

(For students who are not specializing in the biological sciences but want to develop an understanding of genetics, especially as it relates to human beings and the decisions they make as individuals and as members of society.) Prerequisites: Two college courses in the natural sciences and/or in mathematics. A study of genes in relation to the social system. Attention is focused on mutation and transmittal, and on the probable effects of recent genetic discoveries on present and future generations. Students may receive credit for only one of the following courses: BIOL 346, ZOOL 146 (not offered at all sites), or (former course) ZOOL 346.

BIOL 398H

Human Health and Disease (3)

(Primarily for students not specializing in one of the sciences.) A survey of mechanisms of disease and their expression in major organ systems of the human body. Topics include infections, cancer, heart disease, lung disease, diabetes, stroke, malnutrition, poisoning by environmental toxins, stress, inflammation, disorders of the immune system, and aging. Prevention of disease through control of risk factors and early detection is emphasized.

BUSINESS AND MANAGEMENT

Courses in business and management (designated BMGT) at UMUC cover a range of topics, including business law and public policy, customer service and operations management, entrepreneurial management, finance, general management, human resource management and labor relations, marketing, and technology and management.

Courses in business and management may be applied toward

- a primary specialization in business and management or management studies;
- a secondary specialization in either business and management or management studies;
- supporting credit for a primary or a secondary specialization in accounting, environmental management, health services management, hotel and restaurant management, management, or technology and management; and
- electives.

Three specializations (hotel and restaurant management, management, and technology and management) are being absorbed into the business and management specialization. Each of these three specializations will have reduced course offerings through summer 2001.

To complete a specialization in hotel and restaurant management, management, or technology and management in the time remaining, students should already have completed at least 12–18 semester hours of required coursework in that specialization. If all coursework for the primary specialization is not completed by the end of summer 2001, credit earned in courses designated HRMT, MGMT, and TMGT may be applied toward a primary specialization in either business and management or management studies. All requirements of the new specialization must be met. Students are urged to consult their team advisor for further information on courses and options.

A description of the curriculum begins on p. 20. Descriptions of other management-related curricula may be found on the following pages: accounting (p. 18), environmental management (p. 33), fire science (p. 35), health services management (p. 37), hotel and restaurant management (p. 40), management (p. 44), management studies (p. 45), and technology and management (p. 51).

BMGT 110

Introduction to Business and Management (3)

(For students with little or no business background.) A survey of the field of business management. Topics include human relations, technology in business, ethical behavior, the environment, global and economic forces, organization, quality, products and services, functional management, and current issues and developments. Core elements of entrepreneurship, strategic planning, business management, teamwork, communication, information systems, marketing, law, accounting and budgeting, and financial management are explored.

BMGT 230

Business Statistics (3)

Prerequisite: MATH 107 or equivalent. An introduction to probabilistic and statistical concepts (including descriptive statistics, set-theoretic development of probability, the properties of discrete and continuous random variables, sampling theory, estimation, hypothesis testing, regression, and decision theory), followed by the application of these concepts to solving problems in business and management. Students may receive credit for only one of the following courses: BEHS 202, BMGT 230, ECON 321, GNST 201 (not offered at all sites), MGMT 316, PSYC 200, SOCY 201, or (former course) BEHS 302.

BMGT 312

Women in Business (3)

Prerequisite: BMGT 110 or equivalent. An examination of women's evolving roles in the business world and the forces that have created change and opportunities. How organizational theory, human resource practices, industrialization, and information technology have created new paths for professional growth is explored. Students may receive credit for only one of the following courses: BMGT 312 or (former courses) BMGT 398I or MGMT 398I.

BMGT 313

Women as Entrepreneurs (3)

A study of the qualities that help women excel in business. Topics include the rapid increase in female-owned companies, especially small businesses, that have resulted in women owning 50 percent of all U.S. businesses and ways women have overcome the barriers they face in starting a business. The reasons for female exclusion from traditional financing alternatives, along with current funding options for women, are explored. Inspirational real-life examples of women who have achieved success are used. Students may receive credit for only one of the following courses: BMGT 313 or (former course) BMGT 388H.

BMGT 314

Women as Leaders (3)

A study of the opportunities and challenges for women in leadership positions. Focus is on increasing awareness of the unique talents and skills of women and identifying ways to help women change historically self-limiting beliefs. Topics include personal perceptions, traditional stereotypes of femininity, and the evaluation of leadership and coaching skills. Success stories of leading women managers are used to illustrate the key principles. Students may receive credit for only one of the following courses: BMGT 314 or (former course) BMGT 388J.

BMGT 324

Home-Based Business (1)

An introduction to the concept of the home-based business as a small business. Topics surveyed include the costs and benefits of operating a small home-based business venture and the types of businesses that can be successfully operated from the home. Special considerations and laws that apply to home-based business operations are also covered. Students may receive credit for only one of the following courses: BMGT 324 or (former courses) BMGT 398F, MGMT 324, MGMT 398B, or SBUS 398B.

BMGT 325

The Small-Business Plan (1)

An introduction to the preparation of a business plan for entry into small business. Topics include locating and using secondary and primary research to prepare a business plan, assessing formats for presenting it, finding sources of assistance in preparing it, writing it, and identifying who should prepare it. Students may receive credit for only one of the following courses: BMGT 325, MGMT 330, or (former courses) BMGT 398G, MGMT 325, MGMT 398C, SBUS 200, or SBUS 398C.

BMGT 327

Financial Analysis and Planning for Entrepreneurs (1)

A foundation in the principles of ratio analysis for owners (or would-be owners) of small businesses. Focus is on reading and interpreting financial statements. Methods of developing and integrating plans for enhancing profitability and performance are presented and explained. Students may receive credit for only one of the following courses: BMGT 327 or (former courses) BMGT 398D, MGMT 327, MGMT 398J, or SBUS 398A.

BMGT 332

Operations Research for Management Decisions (3)

Prerequisite: BMGT 230, MATH 220, or equivalent. A survey of the philosophy and techniques of operations research and how it relates to managerial decision making. Techniques covered include linear programming, transportation and assignment models, Markov processes, and inventory and queuing models. Emphasis is on formulating and solving decision problems in the functional areas of management.

BMGT 340

Business Finance (3)

Prerequisites: ACCT 221 and BMGT 230. An overview of the principles and practices of organizing, financing, and rehabilitating a business enterprise. Topics include the various types of securities and their usefulness in raising funds; methods of apportioning income, risk, and control; intercorporate relations; and new developments. Emphasis is on solving problems of financial policy that managers face.

BMGT 343

Investments (3)

Prerequisite: BMGT 340. An introduction to financial investments. Topics include securities and securities markets; the risks of investments, as well as returns and constraints on investments; portfolio policies; and institutional investment policies.

BMGT 345

Property and Liability Insurance (3)

Prerequisites: ACCT 221 and BMGT 230. Analysis of the major types of property and casualty insurance, including fire, indirect loss, crime, automobile, ocean and inland marine, and liability insurance. Substandard, residual, and reinsurance markets are investigated; current issues are discussed.

BMGT 346

Risk Management (3)

Prerequisites: ACCT 221 and BMGT 230. A study focusing on recognizing and evaluating the pure risks facing organizations. Guides for risk-management decisions concerning the retention, control, and transfer (including insurance) of risk are discussed.

BMGT 347

Life Insurance (3)

Prerequisite: ACCT 221. A study of the products and principles of life insurance and health insurance in financial planning for businesses. Topics include pension planning strategies, such as deferred-compensation and profit-sharing plans; use of trusts in business and in planning individual estates; and comprehensive analysis of the effects of income taxes, estate taxes, and gift taxes on life-insurance programming and estate planning.

BMGT 350

Marketing Principles and Organization (3)

An introduction to the field of marketing, intended to develop a general understanding and appreciation of the forces, institutions, and methods involved in marketing a variety of goods and services. Topics include segmentation, target marketing, positioning, developing new products, pricing, distributing and promoting goods and services, and sales and marketing management. Students may receive credit for only one of the following courses: BMGT 350 or (former courses) MGMT 322 or TMGT 322.

BMGT 353

Retail Management (3)

Prerequisite: BMGT 350, MGMT 410, or equivalent. A review of the organization, location, design, layout, management, and policies of retail stores. Topics include retail planning, administration, operational control, customer behavior, competition, marketing channels, the legal environment, financial planning, merchandise planning and buying, credit policies, pricing, brands, and advertising and promotion. Personal selling, customer service, sales management, strategic planning, human resource management, training, and information technologies commonly applied in retailing are also examined.

BMGT 354

Integrated Marketing Communications (3)

(Formerly Promotion Management.) Prerequisite: BMGT 350, MGMT 410, or equivalent. An in-depth study of promotional activities such as advertising, personal selling, sales promotions, and direct marketing (including use of the Internet). Emphasis is on strategic planning of promotional activities to communicate with customers to achieve marketing objectives. The relationship of integrated marketing communications to other elements of promotional activities is also explored. Students may receive credit only once under this course number.

BMGT 355

Professional Selling (3)

(Formerly BMGT 498B Salesmanship and Selling.) Prerequisite: BMGT 350 or equivalent. A study of the role of selling and sales skills in the modern marketing environment. Types of selling covered include in-store and outside retailing, organizational and industrial sales, trade-show and exhibition sales, consultative sales, and telemarketing. Other topics include the psychology of selling, planning and preparation, time management, profitability analysis, and the entire sales process. Students may receive credit for only one of the following courses: BMGT 355 or (former course) BMGT 498B.

BMGT 360

Human Resource Management (3)

(Formerly Personnel Management.) A basic study of human resource management. Major aspects covered are human resource planning and the recruitment, selection, development, compensation, and appraisal of employees. Scientific management and unionism are explored insofar as these historical developments affect the various personnel functions. Students may receive credit only once under this course number and for only one of the following courses: BMGT 360 or (former course) TMGT 360.

BMGT 362

Labor Relations (3)

A study of the development and methods of organized groups in industry, with reference to the settlement of labor disputes. Labor unions and employer associations involved in arbitration, mediation, and conciliation are analyzed from an economic as well as a legal standpoint. Specific attention is focused on collective bargaining, trade agreements, strikes, boycotts, lockouts, company unions, employee representation, and injunctions.

BMGT 364

Management and Organization Theory (3)

A study of the development of theories about management and organizations. Processes and functions of management discussed include the communication process, the role of the manager as an organizer and director, the determination of goals, and the allocation of responsibilities. Students may receive credit for only one of the following courses: BMGT 364, TMGT 302, or (former courses) TEMN 202, TEMN 300, or TMGT 301.

BMGT 370

Introduction to Transportation Management (3)

(Formerly Principles of Transportation.) Prerequisite: BMGT 350, MGMT 410, or equivalent. An examination of transportation as it relates to the movement of people and goods between points. Topics include the roles of the private and public sectors (including deregulation), carrier modes, demand for passenger and freight transportation, transportation pricing, management, contemporary public policy issues, and managerial strategies in transportation. Students may receive credit only once under this course number.

BMGT 372

Introduction to Logistics Management (3)

(Formerly Traffic and Physical Distribution Management.) Prerequisite: BMGT 350, MGMT 410, or equivalent. An examination of the operations involved in managing the movement and storage of materials, supplies, work in progress, and finished goods. Topics include the tradeoffs between cost and service and between the purchase and supply of raw materials; the warehousing and control of inventory; industrial packaging; materials handling within warehouses; and the distribution of finished goods to customers required to minimize costs, maximize profits, or increase customer service levels. Students may receive credit only once under this course number.

BMGT 375

Procurement Management (3)

Prerequisite: BMGT 364, MGMT 300, or equivalent. An overview of the procurement process in industry and its strategic importance in the global marketplace. Topics include the purchasing process, requirements planning, pricing analysis, global competition, distribution, and value analysis. Students may receive credit for only one of the following courses: BMGT 375 or (former courses) MGMT 347, MGMT 375, or TEMN 360.

BMGT 378

Legal Environment of Business (3)

(For students with little or no legal background.) An overview of fundamental legal concepts and principles that affect business in a variety of functional and regulatory environments. Emphasis is on the definition and application of legal principles and concepts through illustrative examples and cases. Primary topics include the interplay among business, ethics, and law and between legal reasoning and research; the judicial system and conflict resolution; and torts and business crimes. Key concepts relating to transactional aspects of business are defined; these include contracts and business organizations, property, and government regulations in the human resource, marketing, and financial dimensions of business. Important global concepts are discussed. Assignments include conducting relevant research using computer databases and networks (such as LEXIS-NEXIS and the World Wide Web) as well as other methods for accessing information. Students may receive credit for only one of the following courses: BMGT 378 or (former course) BMGT 480.

BMGT 380

Business Law I (3)

(Strongly recommended for students seeking careers as CPAs, lawyers, or managers.) An in-depth conceptual and functional analysis and application of legal principles relevant to the conduct and understanding of commercial business transactions. Topics include the legal, ethical, and social environment of business; agencies, partnerships, and other forms of business organizations; and contracts and sales agreements. Salient legal aspects of international business are also discussed. Assignments include conducting relevant research using computer databases and networks (such as LEXIS-NEXIS and the World Wide Web) as well as other methods for accessing information.

BMGT 381

Business Law II (3)

(Strongly recommended for students seeking careers as CPAs, lawyers, or managers.) Prerequisite: BMGT 380. Further in-depth conceptual and functional analysis and application of legal principles relevant to the conduct and understanding of commercial business transactions. Topics include personal and real property; bailments, wills, trusts, and estates; government regulations affecting employment and marketing; negotiable instruments; debtor/creditor relationships; and bankruptcy and reorganization. Salient legal aspects of international business are also discussed. Assignments include conducting relevant research using computer databases and networks (such as LEXIS-NEXIS and the World Wide Web) as well as other methods for accessing information.

BMGT 385

Production and Operations Management (3)

Recommended: BMGT 230, MGMT 316, or equivalent. An overview of the operations of manufacturing and service enterprises, concentrating on production management, planning, and control. Topics include demand forecasting, materials planning and control, and capacity planning. Case studies are examined to analyze the manufacturing and service environments in terms of operational planning, the use of teams, teamwork, and decision making regarding problems commonly confronting managers and supervisors. Fundamentals of the analytical method are introduced early to help solve problems in the design, operation, and control of systems. Students may receive credit only once under this course number and for only one of the following courses: BMGT 385, MGMT 340, or (former courses) MGST 318 or TEMN 318.

BMGT 388I

Customer Consultation and Needs Analysis (3)

A study of customer consultation and needs analysis for the front-line supervisor of customer service personnel. Issues such as working with internal staff and external customers to develop effective processes, procedures, and ongoing communication are explored. Focus is on establishing and maintaining a high level of customer satisfaction and loyalty. Skills covered include conducting formal and informal needs analysis and recommending improvements such as training, documentation, job aids, and electronic performance support systems; documenting and securing agreement on requirements and commitments; developing communication and work process flows to ensure quality of service; designing and delivering presentations; and creating customer satisfaction surveys and suggesting service improvements.

BMGT 388K

Strategic Human Resource Management (3)

Prerequisite: BMGT 360, (former course) TMGT 360, or equivalent. An exploration of methods for aligning human resource management functions and activities with corporate strategic goals. The case-study method is used to illustrate and analyze principles of integration.

BMGT 388L

Contemporary Compensation Practices (1)

Prerequisite: BMGT 360, BMGT 364, or equivalent. A study of alternative compensation philosophies. Strategies, such as incentive cash and/or stock compensation programs, employee ownership, and nonmonetary rewards, are compared and contrasted. The impact on employee motivation and retention is also examined.

BMGT 388M

Managing E-Commerce in Organizations (3)

An introduction to the ways in which organizations create, identify, and distribute information; market products; and manage organizational units on the Internet using online commerce techniques, i.e., e-commerce management. Topics include e-commerce management principles, management of different types of organizations, integration of human and information technology resources, training and development, and information systems. The management of business units to implement technological marketing and knowledge-management strategies and the creation of new roles and responsibilities for managers in the e-commerce environment of organizations are also covered.

BMGT 392

International Business Management (3)

(Fulfills the international perspective requirement.) Examination and analysis of international business in its historical, theoretical, environmental, and functional dimensions. Focus is on understanding the growing economic interdependence of nations and the impact on managerial and corporate policy decisions that transcend national boundaries. Topics include the nature and scope of international business; the institutional, sociocultural, political, legal, ethical, and economic environments; trade, foreign investment, and development; transnational management, including global operations, strategic planning, human resources, marketing, and finance; and international business diplomacy and conflict resolution. Students may receive credit for only one of the following courses: BMGT 392, MGMT 305, or (former course) TMGT 390.

BMGT 393

Real Estate Principles I (3)

(Designed to fulfill the requirements for the Maryland licensing examination to sell real estate.) Prerequisite: ECON 203 or ECON 205. A survey of the principles, definitions, and uses of real estate. Topics include real estate as a business, problems of construction and home ownership, city planning, and public control and ownership of real estate.

BMGT 394

Real Estate Principles II (3)

(Designed to fulfill the requirements for the Maryland licensing examination to sell real estate.) Prerequisite: BMGT 393 or equivalent. A continuation of the study of real estate. Topics include principles, definitions, professional issues and problems, construction and ownership problems, and other major aspects of real estate sales. Students may receive credit for only one of the following courses: BMGT 394 or (former course) BMGT 398H.

BMGT 395

Customer Service Management (3)

A study of customer services accompanying a core product and the service products themselves. Problems and issues related to the service mix, service-level decisions, the formulation of service policies, customer service management, the development of customer service staff, training, and evaluation are analyzed. Discussion covers customer information, customer surveys and suggestions, the handling of complaints and adjustments, techniques for dealing with difficult and angry customers, dissemination of information, credit services, maintenance, technical service, and the development of new programs. Students may receive credit for only one of the following courses: BMGT 395 or (former courses) BMGT 398A, MGMT 395, or MGMT 398A.

BMGT 398

Special Topics in Business and Management (1–3)

Intensive inquiry into special topics in business and management that reflect the changing needs and interests of students and faculty. May be repeated to a maximum of 6 credits when topics differ.

BMGT 398B

Issues in Nonprofit Marketing (1)

An introduction to key issues in nonprofit marketing. Topics include nonprofit marketing issues related to constituencies, planning, products and services, membership, and promotion.

BMGT 398E

Time Management (1)

An analysis of the management of priorities and demands related to one's job, family, and personal life. One's self-assessment of time management is examined in terms of current and planned activities. Focus is on practices that can lead to greater personal satisfaction and effectiveness. Topics include motivation, personal attitudes about time, goal setting, scheduling and planning time, recognition of major time wasters, practice of individualized timesaving techniques, and approaches to changing performance within an organization.

BMGT 398O

Marketing on the Internet (1)

An overview of the Internet as a promotional vehicle for inducing sales or generating sales leads. Topics include the role of electronic commerce in the marketing mix, advantages of using the Internet as a marketing tool, the ethical and legal constraints of Internet marketing, and creative strategies for implementing Internet marketing campaigns. Current publications, online computer exercises, and class discussions are used to examine marketing via the Internet. Students may receive credit for only one of the following courses: BMGT 398O, BMGT 398R, or (former courses) MGMT 398O or MGMT 398R.

BMGT 398R

Computer Applications in Marketing (3)

(Formerly Electronic Marketing and Commerce.) Prerequisites: BMGT 350, MGMT 410, or equivalent, and one course involving the use of computer applications or equivalent computer experience. An exploration of how computer applications, electronic databases, and the World Wide Web enhance the marketing process and create relationships with customers. An overview of and limited hands-on experience with software packages and Web tools used by marketing practitioners are provided. Topics include the use of the computer in developing marketing strategy, conducting market research, and making marketing-mix decisions. Emphasis is on the Internet as a marketing communications tool; creative approaches to home page design are included. Use of the computer to measure the effectiveness of marketing efforts is also covered. Students may receive credit only once under this course number and for only one of the following courses: BMGT 398O, BMGT 398R, or (former courses) MGMT 398O or MGMT 398R.

BMGT 398S

Motivation, Performance, and Productivity (3)

Prerequisite: BMGT 364 or equivalent. An examination of the challenges of motivating employees. Topics include effective principles for job design, theories and practices of successful leadership, the setting of goals and objectives, the development of reward systems, and the attributes of effective managerial communication. The causes and impact of performance problems and methods for measuring management practices are explored.

BMGT 398T

Organizational Culture (3)

Prerequisite: BMGT 364 or equivalent. An examination of the nature, definitions, theories, and aspects of organizational culture. Analysis covers patterns of behavior and their relationship to organizational culture, especially the impact of the organization's business on employee behavior and culture. The role of nationality, gender, and race within organizational culture is discussed. Implications of addressing organizational challenges, as well as theory versus practice, are evaluated. The relative roles of the individual, groups, and the organization in a cultural context are explored.

BMGT 398U

Marketing Public Relations (3)

(Formerly Public Relations Applications.) Prerequisite: BMGT 350, MGMT 410, or equivalent. An in-depth study of how public relations has evolved from a corporate communications function to its current expanded role in the achievement of marketing and sales objectives. Discussion covers the theoretical basis of marketplace forces driving the growth of marketing public relations and how these forces can be used to create value for customers. Topics include planning marketing public relations as part of a firm's overall integrated marketing strategy and using marketing public relations to reinforce advertising messages and launch new products. Special events marketing, sports marketing, public service programming, and cause-related marketing are also discussed. Case studies are used to assess the impact of both proactive and reactive marketing of public relations strategies. Experience with basic public relations techniques is provided in areas such as writing news, planning special events, and generating publicity and other multimedia communications used by public relations practitioners. Students may receive credit only once under this course number.

BMGT 398W

Negotiation Strategies (1)

An introduction to methods and processes of negotiation. Negotiation strategies related to selected products, services, and management issues are explored. Case studies and exercises in negotiation are used to examine various strategies. Students may receive credit for only one of the following courses: BMGT 398W or (former course) MGMT 398W.

BMGT 398X

Conflict Management in Organizations (1)

An introduction to processes observed in conflict within organizations. Topics include general models of conflict, methods of managing conflict, and issues related to disagreements in organizational contexts. Students may receive credit for only one of the following courses: BMGT 398X or (former course) MGMT 398X.

BMGT 440

Financial Management (3)

Prerequisite: BMGT 340. Analysis and discussion of the financial decisions of national and multinational corporations, based on case studies and reading. Financial principles and concepts are applied to solve financial problems and make financial and corporate policy at the executive level. Topics include assessment of the financial health of the organization, short- and long-term financial management, project and company valuation, cost of capital, risk analysis, investment decisions, and capital markets.

BMGT 443

Security Analysis and Valuation (3)

Prerequisite: BMGT 343. A study of concepts, methods, models, and empirical findings. Theory is applied to the analysis, valuation, and selection of securities, especially common stock.

BMGT 444

Futures Contracts and Options (3)

Prerequisite: BMGT 343. A study of the institutional features and the economic rationale underlying markets in futures and options. Topics include hedging, speculation, structure of futures prices, interest-rate futures, efficiency in futures markets, and stock and commodity options.

BMGT 445

Commercial Bank Management (3)

Prerequisites: BMGT 340 and ECON 430. An analysis and discussion of cases and readings in commercial bank management. The loan function and the management of liquidity reserves, investments for income, and sources of funds are discussed. The objectives, functions, policies, organization, structure, services, and regulations of banks are considered.

BMGT 446

International Finance (3)

(Fulfills the international perspective requirement.) Prerequisite: BMGT 340 or equivalent. Analysis and discussion of financial management issues from the perspective of the multinational firm. Topics include the organization and functions of foreign exchange and international capital markets, international capital budgeting, financing foreign trade, and designing a global financing strategy. Emphasis is on how to manage financial exchange and political risks while maximizing benefits from global opportunities faced by the firm.

BMGT 451

Consumer Analysis (3)

Prerequisite: BMGT 350 or equivalent; PSYC 100 or PSYC 221 recommended. An overview of the increasing importance of American consumers in the marketing system and the importance of understanding them. The foundations of consumer behavior (such as economic, social, psychological, and cultural factors) are examined. Consumers are analyzed in marketing situations as buyers and users of products and services, and in relation to the various social and marketing factors that affect their behavior. The influence of well-directed communications is also considered. Students may receive credit for only one of the following courses: BMGT 451 or (former course) CNEC 437.

BMGT 452

Marketing Research Methods (3)

Prerequisites: BMGT 230 or MGMT 316, and BMGT 350 or equivalent. A study of the specialized field of marketing research as it is used to identify market needs, profile target markets, test promotional efforts, and measure the effectiveness of marketing plans. Procedures for planning survey projects, designing statistical samples, tabulating data, and preparing reports are covered. Scientific methods of acquiring, analyzing, and interpreting data are introduced and practiced.

BMGT 453

Business Marketing (3)

(Formerly Industrial Marketing.) Prerequisite: BMGT 350, MGMT 410, or equivalent. An examination of the basic marketing functions applied to business and government sectors rather than individual consumers. Topics include planning and introducing products, analyzing and forecasting markets, developing and using channels, pricing and planning promotional strategies, and managing a sales force and business marketing. Students may receive credit only once under this course number.

BMGT 454

Global Marketing (3)

(Formerly International Marketing. Fulfills the international perspective requirement.) Prerequisite: BMGT 350 or equivalent. An in-depth study of marketing principles as they relate to the global marketplace. Emphasis is on understanding the influence of internationalization on the U.S. economy, the competitive pressures on the intensifying global markets, and the development of marketing plans tailored to reach international and global markets. Topics include the political, economic, legal, regulatory, and sociocultural trends affecting international marketing; the dynamic environments in which global marketing strategies are formulated; and the challenge of implementing marketing programs leading to competitive advantage. Students may receive credit only once under this course number.

BMGT 455

Sales Management (3)

Prerequisite: BMGT 350. An overview of the role of the sales manager, both at headquarters and in the field, in managing people, resources, and functions of marketing. The problems of organizing, forecasting, planning, communicating, evaluating, and controlling sales are analyzed. Quantitative techniques and pertinent concepts of behavioral science are applied to the management of the sales effort and of the sales force.

BMGT 456

Advertising (3)

Prerequisite: BMGT 350. An exploration of the role of advertising in the American economy. Analysis covers the effects of advertising on economic and social life; the methods and techniques that advertising practitioners use; the role of newspapers, magazines, and other media in developing an advertising campaign; modern methods of research to improve the effectiveness of advertising; and the organization of the advertising business.

BMGT 457

Marketing Policies and Strategies (3)

Prerequisites: BMGT 350 and one other marketing course. A study of integrative decision making in marketing, with case studies. The use of appropriate decision models is stressed, along with the analysis of consumers and markets.

BMGT 460

Human Resource Management: Analysis and Problems (3)

Prerequisite: BMGT 360 or equivalent. A study of the role of human resource management in the strategic planning and operation of organizations, performance appraisal systems, and compensation and labor-management issues. The influence of federal regulations, including equal opportunity, sexual harassment, discrimination, and other employee-related regulations, is analyzed. The critical evaluation of human resource problems is supported with a review of research findings, readings, discussions, case studies, and applicable federal regulations.

BMGT 461

Entrepreneurship (3)

A study of the process of creating new ventures for small-business and corporate entities. The skills, concepts, knowledge, and attitudes considered essential for starting a business are discussed. Procedures for evaluating the opportunity and financing requirements and for developing the entrepreneurial team are explained. Topics include developing entrepreneurial ideas and innovations, analyzing and forecasting sales, making business plans and strategies, monitoring financial performance, considering ethical issues, and managing growth, decline, and harvest situations. Students may receive credit only once under this course number and for only one of the following courses: BMGT 461 or (former course) MGMT 461.

BMGT 462

Labor Relations Law (3)

(Formerly Labor Legislation.) A conceptual and functional analysis and application of legal principles relevant to labor-management relations and the collective bargaining process in both the domestic and global industrial and public sectors. Topics include the historical and statutory development of the National Labor Relations Act and other related statutes; union organization and unfair labor practices; negotiation and administration of the collective bargaining agreement; economic pressures, including strikes, pickets, boycotts, and lockouts; arbitration and conflict resolution; public-sector regulation; and global labor-management issues. Students may receive credit only once under this course number.

BMGT 463

Public-Sector Labor Relations (3)

Prerequisite: BMGT 362 or equivalent. A study of the development and structure of labor relations in public-sector employment. The responses of federal, state, and local governments to unionization and collective bargaining are analyzed.

BMGT 464

Organizational Behavior (3)

Prerequisite: BMGT 364 or equivalent. An examination of research and theory on the forces underlying the way members of an organization behave. Topics include the behavior of work groups and supervisors, intergroup relations, employees' goals and attitudes, problems in communication, the circumstances of change in an organization, and the goals and design of an organization.

BMGT 465

Organization Development and Change (3)

Prerequisite: BMGT 364, MGMT 300, or equivalent. An introduction to a method of making organizations and individuals more adaptive and productive. The objective is to help organizations cope with change. Techniques of intervention (such as team building, process consultation, feedback, and conflict resolution) are introduced and explained. Students may receive credit for only one of the following courses: BMGT 465, TMGT 350, or (former courses) MGMT 398K or MGMT 465.

BMGT 468

Employment Law for Business (3)

A conceptual and functional analysis of the legal framework and principles of industrial and employment relations, with special emphasis on discrimination in the workplace. Primary topics include wrongful discharge; discrimination based on race, sex, age, and disability; testing and performance appraisal; labor/management issues; and employee benefits. Salient global issues are also examined. Assignments include conducting relevant research using computer databases and networks (such as LEXIS-NEXIS and the World Wide Web) as well as other methods for accessing information.

BMGT 481

Public Utilities and Public Policy (3)

(Formerly Public Utilities.) Examination and analysis of salient policy issues in the utilities environment and their impact on business management and strategies. Topics include the telecommunication industry, as well as energy, transportation, and financial entities in both domestic and global contexts. Students may receive credit only once under this course number.

BMGT 482

Business and Government (3)

(Fulfills the historical and international perspective requirements.) A study of the role of government in the modern economy and the intricate relationships between the public and private sectors. Emphasis is on the regulatory and public policy dimensions of government intervention, the promotion of business, and corporate responses to government action in the changing domestic and global marketplaces. Students may receive credit for only one of the following courses: BMGT 482 or (former course) TMGT 340.

BMGT 495

Business Policies and Strategic Management (3)

(Intended as a final, capstone course to be taken in senior year of study.) Prerequisite: BMGT 364, MGMT 300, or equivalent. An overview of general management and the continuous, systematic process of managerial planning, including environmental scanning and the development of plans and strategies to gain competitive advantage. Tactical and strategic management issues are highlighted by means of case studies, projects, and discussion. Access to spreadsheet software is recommended to analyze case studies and develop strategic planning information, charts, and graphs. Students may receive credit for only one of the following courses: BMGT 495, HMGT 430, or (former courses) MGMT 495 or TMGT 380.

BMGT 496

Business Ethics and Society (3)

(Fulfills the international perspective requirement.) A study of the relationship of business ethics and social responsibility in both domestic and global settings. Ethical and moral considerations of corporate conduct, social responsibilities, policies, and strategies are explored. Emphasis is on the definition, scope, application and analysis of ethical values as they relate to issues of public consequence in both the domestic and global environments.

BMGT 498H

Managing Teams in Organizations (3)

Prerequisite: BMGT 364, MGMT 300, TMGT 302, or equivalent. An examination of how and why team development can be effective in organizations and when it is appropriate. Topics include group dynamics, stages of group development, team-building techniques, team goals and leadership, and interpersonal and individual skills to foster cohesion and effective performance. Students may receive credit for only one of the following courses: BMGT 498H or (former course) MGMT 498H.

BMGT 498I

Employee Training and Development (3)

Prerequisite: BMGT 364, MGMT 300, TMGT 302, or equivalent. An examination of employee training and human resource development in various organizations. Topics include the development, administration, and evaluation of training programs; employee development; career development; and organizational change. Issues in employee development (including assessment of employee competencies, opportunities for learning and growth, and the roles of managers in employee development) are explored. Students may receive credit for only one of the following courses: BMGT 498I or (former course) MGMT 498I.

BMGT 498J

Law and Technology in the Information Age (3)

An examination and analysis of legal and policy issues involving the development, acquisition, and use of technology and their impact on business and management in the information age. Topics include cyberspace and intellectual property issues based on the growing effects of the Internet, World Wide Web, and e-commerce on the work environment, privacy and security concerns, domain registration, government regulation, software licensing, and protection of ownership rights in information technology. Students may receive credit only once under this course number.

BMGT 498K

International Human Resource Management (3)

Prerequisite: BMGT 360, TMGT 360, or equivalent. A survey of international labor markets, workplaces, multinational alliances, global corporate cultures, and national cultural differences as elements of international human resource planning. Fundamental human resource issues such as compensation, benefits, productivity, training, employment security, and unions are analyzed within an international context. Case studies of multinational, international, and global companies are used to demonstrate and reinforce principles.

BMGT 498O

The Global Manager and Public Policy (3)

(Fulfills the international perspective requirement.) An examination and analysis of key public policy issues in the international arena that have an impact on the decisions of the global manager. Topics span the functional aspects of business, including global marketing, finance, management, human resource management, law, and technology transfer. Students may receive credit for only one of the following courses: BMGT 498O or (former course) MGMT 498O.

BMGT 498Q

Financial Analysis (3)

(For students with general business interests, as well as those specializing in accounting or finance.) Prerequisite: ACCT 221. An analysis and interpretation of financial statements directed at the decision-making needs of managers, stockholders, and creditors. Topics include assessment of business performance, projection of financial requirements, analysis of capital investment decisions and financing choices, risk assessment, and valuation.

CAREER PLANNING

Courses in career planning (designated CAPL) may be applied toward

- supporting credit for certain appropriate primary or secondary specializations as approved by an advisor; and
- electives

CAPL 171
Personal Career Planning and Development (3)

An overview of career-development theories, designed to provide a foundation for the analysis of personal career decisions. Vocational-interest and personality tests are administered and interpreted. Topics include the assessment of career-related skills, interests, and values, as well as ways to use various research methods and career-related materials. Decision-making and job-search strategies for writing résumés, interviewing, and identifying employers are discussed. Students may receive credit for only one of the following courses: CAPL 171 or EDCP 108D.

CHEMISTRY

Courses in chemistry (designated CHEM) may be applied toward

- the general education requirement in the biological and physical sciences; and
- electives.

CHEM 103
General Chemistry I (4)

(The first semester of a rigorous two-semester sequence for students whose curricula require a year or more of chemistry. Fulfills the laboratory science requirement. Lab fee required.) Prerequisite: MATH 115. An introduction to the nature and composition of matter, elements, inorganic compounds, and chemical calculations. Students may receive credit for only one of the following courses: CHEM 103 or (former courses) CHEM 102, CHEM 105, or CHEM 107.

CHEM 113
General Chemistry II (4)

(Fulfills the laboratory science requirement. Lab fee required.) Prerequisite: CHEM 103. A study of kinetics; homogeneous, heterogeneous, and ionic equilibria; oxidation/reduction reactions; electrochemistry; and chemistry of the elements.

CHEM 233
Organic Chemistry I (4)

(The first course of a two-semester sequence in organic chemistry; intended to be followed by CHEM 243. Fulfills the laboratory science requirement. Lab fee required.) Prerequisite: CHEM 113. Extensive, systematic analysis of the chemistry of carbon, including aliphatic compounds, aromatic compounds, stereochemistry, arenes, halides, alcohols, esters, and spectroscopy. Students may receive credit for only one of the following courses: CHEM 233 or (former course) CHEM 104.

CHEM 243
Organic Chemistry II (4)

(A continuation of CHEM 233. Fulfills the laboratory science requirement. Lab fee required.) Prerequisite: CHEM 233 with a grade of C or better. Further study of organic chemistry with emphasis on molecular structure, substitution reactions, carbonium ions, aromaticity, synthetic processes, and macromolecules.

COMMUNICATION STUDIES

All courses in communication studies (designated COMM) may be applied toward

- a primary or a secondary specialization in communication studies; and
- electives.

COMM 390, 393, 393X, 394, and 394X (as well as ENGL 303, 391, 391X, and 396, and PLGL 401) are designated as writing intensive and may be applied toward the general education requirement in upper-level intensive writing.

COMM 380, 395, 490, 491, 492, 493, 494, and 495 may be applied toward the general education requirement in communications, but not toward the general education requirement in upper-level intensive writing.

COMM 393, 393X, 394, and 394X may be applied toward supporting credit for a primary or a secondary specialization in business and management, computer science, computer and information science, computer information technology, computer studies, health services management, information systems management, management, management studies, and other areas as approved by an advisor.

A description of the curriculum begins on p. 25. Other writing, as well as literature, courses are available under the discipline of English.

COMM 293

Technical Report Writing (3)

(Fulfills the general education requirement in communications.) Prerequisite: ENGL 101 or equivalent. An introduction to the process of technical writing. Discussion covers conducting audience and needs analyses; organizing and writing clear, precise, grammatically correct technical prose; and producing a variety of routine technical reports and correspondence. Students may receive credit for only one of the following courses: COMM 293 or (former course) ENGL 293.

COMM 380

Language in Social Contexts (3)

(Fulfills the general education requirement in communications but is not a writing course. Fulfills the historical and international perspective requirements.) Prerequisite: ENGL 101 or equivalent. An examination of the linguistic components of languages, with special emphasis on the English language, its origins, continued development, and use in speaking and writing. Categories of speech and methods of written communication are examined from the perspective of regional and social variation. Cultural, gender, and racial variations are discussed along with underlying perspectives and assumptions. Exercises include some basic linguistic analysis.

COMM 390

Writing for Managers (3)

(Fulfills the general education requirement in intensive upper-level writing.) Prerequisite: ENGL 101 or equivalent. A practicum in the kinds of writing skills that managers need for the workplace. Communication skills emphasized include planning information, developing reader-based prose, improving personal writing performance and guiding the writing of subordinates, and mastering such writing tasks as strategic plans and performance appraisals. Students may receive credit for only one of the following courses: COMM 390, MGST 161, or (former course) HUMN 390.

COMM 393

Technical Writing (3)

(Students for whom English is a second language should consider taking COMM 393X instead. Fulfills the general education requirement in intensive upper-level writing.) Prerequisite: ENGL 101 or equivalent. The writing of technical papers and reports. Instruction focuses on building skills in critical thinking, research, and document design. Assignments include composing a total of 6,000 words (approximately 25 pages) in various formats (e.g., the oral presentation, the résumé, correspondence, manuals, procedures, instructions, and different types of reports, including proposal, progress, analytic, and feasibility). Students may receive credit for only one of the following courses: COMM 393 or (former course) ENGL 393.

COMM 393X

Technical Writing (3)

(Enrollment restricted to students for whom English is a second language. Fulfills the general education requirement in intensive upper-level writing.) Prerequisite: ENGL 101X or equivalent. The writing of technical papers and reports. Instruction focuses on building skills in critical thinking, research, and document design. Assignments include composing a total of 6,000 words (approximately 25 pages) in various formats (e.g., the oral presentation, the résumé, correspondence, manuals, procedures, instructions, and different types of reports, including proposal, progress, analytic, and feasibility). Students may receive credit for only one of the following courses: COMM 393X or (former course) ENGL 393X.

COMM 394

Business Writing (3)

(Students for whom English is a second language should consider taking COMM 394X instead. Fulfills the general education requirement in intensive upper-level writing.) Prerequisite: ENGL 101 or equivalent. An introduction to the various dimensions of effective business communication. Focus is on strategies for conveying ideas and information, regardless of format (e.g., executive summary, promotional flier, or claims-adjustment correspondence). Issues of purpose, audience, and style are covered. Information about current issues and trends in business communication is provided through coverage of communication productivity and technologies. Assignments include composing a total of 6,000 words (approximately 25 pages). Students may receive credit for only one of the following courses: COMM 394 or (former course) ENGL 394.

COMM 394X

Business Writing (3)

(Enrollment restricted to students for whom English is a second language. Fulfills the general education requirement in intensive upper-level writing.) Prerequisite: ENGL 101 or equivalent. An introduction to the various dimensions of effective business communication. Focus is on strategies for conveying ideas and information, regardless of format (e.g., executive summary, promotional flier, or claims-adjustment correspondence). Issues of purpose, audience, and style are covered. Information about current issues and trends in business communication is provided through coverage of communication productivity and technologies. Assignments include composing a total of 6,000 words (approximately 25 pages). Students may receive credit for only one of the following courses: COMM 394X or (former course) ENGL 394X.

COMM 395

Writing in the Health Professions (3)

(Fulfills the general education requirement in communications.) Prerequisite: ENGL 101 or equivalent. An introduction to a broad spectrum of writing in the health professions: brochures, fact sheets, medical/insurance/health reports, and articles for newspapers, magazines, and scientific journals. Students may receive credit for only one of the following courses: COMM 395 or (former course) ENGL 395.

COMM 421

Communication Management (3)

(Formerly SPCH 421.) Prerequisite: SPCH 100 or equivalent. A study of communication policies, plans, channels, and practices in the management of the communication function in organizations. Students may receive credit for only one of the following courses: COMM 421 or (former course) SPCH 421.

COMM 490

Seminar in Technical Communication (3)

(Fulfills the general education requirement in communications.) Prerequisite: COMM 393, COMM 394, or equivalent experience. An exposition of current issues and methods in creating, maintaining, storing, and revising technical information. Topics include the review of textual and online resources useful to technical communicators and the requirements for a professional portfolio. Emphasis is on professional communication practices. Assignments include oral presentations. Students may receive credit only once under this course number and for only one of the following courses: COMM 490 or (former course) ENGL 489A.

COMM 491

Technical Editing (3)

(Fulfills the general education requirement in communications.) Prerequisite: ENGL 278F or equivalent. A systematic approach to methods of preparing a document for publication or other disseminations. The full range of editing levels is addressed: copyediting, substantive editing, and document design. An overview of design goals that reflect specific readers and purposes is included. Students may receive credit for only one of the following courses: COMM 491 or (former course) ENGL 489B.

COMM 492

Proposal Writing (3)

(Fulfills the general education requirement in communications.) Prerequisite: COMM 393, COMM 394, or equivalent. An advanced study of technical writing, focusing on the structures and formats of competitive proposals (transmittal letter, résumé, plan, executive summary, illustrations, tables). An actual proposal-development cycle is simulated and followed through the stages of issuance and modification of the Request for Proposal (RFP), the bidders' conference, red-team reviews, the Best and Final Offer (BAFO), and evaluation and contract award by a source board. Assignments include working in teams to prepare competitive proposals in response to an RFP from the federal government. Students may receive credit for only one of the following courses: COMM 492 or (former course) ENGL 489C.

COMM 493

Graphics/Text Integration (3)

(Fulfills the general education requirement in communications but is not a writing course.) Recommended: Familiarity with computers and desktop publishing. An examination of the seamless integration of text and the full spectrum of graphics used in communications. Topics include techniques for creating meaningful design concepts, editing text to enhance the graphics, designing creative page layouts, and making the most of desktop publishing capabilities and tools. Hands-on experience with desktop publishing programs is provided.

COMM 494

Publishing a Newsletter (3)

(Fulfills the general education requirement in communications.) Prerequisites: ENGL 101 or equivalent, and basic computer skills. The planning, writing, designing, and production of newsletters for various publics. Concepts are presented for targeting writing to specific audiences, improving readability, and for using typography and design effectively. Newsletter formats and the application of desktop publishing to newsletter layout and design are covered. Commercial printing is also discussed. Requirements include writing several articles and participating in a group project. Students may receive credit only once under this course number.

COMM 495

Seminar in Workplace Communication (3)

(Fulfills the general education requirement in communications.) Prerequisite: A 300-level writing course. A seminar on workplace communication issues, strategies, and skills. A case-study approach is followed in planning and writing a variety of corporate documents. Emphasis is on enhancing advanced-level writing skills.

COMM 496

Writing for the Computer Industry (3)

(Fulfills the general education requirement in communications.) Prerequisites: ENGL 101 or equivalent, and basic computer skills. Study of and practice in the designing, writing, testing, publishing, and maintaining of effective user documentation as well as other software development documents. The assumption is made that software tools, as well as their documentation, should relate directly to user tasks. Emphasis is on the difference between writing successfully for publication on paper and for display on the computer screen. Students may receive credit only once under this course number.

COMPUTER AND INFORMATION SCIENCE

Courses in computer and information science (designated CMIS) may be applied toward

- the general education requirement in computing;
- a primary or a secondary specialization in computer and information science, computer information technology, or computer studies;
- supporting credit for a primary or a secondary specialization in other computer-related fields, business and management, management, management studies, technology and management, the social sciences, and other areas as approved by an advisor; and
- electives.

Students without recent experience in problem solving with computers must take CMIS 102. It is recommended that for the first two semesters students should not take two (or more) courses that involve programming. The suggested sequence of courses (for students who already have the prerequisite knowledge for CMIS 140) is CMIS 140 and 160 in the first semester followed by CMIS 240 and 310 in the second.

A description of the curriculum begins on p. 27. Descriptions of other computer-related curricula may be found on the following pages: computer information technology (p. 28), computer science (p. 29), computer studies (p. 30), and information systems management (p. 42).

CMIS 102

Problem-Solving Techniques (3)

(Does not fulfill the general education requirement in computing. May not be applied to a primary specialization in computer and information science.) A discussion of several common methods for obtaining solutions to problems. Various designs and techniques, including the development of algorithms, are presented. Lab sessions include writing, compiling, and executing simple C++ programs.

CMIS 140

Introductory Programming in C++ (3)

(Not open to students who have completed CMIS 315. The first in a sequence of courses in C++. Taking CMIS 140 and 240 in consecutive semesters is recommended.) Prerequisite: CMIS 102 or equivalent knowledge. A study of selected elements of the syntax and semantics of the C++ programming language. The discipline, methodologies, and techniques of software development, including the development of algorithms are studied. Programming projects in C++ are included.

CMIS 160

Discrete Mathematics for Computing (3)

(Not open to students who have completed CMSC 150.) Prerequisite: MATH 107 or equivalent. An introduction to discrete mathematical techniques used for solving problems in the field of computing. Basic principles from areas such as sets, relations and functions, logic, proof methods, and recursion are examined. Topics are selected on the basis of their applicability to typical problems in computer languages and systems, databases, networking, and software engineering.

CMIS 240

Data Structures and Abstraction (3)

(The second in a sequence of courses in C++. Taking CMIS 140 and 240 in consecutive semesters is recommended.) Prerequisite: CMIS 140. A study of program design and the implementation of abstract data structures in C++. Topics include programming tools, verification, debugging and testing, and data structures. Emphasis is on stacks, queues, lists, recursion, trees, sorting, and searching. The programming language for the course is C++. Students may receive credit for only one of the following courses: CMIS 240 or CMIS 315.

CMIS 310

Computer Systems and Architecture (3)

(Formerly CMIS 270. Not open to students who have completed CMSC 311.) Prerequisites: CMIS 140 or equivalent, and CMIS 160. A study of the fundamental concepts and interrelationships of computer architecture and operating systems and the functional approach to components of a computer system. Students may receive credit for only one of the following courses: CMIS 310, CMSC 311, IFSM 310, or (former course) CMIS 270.

CMIS 315

Programming and Application in C++ (3)

Prerequisite: A two-semester sequence in a programming language other than C++ (such as Pascal, Ada, PL/I, C, or Java) or equivalent experience. A one-semester study of programming in C++. Programming projects in C++ are included. Students may receive credit for only one of the following courses: CMIS 240 or CMIS 315.

CMIS 320

Relational Databases (3)

Prerequisite: CMIS 140 or equivalent; CMIS 310 or equivalent recommended. A study of the functions and underlying concepts of relationally organized database systems. The description and application of data models to database systems are discussed. The entity/relationship (E/R) model and Codd's relational theory—including relational algebra, normalization and integrity constraints, and the SQL language—are emphasized. Physical design and data administration issues are addressed. Projects include hands-on work with E/R and relational models (using the latest version of Oracle). Students may receive credit for only one of the following courses: CMIS 320 or IFSM 410.

CMIS 325

UNIX with Shell Programming (3)

Prerequisite: CMIS 140 or equivalent. A study of the UNIX operating system. Topics include file structures, editors, pattern-matching facilities, shell commands, and shell scripts. Shell programming is presented and practiced to interrelate system components. Projects give practical experience with the system.

CMIS 330

Software Engineering Principles and Techniques (3)

Prerequisite: CMIS 240, CMIS 315, or equivalent; CMIS 310 or equivalent recommended. A study of the process of software engineering from initial concept through design, development testing, and maintenance to retirement of the product. Development life-cycle models are presented. Issues in configuration management, integration and testing, software quality, quality assurance, security, fault tolerance, project economics, operations, human factors, and organizational structures are considered. Students may receive credit for only one of the following courses: CMIS 330 or (former course) CMIS 388A.

CMIS 340

Programming in Java (3)

Prerequisites: CMIS 240 and either CAPP 386 or knowledge of HTML. An examination of the features of the Java programming language. Topics include design of classes, class libraries, data structures, exception handling, threads, input and output, and applet programming. Assignments include programming in Java.

CMIS 345

Object-Oriented Design and Programming (3)

Prerequisite: CMIS 240, CMIS 315, or equivalent. An examination of the principles, practices, and applications of programming in an object-oriented environment. Techniques and language features of object-oriented design are implemented in programming projects. Assignments include programming in an object-oriented language such as C++ or Java. Students may receive credit only once under this course number.

CMIS 370

Data Communications (3)

Prerequisite: CMIS 310 or equivalent. Investigation of the effects of communication technology on information systems. Major topics include components of communication systems, architectures and protocols of networks, security measures, regulatory issues, and the design of network systems. Issues and applications in local area networks and communication services are covered. Students may receive credit for only one of the following courses: CMIS 370, IFSM 450, or (former course) CMSC 370.

CMIS 398P

Programming with Perl (3)

An introduction to the Perl scripting language. Topics include the basic constructs and control structures, as well as object-oriented programming in Common Gateway Interface (CGI) with Perl.

CMIS 398U

UNIX System Administration (3)

An in-depth examination of UNIX internals, including loading, configuring, and maintaining UNIX operating systems. Both theory and hands-on experience are provided in the boot-up and shutdown process; file system creation and structure; system maintenance and security, especially in the network file system and network information system; and UNIX Internet provider network configuration and maintenance. The Red Hat Linux operating system is used for all lab work.

CMIS 398W

Windows Programming (3)

An introduction to Windows user interface programming. Focus is on programming controls, menus, and dialog and message boxes. Additional topics include graphical device interface programming, animation, and messages.

CMIS 415

Advanced UNIX and C (3)

Prerequisites: CMIS 240 (or CMIS 315) and CMIS 325; CMIS 310 or equivalent recommended. An investigation of the interaction between the UNIX operating system and the C programming language. The features of UNIX that support C, including library and system calls, UNIX utilities, debuggers, graphics, and file structure, are presented. Programming projects in C that implement UNIX command features are assigned.

CMIS 420

Advanced Relational Databases (3)

Prerequisite: CMIS 320 or equivalent. A study of advanced logical and physical design features and techniques of relational databases appropriate to the advanced end user, database designer, or database administrator. Topics include object-relational concepts, data modeling, challenge areas, physical design in relation to performance, and relational algebra as a basis of optimizer strategies. Future trends, advanced concurrency control mechanisms, and maintenance issues such as schema restructuring are addressed. Projects include hands-on work (using the latest version of Oracle) that involves designing and implementing a small database, creating triggers, loading through forms and utility, querying through interactive and embedded SQL, restructuring schema, and analyzing performance.

CMIS 435

Computer Networking (3)

Prerequisite: CMIS 370 or equivalent. An overview of communications topics such as signaling conventions, encoding schemes, and error detection and correction. Emphasis is on routing protocols for messages within various kinds of networks, as well as on methods that network entities use to learn the status of the entire network. Students may receive credit for only one of the following courses: CMIS 435 or (former course) CMSC 440.

CMIS 445

Distributed Systems (3)

Prerequisites: CMIS 310 and 325, or equivalent. An exploration of protocols and methods for allocating to more than one processor various parts of the work associated with a single task. Emphasis is on environments such as array processing, parallel processing and multiprocessor systems, and communication among cooperating processes. Topics include reliability, security, and protection, as well as how these issues affect the development of programs and systems. Standards for object-oriented programming (Common Object Request Broker Architecture) are discussed. Projects include programming. Students may receive credit for only one of the following courses: CMIS 445 or (former course) CMSC 445.

CMIS 455

Requirements Development (3)

Prerequisite: CMIS 330. A study of concepts and techniques for planning and developing high-quality software products. Fundamentals of specification (including formal models and representations, documents, and standards) are examined. Methods of specifying and developing requirements for generating software are discussed. Projects using these techniques are included. Students may receive credit only once under this course number.

CMIS 460

Software Design and Development (3)

Prerequisite: CMIS 330 or equivalent. An in-depth treatment of the concepts and techniques for designing and developing software for large projects. Design strategies, principles, methodologies, and paradigms are discussed, as are evaluation and representation. Architectural models and idioms, development tools and environments, implementation guidelines and documentation, and organization of design and development functions are included. Issues of program quality, program correctness, and system integration are addressed. Project work incorporates principles and techniques of software design and development.

CMIS 465

Software Verification and Validation (3)

Prerequisite: CMIS 330 or equivalent. A study of tools, methods, and current practices used in assessing the quality and correctness of software. Topics and issues examined include the roles of testing and formal verification, fundamentals and formal models of program verification, planning and documentation for quality assurance, methods of performing technical reviews, strategies of system testing and integration planning, and principles and practices used in conducting tests.

CMIS 498

Special Topics in Computer and Information Science (3)

Prerequisites: Vary according to topic. A seminar on topics in computer and information science. May be repeated to a maximum of 6 credits when topics differ.

CMIS 498J

Internet Programming with Java (3)

(Also listed as CMSC 498J.) Prerequisite: CMIS 345, CMSC 300, or equivalent object-oriented programming experience. An examination of the principles, techniques, and applications of programming in Java in the Internet environment. Advanced features of Java are implemented in programming projects. Topics include threads, packages, interfaces, and exceptions. Java applets are created and incorporated into Web pages. Visual development tools are reviewed. Students may receive credit for only one of the following courses: CMIS 498J or CMSC 498J.

COMPUTER APPLICATIONS

All courses in computer applications (designated CAPP) may be applied toward

- the general education requirement in computing;
- appropriate secondary specializations (as approved by an advisor);
- supporting credit for a primary or a secondary specialization in other computer-related fields, business and management, information systems management, management, management studies, the social sciences, and certain other areas as approved by an advisor; and
- electives.

Some courses in computer applications may be applied toward a primary specialization in computer information technology or computer studies.

Descriptions of other computer-related curricula may be found on the following pages: computer and information science (p. 27), computer information technology (p. 28), computer science (p. 29), computer studies (p. 30), and information systems management (p. 42).

CAPP 101M

Introduction to Windows NT (1)

(This course is graded only on a satisfactory/D/fail basis.) An orientation to the Windows NT operating system and environment. A hands-on introduction to file management, menus, and tool bars is provided. Topics include interface setup and the use of application software packages. Concepts and telecommunication features are discussed. Emphasis is on the capabilities and proper use of Windows NT in the workplace.

CAPP 101T

Introduction to Windows 2000 (3)

(This course is graded only on a satisfactory/D/fail basis.) An orientation to the Windows 2000 operating system and environment. A hands-on introduction to file management, menus, and tool bars is provided. Topics include interface setup and the use of application software packages. Concepts and telecommunication features are discussed. Emphasis is on the capabilities and proper use of Windows 2000 in the workplace.

CAPP 103

Introduction to Microcomputer Software (3)

An introduction to microcomputers and application software. Hands-on experience with software packages (including word processing, spreadsheets, and databases) is provided. Focus is on concepts, features, and business applications of those facilities.

CAPP 300

Concepts in Computing (3)

An introduction to the basic principles and techniques of computing. Discussion deals with the effects of computerization on individuals, government, business, and industry; social and ethical issues; concepts of problem solving; and computer hardware. Students may receive credit for only one of the following courses: CAPP 300, IFSM 201, TMGT 201, or (former course) CAPP 101.

CAPP 303

Advanced Features of Microcomputer Application Software (3)

Prerequisite: CAPP 103 or equivalent. A presentation of application software packages that includes advanced features of operating systems, spreadsheets, database management, and electronic information exchange for business applications. Presentation software is reviewed, and hands-on experience with the software is provided.

CAPP 305

Introduction to Visual Basic Programming (3)

Prerequisite: CMIS 102 or equivalent. A structured approach to developing programs using the Visual Basic language with Windows. Hands-on experience in implementing features of this event-driven, visual interface for program design is provided. Programming projects in Visual Basic are included.

CAPP 310

Desktop Publishing (3)

Prerequisite: Basic familiarity with personal computers and experience with a word-processing or text-editing program. An introduction to concepts and methods of desktop publishing. Highlights include the design and layout of a publication, the choice of computer hardware and software, the integration of computer graphics, the drafting and editing of a publication, and methods of interfacing with high-level printing equipment to produce a final document. Students may receive credit for only one of the following courses: CAPP 310 or (former course) CAPP 398B.

CAPP 311

Advanced Desktop Publishing (3)

Prerequisite: CAPP 310 or equivalent. A project-oriented study of the concepts and methods of desktop publishing. Techniques for using color in page layouts are implemented. Features essential to multimedia presentations are integrated with techniques for capturing and editing photos to produce business publications.

CAPP 340

Computer Applications in Management (3)

Prerequisite: CAPP 300, IFSM 201, or equivalent. An overview of computer-based information-system concepts and operations and how these capabilities are applied by management to improve the work processes of business, government, and academic organizations. Consideration is also given to management planning at the strategic, tactical, and operational levels necessary to effect continuous improvements. The interchange of electronic information and the application of various computing tools such as spreadsheet programs are introduced. Students may receive credit for only one of the following courses: CAPP 340 or (former course) CMIS 350.

CAPP 385

Internet: A Practical Guide (3)

Prerequisite: CAPP 300, IFSM 301, or equivalent. An introduction to the Internet and the World Wide Web. Topics include basic principles and protocols of the Internet; configuration and use of graphical Web browsers; application programs such as Telnet, FTP, e-mail, and Net news readers; finding and retrieving information on the World Wide Web; and the use of portals and search engines. HTML and Web page design are introduced. Discussion covers Internet security measures as well as social, ethical, and legal issues related to the growth of the Internet. Assignments include designing and publishing a Web page.

CAPP 386

Internet: An Advanced Guide (3)

Prerequisite: CAPP 385 or equivalent; access to an Internet service provider is recommended, although not required. A study of advanced applications for the Internet and the World Wide Web. Focus is on Web page design, including features such as frames, animation, and cascading style sheets. HTML and JavaScript are introduced. Assignments include publishing a Web page.

CAPP 498B

Advanced Visual Basic Programming (3)

Prerequisite: CAPP 305 or equivalent. An investigation of advanced Visual Basic programming concepts, tools, and methods. Topics include object linking and embedding (OLE), dynamic data exchange (DDE), and data access objects (DAO) for interface with other applications and databases. Emphasis is on application design and development. Practical opportunities to design and develop complete applications integrating multiple features of the Visual Basic programming language are provided.

CAPP 498C

Web Site Management (3)

Prerequisites: CAPP 385 and 386, or equivalent. An in-depth survey of Web site maintenance for small businesses. Topics include exploring and surveying Web tools, including scripting, servers, editors, image manipulation tools, utilities, and traffic analysis. Focus is on Internet security and e-commerce issues.

CAPP 498D

Web Design Methodology and Technology (3)

Hands-on experience designing and delivering professional Web content. Topics include using comprehensive tools and the latest technology to enhance the Web presence of a small business. Focus is on multimedia and interactivity. Online commerce and Internet security issues are discussed. Assignments include a comprehensive project.

COMPUTER INFORMATION TECHNOLOGY

Courses in computer information technology (designated CMIT) may be applied toward

- the general education requirement in computing;
- a primary or a secondary specialization in computer information technology or computer studies;
- supporting credit for a primary or a secondary specialization in other computer-related fields, business and management, management, management studies, technology and management, and some other areas as approved by an advisor; and
- electives.

A description of the curriculum begins on p. 28. Descriptions of other computer-related curricula may be found on the following pages: computer and information science (p. 27), computer science (p. 29), computer studies (p. 30), and information systems management (p. 42).

CMIT 261O

Introduction to Oracle 8 SQL and SQL Plus (3)

Prerequisite: Experience with personal computers; experience in developing or designing databases recommended. An introduction to Structured Query Language (SQL). The syntax and function of the American National Standards Institute's standard SQL are examined. SQL's data definition language is used to create tables, including constraints, and SQL's data manipulation language is used to insert, update, and delete data. Emphasis is on SQL queries, ranging from the simple to the complex. Additional database objects (e.g., views, sequences, synonyms, aliases, and indexes) and SQL built-in functions are explored. Other topics include using the Oracle 8 SQL command editor and the local system editor and creating simple reports with SQL Loader and SQL Plus.

CMIT 262N

Networking Technologies (2)

(Designed to help prepare students to take Networking Technologies Examination 50-632.) Prerequisite: A thorough knowledge of DOS and microcomputer concepts and operations. An introduction to concepts of local and wide area networking. Topics include data communication models, protocols, standards and standards organization, and synchronous and asynchronous communication. Emphasis is on media types, characteristics, and costs.

CMIT 265M

Networking Essentials (2)

(Designed to help prepare students to take Networking Essentials Examination 70-058.) Prerequisite: CAPP 101M or equivalent knowledge of computer concepts and operations. An introduction to networking technologies for individual workstations, local area networks, wide area networks, and the Internet, with emphasis on security and protocols. While a general knowledge of networking is provided, focus is on Microsoft operating systems, including Windows 2000. Students may receive credit only once under this course number.

CMIT 360N

Novell NetWare Administrator (3)

(Formerly CAPP 390. Designed to help prepare students for the Novell Certified NetWare Administrator examination.) Prerequisite: Familiarity with DOS, microcomputer hardware architecture, and basic networking concepts. An introduction to the features of a network. LAN configuration, directory structure, drive mapping, and network security are emphasized. Network administration responsibilities are discussed. Students may receive credit for only one of the following courses: CMIT 360N or (former course) CAPP 390.

CMIT 364N

NetWare 5.x Administration (2)

(Designed to help prepare students to take Novell NetWare 5 Administration Examination 50-639.) Prerequisite: CMIT 262N or equivalent. The development of the skills needed to be a network administrator and systems manager for NetWare 5. Topics include installation, file management, user access, file system security, scripts, and management issues.

CMIT 365M

Administering NT 4.0 (2)

(Designed to help prepare students to take Implementing and Supporting Microsoft Windows NT Server 4.0 Examination 70-067 and Implementing and Supporting Microsoft Windows NT Workstation 4.0 Examination 70-073.) Prerequisite: CMIT 265M or equivalent. The development of the knowledge and skills necessary to perform administrative tasks in a single- or multiple-domain Windows NT 4.0 network. Topics include network optimization, peripheral management, and system software troubleshooting and maintenance. Hands-on assignments and projects are included.

CMIT 366M

Windows 2000 Professional: Installation and Administration (3)

(Designed to help prepare students to take Installing, Configuring, and Administering Microsoft Windows 2000 Professional Examination 70-210 and Installing, Configuring, and Administering Microsoft Windows 2000 Server Examination 70-215, with an emphasis on the former examination.) Prerequisite: Completion of at least two courses chosen from among CAPP 101M, CAPP 101T, CMIT 265M, and CMIT 365M (or their equivalents) with a grade of C or better, or consent of the teacher. An introduction to Windows 2000 Professional. Focus is on developing the skills necessary to install and configure Windows 2000 Professional as a desktop operating system in a generic operating environment. Topics include review of operating systems, administration, security, transmission control protocol/Internet protocol, and use of Windows 2000 Professional as a stand-alone distributed file system or as part of a work group or a domain. Hands-on exercises are included.

CMIT 367M

Windows 2000 Server: Installation and Administration (3)

(Designed to help prepare students to take Installing, Configuring, and Administering Microsoft Windows 2000 Professional Examination 70-210 and Installing, Configuring, and Administering Microsoft Windows 2000 Server Examination 70-215, with an emphasis on the latter examination.) Prerequisite: CMIT 366M or equivalent, or consent of the teacher. A study of Windows 2000 Server installation and administration. Focus is on developing the skills necessary to install and configure Windows 2000 Server. Topics include support, connectivity, creation and management of user accounts, management of access to resources, the NT file system, and configuration and management of disks. Hands-on exercises are included.

CMIT 370N

NetWare NDS Design and Implementation (1)

(Designed to help prepare students to take Novell Directory Services Design and Implementation Examination 50-634.) Prerequisite: CMIT 464N or equivalent. The development of skills needed by network administrators, network designers, and networking consultants to create a Novell Directory Services design and implementation strategy. Focus is on user management and security.

CMIT 375M

Supporting NT 4.0 Core Technologies (2)

(Designed to help prepare students to take Implementing and Supporting Microsoft Windows NT Server 4.0 Examination 70-067 and Implementing and Supporting Microsoft Windows NT Workstation 4.0 Examination 70-073.) Prerequisite: CMIT 365M or equivalent. A study of various elements of the Windows NT 4.0 operating system. Topics include installation, configuration, networking management and integration, and troubleshooting. Emphasis is on capacity management and trust relationships in a multidomain environment.

CMIT 376M

Windows 2000 Network Infrastructure: Implementation and Support (3)

(Designed to help prepare students to take Implementing and Administering a Microsoft Windows 2000 Network Infrastructure Examination 70-126.) Prerequisite: CMIT 366M or equivalent. The development of the knowledge and skills necessary to install, configure, manage, and support the Windows 2000 network infrastructure. Topics include automating Internet protocol address assignment using dynamic host configuration protocol, implementing name resolution using domain name service and Windows Internet naming service, setting up and supporting remote access to a network, configuring network security using public key infrastructure, integrating network services, and deploying Windows 2000 Professional using remote installation services. Hands-on exercises are included.

CMIT 377M

Windows 2000 Directory Services Infrastructure: Implementation and Support (3)

(Designed to help prepare students to take Implementing and Administering a Microsoft Windows 2000 Directory Services Infrastructure Examination 70-127.) Prerequisite: CMIT 376M or equivalent. The development of the knowledge and skills necessary to install, configure, manage, and support the Windows 2000 active directory service. Topics include understanding the logical and physical structure of active directory, configuring the domain name service to suport active directory, creating and administering user accounts and group resources, controlling active directory objects, implementing and using group policy, managing replication of active directory, and maintaining and restoring the active directory database. Hands-on exercises are included.

CMIT 384N

IntraNetWare: Integrating Windows NT (2)

(For information systems professionals who administer or are preparing to administer multiple-vendor enterprise neworks.) A study of the skills needed to integrate a Windows NT environment with an intraNetWare environment. Emphasis is on streamlining NT administration by using Novell Directory Services for NT and the NetWare Administrator. Hands-on experience with Novell Administrator for Windows NT and other Novell products for administering and managing NT workstations and servers and network-based applications in an integrated intraNetWare/Windows NT environment is provided.

CMIT 385M

Internetworking TCP/IP on NT (2)

(Designed to help prepare students to take the Internetworking Microsoft Transmission Control Protocol/Internet Protocol on Microsoft Windows NT 4.0 Examination 70-059.) Prerequisite: CMIT 375M or equivalent. Topics include setup, use, and support of transmission control protocol/Internet protocol (TCP/IP) on Microsoft Windows NT operating systems. Emphasis is on protocols, configuration management, routers, and practical troubleshooting.

CMIT 392M

Designing and Implementing Databases with SQL Server (3)

(Designed to help prepare students to take Designing and Implementing Databases with Microsoft SQL Server Examination 70-029.) Prerequisite: Microsoft or Oracle Certified Professional status, or CMIS 320 or equivalent, and working knowledge of Structured Query Language (SQL). The development of the knowledge and skills necessary to design and implement databases with SQL Server. Topics include developing a logical data model, deriving the physical design, devising data services, creating and executing stored procedures, and constructing and maintaining a physical database. Hands-on exercises are included.

CMIT 394M

Data Warehousing Using SQL Server (3)

(Designed to help prepare students to take Designing and Implementing Data Warehouses with Microsoft SQL Server 7.0 Examination 70-019.) Prerequisite: Microsoft or Oracle Certified Professional status, or CMIS 320 or CMIT 392M or equivalent; and working knowledge of Structured Query Language (SQL). A study of design and implementation of data warehouse solutions using SQL Server 7.0. Topics include defining the technical architecture for a data warehouse solution, developing the logical design, deriving the physical design, object linking and embedding, open database connectivity, ActiveX Data Objects, file management, data integrity, online analytical processing, monitoring and optimizing performance, and backup and disaster recovery. Hands-on exercises are included.

CMIT 464N

NetWare 5.x Advanced Administration (2)

(Designed to help prepare students to take the Novell NetWare 5 Advanced Administration Examination 50-640.) Prerequisites: CMIT 262N and 364N, or equivalent. An examination of network backup and configuration, Java-based utility execution, and remote access. Topics include management of Novell Directory Services trees, workstation management and configuration, print-server customization, and security auditing.

CMIT 465M

Supporting NT 4.0 Enterprise Technologies (2)

(Designed to help prepare students to take Implementing and Supporting Microsoft Windows NT Server 4.0 Enterprise Examination 70-068.) Prerequisite: CMIT 375M or equivalent. An examination of design, implementation, and support for the Windows NT 4.0 Server network operating system. Emphasis is on managing resources in the multiple-domain enterprise computing environment.

CMIT 470N

Service and Support (2)

(Designed to help prepare students to take Novell Service and Support Examination 50-635.) Prerequisite: CMIT 262N, CMIT 370N, CMIT 364N, CMIT 464N, or equivalent. A study of prevention, diagnosis, and resolution of hardware-related problems. Emphasis is on optimizing hardware resources for networking products.

CMIT 475M

Internet Information Server 4.0 (2)

(Designed to help prepare students to take Implementing and Supporting Microsoft Internet Information Server 4.0 Examination 70-087.) Prerequisite: CMIT 385M or equivalent. Hands-on experience in Internet/intranet set up, including installation, configuration, and implementation of the Internet Information Server 4.0. Focus is on protocols.

CMIT 476M

Designing a Windows 2000 Network Infrastructure (2)

(Designed to help prepare students to take Designing a Microsoft Windows 2000 Network Infrastructure Examination 70-221.) Prerequisites: CMIT 376M and 377M. The development of the knowledge and skills necessary to design a Windows 2000 network infrastructure. Topics include building a networking services foundation, designing internet and extranet connectivity solutions, and creating an integrated network services infrastructure design and network service design to support applications. Hands-on exercises are included.

CMIT 477M

Designing a Windows 2000 Directory Services Infrastructure (2)

(Designed to help prepare students to take Designing a Microsoft Windows 2000 Directory Services Infrastructure Examination 70-129.) Prerequisites: CMIT 376M and 377M. A study of active directory design issues. Topics include naming strategy, delegation of administrative authority, schema policy, group policy support, infrastructure, and domain and multiple domain structure. Hands-on exercises are included.

CMIT 480M

Designing Security for a Windows 2000 Network (3)

(Designed to help prepare students to take Designing Security for a Microsoft Windows 2000 Network Examination 70-220.) Prerequisites: CMIT 376M and 377M. The development of the knowledge and skills necessary to design a security framework for small, medium, and enterprise networks by using Windows 2000 technologies. Topics include providing secure access to local network users, partners, remote users, and remote offices and between private and public networks. Hands-on exercises are included.

CMIT 490M

Designing a Migration Strategy from NT to Windows 2000 (1)

(Designed to help prepare students to take Upgrading from Microsoft Windows NT 4.0 to Microsoft Windows 2000 Examination 70-222.) Prerequisites: CMIT 376M and 377M. The development of the skills and knowledge necessary to select and design a migration strategy from NT 4.0 to Windows 2000 active directory service. Topics include developing a domain upgrade strategy, restructuring domains, planning to deploy a migration strategy, and minimizing the impact on operations during an upgrade.

CMIT 499

Special Topics in Computer Technology (1–5)

An inquiry into special topics in computer information technology that reflect the changing field. May be repeated when topics differ.

COMPUTER SCIENCE

Courses in computer science (designated CMSC) may be applied toward

- the general education requirement in computing;
- a primary or a secondary specialization in computer science, computer information technology, or computer studies;
- supporting credit for a primary or a secondary specialization in other computer-related fields, business and management, management, management studies, technology and management, and some other areas as approved by an advisor; and
- electives.

A description of the curriculum begins on p. 29. Descriptions of other computer-related curricula may be found on the following pages: computer and information science (p. 27), computer information technology (p. 28), computer studies (p. 30), and information systems management (p. 42).

CMSC 130

Introductory Computer Science (3)

(For students specializing in computer science. The first in a sequence of courses in Java.) Recommended: CMSC 150 or equivalent. Presentation of and practice in structured programming and concepts in data abstraction. Verification methodologies are introduced. Students may receive credit for both CMSC 112 and 130, but only once under this course number.

CMSC 150

Introduction to Discrete Structures (3)

Prerequisite or corequisite: MATH 140. A survey of fundamental mathematical concepts involved in computer science. Functions, relations, finite and infinite sets, and propositional logic are explored. Proof techniques presented are those used for modeling and solving problems in computer science. Combinations, permutations, graphs, and trees are introduced, along with selected applications. Students may receive credit for only one of the following courses: CMSC 150 or (former course) CMSC 250.

CMSC 230

Elementary Data Structures (3)

(For students specializing in computer science. Continuation of CMSC 130.) Prerequisites: CMSC 130 and 150. Presentation and application of additional features of Java. Topics include stacks, queues, links, lists, and binary trees. Students may receive credit only once under this course number and for only one of the following courses: CMSC 230 or (former course) CMSC 135.

CMSC 305

Programming and Applications in Java (3)

(For students with previous programming experience.) Prerequisite: CMSC 230 (before spring 1999) or CMIS 240, or equivalent. A one-semester study of Java syntax. Programming projects in Java are included. Students who completed CMSC 230 after fall 1998 may receive credit for only one of the following courses: CMSC 230 or CMSC 305.

CMSC 311

Computer Organization (3)

Prerequisite: A two-course sequence in a programming language. A study of the organization of memory, input/output, and central processing units, including instruction sets, register transfer operations, control microprogramming, data representation, and arithmetic algorithms. Assembly language and digital logic circuit design are introduced. Students may receive credit for only one of the following courses: CMIS 310, CMSC 311, IFSM 310, or (former course) CMIS 270.

CMSC 330

Advanced Programming Languages (3)

Prerequisite: CMSC 230, CMSC 305, or equivalent. A study of imperative and declarative programming languages. C++ is presented as the prime imperative language and compared with Ada and Java. LISP and PROLOG are introduced as declarative languages. Formal syntax and semantics are discussed. Students may receive credit only once under this course number.

CMSC 335

Object-Oriented and Concurrent Programming (3)

Prerequisite: CMSC 230, CMSC 305, or equivalent. A study of object-oriented and concurrent programming using features of Java. Concepts of object-oriented programming (such as composition, classification, and polymorphism) are explored. The principles of concurrent programming (such as task synchronization, race conditions, deadlock, and threads) are studied. Programming projects are implemented in Java. Students may receive credit for only one of the following courses: CMSC 335 or (former course) CMSC 300.

CMSC 411

Computer System Architecture (3)

Prerequisite: CMSC 311 or equivalent. A discussion of input/output processors and techniques, covering their relation to intrasystem communication, including buses and caches. Also covered are addressing and memory hierarchies, microprogramming, parallelism, and pipelining.

CMSC 412

Operating Systems (3)

Prerequisite: CMSC 311 or equivalent. An introduction to batch systems, spooling systems, and third-generation multiprogramming systems. The parts of an operating system are described in terms of their function, structure, and implementation. Basic policies for allocating resources are also discussed. Programming projects may be included.

CMSC 420

Data Structures (3)

Prerequisite: CMSC 230 or equivalent. A study of data structures (including lists and trees) in terms of their descriptions, properties, and storage allocations. Algorithms are used to manipulate structures. Applications are drawn from the areas of information retrieval, symbolic manipulation, and operating systems.

CMSC 421

Introduction to Artificial Intelligence (3)

Prerequisites: CMSC 330 and 420, or equivalent. An exploration of various areas of artificial intelligence, including search, inference, knowledge representation, learning, vision, natural languages, expert systems, and robotics. Programming languages (e.g., LISP, PROLOG), programming techniques (e.g., pattern matching, discrimination networks), and control structures (e.g., agendas, data dependencies) are implemented in suitable applications.

CMSC 424

Database Design (3)

Prerequisite: CMSC 420 or equivalent; CMSC 450 recommended. A study of the applicability of the database approach as a mechanism for modeling the real world. The three popular data models (hierarchical, relational, network) are reviewed. Permissible structures, integrity constraints, storage strategies, and query facilities are compared. The theoretical foundations of the logic used in designing a database are presented.

CMSC 430

Theory of Language Translation (3)

Prerequisites: CMSC 330 and programming experience in C or C++, or equivalent; CMSC 420 recommended. An examination of the formal translation of programming languages, syntax, and semantics. Highlights include evaluation of finite-state grammars and recognizers; context-free parsing techniques such as recursive descent, precedence, LL(K), LR(K), and SLR(K); and improvement and generation of machine-independent code and syntax-directed translation schema.

CMSC 450

Logic for Computer Science (3)

(Also listed as MATH 450. Accessible to advanced undergraduates specializing in computer science.) Prerequisites: CMSC 150 and MATH 241, or equivalent. Elementary development of propositional logic (including the resolution method) and first-order logic (including Hebrand's unsatisfiability theorem). Discussion covers the concepts of truth and interpretation; validity, provability, and soundness; completeness and incompleteness; and decidability and semidecidability. Students may receive credit for only one of the following courses: CMSC 450, MATH 450, or (former courses) MATH 444 or MATH 445.

CMSC 451

Design and Analysis of Computer Algorithms (3)

Prerequisites: CMSC 150 and 230, or equivalent. Presentation of fundamental techniques for designing and analyzing computer algorithms. Basic methods include divide-and-conquer techniques, search and traversal techniques, dynamic programming, greedy methods, and induction.

CMSC 452

Elementary Theory of Computing (3)

Prerequisite: CMSC 230 or equivalent. Analysis of alternative theoretical models of computation and types of automata. Their relationship to formal grammars and languages are specified.

CMSC 475

Combinatorics and Graph Theory (3)

(Also listed as MATH 475.) Prerequisites: MATH 240 and 241. An exploration of general enumeration methods, difference equations, and generating functions. Focus is on elements of graph theory, matrix representations of graphs, and applications of graph theory to transport networks. Matching theory and graphical algorithms are also considered. Students may receive credit for only one of the following courses: CMSC 475 or MATH 475.

CMSC 498

Special Topics in Computer Science (1–3)

Prerequisites: Vary according to topic. A seminar on topics in computer science. May be repeated to a maximum of 6 credits when topics differ.

CMSC 498J

Internet Programming with Java (3)

(Also listed as CMIS 498J.) Prerequisite: CMIS 345, CMSC 335, or equivalent object-oriented and Java programming experience. An examination of the principles, techniques, and applications of programming in Java in the Internet environment. Topics include threads, packages, interfaces, and exceptions. Java applets are created and incorporated into Web pages. Visual development tools are reviewed. Advanced features of Java are implemented in programming projects. Students may receive credit for only one of the following courses: CMSC 498J or (former course) CMIS 497J.

COOPERATIVE EDUCATION

Cooperative Education (Co-op) extends education beyond the traditional classroom by integrating career-related work opportunities with the student's field of study. Co-op offers an ideal opportunity to enhance job performance while earning upper-level college credit toward a bachelor's degree.

Students may earn credit for new learning in a current position or seek a new position through the Co-op job development program. A variety of course formats permits UMUC students, regardless of location, to participate in Co-op.

Credit earned in courses designated COOP may be applied toward

- a primary or a closely related secondary specialization, up to a maximum of 6 semester hours;
- supporting credit related to a primary or secondary specialization; and
- electives.

Students are responsible for consulting their resource team regarding applying COOP credit to their degree program.

Approval and registration information is obtained through the Cooperative Education office. More details and contact information are available on p. 68.

COOP 301

Cooperative Education (3–6)

Prerequisite: Formal admission to Co-op program (students should call 301-985-7780 for information). Specially structured, personalized course that provides opportunity to earn upper-level credit for new learning that is gained through on-the-job experience. Academic theory is integrated with workplace learning. Co-op credit may be earned in any UMUC specialization in paid or unpaid positions. Coursework is completed over a 15-week period, which may begin at any time during the year. Enrollment may take place any time a work situation offers a new learning opportunity or when placement in a new position occurs. Content is determined by the nature of the position and by a learning contract developed by the student, the employer, and a faculty sponsor. Communication is maintained with the faculty sponsor throughout the term. After six academic assignments are completed and the objectives developed in the learning contract are fulfilled, a letter grade is awarded and credit may be earned toward a degree. Students seeking a first bachelor's degree may earn a maximum of 15 semester hours of credit in Co-op; students seeking a second bachelor's degree may earn a maximum of 9 semester hours of credit in Co-op.

COOP 486P

Psychology Field Experience Through Co-op (3–6)

(Also listed as PSYC 486.) Prerequisites: Formal admission to the Co-op program (students should call 301-985-7780 for information); 30 semester hours completed; a minimum GPA (overall and in all psychology courses) of 3.0; and PSYC 305 (for a research experience) or PSYC 436 (for a clinical experience) or equivalent. Supervised field experience in clinical psychology, psychology research, or other psychology-related areas. The opportunity to gain experience in hospital, school, clinical, research, or other appropriate work settings is provided. Positions may be paid or unpaid and are at preapproved sites arranged by the student. Students must also participate in an online course and complete six academic assignments. Students seeking a first bachelor's degree may earn a maximum of 15 semester hours of credit in Co-op; students seeking a second bachelor's degree may earn a maximum of 9 semester hours in Co-op.

COOP 486S

Paralegal Studies Internship (3–6)

(Also listed as PLGL 486.) Prerequisites: Formal admission to the Co-op program (students should call 301-985-7780 for information); PLGL 200, 201, and 204, or equivalent; 9 semester hours of credit in paralegal studies; 15 additional semester hours completed; and a minimum GPA of 3.0. The opportunity to gain experience in public interest or legal aid settings under the supervision of an attorney. Positions may be paid or unpaid and are at preapproved sites arranged by the student. Students must also participate in an online course and attend three classroom sessions. Students seeking a first bachelor's degree may earn a maximum of 15 semester hours of credit in Co-op; students seeking a second bachelor's degree may earn a maximum of 9 semester hours in Co-op.

CRIMINOLOGY/CRIMINAL JUSTICE

Courses in criminology/criminal justice (designated CCJS) may be applied toward

- the general education requirement in the social and behavioral sciences (an advisor can provide details on which CCJS courses apply);
- a primary or a secondary specialization in criminology/criminal justice;
- supporting credit for a primary or a secondary specialization in paralegal studies or sociology/anthropology; and
- electives.

Students who previously received credit for courses in the disciplines of criminology (courses designated CRIM) or criminal justice (courses designated CJUS) may not receive credit for comparable courses designated CCJS.

A description of the curriculum begins on p. 30.

CCJS 100

Introduction to Criminal Justice (3)

An introduction to the administration of criminal justice in a democratic society, emphasizing the history and theories of law enforcement. The principles of organization and administration in law enforcement are covered, including specific activities and functions, such as research and planning, public relations, personnel and training, inspection and control, and formulation and direction of policy. Students may receive credit for only one of the following courses: BEHS 351, CCJS 100, or (former course) CJUS 100.

CCJS 105

Introduction to Criminology (3)

An overview of criminal behavior and the methods of studying it. Topics include causation; typologies of criminal acts and offenders; the practices and effects of punishments, correction, and incapacitation; and the prevention of crime. Students may receive credit for only one of the following courses: CCJS 105 or (former course) CRIM 220.

CCJS 230

Criminal Law in Action (3)

An exploration of law as one of the methods of social control. The nature, sources, and types of criminal law are studied in relation to its history and theories. Behavioral and legal aspects of criminal acts and the classification and analysis of selected criminal offenses are covered. Students may receive credit for only one of the following courses: CCJS 230 or (former course) CJUS 230.

CCJS 234

Criminal Procedure and Evidence (3)

A study of the general principles and theories of criminal procedure. Aspects covered include due process, arrest, search and seizure, and the evaluation of evidence and proof. Recent developments in the field are discussed. Students may receive credit for only one of the following courses: CCJS 234, PLGL 320, or (former course) CJUS 234.

CCJS 320

Introduction to Criminalistics (3)

An introduction to modern methods used in detecting, investigating, and solving crimes. The practical analysis of evidence in a criminal investigation laboratory is covered. Topics include photography, fingerprints, and other impressions; ballistics and examination of documents and the handwriting on them, glass, and hair; drug analysis; and lie detection. Students may receive credit for only one of the following courses: CCJS 320 or (former course) CJUS 320.

CCJS 330

Contemporary Criminological Issues (3)

An examination of career criminals, prison overcrowding, prediction, ecological studies of crime, family and delinquency, and similar criminological problems. Students may receive credit for only one of the following courses: CCJS 330 or (former course) CRIM 330.

CCJS 331

Contemporary Legal Policy Issues (3)

Thorough examination of selected topics: criminal responsibility, alternative sociolegal policies on deviance, law-enforcement procedures for civil law and similar legal problems, admissibility of evidence, and representation of the indigent's right to counsel. Students may receive credit for only one of the following courses: CCJS 331 or (former course) CJUS 330.

CCJS 340

Law-Enforcement Administration (3)

An introduction to concepts of organization and management as they relate to law enforcement. Topics include principles of structure, process, policy and procedure, communication and authority, division of work and organizational controls, the human element in the organization, and informal interaction in the context of bureaucracy. Students may receive credit for only one of the following courses: CCJS 340 or (former course) CJUS 340.

CCJS 350

Juvenile Delinquency (3)

An examination of juvenile delinquency in relation to the general problem of crime, factors underlying juvenile delinquency, prevention of criminal acts by youths, and the treatment of delinquents. Students may receive credit for only one of the following courses: CCJS 350 or (former course) CRIM 450.

CCJS 351

Issues in Criminal Justice (6)

(Also listed as BEHS 351.) An interdisciplinary exploration of criminal justice. Topics include theories of the causes of crime; requisites of criminal liability; defenses; the rights guaranteed by the Fourth, Fifth, and Sixth Amendments to the U.S. Constitution; undercover investigation; special issues in juvenile justice; and the highly controversial issues of capital punishment and victimization. Students may receive credit for only one of the following courses: BEHS 351, CCJS 100, or CCJS 351.

CCJS 352

Drugs and Crime (3)

An analysis of the role of criminal justice in controlling the use and abuse of drugs. Students may receive credit for only one of the following courses: CCJS 352 or (former course) CJUS 352.

CCJS 357

Industrial and Retail Security Administration (3)

Exploration of the origins of contemporary private security systems. The organization and management of protective units (industrial and retail) are examined. Students may receive credit for only one of the following courses: CCJS 357 or (former course) CJUS 360.

CCJS 360

Victimology (3)

An overview of the history and theory of victimology in which patterns of victimization are analyzed, with emphasis on types of victims and types of crimes. The interaction between victims of crime and the system of criminal justice is considered in terms of the role of the victim and the services that the victim is offered. Students may receive credit for only one of the following courses: CCJS 360 or (former course) CRIM 360.

CCJS 370

Race, Crime, and Criminal Justice (3)

A historical and theoretical study of the role and treatment of racial/ethnic minorities in the criminal justice system.

CCJS 400

Criminal Courts (3)

An examination of criminal courts in the United States at all levels. Topics include the roles of judges, prosecutors, defenders, clerks, and court administrators, and the nature of their jobs; problems of administration, as well as those facing courts and prosecutors; and reform. Students may receive credit for only one of the following courses: CCJS 400 or (former course) CJUS 400.

CCJS 432

Law of Corrections (3)

A review of the law of criminal corrections, from sentencing to final release or release on parole. Probation, punishments, special treatments for special offenders, parole and pardon, and the prisoner's civil rights are examined. Students may receive credit for only one of the following courses: CCJS 432 or (former course) CRIM 432.

CCJS 444

Advanced Law-Enforcement Administration (3)

A foundation in organizing the labor, material, and systems needed to accomplish the major goals of social control. Topics include personnel and systems management as well as political controls and limitations on authority and jurisdiction. Students may receive credit for only one of the following courses: CCJS 444 or (former course) CJUS 444.

CCJS 451

Crime and Delinquency Prevention (3)

A review of methods and programs used in preventing crime and delinquency. Students may receive credit for only one of the following courses: CCJS 451 or (former course) CRIM 451.

CCJS 452

Treatment of Criminals and Delinquents (3)

Analysis of processes and methods used to modify criminal and delinquent behavior. Students may receive credit for only one of the following courses: CCJS 452 or (former course) CRIM 452.

CCJS 453

White-Collar and Organized Crime (3)

An overview of the definition, detection, prosecution, sentencing, and impact of white-collar and organized crime. Special consideration is given to the role of federal law and enforcement practices.

CCJS 454

Contemporary Criminological Theory (3)

A brief historical overview of criminological theory up to the 1950s. Deviance, labeling, and typologies are examined, as well as the most recent research on criminalistic subcultures and on middle-class delinquency. Various recent proposals for decriminalization are discussed. Students may receive credit for only one of the following courses: CCJS 454 or (former course) CRIM 454.

CCJS 461

Psychology of Criminal Behavior (3)

An overview of the biological, environmental, and psychological factors that underlie criminal behavior. Characteristics of criminal behavior are reviewed. The influence of biophysiology on crime is examined, as well as the influence of stress on the commission of various crimes. Patterns of maladjustment, disorders of the personality, psychoses, the connection between aggression and violent crime, sexual deviations and crimes that are sexually motivated, and the abuse of alcohol and drugs are studied. Students may receive credit for only one of the following courses: CCJS 461 or (former course) CRIM 455.

CCJS 498

Selected Topics in Criminology/Criminal Justice (3)

(Offered in response to students' requests and faculty's interest.) Study of criminological topics of special interest to advanced undergraduates. May be repeated to a maximum of 6 credits in CCJS, CJUS, or CRIM when topics differ.

CCJS 498A

Criminal Trial Issues (3)

An intensive study of the latest constitutional developments in the ever-changing areas of search and seizure, confessions, trial procedure, punishment, and appeals. Focus is on past and current trends of the U.S. Supreme Court in applying the Fourth, Fifth, Sixth, Eighth, and Fourteenth Amendments to federal as well as state law-enforcement practices. The case-study method is utilized. Actual Supreme Court case decisions and cases pending review and decision provide an opportunity to understand the doctrinal development of controlling principles and to predict future developments.

CCJS 498B

Forensics and Psychology (1)

(Also listed as PSYC 309E.) A survey of psychological research and theory dealing with behavior in the criminal trial process, including jury selection, criminal profiling, eyewitness testimony, prediction of violent behavior, and mental competency of the accused. Students may receive credit for only one of the following courses: CCJS 498B or PSYC 309E.

CCJS 498C

Computer Crime and Security (3)

An examination of crimes involving the use of computers. Topics include federal and state laws and investigative and preventive methods used to secure computers. Case studies emphasize security.

CCJS 498D

Correctional Administration (3)

An introduction to concepts of organization and management as they relate to the field of corrections. Topics include the history of corrections, principles of structure, policy and procedures, communication and authority, division of work, inmate discipline and due process, organizational culture, security, technology changes, and relationships with other components of the criminal justice system.

CCJS 498E

Institutional Security (3)

A survey of the security needs, methods, and technology of military, medical, academic, and other professional institutions. The integration of security concerns with other aspects of management is examined.

CCJS 498F

Legal and Ethical Issues in Security Management (3)

An examination of current problems facing the security professional. Topics include legal liabilities, compliance issues, and ethical standards of organizations.

CCJS 498G

Introduction to Security Management (3)

A study of the concepts, principles, and methods of organization and administration of security management and loss-prevention activities in industry, business, and government. Emphasis is on both private and governmental protection of assets, personnel, and facilities.

CCJS 498H

Protection of Business Assets (3)

An examination of the application of security knowledge and techniques for the protection of business assets. Topics include security planning methods, risk analysis, security surveys, and decision making for the development of security programs and countermeasures.

CCJS 498I

Domestic Violence and the Response of the Criminal Justice System (3)

An examination of the development and evaluation of the problem of domestic violence and the response of the criminal justice system to the problem. Focus is on development and enforcement of criminal laws and sanctions across the United States, with an emphasis on Maryland law.

CCJS 498K

Security: A Management Perspective (3)

An examination of managerial concepts, strategies, and skills needed to manage security-related operations and activities. Focus is on employee/employer security and the skills essential to manage the many, varied, and complex problems encountered in today's business environment.

ECONOMICS

Courses in economics (designated ECON) may be applied toward

- the general education requirement in the social and behavioral sciences;
- a primary or a secondary specialization in economics or management studies;
- supporting credit for a primary or a secondary specialization in area studies (when appropriate), business and management, information systems management, management, management studies, technology and management, and other areas; and
- electives.

A description of the curriculum begins on p. 31.

ECON 201

Principles of Economics I (3)

An introduction to the problems of unemployment, inflation, and economic growth. Emphasis is on the roles of monetary policy and fiscal policy in determining macroeconomic policy. The efficacy of controlling wages and prices is analyzed. Students may receive credit for only one of the following courses: ECON 201 or ECON 205.

ECON 203

Principles of Economics II (3)

Recommended: ECON 201. Analysis of the principles underlying the behavior of individual consumers and business firms. Topics include problems of international trade and finance, distribution of income, policies for eliminating poverty and discrimination, problems of environmental pollution, and effects of various market structures on economic activity.

ECON 205

Fundamentals of Economics (3)

A one-semester introduction to the principles of economics and their applications to the major economic problems of society. Topics include problems of population, poverty, inflation, unemployment, inequality, monopoly, urban renewal, environmental protection, economic planning, imperialism, international trade, and comparative economic systems. Students may receive credit for only one of the following courses: ECON 201 or ECON 205.

ECON 301

Current Issues in American Economic Policy (3)

Prerequisite(s): ECON 201 and 203, or ECON 205. Analysis of current economic problems and public policies. Topics include market power, federal budget and tax policy, governmental regulation, inflation, unemployment, poverty and distribution of income, and environmental issues.

ECON 305

Intermediate Macroeconomic Theory and Policy (3)

Prerequisites: ECON 201 and 203. Analysis of forces that determine a nation's income, employment, and price levels. Topics include consumption, investment, inflation, and governmental fiscal and monetary policy. Students may receive credit for only one of the following courses: ECON 305, ECON 405, or (former course) ECON 401.

ECON 306

Intermediate Microeconomic Theory (3)

Prerequisites: ECON 201 and 203. Analysis of the principles underlying the behavior of individual consumers and business firms. Theories of marketing systems, distribution, and the roles of externalities are covered. Students may receive credit for only one of the following courses: ECON 306 or (former course) ECON 403.

ECON 307

Development of Economic Ideas: Social Issues and Political Applications (3)

(Fulfills the historical perspective requirement.) Prerequisite: ECON 201 or ECON 205. A study of the development of economic ideas as they relate to underlying philosophies, views of the prospects of humanity, the role of values, methods of analysis, social history, and contemporary politico-economic problems. Theories advanced by Marx, Marshall, Veblen, Schumpeter, Samuelson, Friedman, Keynes, Galbraith, Myrdal, Robinson, and others are discussed.

ECON 315

Economic Development of Underdeveloped Areas (3)

Prerequisite(s): ECON 201 and 203, or ECON 205. Analysis of the economic and social characteristics of underdeveloped areas. Recent theories about economic development, obstacles to development, and policies and planning for development are discussed. Students may receive credit for only one of the following courses: ECON 315 or (former course) ECON 416.

ECON 321

Economic Statistics (3)

Prerequisite: MATH 220 or equivalent. Introduction to the use of statistics in economics. Topics include random variables and their distributions, analysis of variance, estimation, regression analysis, probability theory, sampling theory, and correlation. Students who receive credit for ECON 321 may not receive credit for the following courses: BEHS 202, BMGT 230, ECON 321, GNST 201 (not offered at all sites), MGMT 316, PSYC 200, SOCY 201, STAT 100, or (former course) BEHS 302.

ECON 370

Labor Markets, Human Resources, and Trade Unions (3)

Prerequisite(s): ECON 201 and 203, or ECON 205. A survey of labor markets and the American labor movement. Topics include the growth and composition of the labor force; theories of determining wages; the wage/price spiral; collective bargaining; problems of unemployment and labor-market operations; and governmental regulation of employment and labor relations. Students may receive credit for only one of the following courses: ECON 370 or (former course) ECON 470.

ECON 380

Comparative Economic Systems (3)

(Fulfills the international perspective requirement.) Prerequisite(s): ECON 201 and 203, or ECON 205. A comparative analysis of the theory and practice of various types of economic systems, with special attention paid to the economic systems of the United States, the former Soviet Union, the People's Republic of China (mainland China), Western and Eastern Europe, and less-developed countries.

ECON 381

Environmental Economics (3)

Prerequisite: ECON 201 or ECON 205. Application of economic theory to problems of environmental quality and management. The theory behind common-property resources, economic externalities, alternative pollution-control measures, and limits to economic growth is discussed.

ECON 425

Mathematical Economics (3)

(For students specializing in economics.) Prerequisites: ECON 201 and 203, and a year of college mathematics. An explanation of the simpler aspects of mathematical economics. The types of calculus and algebra that are required for economic analysis are presented.

ECON 430

Money and Banking (3)

Prerequisite(s): ECON 201 and 203, or ECON 205. An examination of the structure of financial institutions and their role in providing money and near-money. Institutions, processes, and correlations analyzed include the functions of the Federal Reserve System, the techniques of central banks, the control of the supply of financial assets as a mechanism of stabilization policy, and the relationship of money and credit to economic activity and prices. Students may receive credit for only one of the following courses: ECON 430 or (former course) ECON 431.

ECON 440

International Economics (3)

(Fulfills the international perspective requirement.) Prerequisite(s): ECON 201 and 203, or ECON 205. A description of international trade and an analysis of international transactions, exchange rates, and balance of payments. Policies of protection, devaluation, and exchange-rate stabilization and their consequences are also analyzed. Students may receive credit for only one of the following courses: ECON 440 or (former courses) BEHS 440 or ECON 441.

ECON 450

Introduction to Public-Sector Economics (3)

Prerequisite(s): ECON 201 and 203, or ECON 205. A study of public finance, examining the roles of federal, state, and local governments in meeting the demands of the public. Theories of taxation, public expenditures, governmental budgeting, benefit/cost analysis, and redistribution of income are analyzed, along with their applications in public policy. Students may receive credit for only one of the following courses: ECON 450 or (former course) ECON 454.

EDUCATION

UMUC does not offer a specialization in education.

Courses in education from other institutions may be accepted as transfer credit and applied toward

- a secondary specialization in education;
- supporting credit for appropriate primary or secondary specializations with the prior approval of an advisor; and
- electives.

Education courses may be scheduled as EDCP, EDHD, EDPA, or EDUC.

Students enrolling for career purposes should inquire with the state where they plan to teach for information about specific curriculum requirements.

EDUCATION: COUNSELING AND PERSONNEL SERVICES

Courses in this discipline—education: counseling and personnel services (designated EDCP)—do not apply toward teacher-certification requirements.

Lower-level courses are intended to help students learn how to make the most of their college careers. They are recommended for students who have been away from school or who need to improve their academic skills.

EDCP 101, 101X, 103, and 103X do not fulfill the general education requirement in communications.

General descriptions of other courses designed to help students succeed in school or on the job are given under career planning (courses designated CAPL) and library skills (courses designated LIBS).

EDCP 101

Effective Writing Skills (3)

(Students for whom English is a second language should consider taking EDCP 101X instead. Recommended as preparation for ENGL 101. Does not fulfill the general education requirement in communications.) Prerequisite: Satisfactory performance on a placement test. A study of writing designed to improve basic skills at the level of sentence, paragraph, and short essay. Topics include word choice, grammar, punctuation, and mechanics. There are frequent opportunities to practice and refine skills.

EDCP 101X

Effective Writing Skills (3)

(Enrollment restricted to students for whom English is a second language. Recommended as preparation for ENGL 101X. Does not fulfill the general education requirement in communications.) Prerequisite: Satisfactory performance on a placement test. A study of writing designed to improve basic skills at the level of sentence, paragraph, and short essay. Topics include word choice, grammar, punctuation, and mechanics. There are frequent opportunities to practice and refine skills.

EDCP 103

Elements of Composition and Style (3)

(Students for whom English is a second language should consider taking EDCP 103X instead. Recommended as preparation for ENGL 101 or upper-level writing courses. Does not fulfill the general education requirement in communications.) Prerequisite: Satisfactory performance on a placement test or recommendation of a resource team advisor. A review of the basic writing skills. Topics include increasing language awareness, developing sophisticated diction, and improving grammar. Practice is provided in writing complex sentences, giving examples, and developing extended paragraphs. Focus is on discerning, gathering, organizing, and presenting evidence and on developing a narrative voice.

EDCP 103X

Elements of Composition and Style (3)

(Enrollment restricted to students for whom English is a second language. Recommended as preparation for ENGL 101X or upper-level courses. Does not fulfill the general education requirement in communications.) Prerequisite: Satisfactory performance on a placement test or recommendation of a resource team advisor. A review of the basic writing skills. Topics include increasing language awareness, developing sophisticated diction, and improving grammar. Practice is provided in writing complex sentences, giving examples, and developing extended paragraphs. Focus is on discerning, gathering, organizing, and presenting evidence and on developing a narrative voice.

EDCP 108B

Reading and Study Skills (1)

Developmental directed approaches designed for students to learn how to achieve competency in managing their own behavior. Improved reading and study skills are the goal.

EDCP 108D

Career Development and Decision Making (1)

An analytical approach to self-insight and the world of work. Self-assessment of skills, interests, and values is central. Vocational testing and interpretation are included. New career options are explored based on testing and assessment results, and realistic career goals are set. Students may receive credit for only one of the following courses: CAPL 171 or EDCP 108D.

EDCP 108R

Returning Students: Skills for Taking Charge of Your Life (1)

Presentation of methods for effective life planning. The focus is on self-insight and self-management in clarifying values, setting goals, managing time, and practicing assertive techniques.

EDCP 410

Introduction to Counseling and Personnel Services (3)

A presentation of principles and procedures of counseling. Functions of social workers, counselors, psychologists, and other workers in school personnel services are explored.

EDUCATION: HUMAN DEVELOPMENT

Courses in human development support the study of education by emphasizing the social, behavioral, and cognitive changes that accompany physical growth.

Courses in human development (designated EDHD) may be applied toward

- electives only.

EDHD 320

Human Development Through the Life Span (3)

Presentation of fundamental concepts underlying social and individual parameters of human development at various stages of life. Focus is on continuity and change over the course of an individual's development.

EDHD 411

Child Growth and Development (3)

A study of the growth and development of the child from conception through the early childhood years. Emphasis is on developmental sequences in the physical, psychological, and social spheres. Implications for understanding and working with children at home, at school, and in other settings are considered.

EDUCATION: POLICY, PLANNING, AND ADMINISTRATION

EDPA 301

Foundations of Education (3)

An overview of the historical, social, cultural, and philosophical foundations of American education. Topics include the organizational structure, operation, and function of modern school systems and education as a profession. Comparative education and contemporary issues are also covered.

ENGLISH

All courses in English (designated ENGL) may be applied toward

- a primary specialization (for the B.A. only) or a secondary specialization in English; and
- electives.

Courses in literature may also be applied toward

- the general education requirement in the arts and humanities.

ENGL 101, 101X, 281, 281X, 384, 493, 498, 498N, 498P, 499, and 499N may be applied toward the general education requirement in communications.

ENGL 303, 391, 391X, and 396 (as well as COMM 390, 393, 393X, 394, and 394X, and PLGL 401) are designated as writing intensive and may be applied toward the general education requirement in upper-level intensive writing.

ENGL 106 and EDCP 101, 101X, 103, and 103X may be used as electives but do not fulfill requirements.

Placement tests are required for enrollment in ENGL 101 and 101X. Students may either consult the *Undergraduate Schedule of Classes* for times and locations of tests or contact the Testing Center by phone at 301-985-7645 or by e-mail at *fdes@info.umuc.edu*.

Degree-seeking students must complete ENGL 101 (or present its equivalent in transfer) during their first 15 semester hours of enrollment at UMUC. ENGL 101 is prerequisite to all English writing courses with higher numbers, except ENGL 281, as well as to most courses in communication studies.

Students for whom English is a second language should consider taking writing courses designated with X, such as ENGL 101X, 391X, etc. Other writing courses are available under the discipline of communication studies.

A description of the curriculum begins on p. 32.

ENGL 101
Introduction to Writing (3)

(Students for whom English is a second language should consider taking ENGL 101X instead.) Prerequisite: Satisfactory performance on a placement test. Practice in effective writing and clear thinking at all levels, including the sentence and paragraph, with emphasis on the essay and research report. Specific steps reviewed within the writing process include formulating purpose, identifying an audience, and selecting and using methods of development. Assignments include composing a total of at least 4,500 words (approximately 20 pages).

ENGL 101X
Introduction to Writing (3)

(Enrollment restricted to students for whom English is a second language.) Prerequisite: Satisfactory performance on a placement test. Practice in effective writing and clear thinking at all levels, including the sentence and paragraph, with emphasis on the essay and research report. Specific steps reviewed within the writing process include formulating purpose, identifying an audience, and selecting and using methods of development. Assignments include composing a total of at least 4,500 words (approximately 20 pages).

ENGL 106
Introduction to Research Writing (1)

(Designed to help students from various disciplines become more proficient and interesting writers.) Step-by-step instruction and practical experience in the fundamentals of the traditional process of research and writing: planning and beginning a paper, composing the paper, giving credit to sources, and presenting the final paper in correct manuscript form. Students may receive credit for only one of the following courses: ENGL 106 or (former course) COMP 112.

ENGL 201
Western World Literature: Homer to the Renaissance (3)

(Fulfills the international perspective requirement.) A survey of classic writings from Greek, biblical, Roman, and medieval civilizations. Attention is given to literary forms as well as to the ways they reflect the values of their cultures. Readings may include selections from the Bible and the writings of Homer, Sophocles, Virgil, Dante, and Chaucer. Selections may vary each semester.

ENGL 202

Western World Literature: Renaissance to the Present (3)

(Fulfills the international perspective requirement.) A survey of European classic writings from the Renaissance to the modern age. Attention is given both to literary form and to how the works reflect the changing ideas and values of European civilization. Readings may include works by Shakespeare, Molière, Voltaire, Goethe, Dostoyevsky, and Camus. Selections may vary each semester.

ENGL 222

American Literature: 1865 to the Present (3)

(Fulfills the historical perspective requirement.) A study of the development of American literature since the Civil War, emphasizing representative authors and works. Genres investigated include stories and poems as well as novels and plays. Novels may be chosen from works of Mark Twain, Henry James, Edith Wharton, F. Scott Fitzgerald, Kurt Vonnegut, and William Faulkner; plays may be chosen from works of Eugene O'Neill, Arthur Miller, and Tennessee Williams. Significant films may be viewed.

ENGL 234

Introduction to African American Literature (3)

A survey of African American literature from the late 18th century to the present.

ENGL 240

Introduction to Fiction, Poetry, and Drama (3)

An introduction to fiction, poetry, and drama, with emphasis on developing critical reading skills. Study may be organized either by genre or by theme. Writers covered vary from semester to semester. Films may be included.

ENGL 241

Introduction to the Novel (3)

A survey of the development of the genre, with primary emphasis on the techniques and styles of representative novelists. Six to eight novels (depending on length) are studied, in English or in English translation.

ENGL 246

The Short Story (3)

An analysis of the attributes of the well-written short story. Primary emphasis is on aspects such as theme, plot, characterization, point of view, tone, imagery, irony, and symbolism, as exemplified in representative works of the 19th and 20th centuries. Only minimal biographical and historical background is provided; the focus is on the selected writings.

ENGL 278F

Introduction to Principles of Text Editing (3)

(Fulfills the general education requirement in communications.) Prerequisite: ENGL 101 or equivalent. An introduction to the practice of editing. The focus is on striving for correctness, consistency, and clarity of style, while writing, evaluating, and rewriting various documents. Discussion topics include building an editor's reference library, exploring editing as a profession, and reviewing computer-assisted editing.

ENGL 281

Standard English Grammar, Usage, and Diction (3)

(Students for whom English is a second language should consider taking ENGL 281X instead. Fulfills the general education requirement in communications but is not a writing course.) Prerequisite: ENGL 101 or equivalent. An overview of grammatical structures of standard formal and written English. Topics may include parts of speech, punctuation, choice and usage of words, sentence patterns, and advanced grammatical issues.

ENGL 281X

Standard English Grammar, Usage, and Diction (3)

(Enrollment restricted to students for whom English is a second language. Fulfills the general education requirement in communications but is not a writing course.) Prerequisite: ENGL 101X or equivalent. An overview of grammatical structures of standard formal and written English. Topics may include parts of speech, punctuation, choice and usage of words, sentence patterns, and advanced grammatical issues.

ENGL 303

Critical Approaches to Literature (3)

(Fulfills the general education requirement in intensive upper-level writing. Designed as a foundation for other upper-level literature courses.) Prerequisite: ENGL 101 or equivalent. A study of the techniques of literary analysis, emphasizing close reading of texts. The goal is to better understand and appreciate literature and to be able to formulate concepts and express them in well-written, coherent prose. Students are required to compose a total of 6,000 words (approximately 25 pages).

ENGL 304

The Major Works of Shakespeare (3)

(Fulfills the international perspective requirement.) An overview of the variety of Shakespeare's works, including a representative sample of comedies, histories, tragedies, and romances. The goal is to gain a better understanding of and appreciation for the plays, both in reading the texts and viewing performances of them.

ENGL 310

Medieval and Renaissance British Literature (3)

(Fulfills the historical and international perspective requirements.) An exploration of the cultural attitudes and values that separate the Middle Ages from the Renaissance, highlighting the changing role and purpose of the writer. Major works and authors may include *Beowulf, Sir Gawain and the Green Knight*, Chaucer, Spenser, Marlowe, and Shakespeare.

ENGL 312

Romantic to Modern British Literature (3)

(Fulfills the historical and international perspective requirements.) A study of representative authors and works in British literature from the early 19th century to the present, with emphasis on the novel. Some poetry and drama are also covered. The works of representative writers (such as Jane Austen, Charles Dickens, Thomas Hardy, P. D. James, and others) are explored.

ENGL 313

American Literature (3)

A detailed study of selected major texts of American literature from the 17th to the 20th century, including women's literature, African American literature, and literature from various regions of the country.

ENGL 340

Studies in Fiction, Poetry, and Drama (3)

An exploration of literary genres that incorporates both contemporary and traditional works. Emphasis is on the study of literature—its creation, texts, and interpretations—as a means for developing interpretive and analytical skills.

ENGL 345

20th-Century Poetry (3)

(Not open to students who have already completed ENGL 446.) A survey of British and American poetry from Yeats and Robinson to the present. Special emphasis is on Yeats, Pound, Eliot, Williams, Roethke, and Lowell.

ENGL 348

Literary Works by Women (3)

An exploration of the context, form, style, and meaning of literary works by women. May be repeated to a maximum of 6 credits when content differs.

ENGL 350

English and American Literature: Blake to Conrad (3)

(Fulfills the historical and international perspective requirements.) An exploration of the poetry, short stories, novels, and prose of British Romanticism, the American Renaissance, and Victorian England. The writings of seminal thinkers such as John Keats, Emily Dickinson, Mark Twain, Robert Browning, and Charles Dickens are studied. Salient topics may include the destruction of the wilderness, the conflicting roles of women, the struggles of African Americans, and the interrelationship of dreams and reality. Students may receive credit for only one of the following courses: ENGL 350 or (former course) HUMN 325.

ENGL 362

African American Slave Narratives and the Oral Tradition (3)

An examination of the life stories and freedom philosophies of select African American slaves. Emphasis is on the oral tradition of storytelling, including folk tales, riddles, rhymes, and songs. Topics include the African American slave narrative as a work of translation and description and the desired effect of the narrative—the abolition of slavery.

ENGL 363

African American Literature to 1900 (3)

An examination of the development, diversity, and quantity of African American literature, focusing on works composed before 1900. A broad range of African American writers are studied through some of their important but lesser-known works. Readings may include the writings of Phyllis Wheatley, Frances Harper, Maria W. Stewart, David Walker, Frederick Douglass, William Wells Brown, Charles Chesnutt, and Paul Laurence Dunbar, as well as Sojourner Truth's "Ain't I A Woman?" speech.

ENGL 364

20th-Century African American Literature: The Fictional Vision (3)

(Also listed as HUMN 364.) An examination of the development, diversity, and quantity of African American literature, focusing on contemporary novels. A broad range of major African American authors of the 20th century are studied through some of their important but lesser-known works. Readings may include James Weldon Johnson's *The Autobiography of an Ex-Coloured Man*, Zora Neale Hurston's *Their Eyes Were Watching God*, Richard Wright's *Uncle Tom's Children*, James Baldwin's *Go Tell It on the Mountain*, Ann Petry's *The Narrows*, Paule Marshall's *Brown Girl, Brownstones*, Toni Morrison's *Sula*, Alice Walker's *Meridian*, and Ernest Gaines's *A Gathering of Old Men*. Students may receive credit for only one of the following courses: ENGL 364 or HUMN 364.

ENGL 377

Medieval Myth and Modern Narrative (3)

(Not open to students who have completed ENGL 361. Fulfills the historical and international perspective requirements.) A study of literary patterns characteristic of medieval myth, epic, and romance; their continuing vitality in modern works; and links between medieval works (such as *The Prose Edda, Beowulf, Le Morte D'Arthur, The Volsunga Saga*, and *Grettis Saga)* and modern narratives (such as Tolkien's *The Lord of the Rings)*.

ENGL 379B

Modern Children's Literature (3)

A survey of the major genres of current children's literature, ranging from wordless picture books to novels for adolescents, such as *I Am the Cheese*. Readings include the works of the most talented, widely acclaimed authors and illustrators now working in this field. Focus is on gaining an appreciation for literature in general, as well as improving skills to evaluate it. How to guide children's reading toward stimulating, constructive books is also addressed.

ENGL 379D

The Detective in Literature (3)

An examination of the development of the detective genre from Poe to the present. Topics include both the classical and the hard-boiled detective formulas and the social and cultural forces underlying them. Authors whose works may be studied include Edgar Allen Poe, Arthur Conan Doyle, Agatha Christie, Dorothy Sayers, P. D. James, Dashiell Hammett, Raymond Chandler, and Ross MacDonald. Students may receive credit only once under this course number.

ENGL 379Q

Fiction in English from Around the World (3)

(Fulfills the international perspective requirement.) An examination of fiction by English-speaking authors from outside Great Britain and the United States. Reading selections cover a representative sample of authors from Australia (e.g., Carey, Jolley, Keneally), the Indian subcontinent (e.g., Rushdie, Narayan, Desai), Africa (e.g., Emecheta, Gordimer, Achebe), the Caribbean (e.g., Kincaid, Lamming, Naipaul), and Canada (e.g., Atwood, Laurence, Ondaatje).

ENGL 384

Advanced Grammar and Style (3)

(Fulfills the general education requirement in communications but is not a writing course.) Prerequisite: ENGL 281 or equivalent. An examination of the basic units of grammatical description, the nature of grammatical categories and structures and the reasons for creating and using them, and the application of grammatical concepts to written style. Students may receive credit only once under this course number.

ENGL 391

Advanced Composition (3)

(Students for whom English is a second language should consider taking ENGL 391X instead. Fulfills the general education requirement in intensive upper-level writing.) Prerequisite: ENGL 101 or equivalent. Instruction and practice in methods of presenting ideas and factual information clearly and effectively. Emphasis is on developing skills fundamental to both workplace and academic writing. Published writings are discussed and evaluated. Assignments include composing a total of 6,000 words (approximately 25 pages).

ENGL 391X

Advanced Composition (3)

(Enrollment restricted to students for whom English is a second language. Fulfills the general education requirement in intensive upper-level writing.) Prerequisite: ENGL 101X or equivalent. Instruction and practice in methods of presenting ideas and factual information clearly and effectively. Emphasis is on developing skills fundamental to both workplace and academic writing. Published writings are discussed and evaluated. Assignments include composing a total of 6,000 words (approximately 25 pages).

ENGL 396

Critical Analysis in Reading and Writing (6)

(Yields 3 English credits and 3 humanities credits. Fulfills the general education requirements in intensive upper-level writing and the humanities.) Prerequisite: ENGL 101 or equivalent. A study of various strategies for improving thinking abilities and for evaluating the claims, reasoning, and evidence presented in articles and books from a variety of disciplines. Focus is on improving skills, explaining ideas effectively, and analyzing persuasive strategies used by others. Some attention is given to establishing goals for developing critical-thinking habits. Assignments include composing a total of 6,000 words (approximately 25 pages). Students may receive credit for only one of the following courses: ENGL 396 or (former courses) HUMN 395 or HUMN 396.

ENGL 402

Chaucer (3)

An examination of selections from middle and modern English versions of Chaucer's *Canterbury Tales*. The cultural, literary, and linguistic foundations of Chaucer's tales are covered. Theme, structure, genre, and imagery are examined in each tale.

ENGL 403

Shakespeare: The Early Works (3)

An introduction to Shakespeare's early period, concentrating on the histories and comedies. The study of approximately nine plays usually includes *A Midsummer Night's Dream, Romeo and Juliet, Richard II, Richard III, Henry IV, Henry V, Julius Caesar, As You Like It*, and *Twelfth Night*. Analysis of Shakespeare's dramatic techniques is emphasized. Some attention is given to his development and the historical milieu (e.g., the theatre of that time). Titles and the number of plays selected each semester may vary. Students may receive credit only once under this course number.

ENGL 404

Shakespeare: The Later Works (3)

An overview of Shakespeare's late period, concentrating on the tragedies and final comedies (often called romances). The study of approximately nine plays usually includes *Hamlet*, *Othello, Macbeth, King Lear, Antony and Cleopatra, The Winter's Tale*, and *The Tempest*. Analysis of Shakespeare's dramatic techniques is emphasized. Some attention is given to his development, especially his tragic vision and the historical milieu (e.g., the theatre of that time). Titles and the number of plays selected each semester may vary. Students may receive credit only once under this course number.

ENGL 406

Shakespeare: Power and Justice (3)

An intensive study of eight of Shakespeare's dramatic masterpieces as they illuminate the concepts of power and justice in a social and cultural context. The exercise of power, the nature of kingship, and the responsibilities of those who judge others are traced throughout *Henry IV, King Lear, Macbeth, Hamlet, The Merchant of Venice, A Midsummer Night's Dream, Much Ado About Nothing*, and *The Tempest*. Primary considerations are the analysis of text, the development of character, and the constraints that performance imposes on the writing of plays. Students may receive credit for only one of the following courses: ENGL 406 or (former course) HUMN 440.

ENGL 419

Major British Writers After 1800 (3)

(Fulfills the historical and international perspective requirements.) Prerequisite: Two courses in English literature. Intensive study of two writers. May be repeated to a maximum of 9 credits when content differs.

ENGL 425

Modern British Literature (3)

(Fulfills the historical and international perspective requirements.) An examination of representative authors and works in the development of British literature from the late 19th century to the present.

ENGL 433

American Literature: 1914 to the Present, the Modern Period (3)

(Fulfills the historical perspective requirement.) A study of representative works—selected from drama, fiction, and poetry—that reflect significant trends in literary techniques and themes as well as shifts in cultural values.

ENGL 434

American Drama (3)

An examination of representative authors in the development of American drama, with emphasis on post–World War II writers. Playwrights studied may include Glaspell, O'Neill, Hellman, Miller, Williams, Hansberry, Inge, Albee, Shepard, Wilson, Howe, Henley, and Hwang. Film and television adaptations may be included.

ENGL 436

The Literature of American Democracy (3)

A study of representative works—sociological, political, and/or literary—that reflect the ideas behind the American Revolution and the founding of the republic. The ways those ideas were developed and modified as democratic institutions evolved are traced in the literature.

ENGL 437

Contemporary American Literature (3)

A survey of representative authors and works in the development of American literature from 1945 to the present, with emphasis on fiction and drama. Works will be chosen from among the fiction of authors such as Truman Capote, John Cheever, Flannery O'Connor, Anne Tyler, Kurt Vonnegut, and Alice Walker and the dramas of authors such as Tennessee Williams, Arthur Miller, Lorraine Hansberry, William Inge, August Wilson, Lanford Wilson, Tina Howe, Sam Shepard, and Tony Kushner. Some films may also be included.

ENGL 439

Major American Writers (3)

A literary analysis of the works of significant American writers, emphasizing subject matter, themes, and techniques. Representative writers usually include Twain, Wharton, Dreiser, Lewis, Fitzgerald, Hemingway, Faulkner, and Frost; other authors may be included. May be repeated to a maximum of 9 credits when topics differ.

ENGL 439F

Major American Writers: Frost and Faulkner (3)

Comparison and contrast of two so-called "regional" writers, Frost of New England and Faulkner of Mississippi. Commentary reveals how they transcended their regionalism in dealing with universal themes. Usually 30 or 40 poems by Frost are considered, including his best-known short lyrics. Two or three of the following works by Faulkner are usually explored: *The Sound and the Fury, Light in August, As I Lay Dying,* and *Go Down, Moses.* Poems and novels selected each semester may vary.

ENGL 439I

Major American Writers: Twain and Crane (3)

A critique of the major novels and short stories of Mark Twain and Stephen Crane. Works by Twain include his novel *Huckleberry Finn,* as well as later, darker works such as the stories "The Man That Corrupted Hadleyburg" and "The Mysterious Stranger." Works by Crane include his novel *The Red Badge of Courage* and stories such as "The Bride Comes to Yellow Sky," "The Open Boat," and "The Blue Hotel."

ENGL 439J

Major American Writers: Fitzgerald and Hemingway (3)

Comparison and contrast of two writers of the Lost Generation who reflected the disillusionment and alienation that began in the 1920s. Recurring themes and moral values, as well as literary techniques, are highlighted. Representative works by F. Scott Fitzgerald include *The Great Gatsby, Tender Is the Night,* and *Babylon Revisited.* Representative works by Ernest Hemingway include *In Our Time* (short stories), *The Sun Also Rises,* and *A Farewell to Arms.* Titles and the number of works selected each semester may vary.

ENGL 441

The Novel in America Since 1914 (3)

Prerequisite: Two courses in English literature. A survey of the American novel since World War I. Cultural and philosophical contexts and technical developments in the genre are discussed. Authors studied may include Ernest Hemingway, Willa Cather, William Faulkner, Anne Tyler, and Toni Morrison.

ENGL 446

Postmodern British and American Poetry (3)

(Fulfills the international perspective requirement.) A study of British and American poetry from the Great Depression to the present. Special emphasis is on W. H. Auden, William Carlos Williams, Dylan Thomas, Theodore Roethke, and Robert Lowell. More general study of the works of other writers—such as Berryman, Jarrell, Fuller, Bishop, Wright, Kinnell, and Larkin—as well as the projectivists, the beats, and writers on the current scene is also included.

ENGL 454

Modern Drama (3)

An examination of representative authors in the development of modern drama, from Ibsen to the present. Plays are generally drawn from the works of Ibsen, Strindberg, Chekhov, Shaw, O'Neill, Miller, Williams, Brecht, Pirandello, Hansberry, Orton, Ionesco, Beckett, Pinter, Fugard, Albee, Stoppard, and Shepard. Film and television adaptations of some of the plays may be included.

ENGL 457

The Modern Novel (3)

An examination of the development of the novel from the late 19th century to the present, with emphasis on British and American works. Authors and works vary each semester but may include writers such as Thomas Hardy, Henry James, Theodore Dreiser, Edith Wharton, Virginia Woolf, William Faulkner, James Joyce, Anne Tyler, Alice Walker, and Tim O'Brien.

ENGL 466

The Arthurian Legend (3)

A thematic exposition of the development of the Arthurian legend, traced from the fountainhead of the Arthurian romances, Monmouth's *History of the Kings of Britain*, to the greatest 20th-century Arthurian work, T. H. White's *The Once and Future King*. Works frequently included are *Sir Gawain and the Green Knight*, romances by Wolfram von Eschenbach, three medieval tales immortalizing the Lancelot/Guinevere love affair, and romances of Malory and Tennyson. The differences in the interpretations of a legend are explored. Variation in works selected is possible.

ENGL 476

Modern Fantasy and Science Fiction (3)

Prerequisite: ENGL 101 or equivalent. An analysis of major works of fantasy and science fiction published since the middle of the 18th century. Emphasis is on the development of the genre as well as on literary and cultural issues. Authors may include Jonathan Swift, Mary Shelley, Nikolai Gogol, Edgar Allen Poe, Mark Twain, Robert Louis Stevenson, H. G. Wells, Ray Bradbury, Isaac Asimov, Ursula LeGuin, T. H. White, Robert Heinlein, Philip Dick, Douglas Adams, and Marion Zimmer Bradley.

ENGL 479

Selected Topics in English and American Literature (3)

A thematic approach to works of the same genre or different genres (poetry, fiction, and/or drama). Comparison and contrast are highlighted.

ENGL 479I

The Language of Advertising (3)

An examination of the language of modern advertising, a form of communication carefully planned and pretested to ensure certain specific responses and effects. Topics include techniques for structuring language effectively in promoting sales, methods of creating an image, uses for poetic language, advertising strategies to downplay or deemphasize, and special aspects of language and public opinion in the political sphere.

ENGL 479L

Literary Classics on Film and Television (3)

A multimedia approach to the reading of significant American and British fiction (novels and short stories). Endeavors in translating the writings into vivid images for the motion-picture and television screens are evaluated. Six or seven works are studied.

ENGL 479R

The Literature of War (3)

(Fulfills the historical and international perspective requirements.) A survey of literature that focuses on how the creative imagination has dealt with war. Readings include masterworks of drama, fiction, memoir, and poetry written about or by warriors, from ancient Greece to the Vietnam War, with emphasis on the 20th century. Concepts such as honor, duty, comradeship, and "the front vs. the rear" are examined in several contexts.

ENGL 493

Advanced Expository Writing (3)

(Fulfills the general education requirement in communications.) Prerequisite: ENGL 101 or equivalent. Advanced practice in the cohesive, coherent organization and written presentation of information, facts, opinions, and ideas. Principles of effective writing are discerned in exposition and essays that serve as models for the students' writing.

ENGL 498

Creative Writing (3)

(Fulfills the general education requirement in communications.) Discussion and critical examination of students' work (poetry, fiction, and/or drama). Constructive suggestions for improvement are offered. No examinations are given.

ENGL 498N

Creative Writing: Writing the Novel (3)

(Fulfills the general education requirement in communications.) Exposure to the critical process and consultation on plans and manuscripts. A five-step approach is followed for beginning a novel. Emphasis is on fiction-writing techniques, critical analysis, and creative philosophy. Critiques are given by students and teacher. No examinations are given.

ENGL 498P

Creative Writing: Poetry (3)

(Fulfills the general education requirement in communications.) A presentation of various ideas and techniques for writing poetry. Although professional poetry is discussed, the emphasis is on critiquing students' work. Weekly assignments are given.

ENGL 499

Creative Writing (3)

(Designed primarily for students who have completed ENGL 498.) A more intensive analysis of the problems of the craft of writing and further refinement of techniques. No examinations are given.

ENGL 499N

Creative Writing: Writing and Revising the Novel (3)

(Fulfills the general education requirement in communications.) Consultation on manuscripts in progress, with an emphasis on revision and marketing. Emphasis is on fiction-writing techniques, critical analysis, and creative philosophy. Critiques are given by students and the teacher. No examinations are given.

ENVIRONMENTAL MANAGEMENT

Courses in environmental management (designated ENMT) may be applied toward

- a primary or a secondary specialization in environmental management;
- supporting credit for a primary or a secondary specialization in environmental management or other primary or secondary specializations, as approved by an advisor; and
- electives.

Courses in environmental management require a basic scientific foundation. Before enrolling, students are recommended to complete the listed prerequisites in math and science and should consult an advisor.

A description of the curriculum begins on p. 33.

ENMT 301

Environment and Ecosystems Management (3)

An overview of the scientific principles governing ecosystems, particularly as they relate to the environmental consequences of resource development and industrial processes. Topics are drawn from the fields of geology, hydrology, meteorology, and ecology. The historical development of environmental management issues and approaches is introduced. Principles of environmental management at the local, regional, and global levels are also covered.

ENMT 305

Hazardous Materials Toxicology (3)

An introduction to regulatory issues with a focus on the physical and chemical characteristics of nuclear, hazardous chemical, and mixed-waste materials. The normal function of human body systems is studied, drawing on the fields of chemistry, biochemistry, anatomy, and physiology. Basic principles of toxicology are applied to provide an overview of human health effects associated with exposure to hazardous chemicals in the community and in work environments.

ENMT 310

Emergency Planning and Operations Management (3)

A review of human-made and natural hazards and emergency-preparedness laws. The relationships between industrial processes and hazardous materials are covered. Topics include developing skills to work safely in a hazardous environment and to prepare hazardous materials for transportation, processing, and disposal. Hazardous materials emergency planning, including direction and control of emergency response and remediation, is discussed. Preparation of emergency plans, methodology of disaster response, and performance of emergency operations are also reviewed. Practical exercises are used to demonstrate how to prepare for and respond to emergencies.

ENMT 315

Environmental Audits and Permits (3)

A study of the principles of environmental impact assessment and an in-depth look at various laws, regulations, and methods of performing due-diligence audits. Topics include the regulatory requirements of NEPA, EIS reports, types of audits, ISO 14000 environmental systems standards, ASTM audit procedure, Department of Health and Safety audits, common law privileges, and self-regulation and business transfer statutes. Strategies and methodology for obtaining environmental permits and compliance are also reviewed.

ENMT 320

Environmental and Occupational Health and Safety Management (3)

A study of the principles of health and safety management. Topics include recognition, evaluation, and control of hazards; medical surveillance; personal protective equipment; spill and exposure prevention; and contamination reduction and removal methods. Emphasis is on relating these principles to the regulatory processes (e.g., OSHA/NIOSH) governing environmental and occupational health and safety.

ENMT 325

The Biosphere, Energy, and Sustainable Development (3)

An overview of biodiversity, conservation, assessment methods, and mitigation. Topics include the relationship between energy and the environment, the impact of fossil fuels on the environment, global concerns of ozone depletion and climate change, alternative and renewable energy sources, conservation and technical advances, and sustainable energy development. Global agreements to balance economic growth against life-support systems and the natural resource base are surveyed. The collective thinking of various experts—to advance and create sustainable development, defining the new paradigm and implications for economic growth and managing the environment—is also explored.

ENMT 330

Environmental Monitoring and Investigations (3)

An examination of principles and methods used in monitoring, sampling, and analyzing pollutants in air, water, soil, and wastes. Focus is on developing and implementing sampling and analysis plans and quality assurance and quality control plans, using equipment for sampling and monitoring, and presenting investigation results. Site assessment and remedial investigation practices are also reviewed to characterize sites and explore "how clean is clean?"

ENMT 340

Environmental Technology (3)

An introduction to multimedia environmental management, control, and remediation. Existing, modified, new, and emerging technologies are surveyed. Case studies of real-world environmental challenges are presented to demonstrate the evaluation and selection of the appropriate technology for specific uses. Factors of technical integrity, cost effectiveness, and environmental soundness are explained in making technology application decisions.

ENMT 350

Integrated Waste Management (3)

An overview of applicable regulations and technology and management practices related to generation, handling, minimization, prevention, storage, processing, treatment, transfer, and disposal of municipal hazardous, nuclear, mixed, and special wastes. Topics include regulations, methods, and scientific principles for safely managing wastes from generation through final disposal.

ENMT 360

Water Environment Management and Use (3)

An overview of basic water system composition and how human activities cause pollution. Focus is on relevant laws and regulations, pollution assessment and evaluation techniques, alternative approaches to control pollution, and management systems. Also covered are safe drinking-water systems, water pollution control systems for sewage and industrial wastewater, and stormwater management.

ENMT 370

Environmental Communications and Information Systems (3)

A study of the structure, methodology, and application of the theoretical principles of communication as they pertain to a specific audience, content area, or situation. Emphasis is on conveying risk and legal information, communicating in emergencies, and using public relations skills. An overview of information technology and the use of computers in environmental management is provided. Topics include Internet sites, geographical information systems, environmental models and applications, environmental monitoring and measurement, and automated compliance strategies.

ENMT 380

Outdoor and Indoor Air Quality Management (3)

An overview of air quality management. Focus is on atmosphere, pollutants and sources, dispersion, effects, regulations, air pollution control, and noise control. Indoor air pollution topics include the study of sick buildings, causes and risk factors, diagnostic protocols, contamination measurement, and problem mitigation.

ENMT 390

Environmental Risk Assessment (3)

An overview of principles and relevant regulations and guidelines for performing environmental health and ecological risk assessments. Topics include the pros and cons of different risk assessment methods and how to plan, perform, and report environmental risk assessments. The use and economic effectiveness of risk assessments are also explored.

ENMT 405

Pollution Prevention and Other Strategies (3)

An overview of alternative environmental strategies. Topics include source reduction, recovery, reuse, recycling, and conservation; material substitution; process modifications; quality assurance and quality control and good housekeeping; waste minimization; zero discharge; and pollution prevention, processing, treatment, and disposal. Emphasis is on pollution prevention techniques, practices, and case studies. Economic analysis and regulatory compliance related to these strategies are also reviewed.

ENMT 493

Environmental Regulations and Policy (3)

An analytical survey of principles of constitutional and administrative law that are fundamental to environmental and health and safety management. Focus is on acquiring basic knowledge of federal legislation (including CWA, CAA, SDWA, RCRA/HSCA, CERCLA/SARA, FIFRA, TSCA, FDA, DOT, and OSHA) and becoming familiar with the use of the *Federal Register* and the Code of Federal Regulations. The social contract and its sanctions, as expressed in law and litigation at local, state, national, and international levels, are also reviewed.

ENMT 495

Environmental Management Issues and Solutions (3)

An examination of issues in environmental pollution, remediation, and conservation within a multifaceted scientific, legal, political, and global context. Selected topics are drawn from ongoing national and international events concerning pollution issues. An overview is provided of the fundamental elements of an integrated environmental management program, using specific examples. Case studies are used to apply principles and concepts to environmental perspectives, experiences, and research issues. Project-planning and implementation techniques are considered with respect to environmental management and new paradigms of design for the environment. Previously acquired knowledge and skills are used to complement an advanced management project focusing on current issues in the field.

EXPERIENTIAL LEARNING

The EXCEL Through Experiential Learning program yields UMUC credit for learning acquired outside the classroom.

Courses in experiential learning (designated EXCL), as well as credit earned through the program, may be applied toward

- appropriate primary or secondary specializations;
- supporting credit for appropriate primary or secondary specializations;
- general education requirements (according to content) as appropriate; and
- electives.

Information about this program is given on p. 67.

EXCL 301

Learning Analysis and Planning (3)

Prerequisite: Attendance at a Prior Learning orientation and formal admission to the program. (Students should call 301-985-7755 for information or visit *www.umuc.edu/priorlearning* to complete the Web orientation and apply to EXCEL.) Instruction in the preparation of a portfolio documenting college-level learning gained through noncollege experience. Focus is on defining goals, exploring the relationship of experiential learning to conventional learning, and documenting learning gained through experience. Faculty evaluators assess completed portfolios for a possible award of credit. Access to word-processing equipment is important.

FAMILY STUDIES

Courses in family studies (designated FMST) may be applied toward

- a secondary specialization in family studies;
- supporting credit for appropriate primary or secondary specializations in the social or behavioral sciences (certain courses may support a primary or a secondary specialization in criminology/criminal justice); and
- electives.

Courses in this discipline do not fulfill the general education requirement in the social and behavioral sciences.

FMST 341

Personal and Family Finance (3)

A study of individual and family financial strategies with emphasis on financial planning, savings, investments, insurance, income tax, housing, and the use of credit. Strategies discussed include planning, analyzing, and controlling financial resources to resolve personal and family financial problems and attain financial security. Students may receive credit for only one of the following courses: FMST 341 or (former courses) CNEC 410, FMCD 341, or FMCD 441.

FIRE SCIENCE

Courses in fire science (designated FSCN) are intended primarily for fire fighters.

Courses in fire science may be applied toward

- a primary or a secondary specialization in fire science; and
- electives.

The fire science specialization is unique. Students should consult an advisor before enrolling in any of the courses.

Most courses require extensive writing. Students should complete a writing course (ENGL 101, ENGL 391, or ENGL 396) or have equivalent writing experience before enrolling.

A description of the curriculum begins on p. 35.

FSCN 302
Advanced Fire Administration (3)

A presentation of modern management and planning techniques that apply to organizing a fire department. Procedures explored include those for evaluation and control of budgeting, personnel, communications, and planning. The traditional and evolving roles of the fire department in protection, prevention, and community service are discussed.

FSCN 303
Analytic Approaches to Public Fire Protection (3)

A presentation of techniques of operations research and systems analysis as they apply to problems in fire protection. Discussion covers techniques such as cost/benefit analysis, methods for locating fire stations, and the use of statistical analysis. Techniques for collecting data on fires and for managing information are explained.

FSCN 304
Fire-Personnel Management (3)

An examination of personnel practices, management procedures, collective bargaining, binding arbitration, and applicable legislative and administrative procedures. Topics addressed include promotion, personnel development, career and incentive systems, validation of physical requirements, and managerial and supervisory procedures.

FSCN 305
Fire-Prevention Organization and Management (3)

An examination of prevention as the primary community-based strategy for fire protection. Topics include community risk reduction, codes and standards, inspections and plans review, incident investigation, fire-prevention research, and the relationship of master planning to fire prevention. The cultural, economic, governmental, nongovernmental, and departmental influences on fire prevention are also explored. Emphasis is on applying the principles studied to anticipate problems and develop strategies for fire prevention.

FSCN 306
Incendiary-Fire Analysis and Investigation (3)

A presentation of procedures and techniques for determining, collecting, comparing, and analyzing data on incendiary fires. Principles of ignition phenomena and propagation variables are explained. Discussion deals with the legislative, economic, psychological, sociological, and legal aspects of incendiarism. The role of insurance and governmental programs in combating arson is assessed. Techniques of analyzing and predicting data, including pattern analysis, are presented.

FSCN 401
Disaster and Fire Defense Planning (3)

A study of the concept and principles of assessing community risk and then developing regional and cooperative procedures and plans of response. The relationship of structural, climatic, and topological variables to group fires, conflagrations, and natural disasters is analyzed. Other aspects introduced include pre- and postoccurrence factors, such as organization, communications, planning, coordination, and command and logistics.

FSCN 402
Fire-Related Human Behavior (3)

Explanation of the dynamics of human behavior in fire incidents. The functions and implementation of prevention practices, programs, codes, and ordinances are stressed. The concepts of risk, personal invulnerability, role, and group dynamics are examined in relation to design aspects of buildings and mitigation of the effects of fire on modern society. Discussion deals with proper ways of conducting postfire interviews, and emphasizes the psychological effects of communications during emergencies.

FSCN 403

Managerial Issues in Hazardous Materials (3)

The development of the knowledge and skills necessary to safely and effectively manage a hazardous materials emergency. Topics include health and safety concerns, political issues, regulations, site management and control, hazard and risk evaluation, information management, response objectives, special tactical problems, decontamination, and termination activities.

FSCN 411

Fire-Protection Structure and Systems Design (3)

Presentation of design principles involved in protecting buildings and other structures from fire. Empirical tests and prediction procedures are explained. Practices in designing systems for detecting, controlling, and suppressing fires are presented, as well as the basic hydraulic design of sprinkler and water-spray systems. Recent innovations in the field are reviewed.

FSCN 412

Political and Legal Foundations of Fire Protection (3)

A consideration of the legal basis for the police powers of the government in connection with public safety. The responsibility, legal limitations, and liability of fire-prevention organizations and personnel are examined. Judicial decisions are reviewed, with a focus on the implications of product-liability cases in the field of fire prevention.

FSCN 413

The Community and Fire Threat (3)

An analysis of the sociological, economic, and political characteristics of communities and their influence on the fire problem. Methods of studying community profiles and structures are presented; the economic, geographic, and sociological variables of fire threat are discussed. The functional basis of the community is examined, with attention to the diverse social roles of community agencies and the roles of fire service as a complex organization within the community.

FSCN 414

Fire Dynamics (3)

An investigation into the phenomena of fire propagation in the air-regulated phase and the fuel-regulated phase. Variables in the development of pre- and postflashover fire are analyzed. Major topics of study are geometric material; gaseous, fluid-flow, and thermodynamic parameters; and fire models of compartments and buildings.

FSCN 415

Application of Fire Research (3)

A practical, up-to-date review of fire research and its application. The transfer of research and its implications for fire prevention and protection programs are addressed. The focus is on both national and international studies, and on maintaining awareness of ongoing research developments.

FRENCH

Courses in French (designated FREN) may be applied toward

- the foreign language requirement for the B.A.;
- the general education requirement for arts and humanities and international perspective coursework;
- a primary or a secondary specialization in area studies (when appropriate);
- a secondary specialization in foreign languages; and
- electives.

UMUC offers a limited number of foreign language courses each semester.

FREN 101

Elementary French I (4)

(Open only to students with fewer than two years of French. Fulfills the international perspective requirement.) Introduction to basic structures, vocabulary and pronunciation, developing working proficiency in the four skills: listening, speaking, reading, and writing, with emphasis on using authentic, unedited spoken and written text to find and communicate information. Students may receive credit for only one of the following courses: FREN 101 or (former course) FREN 103.

FREN 102

Elementary French II (4)

(Fulfills the international perspective requirement.) Prerequisite: FREN 101 or equivalent. Further work on basic structures, vocabulary, and pronunciation, developing working proficiency in the four skills: listening, speaking, reading, and writing, with emphasis on using authentic, unedited spoken and written text to find and communicate information.

FREN 203

Intermediate French (4)

(Fulfills the international perspective requirement.) Prerequisite: FREN 102 or equivalent. Continued development of working proficiency in listening, speaking, reading, and writing in French, with emphasis on using authentic, unedited spoken and written text to find and communicate information, particularly in the workplace. Students may receive credit for only one of the following courses: FREN 203 or (former course) FREN 104.

GENERAL SCIENCE

Courses in general science may be applied toward

- the general education requirement in the biological and physical sciences;
- supporting credit for a primary or a secondary specialization in microbiology (when appropriate); and
- electives.

Courses in this discipline may not be applied toward a primary or a secondary specialization.

GNSC 100

Introduction to Physical Science (3)

(For students not specializing in a science.) An introduction to the basic principles of physics, chemistry, astronomy, biology, geology, oceanography, and meteorology. Discussion covers the development of scientific thinking, the relationships among the various physical sciences, and the role of the physical sciences in interpreting the natural world.

GNSC 110

Oceanus: The Marine Environment (3)

(For students not specializing in a science.) An introductory study of the marine environment as a unique feature of this planet. Presentation includes theories of the leading North American oceanographers concerning forces that shaped the continents and oceans, as well as predictions of the effects of pollution on life in the oceans. Topics include intertidal zones, continental margins, plate tectonics, islands, marine meteorology, ocean currents, wind waves and water dynamics, tides, plankton, nekton, reptiles and birds, mammals of sea and land, polar and tropical seas, biological and mineral resources, and pollution.

GNSC 125

The Infinite Universe (3)

(For students not specializing in a science.) A comprehensive introduction to the science of astronomy. The origins of the solar system and of modern astronomy are presented and examined. Topics include the Ptolemaic and Copernican models of the solar system; the Doppler effect; the "big bang" theory; the planets within the solar system; and the sun, the moon, and the stars. Supernovas, pulsars, quasars, black holes, and neutron stars are discussed. Consideration is given to the possibility of life on other worlds. Students may receive credit for only one of the following courses: ASTR 100 or GNSC 125.

GNSC 135

The Earth Revealed (3)

(For students not specializing in a science.) A detailed overview of the geological forces that shape Earth and make it unique, along with an examination of the interrelation between its inhabitants and their physical environment. Topics include the beginnings of the solar system and the evolution of Earth; major features of the sea floor; theory of plate tectonics; the evolution of mountain belts and continents; earthquakes; the origins, classifications, and uses of minerals; volcanoes; processes of change in minerals and rocks; erosional characteristics of moving water; deserts; and glaciers.

GNSC 170

Concepts of Meteorology (3)

(Formerly GNSC 398D. For students not specializing in a science.) An introduction to the basic principles of atmospheric science. Topics include weather patterns and prediction, climate, the role of Earth's topography in determining weather and climate, and the effects of the interaction of sunlight with Earth's atmosphere. The impact of humans on Earth's atmosphere is discussed (with respect to global warming, pollution, and the depletion of the ozone layer) as well as the resulting impact on humans (such as the increase in skin cancer rates). Students may receive credit for only one of the following courses: GNSC 170, GNSC 398A, or (former course) GNSC 398D.

GNSC 171

Laboratory in Meteorology (1)

(For students not specializing in a science. Fulfills the laboratory science requirement.) An introduction to the basic concepts of meteorology. Focus is on the observation, measurement, and prediction of weather patterns and conditions, and the interpretation and analysis of meteorological data.

GNSC 301

Laboratory Organization and Management (3)

An overview of the day-to-day organization and management of research and development laboratories. Topics for discussion and modeling include laboratory operating systems, finances and record keeping, communication systems, safety procedures, data management, project planning, problem solving, procurement, personnel training, and inventory execution and maintenance. Students may receive credit for only one of the following courses: GNSC 301 or (former course) MEDT 301.

GNSC 361

Global Environmental Change (6)

(Also listed as BEHS 361 and HUMN 360. Yields 3 natural science credits and either 3 social science credits or 3 humanities credits. Fulfills the historical and international perspective requirements.) An in-depth examination of environmental changes that many believe are caused by human adaptations to Earth's natural resources, and the possible effects on both the global biosphere and the human condition. Scientific and social issues are explored through various questions: Is global warming really happening? Will sea levels rise as predicted by some? What are the consequences of massive deforestation? What can be done when there is so much scientific uncertainty and global social diversity? The concept of sustainability, as it applies to human interactions with the environment, is emphasized. Students may receive credit for only one of the following courses: BEHS 361, GNSC 361, or HUMN 360.

GNSC 398

Special Topics in General Science (3)

Topics in the sciences of special interest to students and faculty. May be repeated to a maximum of 6 credits when topics differ.

GNSC 398A

Aviation Science (3)

(Science background not required. Fulfills the Federal Aviation Administration's academic program requirement for the private pilot certificate.) An examination of the physical sciences governing aviation. The basic principles of physics, aerodynamics, atmospheric structure, meteorology, navigation, electricity, electronics, combustion, geography, cartography, and mathematics are integrated to explain the fundamentals of powered flight. A survey of air traffic control and surveillance methods and regulations in contemporary society are also discussed. Students may receive credit for only one of the following courses: GNSC 398A or (former course) GNSC 398D.

GNSC 398B

Biotechnology and Genetic Engineering (1)

(Science background not required.) An introduction to the basic principles and applications of biotechnology and genetic engineering to medicine, agriculture, and industry. Topics include gene therapy, cloning, the identification and isolation of genes involved in human health and disease, diagnostic and forensics testing, the human genome project, bioremediation, microbial and plant bioengineering, and bioinformatics.

GNSC 398C

The Biology of Cancer (3)

(Science background not required.) An overview of the biological basis of cancer. The development and progression of cancer are considered at the level of cell structure and function. The role of genes and proteins is also examined.

GNSC 398E

Environmental Damage: Separating Fact from Fiction (1)

An examination of the controversies surrounding current environmental issues and the underlying evidence. Topics include the destruction of tropical rainforests; loss of biodiversity; the proliferation of Pfiesteria in waterways; contamination of local communities by PCBs, lead, and nuclear waste; chlorination of drinking water; the use of pesticides and herbicides on food supplies; global warming; and the state of the ozone layer. These topics are also considered with respect to the history and evolution of the environmental movement and environmental regulations. Students may receive credit for only one of the following courses: BEHS 361, ENMT 301, GNSC 361, GNSC 398E, or HUMN 360.

GNSC 398F

The Role of Nutrition in Cancer and Heart Disease (1)

A study of the relationship between diet and the development of cancer and heart disease. Topics include the scientific and epidemiological evidence supporting the roles of various foods, nutrients, antioxidants, fiber, fats, and genetics in the progression or prevention of these two major causes of mortality.

GNSC 398H

Vaccines and Society (3)

(Science background not required.) An overview of the development and testing of vaccines, the prevention of disease by vaccines, and the role of vaccines in society. The scientific, clinical, and practical aspects of vaccines and vaccination are considered with regard to the immune system. Topics include the use of vaccines in disease prevention, with attention given to epidemics, emerging infectious agents, and biological terrorism. Topics are considered from a historical perspective, as well as in the context of current vaccine development research. Students may receive credit for only one of the following courses: GNSC 398H or (former course) MICB 388D.

GNSC 398I

Astrobiology (3)

(For students not specializing in a science.) An introductory study of planetary astronomy with an overview of biology, geology, and chemistry related to the existence of life on Earth and to speculations that affect the search for life elsewhere in the cosmos. Topics include the chemistry of comets, space missions to Mars and Jupiter in search of life, the relevance of life on Earth in extreme environments (deep-sea vents and Antarctica), the assembly of prebiotic amino acids into DNA, and the possibility of life elsewhere in the universe. Students may receive credit for only one of the following courses: GNSC 398I or (former course) ASTR 380.

GNSC 399

Independent Study in General Science (1–6)

Prerequisite: 6 credits in upper-level GNSC courses. Directed independent study of topics of special interest not covered by regularly scheduled courses in general science. Interested students must find a faculty member to act as their supervisor. May be repeated to a maximum of 6 credits when topics differ.

GEOGRAPHY

Courses in geography (designated GEOG) may be applied toward

- the general education requirement in the social and behavioral sciences;
- a secondary specialization in geography or (when appropriate) area studies; and
- electives.

UMUC offers only a limited number of courses each semester in this discipline. To complete a secondary specialization, students may need to take courses at other institutions in the University System of Maryland or to extend the time spent in fulfilling degree requirements. Students should consult an advisor before selecting this discipline as a secondary specialization.

GEOG 100

Introduction to Geography (3)

An introduction to the broad field of geography for a general education curriculum. The basic rationale of variations in human occupancy of Earth is presented. Geographic concepts stressed are those relevant to understanding issues of world, region, and locality.

GEOG 110

The World Today: A Regional Geography (3)

(For students not specializing in a science.) A geographic examination of major countries and world regions. Topics include the basic interactions of the environmental, cultural, and economic forces that affect major regions of the world.

GEOG 123

Causes and Implications of Global Change (3)

An interdisciplinary examination of global change that integrates the perspectives of the physical, chemical, geological, and biological sciences with geographical, economic, sociological, and political knowledge. Included is a review of environmental science relating to weather and climate change, acid precipitation, ozone holes, global warming, and impacts on biology, agriculture, and human behavior. Concepts of how physical, biological, and human behavioral systems interact, and the repercussions that may follow from human endeavors, are studied with regard to the natural, long-term variability of the global environment and the influence mankind may have in perturbing it from its natural evolution. Approaches to decision making and policies related to global change are discussed.

GEOG 170

Maps and Map Use (3)

An explanation of the use and interpretation of maps encountered both in everyday reading and in scientific literature. Skills in reading and interpreting maps, analyzing the environment, and orienteering are demonstrated and inculcated.

GEOG 201

Geography of Environmental Systems (3)

A systematic introduction to the processes and fundamental forms of the atmosphere and Earth's surface. The interactions of climatology, hydrology, and geomorphology are highlighted.

GEOG 202

The World in Cultural Perspective (3)

(Fulfills the international perspective requirement.) An exploration of the imprint that cultural traits (such as religion, language, and livelihood systems) have left on the landscape of this planet. The transformation of Earth's surface is examined in terms of being a result of cultural evolution, cultural diversity, settlement patterns, population growth, and political organization.

GEOG 203

Economic Geography (3)

An overview of the spatial characteristics of worldwide economic activities. Aspects investigated include population patterns, technology and economic development, spatial interactions in trade, transportation networks, the location of industries and services, the city as an economic node, and the production of and trade in agricultural and energy products.

GEOG 321

Maryland and Adjacent Areas (3)

An examination of the physical environment, natural resources, and population as they relate to agriculture, industry, transportation, and trade in Maryland and adjacent areas.

GEOG 325

Russia and the Commonwealth States (3)

(Formerly Soviet Union. Fulfills the international perspective requirement.) A study of Russia and the Commonwealth States as a functioning geographic system, including the country's ethnic and cultural diversity, historical development, resource base, and economic regions. The characteristics of the current relationship between Russia and the Commonwealth States are also covered. Students may receive credit only once under this course number.

GEOG 326

Africa (3)

(Fulfills international perspective requirement.) A geographical study of the physical features, climates, and political and cultural regions of sub-Saharan Africa. The distribution of population and resources, current levels of economic and social well-being, development projects and the constraints that face them, and migration trends are topics of discussion.

GEOG 330

East Asia (3)

(Fulfills the international perspective requirement.) A study of the geographic characteristics of China, Japan, and Korea. Physical settings, climates, population distribution, cultural and linguistic regions, distribution of resources, development projects, and contemporary problems are taken into consideration.

GEOLOGY

Courses in geology (designated GEOL) may be applied toward

- the general education requirement in the biological and physical sciences;
- a secondary specialization in geology; and
- electives.

UMUC offers only a limited number of courses each semester in this discipline. To complete a secondary specialization, students may need to take courses at other institutions in the University System of Maryland or to extend the time spent in fulfilling degree requirements. Students should consult an advisor before selecting this discipline as a secondary specialization.

GEOL 100

Physical Geology (3)

A survey of the rocks and minerals composing Earth, its surface features and the agents that form them, and the dynamic forces of plate tectonics.

GEOL 110

Physical Geology Laboratory (1)

(Fulfills the laboratory science requirement.) Prerequisite or corequisite: GEOL 100 or GEOL 120 (not offered at all sites). An introduction to the basic materials and tools of physical geology, stressing familiarization with rocks and minerals and the use of maps in geologic interpretations.

GEOL 375

General Oceanography (3)

An introduction to the processes shaping the marine environment. The geological and biological processes contributing significantly to the geological record and the environment are examined.

GERMAN

Courses in German (designated GERM) may be applied toward

- the foreign language requirement for the B.A.;
- the general education requirement for arts and humanities and international perspective coursework;
- a primary or a secondary specialization in area studies (when appropriate);
- a secondary specialization in foreign languages; and
- electives.

UMUC offers a limited number of foreign language courses each semester.

GERM 101

Elementary German I (4)

(Open only to students with fewer than two years of German. Fulfills the international perspective requirement.) An introduction to basic structures, vocabulary, and pronunciation, developing working proficiency in the four skills: listening, speaking, reading, and writing, with emphasis on using authentic, unedited spoken and written text to find and communicate information.

GERM 102

Elementary German II (4)

(A continuation and completion of GERM 101. Fulfills the international perspective requirement.) Prerequisite: GERM 101 or equivalent. Further work on basic structures, vocabulary, and pronunciation, developing working proficiency in the four skills: listening, speaking, reading, and writing, with emphasis on using authentic, unedited spoken and written text to find and communicate information.

GERM 201

Intermediate German I (4)

(Fulfills the international perspective requirement.) Prerequisite: GERM 102 or equivalent. Continued development of work on proficiency in listening, speaking, reading, and writing in German, with emphasis on using authentic, unedited spoken and written text to find and communicate information, particularly in the workplace. Students may receive credit for only one of the following courses: GERM 201 or (former course) GERM 104.

GERONTOLOGY

Courses in gerontology (designated GERO) may be applied toward

- a primary or a secondary specialization in gerontology;
- supporting credit for a primary or a secondary specialization in other social or behavioral sciences; and
- electives.

A description of the curriculum begins on p. 35.

GERO 210

Social Gerontology (3)

An overview of the processes of aging and the older person's place in society. Aging is defined chronologically, functionally, biologically, sociologically, and psychologically. Demographic changes in the average age of the population of the United States are discussed. Other areas examined include social structure and processes such as family and kinship patterns; the roles of work and retirement, health versus illness, and social roles. Life-cycle socialization, including values, beliefs, and cultural norms, is discussed. Other topics include the development of age-related social assumptions, stereotypes, and myths; intergenerational issues; theories of disengagement; and the effects of ethnic, racial, and socioeconomic identity on aging. Students who complete both GERO 210 and 220 may not receive credit for BEHS 415 or GERO 415.

GERO 220

Psychological Aspects of Aging (3)

A review of normal and pathological changes associated with the process of aging. Topics include sensory, perceptual, and psychomotor processes; mental ability, drives, motives, and emotions; intelligence, memory, and cognitive functions; depression; neurological changes; Alzheimer's disease and related dementias; stress; life review processes; personality and adjustment; suicide; bereavement; and treatment modes. Emphasis is on the normal aging process, normal versus pathological changes in the elderly (according to current research), and understanding the difference between the two. Students who complete both GERO 210 and 220 may not receive credit for BEHS 415 or GERO 415.

GERO 302

Health and Aging (3)

An exploration of the physiological processes of aging that covers normal aging and chronic illness. Topics include biological processes and theories of aging, bodily changes normally associated with aging, health care and long-term-care systems, and related medical terminology. Also reviewed are substance abuse, environmental factors affecting aging, and ways of promoting health, preventing disease, and assessing health risks.

GERO 304

Aging, Public Policy, and the Law (3)

A systematic overview of how federal, state, and local governments affect the health and welfare of older persons in the United States. Topics include the economics of aging, public policy and the aged, and legal rights of elders and their families. Specific areas for consideration include income-maintenance programs, protective services, patients' rights, advocacy, and retirement and pension issues.

GERO 341

Long-Term-Care Administration I (3)

A framework for understanding institutionally based long-term care, specifically nursing home care. Topics include financing nursing home care, Medicare issues in nursing homes, staffing the nursing home, personnel management, and patient care processes. Emphasis is on care and personnel in the nursing home industry, including general administration and organization of care, team development, staff turnover, medical and patient care planning, and employment needs and issues.

GERO 342

Long-Term-Care Administration II (3)

(Continuation of GERO 341.) Further study of institutionally based long-term-care facilities. Emphasis is on accounting and financial management in long-term-care facilities. Topics include pertinent laws and regulatory codes, including Medicare and Medicaid, the Nursing Home Reform Act, the State of Maryland Regulations, and fire and safety codes. Quality assurance and marketing issues are also discussed.

GERO 351

Management of Senior Housing Environment (3)

A framework for backgrounds and training of retirement-housing professionals. Topics include regulatory standards and processes for Housing and Urban Development senior housing structures, environmental design, behavioral and environmental interaction, dietary services, continuity of care, differentiation of management needs in various formats of senior housing, personnel, programming, and medical and personal care services.

GERO 415

Aging in America (6)

(Also listed as BEHS 415.) An interdisciplinary study of aging, from a holistic perspective. Areas of inquiry include the history of gerontology in the United States, research in gerontology, varying styles and patterns of aging in the United States, the value systems of the older population, social forces that affect styles of aging in the United States, and an evaluation of the increasingly significant role of the aged in our nation. Sociological, psychological, anthropological, political, and economic perspectives are considered. Students may receive credit for only one of the following courses: BEHS 415, GERO 415, or (former courses) BEHS 352 or EDHD 400. Students who have completed both GERO 210 and 220 may not receive credit for BEHS 415 or GERO 415.

GERO 495

Special Topics in Development and Health (1–3)

Specialized study in gerontology and related topics. May be repeated to a maximum of 6 credits when topics differ.

GERO 496

Special Topics in Social and Family Relations (1–3)

Specialized study in gerontology and related topics. May be repeated to a maximum of 6 credits when topics differ.

GERO 496T

Adult Day-Care Services (3)

A survey of the concepts and skills required in community-based group programs serving adults. Topics include history and legislation of adult day-care services, needs of adults with functional impairments, program development, marketing, and management. Supervised visits to community-based service providers may also be included.

GERO 497

Special Topics in Administration and Planning (1–3)

Specialized study in gerontology and related topics. May be repeated to a maximum of 6 credits when topics differ.

GERO 497P

Outcome Measurement in Human Service Programs (1)

An introduction to the principles and practice of outcome (i.e., performance) measurement, which is used to demonstrate the effectiveness of human service programs and interventions. The program logic model is used to understand and explain the connection between program inputs, activities, outputs, and outcomes. Emphasis is on developing skills in the creation and analysis of outcome measurement systems for a variety of health and human service programs. Students may receive credit for only one of the following courses: BEHS 398I or GERO 497P.

GOVERNMENT AND POLITICS

Courses in government and politics (designated GVPT) may be applied toward

- the general education requirement in the social and behavioral sciences;
- a primary or a secondary specialization in government and politics;
- a primary or a secondary specialization in area studies (when appropriate) or behavioral and social sciences; and
- electives.

Certain courses may also be applied toward supporting credit for a primary or a secondary specialization in business and management, economics, history, management, paralegal studies, sociology, sociology/anthropology, or other areas as approved by an advisor.

A description of the curriculum begins on p. 36.

GVPT 100

Principles of Government and Politics (3)

(Fulfills the general education requirement in the social sciences.) A study of the basic principles and concepts of political science.

GVPT 170

American Government (3)

A comprehensive study of government in the United States—national, state, and local.

GVPT 200

International Political Relations (3)

(Fulfills the international perspective requirement and the general education requirement in the social sciences.) A study of the major factors underlying international relations, the methods of conducting foreign relations, the foreign policies of the major powers, and the means of avoiding or alleviating international conflicts. Students may receive credit for only one of the following courses: GVPT 200 or (former course) GVPT 300.

GVPT 210

Introduction to Public Administration and Policy (3)

An introduction to the study of the administrative process in the executive branch. The concepts and principles of administration are examined, then placed in the context of their relationship to public policy. Organizational structure and theory are analyzed; the behavior of participants in the administration of policy is probed.

GVPT 240

Political Ideologies (3)

(Fulfills the international perspective requirement.) A survey and an analysis of the leading ideologies of the modern world. Anarchism, communism, socialism, fascism, nationalism, and democracy are major topics.

GVPT 260

State and Local Government (3)

A study of the functioning and the problems of state and local government in the United States. Illustrations are drawn from Maryland jurisdictions.

GVPT 272

Politics of Race Relations in the United States (3)

An examination of the political dimension of historical and contemporary racial cleavage in the United States. Particular emphasis is on the period after World War II.

GVPT 280

Comparative Politics and Government (3)

Prerequisite: GVPT 100. An introduction to the discipline of comparative politics. The analytic frameworks for comparative studies of politics and governmental institutions are presented, and the salient types of political systems are surveyed.

GVPT 282

The Government and Politics of the Third World (3)

(Fulfills the international perspective requirement.) A study of how the internal politics of Third World nations develop. The governmental institutions, processes, and problems of the Third World are evaluated in light of the socioeconomic environments that are common to most of the states of Africa, the Middle East, Asia, and Latin America.

GVPT 306

Global Ecopolitics (3)

(Fulfills the international perspective requirement.) An assessment of controversial worldwide problems. Topics may include growth and its limitations, agricultural productivity, the depletion of resources, the energy crisis, pollution, and the general effects of science and technology on the ecological, socioeconomic, and political systems of the world. These problems are considered as objects of public policy.

GVPT 335

Foreign Policy and the New World Order (6)

(Also listed as BEHS 335. Fulfills the international perspective requirement.) A comparative study of foreign policy among the economic and military world powers: the United States, the People's Republic of China, Japan, the European Economic Community, and Russia. Focus is on their special characteristics in terms of foreign policy, their comparative behavior, and their interrelationships. Topics include the collapse of the Soviet Union, conflict in the Middle East, the rise of new economic powers, and other events that are reshaping the world order. Students may receive credit for only one of the following courses: BEHS 335, GVPT 335, or (former courses) BEHS 332 or BEHS 498B.

GVPT 399

Seminar in Government and Politics (3)

(Not open to graduate students.) Prerequisite: A 200-level GVPT course. Reading, research, discussion, analysis, and writing on politics. Both substantive issues and methodological approaches are considered.

GVPT 399B

The Legislative Process and Lobbying Techniques (3)

An introduction to the organization and functioning of Congress. Its basic rules and procedures are presented, with discussion of how it is influenced by lobbyists. Practical as well as academic study of how a bill becomes law, along with an introduction to the techniques of lobbying, is introduced.

GVPT 399C

Lawyers and the Adversary System (3)

An overview of the adversary system of justice, from the perspective of lawyers, their clients, and society as a whole. Topics include the basic structure of the adversary system, criminal law, the social and ideological foundations of the adversary system, and the peculiar role of lawyers in the system. Comparisons are made with the legal systems of several European countries and the People's Republic of China. Assignments include debating two topics related to the adversary system.

GVPT 399H

Counterterrorism (3)

An examination of the prevention, detection, handling, and investigation of terrorist attacks. Focus is on the interlocking nature of effective security procedures and investigative techniques and methodologies used before, during, and after real or abortive terrorist incidents. Topics include the role of the media both in covering and in investigating terrorist events, and the emerging constitutional and sociopolitical dilemmas for democracies such as the threats to privacy and individual rights posed by the emergence of highly sophisticated terrorist tactics.

GVPT 401

Problems of World Politics (3)

(Fulfills the international perspective requirement.) A study of governmental problems of international scope. Major topics include causes of war, problems of neutrality, and propaganda. Assignments include reports on readings from current literature.

GVPT 401A

International Political Terrorism (3)

An examination of the development of international political terrorism since the 1970s. Issues investigated may include the definition of terrorism; the historical antecedents of modern terrorism; the motivations, organizations, and support networks of terrorists; the nature of crisis management; the responses of the world community; the effects of terrorism on free societies; and the linkages of terrorist states to international terrorism. The ability of civilization to withstand this type of attack upon its fabric is discussed.

GVPT 401B

State Terrorism (3)

An exploration of the use of terror and political violence by governments, against their own citizenry or against other nations, in the furtherance of national goals. Review begins with the Reign of Terror in revolutionary France and culminates with a recent 20th-century example, the invasion of Kuwait by Iraq.

GVPT 402

International Law (3)

A study of the basic character, general principles, and specific rules of international law. Emphasis is on recent and contemporary trends in the field. The relationship of law to the other aspects of international affairs is analyzed as well.

GVPT 403

Law, Morality, and War (3)

An exploration of fundamental moral and legal issues concerning war.

GVPT 405

Defense Policy and Arms Control (3)

A survey of contemporary issues of military strategy and international security. The processes of formulating defense-related political and economic policy are examined. Topics include nuclear war and conventional (limited) warfare, insurgency by guerrillas, arms control and disarmament, and the possibilities for moderation of war.

GVPT 411

Public Personnel Administration (3)

A survey of components of public personnel administration. Topics include the development of the merit civil service, the personnel agency, classification, recruitment, examinations and techniques of administering them, promotion, service ratings, training, discipline, employee relations, and retirement.

GVPT 412

Public Financial Administration (3)

A survey of governmental financial procedures. Analysis focuses on processes of current and capital budgeting, the administration of public borrowing, the techniques of public purchasing, and the machinery of control through preaudit and postaudit.

GVPT 413

Governmental Organization and Management (3)

A study of the theories of organization and management in U.S. government. New trends, experiments, and reorganization are major topics.

GVPT 414

Administrative Law (3)

A study of the discretion exercised by administrative agencies. Their functions, their powers over persons and property, their procedures, and judicial sanctions and controls are analyzed.

GVPT 426

Public Opinion (3)

An examination of public opinion and its effect on political action. Emphasis is on propaganda, pressure groups, and the formation and measurement of opinions.

GVPT 431

Introduction to Constitutional Law (3)

A systematic inquiry into the general principles of the U.S. constitutional system. Special reference is made to the role of the judiciary in interpreting and enforcing the federal Constitution.

GVPT 433

The Judicial Process (3)

An examination of judicial organization in the United States at all levels of government. Some emphasis is on legal reasoning, legal research, and court procedures.

GVPT 434

Race Relations and Public Law (3)

A political and legal examination of rights protected by the Constitution as they affect racial minorities. The Constitutional powers of the federal courts, the executive branch, and Congress to define, protect, and extend those rights are probed.

GVPT 436

Legal Status of Women (3)

An examination of judicial interpretation and application of common, statutory, and Constitutional laws as they affect the status of women in American society.

GVPT 442

History of Political Theory: Middle Ages to the Present (3)

(Fulfills the historical perspective requirement.) A survey of the principal political theories set forth in the works of thoughtful writers from Niccolò Machiavelli to John Stuart Mill.

GVPT 444

American Political Theory (3)

(Fulfills the historical perspective requirement.) A study of the development and growth of American political concepts from the colonial period to the present.

GVPT 451

Foreign Policy of Russia and States of the Former Soviet Union (3)

(Fulfills the historical and international perspective requirements.) A study of the development of the foreign policy of Russia and the other states of the former Soviet Union. The processes of policy formation and the forces and conditions that make for continuities and changes are also examined. Students may receive credit only once under this course number.

GVPT 452

Inter-American Relations (3)

(Fulfills the historical perspective requirement.) An analytical and historical study of the policies of the United States toward Latin America. Focus is on examining problems in relations with particular countries and discussing recent political developments.

GVPT 453

Recent East Asian Politics (3)

(Fulfills the historical and international perspective requirements.) A perspective on the background of recent political events in East Asia. Interpretation of the influence of those events on worldwide politics is included.

GVPT 454

Contemporary African Politics (3)

A survey of contemporary developments in the international politics of Africa. Special emphasis is on the role of an emerging Africa in world affairs.

GVPT 455

Contemporary Middle Eastern Politics (3)

(Fulfills the historical and international perspective requirements.) A survey of contemporary developments in the international politics of the Middle East. Special emphasis is on the role emerging Middle Eastern nations have been taking in world affairs.

GVPT 457

American Foreign Relations (3)

(Fulfills the historical perspective requirement.) A study of the principles and machinery of American foreign relations. Emphasis is on the conduct of the U.S. Department of State and the Foreign Service. Analysis of the major foreign policies of the United States is provided.

GVPT 460

State and Local Administration (3)

A study of the administrative structure, procedures, and policies of state and local governments. The focus is on the state level and on intergovernmental relationships. Illustrations are drawn from Maryland governmental arrangements.

GVPT 461

Metropolitan Administration (3)

An examination of problems facing administrators of public services, planning, and coordination in a metropolitan environment.

GVPT 473

Legislature and Legislation (3)

A comprehensive study of the organization, procedures, and problems involved in legislation. Students are given opportunities for contact with Congress and with the legislature of Maryland.

GVPT 474

Political Parties (3)

A descriptive and analytical examination of American political parties, nominations, elections, and political leadership.

GVPT 475

The Presidency and the Executive Branch (3)

An examination of the various roles of the president in the political process of the United States. The president's involvement in legislative matters, the president's function in the executive branch, and the president's role in his or her political party are assessed.

GVPT 479

Problems in American Public Policy (3)

A study of the background and interpretation of various factors that affect the formation and execution of American public policy.

GVPT 480

Comparative Political Systems (3)

A study, along functional lines, of major political institutions, such as legislatures, executives, courts, bureaucracies, public organizations, and political parties.

GVPT 481

Government and Administration of Russia and the States of the Former Soviet Union (3)

(Fulfills the international perspective requirement.) A comparative study of the governmental systems and political processes of the states of the former Soviet Union. Students may receive credit only once under this course number.

GVPT 482

Government and Politics of Latin America (3)

(Fulfills the international perspective requirement.) A comparative study of the governmental systems and political processes of the countries of Latin America. The cases of Argentina, Brazil, Chile, and Mexico are evaluated.

GVPT 483

Government and Politics of Asia (3)

(Fulfills the international perspective requirement.) A comparative study of the political systems of China, Japan, India, and other selected Asian countries.

GVPT 484

Government and Politics of Africa (3)

(Fulfills the international perspective requirement.) A comparative study of the governmental systems and political processes of the countries of Africa. Special emphasis is on the problems of nation-building in emerging countries.

GVPT 485

Government and Politics of the Middle East (3)

(Fulfills the international perspective requirement.) A comparative study of the governmental systems and political processes of the countries of the Middle East. Special emphasis is on the problems of nation-building in emerging countries.

HEALTH

Courses in health (designated HLTH) may be applied toward

- supporting credit for appropriate primary or secondary specializations; and
- electives.

Courses in this discipline do not fulfill the general education requirement in the biological and physical sciences.

HLTH 106

Drug Use and Abuse (3)

An interdisciplinary analysis of contemporary issues and problems with drugs. The use and the abuse of drugs are explored from historical, social, psychological, philosophical, physiological, legal, and health-related perspectives. Special attention is focused on the general motivations for drug use that pertain to life on the college campus.

HLTH 285

Controlling Stress and Tension (3)

An analysis of the many health problems related to stress and tension. Causative psychosocial stressors and intervening physiological mechanisms are highlighted, with emphasis on the prevention and control of stress by means of techniques such as biofeedback, meditation, and neuromuscular relaxation.

HLTH 377

Human Sexuality (3)

A comprehensive exploration of biological and developmental aspects of human sexuality. Topics covered include the psychological and emotional aspects of sexual identity; the historical, cultural, social, linguistic, legal, and moral forces affecting sexual issues; the importance of communication, disclosure, and intimacy in interpersonal relationships; and research trends in the field of human sexuality. Students may receive credit for only one of the following courses: BEHS 363, HLTH 377, or PSYC 332.

HLTH 450

Health of Children and Youth (3)

A study of the health of 5- to 18-year-olds. Physical, mental, social, and emotional health is examined. Information about psychosexual development, diet, exercise, recreation, and the roles of parents and teachers is included in the discussions.

HLTH 471

Women's Health (3)

An exploration of the women's-health movement from the perspectives of consumerism and feminism. The relationship of physician and patient is considered in relation to the gynecological examination and other medical settings. Other topics include gynecological problems, pregnancy, contraception, breast cancer and cervical cancer, abortion and other surgical procedures, and the psychological aspects of gynecological concerns.

HLTH 498

Directed Studies (3)

Study of topics of special interest in areas not covered by regularly scheduled courses. May be repeated to a maximum of 6 credits when topics differ.

HEALTH SERVICES MANAGEMENT

Courses in health services management (designated HMGT) may be applied toward

- a primary or a secondary specialization in health services management or management studies;
- supporting credit for a management-related primary or secondary specialization and other primary or secondary specializations as approved by an advisor; and
- electives.

A description of the curriculum begins on p. 37. Descriptions of other management-related curricula may be found on the following pages: accounting (p. 18), business and management (p. 20), environmental management (p. 33), fire science (p. 35), hotel and restaurant management (p. 40), management (p. 44), management studies (p. 45), and technology and management (p. 51).

HMGT 100

Introduction to Health Services (3)

An overview of the organization and functions of various health services systems, with an emphasis on evaluating them, their interrelationships, and their implications for the future. The effects of social, political, economic, historical, and scientific factors on health care systems are explored.

HMGT 310

Health Services Policies (3)

Prerequisite: BMGT 230 or equivalent. An overview and analysis of public policies that govern the organization, delivery, and financing of health services in the United States. Particularly considered are public policy objectives, the decision processes of formulating and implementing objectives and programs, and the effectiveness of major governmental programs. Topics include the effects of rising health care costs, Medicare and Medicaid, competition and regulation, technology and technology assessment, HMOs and alternative reimbursement systems, the supply and distribution of physicians, the availability of capital, and quality assurance.

HMGT 320

Health Services Management (3)

A thorough treatment of the concepts and principles of effective managerial leadership in a health services organization. The management process is explored; major theories and classic literature in the field are reviewed. Emphasis is on critical aspects of managing people: leadership, communication, motivation, and decision making.

HMGT 322

Health Services Financial Management (3)

Prerequisite: HMGT 320. Instruction in acquiring, allocating, and managing the financial resources of health services systems. Economic and accounting practices are discussed in terms of budget administration, cost analysis, financing strategies, and internal controls. The probable economic consequences of various national health-insurance proposals are also considered.

HMGT 325

Health Services Economics (3)

Prerequisite: HMGT 320. An introduction to contemporary economic theory and its application in the management of health services systems. Competency in the area of health services economics is furthered by a review of basic theoretical concepts and models in health economics. The goal is to examine how economic forces affect the health services sector and how economic tools can be used by managers and incorporated into public policy to improve performance in health services. Students may receive credit for only one of the following courses: HMGT 325 or (former course) HMGT 398A.

HMGT 330

Issues in Health Services Management (3)

Prerequisite: Any 300-level HMGT course. An exposure to skills of critical thinking that is designed to develop analytical skills in the future managers of health services. Social, cultural, and philosophical issues that directly or indirectly affect the management of health services are addressed and analyzed. Students may receive credit for only one of the following courses: HMGT 330 or (former course) HMGT 398B.

HMGT 398

Special Topics in Health Services Management (1–3)

Prerequisite: Any 300-level HMGT course. Intensive inquiry into special topics in health services management that reflect the changing needs and interests of students and faculty. May be repeated to a maximum of 6 credits when topics differ.

HMGT 398C

Research Issues and Methods in Health Services Management (3)

Prerequisite: Any 300-level HMGT course. An overview of the basic instrument and methods used in research on the management of health services. Aspects discussed range from the definition of a problem to the presentation of data. Emphasis is on the information that managers of health services need, how managers obtain that information, and how they use such information in making decisions. Topics include the analysis of needs, evaluation of the effectiveness of programs in health services, and techniques used in reviews for determining rates.

HMGT 398D

Managed Care in Health Services Management (3)

An overview of concepts, strategies, and current practices of managed health care and managed competition systems in the public and private health services sectors. The roles and responsibilities of entry- and mid-level managers as agents for change in developing federal, state, and local government initiatives to reform the delivery of health services are explored. Various methods used to regulate, monitor, and evaluate the effectiveness and efficiency of managed-care organizations and program activities, particularly in terms of implementation issues and cost containment initiatives, are examined. Discussion covers financing, contracting, and network management of managed-care systems and highlights health informatics and data required to monitor access, quality, cost, and outcomes of managed-care systems.

HMGT 398E

Health Communications (3)

An overview of health service communications that use applied commercial marketing concepts and techniques. Topics include using consumer-oriented approaches of social and commercial marketing as the basis for developing health communications between providers and consumers. The roles and responsibilities of entry- and mid-level managers in developing and delivering communications about health delivery systems and benefits are examined. Focus is on concepts and strategies for developing effective health communications in a typical health service program and techniques and paradigms for enhancing organizational efforts to prevent health risk behaviors. Comparisons are made between various frameworks and methods for developing effective health communications from the perspective of health planning and policy.

HMGT 398G

Management of Tele-Health Programs (3)

An exploration of health care delivery through the use of telecommunication technology, i.e., telemedicine, and telemedicine programs and systems. Topics include the history of telemedicine, types and applications of telemedicine programs, components of some successful telemedicine programs, the impact of telemedicine on management of the health care delivery process, issues covered in telemedicine programs, management evaluation and measures of effectiveness for telemedicine programs, and trends affecting telemedicine. Management evaluations of lessons learned from past telemedicine experiences are conducted, and a case study in management techniques and issues in the approval of an advanced telemedicine program is performed.

HMGT 410

Introduction to Health Services Planning (3)

Prerequisite: Any 300-level HMGT course. A review of the methodology of planning effectively for health services. The use of data systems for identifying and analyzing problems and for forecasting is explored, along with the processes of setting priorities, developing projects, and allocating resources.

HMGT 415

Ethical Considerations in Health Services (3)

Prerequisite: Any 300-level HMGT course. An introduction to contemporary health-related ethical considerations and their implications for providers and consumers of health services. Issues such as abortion, death and dying, research on human subjects, and manipulated genetics are analyzed.

HMGT 416

Legal Aspects of Health Services Administration (3)

Prerequisite: HMGT 310. A study of federal and state law designed to provide prospective health services professionals with the knowledge and expertise to avoid many legal pitfalls in providing health care and administering health services facilities. Topics include health-care labor law, screening for drugs, testing for AIDS, medical confidentiality, malpractice, commercial law, and antitrust laws.

HMGT 430

Health Services Marketing and Strategic Management (3)

Recommended: HMGT 410. An introduction to contemporary theories of marketing and strategic management as they apply to the management of health services systems. Discussion of applications of the concepts is intended to increase managerial competency. Students may receive credit for only one of the following courses: HMGT 430 or (former course) HMGT 498A.

HMGT 498

Special Topics in Health Services Management (1–3)

Prerequisite: HMGT 325 or HMGT 410. An advanced senior-level intensive inquiry into special topics in health services management that reflect the changing needs and interests of students and faculty. May be repeated to a maximum of 6 credits when topics differ.

HMGT 498B

Managing Quality in Health Services Systems (3)

Prerequisite: HMGT 325 or HMGT 410. A basic overview of the responsibilities of managers charged with assuring consistent quality in systems that provide health services. Study covers three primary areas: quality assurance (including the assessment of the care of patients, credentialing, and utilization reviews), risk management (including consideration of the liability borne by hospitals and their staffs), and total quality management (including the integration of customers, the empowerment of the workforce, and variation in processes).

HMGT 498C

Comparative International Health Systems Analysis: A Managerial Perspective (3)

(Fulfills the international perspective requirement.) An overview of the concepts, strategies, and current practices employed by various countries in establishing governance policies and financing approaches for health systems delivery. Discussion covers techniques for analyzing various approaches to the delivery of health services and the governance of health providers. The use of the systems approach in analyzing the dimensions, structure, and development of international health systems is examined, and various paradigms for health systems development are considered. The targeting of comprehensive health services to key constituencies (including employers, employees, the general population, and at-risk populations) is explored. Focus is on use of economic, financial, qualitative, and quantitative tools to review national and regional cost-based approaches to planning and delivering health services and establishing policies on recovery of costs.

HMGT 498D

Health Insurance Analysis and Issues in Health Systems Management (3)

An analysis of major health insurance issues and study of health insurance administration for various health care entities, including managed-care providers. Topics include coverage by Medicare, Medicaid, and other health insurance programs and relationships between health network practices and insurance companies. Health insurance planning and programming is examined from the perspective of both businesses and health services providers.

HMGT 498V

Health Information-Systems Management (3)

Prerequisite: HMGT 320 or IFSM 300. A study of the use of health information systems to manage the flow of data in various medical professions—a key factor in managing health care costs. The systems perspective is examined in assessing, selecting, and implementing vital processes within the organization. Topics include billing and scheduling systems, accounting and financial information systems, medical records, processing, imaging systems, staffing and work flow, and medical research systems. Governmental and public policy issues related to the transmittal of health care data are also considered. Students may receive credit for only one of the following courses: HMGT 498V or IFSM 498V.

HISTORY

Courses in history (designated HIST) may be applied toward

- the general education requirement in the arts and humanities;
- the general education requirement for historical perspective coursework;
- the general education requirement for international perspective coursework (when appropriate);
- a primary specialization (for the B.A. only) or a secondary specialization in history;
- a secondary specialization in area studies (when appropriate); and
- electives.

A description of the curriculum begins on p. 38.

HIST 110
The Ancient World (3)

(Fulfills the historical and international perspective requirements.) Interpretation of select literature and art of the ancient Mediterranean world with a view to illuminating the antecedents of modern culture. Major topics include religion and myth in the ancient Near East; Greek philosophical, scientific, and literary invention; and the Roman tradition in politics and administration.

HIST 111
The Medieval World (3)

(Fulfills the historical and international perspective requirements.) A survey of the development of Europe in the Middle Ages. Topics include the role of religious values in shaping new social, economic, and political institutions and medieval literature, art, and architecture.

HIST 112
The Rise of the West: 1500 to 1789 (3)

(Fulfills the historical and international perspective requirements.) An overview of the development of the national consciousness of peoples in early modern Europe. Topics include the evolution of state power and bureaucracy, religion, economic institutions, art, literature, and science.

HIST 113
Modern Europe: 1789 to the Present (3)

(Fulfills the historical and international perspective requirements.) An overview of the evolution of modern nation-states. The industrial-economic structure and demography of Europe are examined as they apply to the emergence of modern secular society.

HIST 122
African Civilization to 1800 (3)

(Fulfills the historical and international perspective requirements.) A survey of the history of Africa from earliest times to 1800. Topics include the origins of African societies, Nile Valley civilization, medieval African states and societies, Islam, oral tradition, African slavery and the slave trade, and early African-European interactions.

HIST 123
Sub-Saharan Africa Since 1800 (3)

(Fulfills the historical and international perspective requirements.) An overview of changes in sub-Saharan African societies since 1800. Topics include European conquest and African resistance in the late 19th century, colonial states and societies, African nationalism, and decolonization and the independence era. Struggles over social, economic, and political changes are emphasized.

HIST 141
Western Civilization I (3)

(Fulfills the historical and international perspective requirements. Recommended for students seeking a two-semester survey of European history. May be taken independently of HIST 142.) A survey of the history of Western civilization from antiquity through the Reformation. Study begins with the political, social, and intellectual developments that formed the values and institutions of the Western world.

HIST 142
Western Civilization II (3)

(Fulfills the historical and international perspective requirements. Recommended for students seeking a two-semester survey of European history; may be taken independently of HIST 141.) A survey of the history of Western civilization from the Reformation to modern times.

HIST 156
History of the United States to 1865 (3)

(Fulfills the historical perspective requirement.) A survey of the United States from colonial times to the end of the Civil War. The establishment and development of national institutions are traced. Students may receive credit for only one of the following courses: HIST 156 or HUMN 119.

HIST 157

History of the United States Since 1865 (3)

(Fulfills the historical perspective requirement.) A survey of economic, intellectual, political, and social developments since the Civil War. The rise of industry and the emergence of the United States as a world power are emphasized. Students may receive credit for only one of the following courses: HIST 157 or HUMN 120.

HIST 219

Special Topics in History (3)

(Fulfills the historical perspective requirement.) An investigation of special topics, problems, and issues in history.

HIST 251

History of the Latin American Republics (3)

(Fulfills the historical and international perspective requirements.) An overview of the political culture of the republics of Latin America. Themes include nation building, modernization, race relations, economic development, gender, reform and revaluation, and relations between the United States and Latin America.

HIST 266

The United States in World Affairs (3)

(Fulfills the historical perspective requirement.) A study of the United States as an emerging world power and of the domestic response to the nation's changing status in world affairs. Emphasis is on the relationship between the internal and the external development of the nation.

HIST 275

Law and Constitutionalism in American History (3)

(Fulfills the historical perspective requirement.) An exploration of the relationship between law and the social and political order between 1750 and 1950. Important historical issues—religious liberty, economic development, slavery and the Civil War, the political economy of industrialization, and the creation of the modern state—are discussed from a legal perspective as well as a constitutional perspective.

HIST 285

East Asian Civilization II (3)

(Fulfills the historical and international perspective requirements.) A survey of the historical development of modern Asia since 1700. The efforts of East Asians to preserve traditional cultures while facing Western expansion in the 18th and 19th centuries are presented; the efforts of those cultures to survive as nations in the 20th century are assessed.

HIST 301

Women and Industrial Development (3)

(Fulfills the historical perspective requirement.) An analysis of women's roles in the industrial state. Focus is on the process of industrialization and the ways it changed surrounding cultures and the position of women. Relevant comparisons are drawn from the lives of women of varied cultures and times from the 18th to 20th centuries.

HIST 305

The Pacific Century (3)

(Also listed as BEHS 305. Fulfills the historical and international perspective requirements.) An interdisciplinary introduction to contemporary East and Southeast Asia that surveys the political, economic, and cultural changes of the past 100 years—from colonialism to nationalism and from military clashes to economic problems. Focus is on understanding the sources of the region's dynamics and the roots of its diversity. The contrasting themes of tradition and modernization, as well as American attitudes of isolationism and expansion toward Asia, are explored. The historic and geographic context for both the development of the Pacific basin and its impact on the global community is illuminated. Video programs from the series "The Pacific Century" are integrated with the course materials. Students may receive credit for only one of the following courses: ASTD 305 (not offered at all sites), BEHS 305, or HIST 305.

HIST 306

History of Religion in America (3)

(Fulfills the historical perspective requirement.) A history of religion, religious movements, and churches in America from the early colonial period to the present. Special attention is paid to the relations between church and society.

HIST 319

Special Topics in History (3)

(Fulfills the historical perspective requirement.) An investigation of special topics, problems, and issues in history. May be repeated to a maximum of 6 credits when topics differ.

HIST 319A

History of Terrorism (3)

(Fulfills the historical perspective requirement.) A survey of terrorism in the modern world, investigating the ideology of political violence since 1789. Particular aspects studied include the organization, aims, arms, financing, and composition of terrorist groups, from the 1880s in Russia to the present day worldwide. Various interpretations of the terrorist phenomenon are discussed.

HIST 319L

History of Drug Use in America (3)

(Fulfills the historical perspective requirement.) A survey of the problem of drugs—which is not just a modern one. Because drugs have been used and abused on the American continent since earliest times, practices of drug use from pre-Columbian times to the current period are considered. Special emphasis is placed on the origins of modern attitudes about drugs and on the role of the alcoholic in American history. Films, lectures, and various class-participation exercises are used to explore this controversial subject.

HIST 319N

The Assassination of President John F. Kennedy (1)

(Also listed as BEHS 398J.) A historical overview of the assassination of President John F. Kennedy. Topics include the two official U.S. government investigations, which reached opposite conclusions about the nature of the assassination, four decades of subsequent historical analysis of the assassination and its ramifications, and a review of newly released evidence and documents related to the assassination. Students may receive credit for only one of the following courses: BEHS 398J or HIST 319N.

HIST 324

Classical Greece (3)

(Fulfills the historical and international perspective requirements.) A study of the ancient Greeks from Homer to Socrates, from 800 to 400 B.C. The society and religion of the city-state, the Peloponnesian War, the art and literature of Periclean Athens, and the intellectual circle of Socrates are discussed.

HIST 325

Alexander the Great and the Hellenistic Age (3)

(Fulfills the historical and international perspective requirements.) A study of the history of the Greeks from 400 to 30 B.C. Topics include Alexander and the changes he wrought in the Mediterranean world; the rise of monarchies and leagues; new directions in religion, art, literature, and science; and the Hellenization of the Near East, including the Jews.

HIST 326

The Roman Republic (3)

(Fulfills the historical and international perspective requirements.) A study of ancient Rome during the period 753 to 44 B.C., from its founding to the assassination of Julius Caesar. The focus is on Rome's conquest of the Mediterranean world, on the social and political pressures that led to that conquest, and on the consequent transformation and decline of the republic. Students may receive credit for only one of the following courses: HIST 326 or (former course) HIST 421.

HIST 327

The Roman Empire (3)

(Fulfills the historical and international perspective requirements.) A study of Roman history from Augustus to Heraclius, from 44 B.C. to A.D. 641. Topics include the imperial court and government, the diversity of culture in the provinces and cities and the progress of Romanization, Roman religion and its transformation in late antiquity, and the Roman army and defense of the frontiers. Students may receive credit for only one of the following courses: HIST 327 or (former course) HIST 421.

HIST 330

Europe in the Early Middle Ages: 300 to 1000 (3)

(Fulfills the historical and international perspective requirements.) A study of medieval Europe from the Roman empire to that of Charlemagne. The period is examined as a crucible in which classical, Christian, and Germanic elements merged, shaping the civilization of the Latin West. Topics include the concept of authority, cultural trends, and formation of group solidarity. Students may receive credit only once under this course number.

HIST 331

Europe in the High Middle Ages: 1000 to 1450 (3)

(Fulfills the historical and international perspective requirements. Recommended as a sequel to HIST 330.) An examination of medieval civilization from the 11th century through the 15th century. Emphasis is on cultural and political developments of the High Middle Ages. The principal sources of medieval thought and learning, art and architecture, and political theory are explored.

HIST 332

Europe During the Renaissance and Reformation I (3)

(Fulfills the historical and international perspective requirements.) An assessment of the transformation of continental Europe from 1400 to 1650, highlighting the changes in modes of Christian piety and the formation of Renaissance culture. Major themes include the spread of humanistic ideas, the increasing availability of education, and the development of social and intellectual foundations of reformation theology. The effects on the economic structure, as well as the culture of the Western world, are evaluated.

HIST 333

Europe During the Renaissance and Reformation II (3)

(Fulfills the historical and international perspective requirements. A continuation of HIST 332.) A study tracing the political, social, and cultural issues in Europe through the mid-18th century.

HIST 335

Revolutionary Europe (3)

(Fulfills the historical and international perspective requirements.) A study of Europe during the French Revolution and the Napoleonic period. The focus is on intellectual, social, and cultural movements in revolutionary Europe.

HIST 336

Europe in the 19th Century: 1815 to 1919 (3)

(Fulfills the historical and international perspective requirements.) Coverage of the political, economic, social, and cultural development of Europe from the Congress of Vienna to World War I.

HIST 337

Europe in the World Setting of the 20th Century (3)

(Fulfills the historical and international perspective requirements.) An investigation of the political, economic, and cultural developments of 20th-century Europe, with special emphasis on the factors involved in the two world wars and their worldwide effects and significance.

HIST 344

Revolutionary Russia (3)

(Fulfills the historical and international perspective requirements.) An exploration of the roots, dynamics, and consequences of the Russian Revolution of 1917. Major interpretations of the fall of tsarism, the social and political forces at play, Leninism, and Stalinism are covered. Students may receive credit only once under this course number.

HIST 347

History of Crime and Punishment (3)

(Fulfills the historical perspective requirement.) A study of the historical development of law-enforcement agencies, criminal jurisdictions, and trial procedure from 1500. Topics include the nature of principal felonies and major trends in crime and penal theory and practice.

HIST 360

America in the Colonial Era: 1600 to 1763 (3)

(Fulfills the historical perspective requirement.) An investigation of the founding of the English colonies in America. Topics include the European backgrounds of the colonies, the reasons for the instability of colonial society, the emergence of stable societies after 1689, and the development of colonial regionalism. Also discussed are political institutions, social divisions, the economy, religion, education, and urban and frontier problems in the 18th century. Students may receive credit only once under this course number.

HIST 361

America in the Revolutionary Era: 1763 to 1815 (3)

(Fulfills the historical perspective requirement.) A consideration of the background and direction of the American Revolution, and the early development of the nation through the War of 1812. Emphasis is on how the Revolution shaped American political and social development, including the creation of a new government under the Constitution and the challenges facing the new nation. Students may receive credit only once under this course number.

HIST 362

Ante-Bellum America: 1815 to 1861 (3)

(Fulfills the historical perspective requirement.) An examination of the strong sense of nationalism in the United States after the War of 1812, and its transformation into the sectionalism that led to the Civil War. Issues contributing to North/South antagonism, particularly slavery, are discussed. Other issues include Jacksonian democracy; capitalism; racism; immigration; Manifest Destiny; and religious, social, and intellectual movements.

HIST 363

Civil War and New Industrial Society in the United States: 1860 to 1900 (3)

(Fulfills the historical perspective requirement.) A survey of sectional and class conflicts and their effects on American life and institutions from the Civil War through the Gilded Age. The social, economic, and political reconstruction of the Union is analyzed as it affected and was affected by industrialization, urbanization, and technological changes.

HIST 364

Emergence of Modern America: 1900 to 1945 (3)

(Fulfills the historical perspective requirement.) A study of the emergence of modern American institutions and identities in the years 1900–45. Topics covered may include the presidencies of McKinley, Roosevelt, Taft, and Wilson; the world wars; the Great Depression; and the period of the New Deal. Special consideration may also be given to emerging issues such as the roles of women and African Americans, corporate enterprises, and the welfare state.

HIST 365

Recent America: 1945 to the Present (3)

(Fulfills the historical perspective requirement.) A survey of U.S. history from the presidencies of Truman and Eisenhower through those of Kennedy, Johnson, Nixon, Carter, Reagan, and Bush, to the present. Topics may include 1960s' radicalism, the Cold War, Vietnam, Watergate, and changes in American society.

HIST 367

Women in America Since 1880 (3)

(Fulfills the historical perspective requirement.) An examination of the changing role of women in working-class and middle-class families; the effects of industrialization on women's economic activities and status; and women's involvement in political and social struggles, including those for women's rights, birth control, and civil rights. Students may receive credit for only one of the following courses: HIST 211 (not offered at all sites) or HIST 367.

HIST 372

Legacy of the Civil Rights Movement (6)

(Also listed as BEHS 372. Fulfills the historical perspective requirement.) An examination of the civil rights movement in the United States from World War II to the present. Focus is on the era of protest and reform through the 1980s, with analysis of its influence into the present decade. Materials from the telecourse "Eyes on the Prize" are integrated with the course. Students may receive credit for only one of the following courses: BEHS 372 or HIST 372.

HIST 380

American Relations with China and Japan: 1740 to the Present (3)

(Fulfills the historical and international perspective requirements.) An examination of American political, economic, and cultural relations with China and Japan from the American colonial era to the present. Topics encompass diplomacy and power politics; Christian missions; immigration and exclusion; overseas education; art and literature; and trade, investment, and technology. Students may receive credit only once under this course number.

HIST 381

America in Vietnam: An Interdisciplinary Perspective (6)

(Also listed as BEHS 337. Fulfills the international perspective requirement.) A multidisciplinary interpretation of the complex involvement of the United States in Vietnam. Key themes include foreign policies after World War II that led to the Vietnam War, the political and military objectives of the United States, domestic responses in the United States to military involvement, and the lessons and legacies of the war. Students may receive credit for only one of the following courses: BEHS 337 or HIST 381.

HIST 392

History of the Contemporary Middle East (3)

(Fulfills the historical and international perspective requirements.) An exploration of the causes underlying the rise of sovereign nation-states in the Middle East. Topics considered include modernization, Westernization, and secularization in a traditional society, and shifting political and economic power groupings in a regional and worldwide context.

HIST 407

Technology and Social Change in History (3)

(Fulfills the historical perspective requirement.) An investigation of some important ways new technologies have affected social change. An overview of the impact of technology on Western societies is provided and includes topics such as the advent of gunpowder, the development of the printing press, and the introduction of labor-saving machinery. Focus is on the rapid technological changes of the last 50 years and the impact of these changes on societies throughout the world. Discussion covers technology and the nature of work, technology and gender, the communications revolution, biomedical technology, the role of government and business in research and development, and the global impact of technology transfer.

HIST 413

History of Medicine and Public Health (3)

(Fulfills the historical perspective requirement.) An overview of the history of medicine and public health from primitive times to the present, covering major medical theories, therapeutics, and techniques; the evolution of the "medicine man" or priest-physician into a professional medical practitioner; and the connections between medicine and society.

HIST 419

Special Topics in History (3)

(Fulfills the historical perspective requirement.) An intensive study of special topics in history. May be repeated to a maximum of 9 credits when topics differ.

HIST 419K

America in the 1960s (3)

(Also listed as BEHS 398K.) An overview of the broad range of events and issues that occurred in the United States in the 1960s. Topics of discussion include the African-American struggle for civil rights, American cultural and economic developments, the Cold War, the Vietnam War, Cuban-American relations, and the power struggles of Presidents Kennedy, Johnson, and Nixon. Students may receive credit for only one of the following courses: BEHS 337, BEHS 372, BEHS 398K, HIST 419K, or (former course) BEHS 338.

HIST 436

The French Revolution and Napoleon (3)

(Fulfills the historical and international perspective requirements.) A study of the causes and course of the French Revolution, with emphasis on the struggle among elites, popular intervention, the spread of counterrevolution, the Terror as repression and popular government, the near collapse of the Republic, and the establishment and defeat of dictatorship.

HIST 437

Modern France from Napoleon to de Gaulle (3)

(For students who have completed some previous survey of either Western civilization or European history. Fulfills the historical and international perspective requirements.) An examination of the changing political and cultural values of French society in response to recurrent crises during the 19th and 20th centuries.

HIST 441

Germany in the 20th Century: 1914 to the Present (3)

(Fulfills the historical and international perspective requirements.) An examination of the history of Germany during the 20th century. Topics include the aims and policies of Germany during World War I, the country's condition and policies in the period between the wars, the rise of national socialism, the outbreak of World War II, and postwar conditions. Students may receive credit only once under this course number.

HIST 442

20th-Century Russia (3)

(Fulfills the historical and international perspective requirements.) A history of Russia and the Soviet Union from the fall of the tsars to the postcommunist present. The impact of Leninism, Stalinism, and Soviet communism on state, society, culture, and nationality is covered. Students may receive credit only once under this course number.

HIST 443

Modern Balkan History (3)

(Fulfills the historical and international perspective requirements.) A political, socioeconomic, and cultural history of Bulgaria, Romania, Greece, Albania, and the former Yugoslavia, from the breakdown of Ottoman domination to the present. Emphasis is on movements for national liberation during the 19th century and on the region's approaches to modernization during the 20th century.

HIST 451

Economic History of the United States Since 1865 (3)

(Fulfills the historical perspective requirement.) An overview of the development of the U.S. economy from the Civil War to the present. Emphasis is on macroeconomic policy making and relations among business, government, and organized labor.

HIST 452

Diplomatic History of the United States to 1914 (3)

(Fulfills the historical perspective requirement.) A survey of foreign relations of the United States from the American Revolution to the beginning of World War I, considering the international developments and domestic influences that contributed to U.S. expansion in world affairs. Analysis focuses on significant figures in U.S. diplomacy and foreign policy.

HIST 453

Diplomatic History of the United States Since 1914 (3)

(Fulfills the historical perspective requirement. A continuation of HIST 452.) A survey of foreign relations of the United States in the 20th century. The causes and the problems of World War I, the Great Depression, World War II, the Cold War, the Korean War, and the Vietnam War are analyzed.

HIST 458

Selected Topics in Women's History (3)

(Fulfills the historical perspective requirement.) A survey of selected topics on women in American society, including consideration of ways that women have related to the law and politics, the "feminine mystique," and the "new feminism." May be repeated to a maximum of 6 credits when topics differ.

HIST 459

Society in America: Historical Topics (3)

(Fulfills the historical perspective requirement.) A consideration of selected aspects of American society from colonial times to the present. Special emphasis is on concepts of regionalism, immigration, nativism, minorities, urbanization, and social responses to technological changes. May be repeated to a maximum of 6 credits when topics differ.

HIST 459B

History of Violence in America (3)

(Fulfills the historical perspective requirement.) A survey of violence in the United States, with an emphasis on the late 19th century and the 20th century. Theories of conflict and its causes provide a framework for discussing political violence, both past and present. Racial violence in the 20th century is examined. Other topics include violence and organized crime, domestic terrorism, violent crimes, student protest, and labor violence.

HIST 460

African American Life: 1500 to 1865 (3)

An examination of African American communities in the Western Hemisphere from 1500 to 1865. Topics include the origins of African American communities in the Western Hemisphere and the resulting diversity of experiences and cultures. Emphasis is on African American communities in North America, especially the evolution of those communities and their cultures.

HIST 461

African American Life Since 1865 (3)

(Fulfills the historical perspective requirement.) An examination of African Americans in the United States since the abolition of slavery. Emphasis is on 20th-century developments, including the migration from farm to city, the growth of the civil rights movement, and the race question as a national problem.

HIST 462

The U.S. Civil War (3)

(Fulfills the historical perspective requirement.) A study of the U.S. Civil War. Topics include causes of the war; sectional politics and secession; resources and strategies of the Confederacy and the Union; the changing character of the war; emancipation and its consequences; the economic, social, and political conditions of the home front; and the wartime origins of Reconstruction.

HIST 467

History of Maryland (3)

(Fulfills the historical perspective requirement.) An examination of the political, social, and economic history of Maryland from the 17th century to the present.

HIST 481

A History of Modern China (3)

(Fulfills the historical and international perspective requirements.) A survey of modern China, from 1644 to the present. The focus is on the origins of the Western influence in China and the various stages of the Chinese reaction.

HIST 482

History of Japan to 1800 (3)

(Fulfills the historical and international perspective requirements.) An examination of traditional Japanese civilization from the age of Shinto mythology and the introduction of continental learning to the rule of military families, including transition to a money economy and the creation of a town-based culture. A survey of political, economic, religious, and cultural history is covered.

HIST 483

History of Japan Since 1800 (3)

(Fulfills the historical and international perspective requirements.) A survey of Japan's renewed contact with the Western world and its emergence between 1800 and 1931 as a modern state, an industrial society, and world power. Japan's road to war, the period of occupation, and the era of recovery are covered, from 1931 to the present.

HIST 485

History of Chinese Communism (3)

(Fulfills the historical and international perspective requirements.) An analysis of the various factors in modern Chinese history that led to the victory of the Chinese Communist party in 1949, followed by inquiry into the subsequent course of events in the People's Republic of China. The period from about 1919 to the present is covered.

HIST 487

History of Soviet/Russian Foreign Relations: 1917 to the Present (3)

(Fulfills the historical and international perspective requirements.) A history of Soviet/Russian foreign relations covering both conventional diplomacy and the spread of the proletarian international movement from the October Revolution to the present.

HOTEL AND RESTAURANT MANAGEMENT

Courses in hotel and restaurant management (designated HRMT) cover aspects of management and technical knowledge used in hotels and restaurants, including financial planning, operations, and human resources.

Courses in hotel and restaurant management may be applied toward

- a primary or a secondary specialization in business and management, hotel and restaurant management, or management studies;
- supporting credit for a primary or a secondary specialization in business and management, management, or other management-related fields; and
- electives.

The hotel and restaurant management specialization will be discontinued by fall 2001 and is being absorbed into the business and management specialization, with limited course offerings. To complete a primary specialization in hotel and restaurant management in the time remaining, students should already have completed at least 18 semester hours of required coursework in the specialization. If all coursework for the primary specialization is not completed by the end of spring 2001, credit earned in HRMT courses may be applied toward a primary specialization in either business and management or management studies. All requirements of the new specialization must be met. Students should consult their team advisor for further information on courses and options.

A description of the curriculum begins on p. 40. Descriptions of other management-related curricula may be found on the following pages: accounting (p. 18), business and management (p. 20), environmental management (p. 33), fire science (p. 35), health services management (p. 37), management (p. 44), management studies (p. 45), and technology and management (p. 51).

HRMT 303

Hospitality Facilities Operations and Maintenance (3)

A study of basic engineering, public safety, building codes, equipment selection, and design procedures related to the hospitality industry. In addition, all hotel operating departments are reviewed and discussed.

HRMT 401

Law and the Hospitality Industry (3)

Prerequisite: BMGT 380. A study of laws applicable to the hospitality industry. Topics include the host's responsibility, negligence, liability, contracts, torts, regulations, and insurance.

HRMT 402

Hotel Management and Operations (3)

A study of supervision and employee relations, with emphasis on human-relations organization and manpower planning and development. Employee compensation and benefits in the hospitality industry, as well as ethics and policies, are covered.

HRMT 440

Financial Analysis for the Hospitality Industry (3)

Prerequisite: BMGT 340. Application of financial analysis techniques to the hospitality service industries. Emphasis is on the needs of management and the financial analysis concepts and techniques necessary for managerial decision making.

HUMANITIES

Courses in humanities (designated HUMN) may be applied toward

- the general education requirement in the arts and humanities;
- a primary specialization (for the B.A. only) or a secondary specialization in humanities;
- a primary or a secondary specialization in certain other academic disciplines (advisors can provide details);
- supporting credit for a primary or a secondary specialization in certain other academic disciplines (advisors can provide details); and
- electives.

Most courses require extensive writing. Students should complete a writing course (ENGL 101, ENGL 391, or ENGL 396) or have equivalent writing experience before enrolling.

A description of the curriculum begins on p. 41.

HUMN 110
Introduction to the Theatre (3)

(Also listed as THET 110.) An introduction to the people of the theatre: actors, directors, designers, and backstage personnel. Subjects include the core and characteristics of a script, theatrical forms and styles, and theatre history. Students may receive credit for only one of the following courses: HUMN 110 or THET 110.

HUMN 111
Acting I (3)

(Also listed as THET 120.) A review of basic acting techniques, with exercises to develop concentration, imagination, sensing abilities, and emotional memory. Textual analysis, character analysis, and scene study are introduced. Assignments include applying techniques to character portrayal by performing short scenes. Students may receive credit for only one of the following courses: HUMN 111 or THET 120.

HUMN 119
American Adventure (3)

(Fulfills the historical perspective requirement.) A survey of the early history of the United States, covering the discovery of the New World through the Civil War and Reconstruction. Emphasis is on social history, including the effects of political and social events on women, children, the family unit, African Americans, and Native Americans. The clash between European and Native American cultures, the violence of the revolution, and trials and tribulations of the early pioneers are explored. Materials from the telecourse "The American Adventure" are integrated with the course. Students may receive credit for only one of the following courses: HIST 156 or HUMN 119.

HUMN 120
America in Perspective (3)

(Fulfills the historical perspective requirement.) A survey of the second hundred years of the history of the United States, beginning in 1877 with the closing of the American frontier and the move into industrialization. Crucial events and issues in recent history—including the Great Depression, the rise of big business, Roosevelt's New Deal, World Wars I and II, the Cold War, the Vietnam War, the civil rights movement, and the end of the Cold War—are reviewed. The complex forces and events that have determined the course of modern American history and shaped America as it is today are traced and interpreted. Materials from the telecourse "America in Perspective" are integrated with the course. Students may receive credit only once under this course number and for only one of the following courses: HIST 157 or HUMN 120.

HUMN 125
Introduction to Philosophy (3)

(Also listed as PHIL 100.) An introduction to the literature, problems, and methods of philosophy. The subject is approached either by studying some of the main figures in philosophic thought or by considering some central, recurring problems of philosophy. Students may receive credit for only one of the following courses: HUMN 125 or PHIL 100.

HUMN 126

Cosmos (3)

(Fulfills the international perspective requirement. Does not fulfill the general education requirement in science.) An interdisciplinary study of space, time, and the universe. Topics include astronomy, interstellar communications, Egyptian hieroglyphics, comparative religion, biology, and genetics. Historical expeditions on this planet are compared and contrasted with the Voyager missions through the solar system. Students may receive credit for only one of the following courses: HUMN 126 or (former course) ASTR 398A.

HUMN 130

Survey of Music Literature (3)

(Also listed as MUSC 130. Fulfills the historical perspective requirement.) An introduction to the major historical styles and forms of Western classical music. Focus is on selected masterworks, their composers and cultural context, and hallmarks of the styles they represent. Works are studied through reading, discussion, and active listening to recordings and live local performances. Students may receive credit for only one of the following courses: HUMN 130, MUSC 130, or (former course) MUSC 131.

HUMN 140

Music Fundamentals I (3)

(Also listed as MUSC 140.) An introduction to music theory. Notation, scales, intervals, triads, rhythm, form, and basic aural skills are covered. Students may receive credit for only one of the following courses: HUMN 140 or MUSC 140.

HUMN 141

Contemporary Moral Issues (3)

(Also listed as PHIL 140.) An exploration of how philosophical analysis can be a foundation for thinking clearly about moral issues. Problems analyzed include such widely debated issues as cloning, abortion, euthanasia, the death penalty, homosexuality, pornography, reverse discrimination, business ethics, sexual equality, and economic equity. Students may receive credit for only one of the following courses: HUMN 141 or PHIL 140.

HUMN 170

Introduction to Logic (3)

(Also listed as PHIL 170.) A general introduction to the discipline of logic. Traditional and modern deductive techniques are demonstrated and used; informal fallacies are clarified. Students may receive credit for only one of the following courses: HUMN 170 or PHIL 170.

HUMN 173

Logic and the English Language (3)

(Also listed as PHIL 173.) A presentation of the basic techniques used in analyzing deductive arguments. The goal is to explore the grammar and the logic of English sentences, thereby illuminating the capacity of the English language to express logical distinctions. Exercises offer opportunities to analyze the logical structure of published writings of varying style and content. Students may receive credit for only one of the following courses: HUMN 173 or PHIL 173.

HUMN 211

The Impact of Music on Life (3)

(Also listed as MUSC 210. Fulfills the international perspective requirement.) A study of music as a part of culture. Materials are drawn from traditions throughout the globe to illustrate issues of historical and contemporary significance, including the impact of race, class, and gender on the study of music. Students may receive credit for only one of the following courses: HUMN 211 or MUSC 210.

HUMN 236

Philosophy of Religion (3)

(Also listed as PHIL 236. Fulfills the international perspective requirement.) A philosophical study of some of the main problems in religious thought. Topics include the nature of religious experience, the justification of religious belief, the conflicting claims of religion and science, and the relation between religion and morality. Students may receive credit for only one of the following courses: HUMN 236 or PHIL 236.

HUMN 245

Political and Social Philosophy (3)

(Also listed as PHIL 245.) A critical examination of classical political theories. Examples are drawn from the work of Plato, Hobbes, Locke, Rousseau, Mill, and Marx. Contemporary theories such as those of Hayek, Rawls, and recent Marxist thinkers are also covered. Students may receive credit for only one of the following courses: HUMN 245, PHIL 245, or (former course) PHIL 345.

HUMN 280

This Constitution: A History (3)

(Fulfills the historical perspective requirement.) A study of constitutional government in the United States in the late 20th century. Emphasis is on the historical events and processes that have made the Constitution what it is today. The principles and institutions of U.S. constitutionalism are critically evaluated from the perspectives of political science and history. The goal is to draw inferences from the materials of constitutional history, politics, and law, so as to form generalizations about the development of the Constitution.

HUMN 300

Modern Moral Choices (6)

An inquiry into the correlation of ethical theory with the broad range of moral decisions facing contemporary society. Basic ethical theories introduced include utilitarianism, relativism, egoism, and Kant's categorical imperative. The theories are then used to evaluate moral decisions in such fields as medicine, war, religion, birth, death, human sexuality, and professional and personal relations. The connection between moral choices and the law is also examined. Assignments include a detailed ethical analysis of one or more contemporary moral issues.

HUMN 301

Crossing Cultures: World Views in the Humanities (6)

(Fulfills the historical and international perspective requirements.) An examination of Western and non-Western roots of human identity viewed from philosophical, cultural, and intellectual perspectives. The ways in which different peoples express their essential intellectual heritage through philosophy, religion, and the arts are studied. Ideas and cultural expression from specific areas of the world, from antiquity through 1750, are explored. Areas covered are Africa, the Middle East, South Asia, the Far East, the Americas, and Europe. Outcomes of cross-cultural interaction are considered.

HUMN 307

Asian Philosophy (3)

(Also listed as PHIL 307. Fulfills the international perspective requirement.) An examination of the major philosophical systems of the East, attempting to discover their relations to important ideas of Western thought. Students may receive credit for only one of the following courses: HUMN 307 or PHIL 307.

HUMN 308

Modern Philosophy (3)

(Also listed as PHIL 320. Fulfills the historical and international perspective requirements.) Prerequisite: 3 credits in philosophy. An overview of major philosophical issues of the 16th, 17th, and 18th centuries. Writings of philosophers such as Descartes, Newton, Hume, and Kant are explored. Students may receive credit for only one of the following courses: HUMN 308 or PHIL 320.

HUMN 310

Business and Professional Ethics (6)

An examination of the relationship between business and ethics. Various views of what is right and good for people in a corporate society are applied to business practices, institutions, and actions. The moral contexts of both corporate decisions and personal decisions are considered. Concepts of ethics and economic justice are introduced. The nature of the corporation is discussed, with particular emphasis on corporate social responsibility. Examples of the moral dilemmas of conducting business include issues and cases in the areas of hiring procedures; employees' rights and duties (in relation to such matters as privacy, health and safety, and whistle-blowing versus loyalty); professional responsibility; ethics in advertising; consumerism in relation to product liability; multinational operations; and ethics as related to the common environment.

HUMN 332

The Performing Arts (6)

An examination of contemporary theatre, dance, and music designed to develop a greater appreciation for the distinctive features of live performance. An enhanced understanding of these arts is developed in the context of mid- to late 20th-century society. Assignments include viewing performances (both live and filmed) in different areas of the performing arts.

HUMN 334

Understanding Movies (6)

An analysis of one of the most important means of artistic expression of the 20th century. The goal is to acquire a deeper understanding of the aesthetic qualities of film by considering the stylistic elements of film as it has evolved throughout the century and weighing the special relationship between cinema and literature. Students may receive credit for only one of the following courses: HUMN 334 or (former course) HUMN 498D.

HUMN 336

Ideas Shaping the 21st Century (6)

(Fulfills the historical perspective requirement.) An overview of predominating ideas and philosophies that may govern and alter humanity and this planet in the early 21st century. Ideas and ways of living are evaluated insofar as they reveal the nature of intelligence and at the same time determine the uses of this planet. These include the rise of science, religions, and technoconsciousness; the development of systems of communication; prevailing perceptions of justice and human relationships; and "quality of life" as expressed in architecture and the arts.

HUMN 342

Moral Problems in Medicine (3)

(Also listed as PHIL 342.) Prerequisite: 3 credits in philosophy or consent of the teacher. A critical exploration of the dimensions of decisions in health-related contexts. Readings are drawn from philosophical, medical, and other sources. Students may receive credit for only one of the following courses: HUMN 342 or PHIL 342.

HUMN 343

Sexual Morality (3)

(Also listed as PHIL 343.) A critical examination of practical moral issues bearing on sexual conduct. The resources of moral and social philosophy are used as texts. Students may receive credit for only one of the following courses: HUMN 343 or PHIL 343.

HUMN 345

Making Decisions (3)

(Also listed as PHIL 340.) Prerequisite: 3 credits in philosophy. Analysis of various approaches to making decisions in personal, professional, and public life. The logic of decision making, risk and probability, moral aspects of making decisions, and the standard biases in judgment are considered. Students may receive credit for only one of the following courses: HUMN 345 or PHIL 340.

HUMN 350

The Religious Quest (6)

(Fulfills the historical and international perspective requirements.) A comparative exploration of aspects of several religions, emphasizing specific forms of expression and practice. The religions chosen for study are the major faiths of the world in terms of numbers of adherents: Hinduism, Buddhism, Judaism, Christianity, Islam, and religions of China and Japan. An interdisciplinary approach is used to deal with the religions in their historical, social, literary, artistic, philosophical, and theological aspects.

HUMN 351

Myth and Culture (3)

(Fulfills the historical and international perspective requirements.) A presentation of reflections on the interrelations of myth, religion, and culture in which myths are evaluated as embodiments of ethnic and universal ideas. Religion is analyzed within American and non-American cultures. Ideas and symbols from mythology that provide background for literature, music, and art are introduced. Materials from the telecourse "Joseph Campbell: Transformations of Myth Through Time" are integrated with the presentation.

HUMN 360

Global Environmental Change (6)

(Also listed as BEHS 361 and GNSC 361. Yields 3 natural science credits and either 3 humanities credits or 3 social science credits. Fulfills the historical and international perspective requirements.) An in-depth examination of environmental changes that many believe are caused by human adaptations to Earth's natural resources, and the possible effects on both the global biosphere and the human condition. Scientific and social issues are explored through various questions: Is global warming really happening? Will sea levels rise as predicted by some? What are the consequences of massive deforestation? What can be done when there is so much scientific uncertainty and global social diversity? The concept of sustainability, as it applies to human interactions with the environment, is emphasized. Students may receive credit for only one of the following courses: BEHS 361, GNSC 361, or HUMN 360.

HUMN 364

20th-Century African American Literature: The Fictional Vision (3)

(Also listed as ENGL 364.) An examination of the development, diversity, and quantity of African American literature, focusing on contemporary novels. A broad range of major African American authors of the 20th century are studied through some of their important but lesser-known works. Readings may include James Weldon Johnson's *The Autobiography of an Ex-Coloured Man*, Zora Neale Hurston's *Their Eyes Were Watching God*, Richard Wright's *Uncle Tom's Children*, James Baldwin's *Go Tell It on the Mountain*, Ann Petry's *The Narrows*, Paule Marshall's *Brown Girl, Brownstones*, Toni Morrison's *Sula*, Alice Walker's *Meridian*, and Ernest Gaines's *A Gathering of Old Men*. Students may receive credit for only one of the following courses: ENGL 364 or HUMN 364.

HUMN 366

Legacies: A History of Women and the Family in America to 1870 (3)

(Fulfills the historical perspective requirement.) A commentary on the diversity of experience that has confronted American women and families. Three motifs are traced throughout the history of interactions between the family and the social environment: changes and continuities in the division of labor on the basis of gender, the resilience of the family in response to social and economic change, and the relationship between ideals and realities in family life.

HUMN 375

Social History of Washington, D.C. (6)

(Fulfills the historical perspective requirement.) A study of the uniqueness of Washington, D.C., through its artistic, architectural, cultural, social, political, and economic history. A city of paradoxes, Washington is a center of power and decision making as well as the domicile of some of the nation's least empowered citizens; home to monuments, museums, and statuary commemorating visionary leaders as well as a seedbed of avant-garde artistic movements; and an urban center built upon limited industrial growth. The paradoxes offer a fertile field for the study of societal juxtapositions. Students may receive credit for only one of the following courses: HIST 351, HUMN 375, or (former course) HUMN 498C.

HUMN 380

Technology and the Individual (6)

Training in thinking systematically about the intellectual, moral, and social issues raised by advances in technology. Themes include the cultural dimension of technological innovation, the pervasiveness of the machine as a central metaphor in modern life, and the influences of technological change on social choices. Case studies are used to analyze the interaction of individuals with technological systems and the application of technology to societal purposes.

HUMN 385

Philosophy and Computers (3)

(Also listed as PHIL 385.) Prerequisite: 3 credits in logic or computer science. A presentation of philosophical issues concerning computers, focusing on nonquantitative treatment of major results in computation theory regarding absolute limits on computers. Fundamental problems concerning computers used as models of human intelligence are examined. Students may receive credit for only one of the following courses: HUMN 385, PHIL 385, or (former course) PHIL 308C.

HUMN 398

Special Topics in the Humanities (1–6)

May be repeated to a maximum of 6 credits when topics differ.

HUMN 399

Independent Study in Humanities (1–4)

(For advanced students.) Directed independent study of topics of special interest not covered by regularly scheduled courses. May be repeated to a maximum of 6 credits when topics differ.

HUMN 436

Jazz: Then and Now (3)

(Also listed as MUSC 436.) An examination of jazz during the past 75 years—its major styles and its influential artists. Students may receive credit for only one of the following courses: HUMN 436 or MUSC 436.

HUMN 442

Contemporary Sexual Ethics (6)

An inquiry into ethical considerations of contemporary sexual behavior. Topics for discussion include the changing dynamics between male and female (modes, expectations, and codes); the increase of sexual activity and freedom (premarital, postmarital, and extramarital); laws, such as those concerning abortion, homosexuality, and rape (whether outside or within marriage); the sexual rights of women; and speculations as to ethical dimensions of human sexual activity in the future.

HUMN 447

Philosophy of Law (3)

(Also listed as PHIL 447.) Prerequisite: 3 credits in philosophy. An examination of fundamental concepts in law, such as the legal system, law and morality, justice, legal reasoning, and responsibility. Students may receive credit for only one of the following courses: HUMN 447 or PHIL 447.

HUMN 448

The Music of the Symphony (1)

(Also listed as MUSC 448B.) An overview of the symphony, from its birth in the courts of the nobility through its growth into the definitive public musical form in the Western concert arena. Topics include the elements of the symphony; its construction, performers, and composers; and its development as a means of expression in a changing culture. Selected works are explored through reading, discussion, and active listening. The goal is to become familiar with broader trends in the symphonic style. Students may receive credit for only one of the following courses: HUMN 448 or MUSC 448B.

INFORMATION SYSTEMS MANAGEMENT

Courses in information systems management (designated IFSM) may be applied toward

- the general education requirement in computing;
- a primary or a secondary specialization in information systems management, computer information technology, computer studies, or management studies;
- supporting credit for a primary or a secondary specialization in other computer-related fields, business and management, management, management studies, technology and management, behavioral and social sciences, and other areas as approved by an advisor; and
- electives.

A description of the curriculum begins on p. 42. Descriptions of other computer-related curricula may be found on the following pages: computer and information science (p. 27), computer information technology (p. 28), computer science (p. 29), and computer studies (p. 30).

IFSM 201
Introduction to Computer-Based Systems (3)

An introduction to the fundamentals of computer-based information systems. Hardware, software, procedures, systems, and human resources are introduced. Integration and applications in business and in other segments of society are assessed. The fundamentals of solving problems by computer are discussed. A brief introduction to the Internet and software packages (e.g., word-processing, spreadsheet, and database management) is given. Assignments include selected lab and homework activities in basic information systems software applications such as text processing, spreadsheet usage, database management, and information retrieval from the Internet. All software used operates in a Windows environment. Students may receive credit for only one of the following courses: CAPP 300, IFSM 201, TMGT 201, or (former course) CAPP 101.

IFSM 204
History and Future Trends of Computing (3)

(Fulfills the historical perspective requirement.) A historical account of the pioneers of computing and the rise of the computer industry (as well as related industries). Although technical and institutional developments are the focus, developments are explained in a broader historical context. Factors such as the state of scientific knowledge, economic conditions, defense requirements, the nature of business and financial systems, and governmental policy are taken into consideration.

IFSM 296
COBOL Programming I (3)

Prerequisite: IFSM 201 or equivalent. An introduction to COBOL, a business-oriented programming language, with some of its standard applications.

IFSM 297
COBOL Programming II (3)

Prerequisite: IFSM 296 or equivalent. Practice in designing complex systems, sophisticated file structures, and advanced COBOL facilities for use in business and industry. A programming style is developed that minimizes errors and facilitates modification and maintenance. Students may receive credit for only one of the following courses: IFSM 297 or (former course) CMIS 180.

IFSM 300
Information Systems in Organizations (3)

(Fulfills the historical and international perspective requirements.) Prerequisite: IFSM 201 or equivalent. An overview of information systems, their role in organizations, and the relation of information systems to the objectives and structure of an organization. Human aspects of computing, types of computer systems, and general theory of systems are discussed.

IFSM 302
Workplace Productivity (3)

Prerequisite: IFSM 201 or equivalent. A survey of techniques for improving the productivity of practices and procedures in the workplace. Teaming (e.g., encouraging employees' participation in group activities, brainstorming, and making meetings more effective) and problem solving (e.g., simplifying work; charting work-flow processes; diagramming causes and effects; and using Pareto analysis, histograms, and total quality management) are the two major approaches emphasized.

IFSM 303
Human Factors in Information Systems (3)

Prerequisite: IFSM 201 or equivalent. A general survey of the application of human factors to the design and use of information systems. The history, development, and current state of development are covered. The contributions of psychology, engineering, and physiology to the development of ergonomics are described.

IFSM 304

Ethics in the Information Age (3)

Prerequisite: IFSM 201 or equivalent. An introduction to information systems as used to provide information for decision making in a democratic society. The philosophy, techniques, and ethical considerations involved in evaluating information systems are addressed.

IFSM 310

Software and Hardware Concepts (3)

Prerequisites: IFSM 201 and MATH 102, or equivalent. An in-depth investigation of computer systems. Emphasis is on the interrelationships of hardware architecture, system software, and application software. The architectures of processors and storage systems are explored. Implications for system software design are covered. The effects of the design of hardware and system software on the development of application programs in a business environment are discussed. Students may receive credit for only one of the following courses: CMIS 310, CMSC 311, IFSM 310, or (former course) CMIS 270.

IFSM 320

Office Automation (3)

Prerequisite: IFSM 300 or equivalent. An examination of office information systems and decision-support systems as emerging critical elements of data and information systems for business uses. Emphasis is on information-processing considerations at the systems level, including analysis and management of support activities (such as management systems for data and records, systems for electronic filing and retrieving, word processing, micrographics and reprographics, and telecommunications). Interfaces between machines and their users are discussed; current and future technological trends are assessed, and their effects on data processing and the office environment are traced.

IFSM 390

Multimedia Design and Evaluation for Information Systems Managers (3)

Prerequisite: IFSM 300. An investigation and application of microcomputer-based multimedia systems. Emphasis is on concepts and techniques for creating professional presentations using sound, clip art, video, and text. The Internet is introduced and used as a resource for multimedia projects. Hardware selection is discussed. The effects of multimedia presentations and the social issues involved in their use are examined.

IFSM 410

Database Concepts (3)

(Formerly Database Program Development.) Prerequisite: IFSM 296 or equivalent programming experience. An introduction to the design and management of database systems in a business environment. Topics include the importance of information management in business and the role of databases; types and functions of database management systems; conceptual data modeling and entity-relationship and semantic data models; and the fundamental principles of relational and object-oriented database design. The implementation and maintenance of database management systems and the role of the database administrator are discussed. Students may receive credit for only one of the following courses: IFSM 410 or (former course) IFSM 498I.

IFSM 411

SQL (3)

Prerequisite: IFSM 410 or equivalent. In-depth practice using Structured Query Language (SQL), the most common database manipulation language. The various uses of SQL are illustrated through business-related case studies. The underlying theory of relations (including relational operators, keys, and entity and referential integrity) is discussed. Students may receive credit for only one of the following courses: IFSM 411 or (former course) IFSM 498I.

IFSM 420

Advanced Database Concepts (3)

Prerequisite: IFSM 410 or CMIS 320. Investigation and application of advanced database concepts, including database administration, database technology, and the selection and acquisition of database management systems. An intensive practicum in data modeling and system development in a database environment is provided. An overview of future trends in data management is also included.

IFSM 425

Decision Support and Expert Systems (3)

Prerequisite: IFSM 410 or IFSM 411. An analysis of the highest echelon of information support systems, the one that serves the manager user at all levels of decision making. The information provided by such a system is derived from multiple models and databases within and/or external to an organization. Theoretical concepts are applied to real-world applications by analyzing examples from specific organizations. The development and applications of expert systems are examined via popular software packages.

IFSM 430

Information Systems and Security (3)

Prerequisite: IFSM 300. A survey covering aspects of establishing and maintaining a practical information-security program. The security aspects and implications of databases, telecommunication systems, and software are examined, along with techniques used to assess risks and discover abuses of systems.

IFSM 438

Project Management (3)

Prerequisite: IFSM 300 or equivalent. An exposition of planning, scheduling, and controlling a system project during its life cycle. The use of project-management techniques such as PERT (Project Evaluation and Review Technique) and Gantt charts is examined, along with other techniques of planning, scheduling, and controlling projects. Demonstrations and exercises in using project-management software are provided. Students may receive credit for only one of the following courses: IFSM 438 or TMGT 430.

IFSM 450

Telecommunication Systems in Management (3)

Prerequisites: IFSM 300 and 310. An analysis of technical and managerial perspectives on basic concepts and applications in telecommunication systems. The implications of the regulatory environment and communications standards on transmission of voice, data, and image are examined. Other topics include an overview of local area networks (LANs), distributed data processing, and trends in telecommunication. Students may receive credit for only one of the following courses: CMSC 370, IFSM 450, or (former course) CMIS 370.

IFSM 460

Systems Analysis (3)

(The first course in the two-course series IFSM 460–465.) Prerequisites: IFSM 300 and experience in a high-level programming language. A study of the methods used in analyzing needs for information and in specifying requirements for an application system. Topics include the concept of the system life cycle, the iterative nature of the processes of analysis and design, and the methodology for developing a logical specification for a system.

IFSM 465

Systems Design (3)

(The second course in the two-course series IFSM 460–465.) Prerequisite: IFSM 460 or equivalent. A study of the concepts and techniques of developing a physical design for an operational system based on the logical design developed in IFSM 460. Implementation of the operational system, integration of computer technology, analysis and design of systems, and aspects of organizational behavior in the design support system are examined.

IFSM 470

CASE: Technologies, Methodologies, and Management (3)

Prerequisite: IFSM 460 or IFSM 465. A survey and analysis of automated techniques applied in support of structural analysis, design, and programming. Criteria for selecting tools are described. The uses of CASE technology in managing applications development are addressed and assessed. Students may receive credit for only one of the following courses: IFSM 470 or IFSM 498F.

IFSM 490

Information-Systems Resource Management (3)

Prerequisite: IFSM 300; at least 9 credits in upper-level computing courses recommended. A theoretical study of information-systems resource management. Practical principles of computer technology, systems analysis and design, and organizational theory and design are amalgamated.

IFSM 495

Systems Engineering (3)

Prerequisite: IFSM 300; at least 9 credits in upper-level computing courses recommended. A project-oriented capstone study of systems engineering. Focus is on designing and developing the logical specifications for a system, then tracking the design through the analysis and implementation phases. Research and documentation techniques are stressed.

IFSM 498

Special Topics in Information Systems (1–3)

A seminar on topics in the design and implementation of information-processing systems. May be repeated to a maximum of 6 credits when topics differ.

IFSM 498D

Data Mining: Introduction and Application (3)

Prerequisites: IFSM 410 and a working knowledge of statistics and Structured Query Language. An introduction to data mining, with hands-on computer research using state-of-the-art data-mining tools. Emphasis is on the process used to successfully conduct a data-mining project, along with real-world applications and examples. Techniques studied include decision trees, memory-based reasoning, neural networks, affinity analysis, link analysis, and clustering. Commercially available data-mining tools and products are used to explore, compare, and contrast technique strengths and weaknesses.

IFSM 498E

Enterprise Network Management (3)

Prerequisite: IFSM 450. An introduction to network and enterprise management. A detailed analysis of Simple Network Management Protocol (SNMP), the technology upon which most enterprise management systems are based, is provided. The strengths and weaknesses of commercial applications currently underpinned by SNMP are explored. Emphasis is on selecting the appropriate application for a workplace.

IFSM 498F

Information Technology Infrastructure of E-Commerce (3)

An introduction to both the theory and practice of doing business over the Internet and World Wide Web. Topics include the general structure, protocols, utility programs, popular Internet applications, and Web client and server architecture that support the Internet and electronic commerce. The technologies of electronic commerce, including software, security issues, and payment systems, are addressed. Project planning and management issues are also explored.

IFSM 498G

E-Commerce and Customer Relationship Management (3)

An exploration of electronic commerce and customer relationship management. Focus is on the importance of the provider developing a relationship based on trust with the customer. Topics include electronic commerce design issues, such as risk mitigation, control, audit, and security, that affect the trust-based relationship between provider and customer. Trends and the future of electronic commerce are also discussed.

IFSM 498H

Information Security and E-Commerce (3)

Prerequisite: IFSM 450. An introduction to the four essential elements of safe electronic commerce: the data transaction, the server, the client, and the host network. Topics include encryption, firewalls, transaction security, securing Web commerce, and Web security risk management.

IFSM 498U

Rapid Application Prototyping for Systems Development (3)

Prerequisite: IFSM 460 or IFSM 465. An examination of rapid application prototyping techniques for planning, designing, and implementing a functional and effective information system. Topics include information modeling techniques and the impact of business process reengineering on systems development. Joint application development models for developing business, process, and data models are used.

IFSM 498V

Health Information-Systems Management (3)

Prerequisite: HMGT 320 or IFSM 300. A study of the use of health information systems to manage the flow of data in various medical professions—a key factor in managing health care costs. The systems perspective is examined in assessing, selecting, and implementing vital processes within the organization. Topics include billing and scheduling systems, accounting and financial information systems, medical records, processing, imaging systems, staffing and work flow, and medical research systems. Governmental and public policy issues related to the transmittal of health care data are also considered. Students may receive credit for only one of the following courses: HMGT 498V or IFSM 498V.

IFSM 498W

Java-Based Information Systems Applications (3)

Prerequisites: Programming experience and IFSM 410. An introduction to the use of Java in designing and maintaining interconnectivity, accessing information, and supplying online information to clients, vendors, and remote staff. Strategies for protecting and securing Internet/Intranet systems are also examined. Projects include building a Java-based application, such as one part of an electronic commerce system.

JAPANESE

Courses in Japanese (designated JAPN) may be applied toward

- the general education requirement for arts and humanities and international perspective coursework;
- a primary or a secondary specialization in area studies (when appropriate);
- a secondary specialization in foreign languages; and
- electives.

UMUC offers a limited number of foreign language courses each semester.

JAPN 105
Introduction to Japanese Language and Culture (3)

(Not open to students whose native language is Japanese. Conducted in English; no prior language training required. Fulfills the general education requirement in the humanities and the international perspective requirement. Does not fulfill the foreign language requirement for the B.A.) An introduction to Japanese language and culture. Emphasis is on practical application.

JOURNALISM

Courses in journalism (designated JOUR) may be applied toward

- a journalism emphasis in communication studies;
- a primary or a secondary specialization in communication studies (when appropriate);
- supporting credit for a primary or a secondary specialization in business and management, communication studies, English, or management studies, with the advice and approval of an advisor; and
- electives.

JOUR 201 fulfills the general education requirement in communications.

JOUR 201
Writing for the Mass Media (3)

Recommended: 30 wpm typing ability. An introduction to researching, organizing, and writing news and feature articles for the mass media, including print and online newspapers and broadcast media. Emphasis is on writing, from mechanics (grammar, spelling, punctuation, and style) to content (accuracy, completeness, audience, and readability).

JOUR 202
Editing for the Mass Media (3)

Prerequisite: JOUR 201. Presentation of the basic editing skills that apply to all mass media. Copyediting, graphic principles and processes, and news-media technology are surveyed. Students may receive credit for only one of the following courses: JOUR 202 or (former course) JOUR 310.

JOUR 320
News Reporting (3)

Prerequisite: JOUR 202. A survey of the principles and practices of news reporting. Special emphasis is on gathering news for all the media and on covering news beats and other news sources. Researching a news story for accuracy, comprehensiveness, and interpretation is covered.

JOUR 330
Public Relations Theory (3)

Prerequisite: JOUR 201. A study of the historical development and contemporary status of public relations in business, government, associations, and other organizations. Communication theory and social science methodology are studied as they apply to the research, planning, communication, and evaluation aspects of the public relations process.

JOUR 331
Public Relations Techniques (3)

Prerequisite: JOUR 330. A review of the techniques of public relations. Emphasis is on news releases, publications and printed materials, speeches, special events, and audiovisual media. Techniques are applied in laboratory and field projects. Students may receive credit only once under this course number and for only one of the following courses: BMGT 398U or JOUR 331.

JOUR 334
Public Relations Programs (3)

Prerequisite: JOUR 330. Analysis of eight major programs typically carried out by public relations: employee relations, media relations, financial relations, member relations, governmental relations, community relations, fund raising, and dealing with an activist public.

JOUR 340
Advertising Communication (3)

Prerequisite: JOUR 202. An exploration of advertising within mass communication and an evaluation of its role in the public-information system of the United States. The application of communication theory and research methods to the research, planning, communication, and evaluation aspects of global advertising are discussed.

JOUR 341

Advertising Techniques (3)

Prerequisite: JOUR 340. A study of theory and practice in writing and producing advertisements for the print and broadcast media. Opportunities for applying techniques are provided through laboratory and field projects.

JOUR 345

Advertising Campaigns (3)

Prerequisite: JOUR 341. A discussion of ways to plan and execute advertising campaigns in typical situations that arise in an advertising agency. Integration of advertising theories and techniques into a complete campaign is covered.

JOUR 350

Photojournalism (3)

Prerequisite: JOUR 201. An exploration of the fundamentals of operating a camera, including guidance on developing and printing black-and-white still photographs for publication. The history of photojournalism is surveyed. Students may receive credit for only one of the following courses: JOUR 350 or (former course) JOUR 372.

JOUR 371

Magazine Article and Feature Writing (3)

Prerequisite: JOUR 201. A study of the types of feature articles, particularly in the magazine market. The medium and its specialized audiences are analyzed. Practice in researching and writing the feature article, and in evaluating freelance markets, is an integral feature of the course.

JOUR 380

Science Writing for Magazines and Newspapers (3)

Prerequisite: JOUR 320. An introduction to writing and editing scientific and technical material for both the general audience and the specialist.

JOUR 400

Law of Mass Communication (3)

(No previous study of law required; however, a fundamental knowledge of U.S. government is essential.) Recommended: GVPT 170 or equivalent. A review of the fields of law that affect the working journalist: copyright, FCC, defamation, invasion of privacy, freedom of information, and freedom of speech and the press. Traditional limits on speech in the areas of advertising, obscenity, and criminal justice are also examined.

JOUR 410

History of Mass Communication (3)

(Fulfills the historical perspective requirement.) A discussion of the development of newspapers, magazines, radio, television, and motion pictures as media of mass communication. The influence of the media on the historical development of the nation is considered.

JOUR 459

Special Topics in Mass Communication (3)

(Open to all students.) Study of issues of special concern and current interest. May be repeated to a maximum of 6 credits when topics differ.

KOREAN

Courses in Korean (designated KORN) may be applied toward

- the general education requirement for arts and humanities and international perspective coursework;
- a primary or a secondary specialization in area studies (when appropriate);
- a secondary specialization in foreign languages; and
- electives.

UMUC offers a limited number of foreign language courses each semester.

KORN 105

Introduction to Korean Language and Culture (3)

(Not open to students whose native language is Korean. Conducted in English; no prior language training required. Fulfills the general education requirement in the humanities and the international perspective requirement. Does not fulfill the foreign language requirement for the B.A.) An introduction to Korean language and culture. Emphasis is on practical application.

LIBRARY SKILLS

Courses in library skills (designated LIBS) may be applied toward

- electives only.

LIBS 100
Introduction to Library Research (1)

An introduction to the scope of library resources. Experience in selecting research topics and using advanced techniques to retrieve information on topics of professional or personal interest is provided through the process of preparing a research pathfinder or a bibliography. Topics include the use of libraries, online computer-search services and databases, government documents and technical reports, and indexes and abstracts of periodicals. Students may receive credit for only one of the following courses: LIBS 100 or (former course) COMP 111.

MANAGEMENT

Courses in management (designated MGMT) may be applied toward

- a primary or a secondary specialization in business and management, management, or management studies;
- supporting credit for a management-related primary or secondary specialization and other primary or secondary specializations as approved by an advisor; and
- electives.

Selected courses are offered each semester in a distance education format through the National Universities Degree Consortium.

The management specialization will be discontinued by fall 2001 and is being absorbed into the business and management specialization, with limited course offerings. Students should not select management as a primary specialization if they have not already completed at least 12 semester hours in the specialization, including required courses. If all coursework for the primary specialization is not completed by the end of summer 2001, credit earned in MGMT courses may be applied toward a primary specialization in either business and management or management studies. All requirements of the new specialization must be met. Students should consult their team advisor for further information on courses and options.

A description of the curriculum begins on p. 44. Descriptions of other management-related curricula may be found on the following pages: accounting (p. 18), business and management (p. 20), environmental management (p. 33), fire science (p. 35), health services management (p. 37), hotel and restaurant management (p. 40), management studies (p. 45), and technology and management (p. 51).

MGMT 300
Leadership and Management in an Age of Diversity (3)

An exploration of the challenges to effective leadership and management that the contemporary manager faces in a rapidly changing environment. Focus is on leadership styles and motivational techniques conducive to high performance in various organizational settings with a very diverse workforce. Topics include issues in the design of organizations, the corporate/organizational culture, the design and enrichment of jobs, and communication within organizations. Students may receive credit for only one of the following courses: MGMT 300, MGST 310, or (former course) TEMN 310.

MGMT 301
Accounting for Managers (3)

(May not be applied toward a specialization in accounting.) A survey of principles of accounting relevant in making managerial decisions on the basis of accounting information. Topics include internal controls, financial planning and reporting, analysis of financial statements, and elements of managerial cost accounting and budgeting. Students may receive credit for only one of the following courses: ACCT 221, MGMT 301, or (former courses) BMGT 221 or MGST 301.

MGMT 305
The Global Business Environment (3)

(Fulfills the international perspective requirement.) Prerequisites: ECON 201 and 203. An examination of current business and economic issues that have international consequences. Overall concern is to clarify how the global economic, political, and cultural environment affects domestic business and public policy decisions. Discussion covers the growth of international marketing and competition, and management of the multinational corporation. Students may receive credit for only one of the following courses: BMGT 392, MGMT 305, or (former course) TMGT 390.

MGMT 316

Business Analysis Methods (3)

Course applications require access to an IBM-compatible computer (operating with at least DOS 5.0, 640K RAM, a 10M hard disk drive, and a floppy disk drive). Prerequisite: MATH 107 or equivalent. An examination of the sources and uses of information in an organization. Topics include methods of research used in business, selected statistical procedures, selected models used in forecasting, and quantitative analyses often used in making business decisions. Charting, graphing, presentation, and evaluation of reports are introduced. Statistical software (SPSS/PC+ Studentware Plus) is used to perform statistical analyses on data. Students who receive credit for MGMT 316 may not receive credit for the following courses: BEHS 202, BMGT 230, ECON 321, GNST 201 (not offered at all sites), PSYC 200, SOCY 201, STAT 100, or (former course) BEHS 302.

MGMT 320

Organizational Communication (3)

Prerequisite: MGMT 300. A study of the structure of communication in organizations. Problems, issues, and techniques of organizational communication are analyzed through case histories, exercises, and projects. The examination of theory and examples is intended to improve managerial effectiveness in communication and negotiation. Students may receive credit for only one of the following courses: MGMT 320 or (former courses) BMGT 398N or TEMN 315.

MGMT 330

Entrepreneurship and New Venture Planning (3)

Recommended: Familiarity with computers and business software. An overview of entrepreneurship and planning new business ventures for prospective entrepreneurs and managers. Topics include developing entrepreneurial ideas and innovations; strategic planning; marketing research, analysis, and planning; advertising, promotion, and sales; financial planning and financing; operations and services planning; human resources planning and management; analysis of risk; information management strategy and the advent of the World Wide Web; legal aspects of new venture formation; and global venturing. Entrepreneurial theory, profiles and roles of entrepreneurs, business life cycles, entrepreneurial behavior, use of computer software to aid in planning, and entrepreneurial management and technology issues are explored. Discussion and group activities focus on development of a business plan, the factors that should be considered, and the entrepreneur's role in developing and operating a new business. Students may receive credit only once under this course number and for only one of the following courses: MGMT 330 or (former course) SBUS 200.

MGMT 334

Managing Early-Stage Ventures (3)

Prerequisite: Familiarity with new venture planning; BMGT 461 or MGMT 330 recommended. An exploration of the start-up and development of business ventures using an integrated approach to entrepreneurship, growth, and management. Topics include opportunities at different stages, legal structure, production of goods and services, marketing strategies, access to capital and capital formation, policy formation, and development of a management philosophy. How entrepreneurs make decisions—on growth of the venture, organizational structure, hiring of key employees, information systems, software and hardware use, and building of corporate culture—is also examined. Problems and pitfalls to avoid, implementation and periodic review of the business plan, global issues, cultural diversity, and the use of new technologies are considered.

MGMT 336

Managing Strategic Venture Growth and Industry (3)

Prerequisite: Familiarity with the business functions and factors involved with planning and managing a new venture; BMGT 461 or MGMT 330 recommended. A study of business ventures during the growth and maturity phases of development using an integrated approach to entrepreneurial management. Growth problems, major issues, and management strategies for businesses in the later stages of development are explored. Topics include budgeting and planning for continued growth; developing new products, features, and product enhancements; and identifying new sources of capital and expanding into other domestic and global markets. Consideration is given to how to implement cost controls, reorganize to rekindle entrepreneurial intensity, encourage innovation, and make staffing changes to achieve growth. Cultural diversity and the use of new technologies are also examined.

MGMT 337

Building the Entrepreneurial Team (3)

(Suggested as a follow-up to MGMT 330, MGMT 334, or MGMT 336.) Prerequisite: Familiarity with business functions and factors involved with planning, organizing, and managing a new venture; MGMT 330, MGMT 334, or MGMT 336 recommended. An exploration of growing ventures that focuses on the development of the business and key personnel and includes entrepreneurial human resource and support issues, ethics, and accountability. The appropriateness of the form of the venture—partnership, joint venture, strategic alliance, or license—is examined. Topics include ways of controlling and minimizing conflicts in the team; recruiting, motivating, and retaining team members; ensuring the responsibility and accountability of team members; and managing the team. Functional responsibilities and relationships are also discussed. Analysis covers issues related to the organization's structure, protection of proprietary information, intellectual property assignment, location and performance of work, the evolving responsibility of the entrepreneur, negotiation with employees, and the multicultural employee base.

MGMT 339

Government and Business Contracting (3)

(Designed for both entrepreneurs evaluating contracting and grant opportunities for the first time and people working in medium to large firms.) An investigation of the opportunities available for new business development and government and business contracting, as well as the problems involved. Topics include various methods governments and businesses use in determining requirements, choosing the procurement method, evaluating contractors and grant proposals, setting terms and conditions for contracts, awarding contracts, and administering contracts. Both theory and practice are examined with respect to procurement, purchasing procedures, types of contracts, cost and price analysis, and methods of writing proposals, obtaining helpful information, and establishing and maintaining internal controls. Students may receive credit for only one of the following courses: MGMT 339 or (former course) MGMT 220.

MGMT 340

Planning and Control (3)

Prerequisite: BMGT 230, MGMT 316, or equivalent. An overview of the operations of manufacturing and service enterprises, concentrating on production and operations management, planning, and control. Topics include demand forecasting, production/service planning and control, materials planning and control, and capacity planning. Case studies are used to analyze the manufacturing environment in terms of operational planning, use of teams, teamwork, and decision making to solve problems that commonly confront managers and supervisors. Fundamentals of the analytical method are introduced early to help solve problems in the design, operation, and control of systems. Students may receive credit only once under this course number and for only one of the following courses: BMGT 385, MGMT 340, or (former courses) MGST 318 or TEMN 318.

MGMT 398

Special Topics in Management (1–3)

Intensive inquiry into special topics in management that reflect the changing needs and interests of students and faculty. May be repeated to a maximum of 6 credits when topics differ.

MGMT 410

Marketing for Managers (3)

Prerequisite: ECON 203. An analysis of marketing management and how that function is related to other areas, such as production, accounting, finance, and personnel management. Focus is on the concept of team management as a means of minimizing potential conflicts between functional areas and optimizing performance of the whole system. The development of marketing strategy is reviewed and applied to practical examples. Ethical and global concerns are integrated with each topic of study.

MGMT 425

Total Quality Management (3)

Course applications require access to an IBM-compatible computer (operating with at least DOS 5.0, 640K RAM, a 10M hard disk drive, and a floppy disk drive). Prerequisite: MGMT 316. A survey of methods used to apply principles of total quality management (TQM) in various organizational settings to improve quality and productivity. Topics include evolution of TQM theory; TQM models, tools, and techniques; development of TQM teams; production of graphs and charts; strategies for meeting customer expectations; benchmarking; and comparison of TQM applications. Spreadsheet software is used to develop statistical process control charts and graphs.

MGMT 436

Business Opportunities for the Entrepreneur of Tomorrow (3)

Prerequisite: Familiarity with the business functions and factors involved with planning and launching a new venture; MGMT 330 recommended. A capstone study of entrepreneurial strategies and management in various competitive situations and stages of development. Topics include the development of partnerships, joint ventures, strategic alliances, and licensing; issues regarding management, financing, marketing, production, administration, human resources, and growth of the business are analyzed. Examination covers strategies and tactics using environmental scanning, analysis, and planning and decision making by entrepreneurs (including reviewing relevant options and opportunities, forecasting demand and sales, estimating costs, and developing pro forma financial statements). Potential business opportunities are assessed using exercises, case studies, and research related to new technologies, innovation, competition, economic and social change, governmental regulation and laws, major product and service features, organizational and human resource issues, information management, global issues, financial management, marketing, operations, and customer service.

MGMT 440

Cost Proposal Methods (3)

Prerequisites: MGMT 301 or MGMT 305, and MGMT 340. A presentation of various methods supervisors and managers can use to improve their skills in estimating costs and developing cost proposals. Estimating procedures are applied to a range of realistic problems. Assignments include the development of cost proposals in at least one area of interest. Students may receive credit for only one of the following courses: MGMT 440 or (former course) TEMN 400.

MGMT 445

Global Technology and Innovation Strategy (3)

(Fulfills the international perspective requirement.) Prerequisites: MGMT 300 and 305, or equivalent. An evaluation of the relationship of technology transfer to innovation and economic growth. Factors that affect the flow of technology in organizations and among firms, industries, and nations are taken into consideration. Barriers to technology transfer are examined. The dynamics of the environments in which technology transfer takes place are analyzed as a basis for evaluating the ease of information transfer between companies or countries. Students may receive credit only once under this course number and for only one of the following courses: MGMT 445 or (former course) TEMN 430.

MGMT 498

Special Topics in Management (1–3)

An advanced senior-level intensive inquiry into special topics in management that reflect the changing needs and interests of students and faculty. May be repeated to a maximum of 6 credits when topics differ.

MANAGEMENT STUDIES

A specialization in management studies is based on the premise that many work environments require a knowledge of management principles that may best be gained from more than one discipline.

Courses in management studies (designated MGST) may be applied toward

- a primary or a secondary specialization in management studies;
- a secondary specialization in most management-related curricula;
- supporting credit for a primary specialization in business and management, health services management, hotel and restaurant management, management, or technology and management; and
- electives.

A description of the curriculum begins on p. 45. Descriptions of other management-related curricula may be found on the following pages: accounting (p. 18), business and management (p. 20), environmental management (p. 33), fire science (p. 35), health services management (p. 37), hotel and restaurant management (p. 40), management (p. 44), and technology and management (p. 51).

MGST 120

Fundamentals of the Accounting Process (3)

(Not open to students who have completed ACCT 220 or an equivalent course in financial accounting. For students with little or no background in accounting.) An introduction to the analysis and recording of business transactions within the accounting process. Focus is on the accounting cycle, from journal and ledger entries to the preparation and analysis of financial statements for both service and retail concerns. Special journals and cash and payroll accounting are covered.

MGST 140

Personal Financial Management (3)

(Not limited to students specializing in a business discipline.) Practical exposition of methods of managing personal finances. Theory is blended with financial applications, providing an overview of the financial structure of the nation while encouraging development of skills in personal financial management. The former covers such topics as savings and investment alternatives, financing and sources of credit, the role of insurance in protecting income and assets, and federal income-tax requirements. The latter includes skills such as balancing a checkbook, budgeting income and expenditures, and planning for financial security and retirement.

MGST 160

Principles of Effective Management (3)

A survey of and introduction to the skills required to supervise workers effectively, such as knowing how to plan, organize, and control the work load and understanding worker behavior. Topics include management by objectives, situational leadership, task delegation, time management, motivational strategies, and the recruitment and evaluation of workers. Students may apply only two of the following courses to any specialization in management studies or business and management: BMGT 364, BMGT 464, MGST 160, and MGST 310. Students may receive credit only once under this course number.

MGST 161

Managerial Communications Skills (3)

(Does not fulfill the general education requirement in communications.) Recommended: MGST 160. A presentation of skills of clear communication, focusing on the process. Presentation of the communication model is followed by practice in the skills of receiving information (by reading, listening, and observing nonverbal cues) and conveying information in conversation and writing. Job-related examples are used in practice. Students may receive credit for only one of the following courses: COMM 390, MGST 161, or (former course) HUMN 390.

MGST 162

Personnel Counseling (3)

(For supervisors who have to counsel as part of the job.) An introduction to the counseling process. Role-playing exercises are used to develop proficiency in the skills of active listening and observing. Effective techniques introduced include focusing on the problem, understanding empathetically, giving reinforcement, and guiding others in making decisions. Examples of counseling situations (such as performance appraisals, male/female issues, personal crises that affect work performance, and other performance problems) are drawn from the work environment.

MGST 310

Managerial Leadership (3)

An examination of the concepts and principles of effective managerial leadership. Practice in techniques of effective leadership—motivation, delegation, conflict resolution, and employee performance evaluation—are emphasized. Students may receive credit for only one of the following courses: MGMT 300, MGST 310, or (former course) TEMN 318.

MGST 320

Governmental Accounting (3)

Prerequisites: BMGT 110 and ACCT 221. A study of accounting and reporting concepts, standards, and procedures that apply to state and federal organizations. Financial management factors are examined, along with problems peculiar to the not-for-profit sector.

MGST 398

Special Topics in Management Studies (1–3)

Investigation of special topics focusing on relevant problems and issues of general interest. May be repeated when topics differ.

MATHEMATICS

Courses in mathematics (designated MATH) may be applied toward

- the general education requirement in mathematics (with the exception of MATH 009 and 102);
- a primary or a secondary specialization in mathematics;
- supporting credit for a primary or a secondary specialization in computer and information science, computer science, information systems management, and other areas as approved by an advisor; and
- electives.

Students who are planning a specialization in the fields of business and management, computer and information science, or the biological or social sciences should consider courses from sequence I. Students who are planning a specialization in computer science, mathematics, or the physical and engineering sciences should consider courses from sequence II. Students in specializations not mentioned above should choose a mathematics course consistent with their specialization requirements.

Sequence I	**Sequence II**
MATH 102	MATH 102
MATH 107	MATH 115*
MATH 220	MATH 140
MATH 221	MATH 141
Approved course in statistics	MATH 240
	MATH 241

** or MATH 107–108*

Students are strongly urged to complete lower-level mathematics courses early in their college career.

Placement tests are required for enrollment in MATH 102, 105, 107, 108, 115, 140, and 220. Students may either consult the *Undergraduate Schedule of Classes* for times and locations of tests or contact the Testing Center by phone at 301-985-7645 or by e-mail at *fdes@info.umuc.edu*.

A description of the curriculum begins on p. 46.

MATH 009

Introductory Algebra (0)

A comprehensive review of fractions, percentages, operations with signed numbers, and geometric formulas. Basic algebraic topics covered include exponents, polynomials, and linear equations. Although this course carries no credit toward any degree in the University System of Maryland, its cost is equivalent to that of a 3-credit course.

MATH 102

College Math and Problem-Solving Techniques (3)

(Fulfills the prerequisite for MATH 107.) Prerequisites: MATH 009 or satisfactory performance on a placement test. A study of problem-solving techniques for math and statistics. Numbers and algebraic properties, graphing skills, and applications drawn from a variety of areas (such as statistics, computing, and discrete mathematics) are emphasized. Topics include polynomials; factoring; exponents and their notation; linear, quadratic, and other equations; and inequalities. Students may receive credit for only one of the following courses: MATH 101 (not offered at all sites), MATH 102, MATH 102M, or (former courses) MATH 199A or MATH 199M.

MATH 102M

College Math and Problem-Solving Techniques (4)

(For students whose academic progress is being blocked by anxiety about their mathematics coursework. Fulfills the prerequisite for MATH 107.) Prerequisites: MATH 009 or satisfactory performance on a placement test. A study of problem-solving techniques for math and statistics. Numbers and algebraic properties, graphing skills, and applications drawn from a variety of areas (such as statistics, computing, and discrete mathematics) are emphasized. Topics include polynomials; factoring; exponents and their notation; linear, quadratic, and other equations; and inequalities. Students may receive credit for only one of the following courses: MATH 101 (not offered at all sites), MATH 102, MATH 102M, or (former courses) EDCP 108M, MATH 199A, or MATH 199M.

MATH 105

Mathematics: Contemporary Topics and Applications (3)

Prerequisites: MATH 102 or satisfactory performance on a placement test. A survey of contemporary topics in mathematics, covering applications and projects. Topics include problem solving, sequences and series, financial management, geometry, probability, and statistics.

MATH 107

College Algebra (3)

(The first course in the two-course series MATH 107–108. An alternative to MATH 115 Pre-Calculus.) Prerequisites: MATH 102 or satisfactory performance on a placement test. An introduction to equations, inequalities, and absolute values and a study of functions and their properties, including the development of graphing skills with polynomial, rational, exponential, and logarithmic functions. Applications are also covered. Students may receive credit for only one of the following courses: MATH 107 or MATH 115.

MATH 108

Trigonometry and Analytical Geometry (3)

(The second course in the two-course series MATH 107–108. An alternative to MATH 115 Pre-Calculus.) Prerequisites: MATH 107 or satisfactory performance on a placement test. An introduction to trigonometric functions, identities, and equations and their applications. Analytical geometry and conic sections are covered. Additional topics may include matrices, determinants, sequences, and series. Students may receive credit for only one of the following courses: MATH 108 or MATH 115.

MATH 115

Pre-Calculus (3)

(Preparation for MATH 140 or MATH 220. Not open to students who have completed MATH 140 or any course for which MATH 140 is a prerequisite.) Prerequisites: MATH 102 or satisfactory performance on a placement test. Explication of elementary functions and graphs. Topics include polynomials, rational functions, exponential and logarithmic functions, and trigonometric functions. Algebraic techniques preparatory for calculus are presented. Students may receive credit for only one of the following courses: MATH 107–108 or MATH 115.

MATH 140

Calculus I (4)

(Especially recommended for students specializing in mathematics.) Prerequisite(s): MATH 107–108, MATH 115, or satisfactory performance on a placement test. An introduction to calculus. Major topics include functions, the sketching of graphs of functions, limits, continuity, derivatives and applications of the derivative, definite and indefinite integrals, and calculation of area. Students may receive credit for only one of the following courses: MATH 140 or MATH 220.

MATH 141

Calculus II (4)

(A continuation of MATH 140.) Prerequisite: MATH 140. A study of integration and functions, with application, and coverage of other topics. Focus is on techniques of integration, improper integrals, and applications of integration (such as volumes, work, arc length, and moments); inverse, exponential, and logarithmic functions; and sequences and series. Students may receive credit for only one of the following courses: MATH 141 or MATH 221.

MATH 220

Elementary Calculus I (3)

(For students not specializing in mathematics.) Prerequisite: MATH 107, MATH 115, or satisfactory performance on a placement test. A presentation of the basic ideas of differential and integral calculus. Emphasis is on elementary techniques of differentiation, as well as applications. Students may receive credit for only one of the following courses: MATH 140 or MATH 220.

MATH 221

Elementary Calculus II (3)

(For students not specializing in mathematics.) Prerequisite: MATH 140 or MATH 220. A study of differential and integral calculus. Emphasis is on elementary techniques of integration and various applications. Students may receive credit for only one of the following courses: MATH 141 or MATH 221.

MATH 240

Introduction to Linear Algebra (4)

Prerequisite: MATH 141. An explanation of the basic concepts of linear algebra. Topics include vector spaces, applications to line and plane geometry, linear equations, and matrices, as well as linear transformations, changes of basis, diagonalization, similar matrices, Jordan canonical forms, eigenvalues, determinants, and quadratic forms. Students may receive credit for only one of the following courses: MATH 240 or (former courses) MATH 400 or MATH 461.

MATH 241

Calculus III (4)

Prerequisites: MATH 141. An introduction to multivariable calculus. Exposition covers vectors and vector-valued functions; partial derivatives and applications of partial derivatives (such as tangent planes and Lagrangian multipliers); multiple integrals; volume; surface area; and the classical theorems of Green, Stokes, and Gauss.

MATH 246

Differential Equations (3)

Prerequisite: MATH 141. An introduction to the basic methods of solving differential equations. Separable, exact, and especially linear differential equations are addressed. The main techniques considered are undetermined coefficients, series solutions, Laplace transforms, and numerical methods. Students may receive credit only once under this course number.

MATH 301

Concepts of Real Analysis I (3)

(The first semester of a yearlong course.) Prerequisites: MATH 240 and 241. An approach to real analysis. Subjects include sequences and series of numbers, continuity and differentiability of real-valued functions of one variable, the Riemann integral, sequences of functions, and power series. Also discussed are the functions of several variables, including partial derivatives, multiple integrals, line and surface integrals, and the implicit-funtion theorem. Students may receive credit for only one of the following courses: MATH 301 or (former course) MATH 410.

MATH 302

Concepts of Real Analysis II (3)

(The second semester of a yearlong course; continuation of MATH 301.) Prerequisite: MATH 301. Further study of real analysis. Students may receive credit for only one of the following courses: MATH 302 or (former course) MATH 411.

MATH 370

Actuarial Science (3)

Prerequisite: MATH 241. A study of the computation of rates based on statistical probabilities. Focus is on measurement of interest, force of interest, term-certain annuities, and mathematical techniques in analyzing life insurance settlement options. Topics may also include materials from the mathematics of compound interest in the associateship examinations of various actuarial organizations.

MATH 381

Operations Research (3)

Prerequisite: MATH 240. An exploration of linear programming models and applications, simplex algorithms, sensitivity analysis, integer programming, and network flow models.

MATH 390

Mathematics of Communication (3)

Prerequisite: MATH 240. An overview of the mathematics of electronic communication. Topics include signaling and modulation; filtering and signal noise ratio; encoding for error correction/detection and compression; Fourier analysis; congestion in networks, queuing, routing, and flow control; and cryptography.

MATH 402

Algebraic Structures (3)

Prerequisite: MATH 240. An overview of groups, rings, integral domains, and fields; detailed study of several groups; and exploration of properties of integers and polynomials. Topics may include introduction to computer algebra and Boolean algebra.

MATH 432

Point Set Topology (3)

Prerequisite: MATH 241. A survey of connectedness, compactness, transformations, and homomorphisms. The concepts are applied to various spaces. Particular attention is paid to the Euclidean plane. Students may receive credit only once under this course number.

MATH 436

Modern Geometry (3)

Prerequisites: MATH 240 and 241. A survey of the basic concepts of modern geometry. Topics include curves in the plane and Euclidean space; surfaces in Euclidean space and orientability of surfaces; Gaussian and mean curvatures; surfaces of revolution and ruled and minimal surfaces; special curves on surfaces; Theorema Egregium; and the intrinsic geometry of surfaces.

MATH 450

Logic for Computer Science (3)

(Also listed as CMSC 450. Accessible to advanced undergraduates specializing in computer science.) Prerequisites: CMSC 150 and MATH 241. Elementary development of propositional logic (including the resolution method) and first-order logic (including Hebrand's unsatisfiability theorem). Discussion covers the concepts of truth and interpretation; validity, provability, and soundness; completeness and incompleteness; and decidability and semidecidability. Students may receive credit for only one of the following courses: CMSC 450, MATH 450, or (former courses) MATH 444 or MATH 445.

MATH 463

Complex Variables (3)

Prerequisite: MATH 241. A survey of analytic functions, mapping properties of the elementary functions, the algebra of complex numbers, and the Cauchy integral formula. Further topics include conformal mapping as well as theory of residues and its application to evaluation of integrals. Students may receive credit only once under this course number.

MATH 466

Numerical Analysis (3)

Prerequisites: MATH 240 and 241. A study of various methods of numerical analysis. Topics include solutions of equations in one variable, interpolation and polynomial approximation, and numerical integration. Also discussed are direct methods for solving linear systems and applications to finance and actuarial science.

MATH 475

Combinatorics and Graph Theory (3)

(Also listed as CMSC 475.) Prerequisites: MATH 240 and 241. An exploration of general enumeration methods, difference equations, and generating functions. Focus is on elements of graph theory, matrix representations of graphs, and applications of graph theory to transport networks. Matching theory and graphical algorithms are also considered. Students may receive credit for only one of the following courses: CMSC 475 or MATH 475.

MICROBIOLOGY

Courses in microbiology (designated MICB) may be applied toward

- the general education requirement in the biological and physical sciences;
- a primary or a secondary specialization in microbiology; and
- electives.

UMUC offers only a limited number of courses each semester in this discipline. To complete a primary or a secondary specialization, students may need to take courses at other institutions in the University System of Maryland or to extend the time spent in fulfilling degree requirements. Students are advised to consult an advisor before selecting this discipline as a primary or secondary specialization.

A description of the curriculum begins on p. 47.

MICB 200

General Microbiology (4)

(Fulfills the laboratory science requirement. Lab fee required.) Prerequisite: BIOL 105 or BSCI 105 (offered by UMCP for UMUC students). An investigation of fundamental concepts in morphology, physiology, genetics, immunology, ecology, and pathogenic microbiology. Applications of microbiology to medicine, the food industry, and biotechnology are considered. Students may receive credit for only one of the following courses: BSCI 223 (offered by UMCP for UMUC students) or MICB 200.

MICB 310

Applied Microbiology (4)

(Fulfills the laboratory science requirement.) Prerequisite: MICB 200. A discussion of the ways microorganisms and microbiological principles are involved in industrial processes. The control of microorganisms, industrial fermentations, antibiotics, and sterilization are addressed.

MICB 322

Microbiology and the Public (3)

(For students not specializing in a science.) An overview of the sociopolitical effects of microbial phenomena. The roles of epidemic disease, water pollution, immunization requirements, and solid-waste disposal in the current social and political problems of the United States are assessed.

MICB 360

Medical Virology (3)

(For students interested in health-related careers.) Prerequisite: MICB 200. A summary of viral structure and multiplication, a review of the biology of the immune response, and systematic coverage of the pathogenesis and pathology of major viral diseases. Focus is on the host's response to viral infection.

MICB 420

Epidemiology and Public Health (2)

Prerequisite: MICB 200. A history of epidemiology and its characteristic features. The role of vital statistics is examined, and the critical responsibilities of public health are highlighted.

MICB 440

Pathogenic Microbiology (4)

(Fulfills the laboratory science requirement. Lab fee required.) Prerequisite: MICB 200. An investigation of the role that bacteria and fungi play in human disease. Emphasis is on learning to differentiate and culture microorganisms. Types of disease and their modes of transmission are reviewed. Prophylactic, therapeutic, and epidemiological aspects of microbial diseases are investigated.

MICB 450

Immunology (4)

(Fulfills the laboratory science requirement.) Prerequisite: MICB 440. An exposition of the principles of immunity and hypersensitivity. The fundamental techniques of immunology are presented.

MICB 460

General Virology (3)

Prerequisite: MICB 200 or equivalent. A broad investigation of viruses. Topics of discussion include the physical and chemical nature of viruses, methods of cultivation and assay, modes of replication, characteristics of the major viral groups, and the types of viral diseases. Emphasis is on viral genetics and the oncogenic viruses.

MICB 470

Microbial Physiology (3)

Prerequisite: MICB 200, BCHM 261, or equivalent. An investigation of the processes of growth in microbial cells and populations. Processes studied include the metabolism of fermentation, the physiology of anaerobiosis, and the conservation and transformation of energy in bacterial membranes. The efficiency with which energy is used for growth is assessed; the structure and transport of membranes are examined. Bacterial chemotaxis and the regulation of replication in bacterial chromosomes are examined; the connections between RNA and protein synthesis are traced; the control of metabolic pathways is considered.

MICB 480

Microbial Ecology (3)

Prerequisites: CHEM 243 and MICB 200. A study of the interaction of microorganisms with the environment, with other microorganisms, and with higher organisms. The roles of microorganisms in the biosphere are assessed. The relation of microorganisms to current environmental problems is examined.

MUSIC

Courses in music (designated MUSC) may be applied toward

- the general education requirement in the arts and humanities; and
- electives.

MUSC 130

Survey of Music Literature (3)

See HUMN 130.

MUSC 140

Music Fundamentals I (3)

See HUMN 140.

MUSC 210

The Impact of Music on Life (3)

See HUMN 211.

MUSC 436

Jazz: Then and Now (3)

See HUMN 436.

MUSC 448B

Special Topics in Music: The Music of the Symphony (1)

See HUMN 448.

NUTRITION

Courses in nutrition (designated NUTR) may be applied toward

- electives.

NUTR 100 may be applied toward the general education requirement in the biological and physical sciences.

NUTR 100

Elements of Nutrition (3)

A study of the fundamentals of human nutrition. The changing nutritional needs of individuals and families are explored. Students may receive credit for only one of the following courses: NUTR 100 or (former course) NUTR 200.

PARALEGAL STUDIES

Courses in paralegal studies (designated PLGL) may be applied toward

- a document in paralegal studies, or
- bachelor's degree coursework (as part of a primary or a secondary specialization in paralegal studies or as electives).

With the approval of an advisor, certain courses may be applied toward supporting credit for a primary or a secondary specialization in business and management, criminology/criminal justice, government and politics, management, or management studies.

PLGL 401 may be applied toward the general education requirement in upper-level writing; PLGL 360 and 363A may be applied toward the general education requirement in computing.

A description of the curriculum begins on p. 47.

PLGL 101

Introduction to Law for the Paralegal (3)

(Prerequisite to all other paralegal courses. No prior legal knowledge needed.) A survey of the U.S. legal system and an overview of the role of the paralegal in the legal environment. Topics include the organization and powers of federal and state lawmaking institutions, as well as court procedures. Skills taught are those necessary for paralegal work, such as the analysis of statutory provisions and judicial opinions, along with the identification of legal issues.

PLGL 200

Techniques of Legal Research (3)

Prerequisite: PLGL 101. An introduction to the methods paralegals use to analyze problems and locate relevant, mandatory, and current rules and interpretations. Presentation covers the analysis, publication, and citation of judicial opinions, statutory provisions, and administrative law. The features and use of secondary sources, digests, and other indexes are explained. The use of citators to update and identify related case law is explained, and computer-assisted research systems are introduced. Assignments require legal research in a library with a law collection.

PLGL 201

Legal Writing (3)

Prerequisite: PLGL 200. An introduction to the principles of writing clearly and effectively, with techniques for doing so in the legal environment. Emphasis is on types of documents that paralegals may be called upon to draft, including intake memos, legal memos, and client letters.

PLGL 204

Legal Ethics (3)

A survey of basic principles relating to the practice of law and the responsibilities of paralegals. Rules and guidelines governing the ethical conduct of lawyers and nonlawyers are introduced. Also covered are law office management principles relevant to ethical requirements.

PLGL 223

Investigative Techniques (3)

An exploration of the techniques for gathering factual information relevant to legal situations. Topics include interviewing clients, witnesses, and other persons with possibly relevant information and recording the results of the interviews. Using the wide variety of print and online resources that provide information related to individuals, businesses, institutions, and organizations is also covered. Students may receive credit for only one of the following courses: PLGL 223 or (former course) CJUS 220.

PLGL 312

Torts (3)

Prerequisite: PLGL 201. A study of the causes of action, defenses, and remedies in the major categories of tort law. Tort-litigation procedures and writings for which a paralegal may be responsible are introduced. Topics include the various intentional torts, negligence, strict liability, damages, workers' compensation, and civil procedures. Assignments include legal research and written analysis.

PLGL 315

Domestic Relations (3)

Prerequisite: PLGL 201. A study of the legal aspects of divorce and separation. Emphasis is on the processes, procedures, and writings a paralegal may handle. Topics include grounds for, defenses in, and jurisdictional issues of divorce, separation, and annulment; child custody and visitation; and alimony, child support, disposition of property, and tax consequences. Relevant aspects of civil procedures, enforcement, and the modification of orders and agreements are covered. Assignments include legal research and written analysis. Students may receive credit for only one of the following courses: PLGL 315 or (former course) FMCD 487.

PLGL 316

Estates and Probate (3)

Prerequisite: PLGL 201. A study of the legal concepts entailed in drafting and preparing simple wills and administering estates in Maryland, as well as the processes, procedures, and writings for which a paralegal may be responsible. Topics include preliminary and practical considerations of administering an estate; the appraisal of estate assets and probate inventory; inheritance taxes; claims against the estate; management of debts, accounting, and distribution considerations; the drafting and execution of wills; and guardianships. Assignments include legal research and written analysis. Students may receive credit for only one of the following courses: PLGL 316 or (former course) PLGL 216.

PLGL 320

Criminal Law and Procedures (3)

Prerequisite: PLGL 201. A study of the substantive and procedural aspects of the criminal justice system. Aspects stressed are those that may affect the work of a paralegal. Topics include crimes and defenses, potential charges, and penalties. Court procedures are reviewed and explained. Assignments include legal research and written analysis. Students may receive credit for only one of the following courses: PLGL 320 or (former course) CJUS 234.

PLGL 322

Evidence (3)

Prerequisite: PLGL 201. A study of laws that govern the admissibility of evidence for establishing or controverting facts in trials and administrative proceedings, and a study of the role of the paralegal in gathering evidence and helping attorneys prepare for trial. Assignments include legal research and written analysis. Students may receive credit for only one of the following courses: PLGL 322 or (former course) PLGL 222.

PLGL 325

Litigation (3)

Prerequisite: PLGL 201. An examination of the process of civil litigation and responsibilities commonly assigned to paralegals. Stages surveyed include investigation and interviewing, preparation of pleadings and motions, discovery, the conduct of the trial, and post-trial activity. Assignments include legal research and written analysis.

PLGL 327

Alternative Dispute Resolution (3)

An overview of the various processes and techniques to settle disputes without court adjudication. Topics include negotiation, mediation, and arbitration, and the role of the paralegal in these areas. Students may receive credit for only one of the following courses: PLGL 327 or (former course) PLGL 398G.

PLGL 330

Administrative Law (3)

Prerequisite: PLGL 201. An overview of the functions and procedures of federal and state administrative agencies as defined by statutes, the Administrative Procedures Act, and case law, as well as preparation of writings pertinent to administrative law practice. Topics include rulemaking, adjudication and due process, judicial review, the use and control of agency discretion, and disclosure of information. Assignments include legal research and written analysis.

PLGL 335

Elder Law (3)

Prerequisite: PLGL 201. An overview of legal issues that are increasingly relevant as the older population increases. Topics include health care, public entitlements, and legal and financial decision making. Emphasis is on the role of the paralegal in those areas. Assignments include legal research and written analysis. Students may receive credit for only one of the following courses: PLGL 335 or (former course) PLGL 398E.

PLGL 340

Contract Law (3)

Prerequisite: PLGL 201. A comprehensive study of the major areas of contract law that paralegals are most likely to encounter. Topics include the legal concepts of formation; modification, assignment, delegation, and status of possible third-party beneficiaries; interpretation and enforcement; discharge; breach and remedies for breach; the statute of frauds; and the parole evidence rule. Assignments include legal research and written analysis.

PLGL 343

Real Estate Transactions (3)

Prerequisite: PLGL 201. A study of the essentials of real estate law. Emphasis is on settlement procedures in Maryland, with a study of the processes, procedures, and writings for which a paralegal may be responsible. Discussion covers real estate contracts, types and sources of mortgage financing, title work, and closing and settlement. Other topics examined include various facets of landlord/tenant issues; easements and covenants; and condos, PUDs, and co-ops. Assignments include legal research and written analysis.

PLGL 360

Computer Application in the Legal Environment (3)

An overview of use of the computer in the legal environment for the prospective paralegal. The concepts and theory of computer operations are explained in the context of needs analysis for law firms. Applications such as text processing, database management, electronic spreadsheets, integrated software, and litigation support are emphasized. Students may receive credit for only one of the following courses: PLGL 360 or (former course) CAPP 343.

PLGL 363A

Computer-Assisted Litigation Support (3)

Prerequisite: PLGL 325. An exploration of use of the computer as an aid to litigation support and of the role of the paralegal. Discussion covers the integration of new with existing software; the process of designing a computer system to support litigation; the procedures of coding and abstracting; inputting and retrieving data; and controlling files and programs.

PLGL 370

Advanced Legal Analysis (3)

Prerequisite: PLGL 201. An advanced study of the legal analysis skills needed by the paralegal to successfully complete a variety of tasks in the legal environment. Skills covered include spotting and framing legal issues, identifying and applying relevant law to predict and to advocate the outcome of legal issues, and using legal rules and interpretations to develop informal and formal discovery plans.

PLGL 398C

Online Legal Resources (1)

Prerequisite: PLGL 200. A hands-on introduction to various legal resources available via computer and techniques for accessing them. Focus is on searching for and retrieving information through the Internet, LEXIS, and Web sites.

PLGL 398H

Workers' Compensation Law (1)

A thorough study of the Maryland Workers' Compensation Act and the practice of workers' compensation law in Maryland. Practical aspects of the workers' compensation system (including jurisdiction, employer/employee relationships, injuries covered by the Act, defenses, compensation benefits, vocational rehabilitation, and appeals) are covered.

PLGL 398K

Landlord/Tenant Law (1)

A nuts-and-bolts study of landlord/tenant issues. Focus is on the rights and obligations of landlords in rental properties and the rights of tenants and how to assert those rights. Topics include lease provisions and eviction processes and how to defend against eviction.

PLGL 398M

Collections Law (1)

A practical study of one aspect of creditor and debtor rights in Maryland, the District of Columbia, and Virginia. Organizational skills necessary for efficiently managing a large collections caseload are covered. Focus is on techniques for locating judgement debtors and their assets and proper methods for completing the court documents necessary for pursuing involuntary collection procedures such as garnishments. Voluntary collection methods are also discussed.

PLGL 398N

Advanced Civil Litigation (3)

Prerequisite: PLGL 201 or PLGL 325; PLGL 322 recommended. A study of the nuts and bolts of paralegal practice in large-case civil litigation. Focus is on discovery and motion practice, from the viewpoint of both plaintiff and defendant; pretrial preparation, including the pretrial memorandum; and preparing the excerpt of record for the appellate court.

PLGL 398O

Employment Law (3)

Prerequisite: PLGL 201. An overview of federal and state laws governing the employment relationship in the public and private sectors. Topics include employee protection from discrimination and harassment, employer obligations toward disabled workers, privacy issues, and employment contract matters. Focus is on the knowledge and practical skills required for a paralegal working in this area. Assignments include legal research and written analysis.

PLGL 400

Advanced Legal Research (3)

Prerequisites: PLGL 200 and 201. An exhaustive study of methods and techniques for planning and completing a complex legal research project. Features and uses of book-based and online sources for both primary and secondary legal authority are presented. Online sources of factual data are introduced; training in the proper procedures for abstracting and summarizing data is provided.

PLGL 401

Advanced Legal Writing (3)

Prerequisite: PLGL 201. A thorough grounding in the principles and techniques of drafting sophisticated legal documents that paralegals may be called upon to prepare. Kinds of writings that are covered include complex office and advocacy memoranda as well as selected parts of appellate briefs. Assignments include legal research.

PLGL 411

Consumer Protection Law (3)

Prerequisites: PLGL 201 and 340. A general overview of consumer protection law and the roles of federal, state, and local agencies, for the prospective paralegal. Specific concepts and topics include warranties, the regulation of consumer credit, restrictions on advertising, and credit reporting. Assignments include legal research and written analysis.

PLGL 415

Intellectual Property (3)

Prerequisite: PLGL 201. An overview of intellectual property. Topics include patents, trademarks, and copyright law. Emphasis is on the role of the paralegal in application, maintenance, research, and litigation processes. Assignments include legal research and written analysis. Students may receive credit for only one of the following courses: PLGL 415 or (former course) PLGL 398D.

PLGL 420

Immigration Law (3)

Prerequisite: PLGL 201. An overview of the laws, agencies, and procedures involved in U.S. immigration law and the role of paralegals in immigration practice. Topics include sources and administration of immigration law and research and preparation of various immigration documents. Assignments include legal research and written analysis. Students may receive credit for only one of the following courses: PLGL 420 or (former course) PLGL 398F.

PLGL 431

Government Information Practices (3)

Prerequisites: PLGL 201 and 330. An introduction to federal statutes and interpretive case law governing requirements, exemptions, and procedures related to the disclosure of information by the federal government, and an introduction to the processes, procedures, and writings for which a paralegal may be responsible. Significant laws considered are the Freedom of Information Act, the Privacy Act, the National Security Information Act, the Federal Advisory Committee Act, and the Government in the Sunshine Act. Assignments include legal research and written analysis. Students may receive credit for only one of the following courses: PLGL 431 or (former course) PLGL 331.

PLGL 434

Government Contracts (3)

Prerequisites: PLGL 201 and 340. An overview of the rules and regulations that must be followed in preparing and executing government contracts, for the prospective paralegal. Methods of acquisition, types of contracts and settlements, modifications, socioeconomic provisions, and disputes and remedies are covered. Assignments include legal research and written analysis.

PLGL 442

Business Organizations (3)

Prerequisites: PLGL 201 and 340. An overview of the legal aspects of establishing, organizing, developing, and operating a business enterprise, and the processes, procedures, and writings for which a paralegal may be responsible. Topics include sole proprietorship, the corporation, general and limited partnerships, and other forms of organization. Assignments include legal research and written analysis. Students may receive credit for only one of the following courses: PLGL 442 or (former course) PLGL 342.

PLGL 450

Bankruptcy Law (3)

Prerequisite: PLGL 201. A study of the bankruptcy code and the related rules of procedure, covering the role of the paralegal in assisting attorneys in bankruptcy practice. Techniques detailed include how to identify and gather relevant data, and how to draft and file appropriate documents. Assignments include legal research and written analysis.

PLGL 486

Paralegal Studies Internship (3–6)

(Also listed as COOP 486S.) Prerequisites: Formal admission to Co-op program (students should call 301-985-7780 for information); PLGL 200, 201, and 204, or equivalent; 9 semester hours of credit in paralegal studies; 15 additional semester hours completed; and a minimum GPA of 3.0. The opportunity to gain experience in public interest or legal aid settings under supervision of an attorney. Positions may be paid or unpaid and are at preapproved sites arranged by the student. Students must also participate in an online course and attend three classroom sessions. Students seeking a first bachelor's degree may earn a maximum of 15 semester hours of credit in Co-op; students seeking a second bachelor's degree may earn a maximum of 9 semester hours in Co-op.

PHARMACOLOGY

Courses in pharmacology (designated PCOL) may be applied toward

- electives only.

Courses in this discipline do not fulfill the general education requirement in the biological and physical sciences.

PCOL 450A
Basic Pharmacology and Therapeutics I (3)

Prerequisite: Some background in a medical or biological science. A survey of the systemic effects of pharmacologic agents based on classification by group. General principles of the action of drugs are outlined, with consideration of drugs that act on the autonomic nervous system, the cardiovascular system, and the kidneys. The discussion of each group of drugs attempts to include its historical background as well as cover the physiological and the pharmacological bases of its action. Pharmacological effects, clinical indications and contraindications, recommended dosages, and toxicity are considered. For each system, a review of relevant physiology is presented.

PCOL 450B
Basic Pharmacology and Therapeutics II (3)

(PCOL 450A need not be taken before PCOL 450B.) Prerequisite: Some background in a medical or biological science. A survey of the systemic effects of pharmacologic agents, focusing on the classification of drug groups. Agents that act on the central nervous system, endocrine agents, antibacterial agents, and cancer-chemotherapeutic agents are emphasized. The discussion of each group of drugs attempts to include its historical background as well as cover the physiological and the pharmacological bases of its action. Pharmacological effects, clinical indications and contraindications, recommended dosages, and toxicity are considered. For each system, a review of relevant physiology is presented.

PHILOSOPHY

Courses in philosophy (designated PHIL) may be applied toward

- the general education requirement in the arts and humanities;
- a secondary specialization in philosophy;
- supporting credit for a primary or a secondary specialization in English, history, or humanities; and
- electives.

UMUC offers only a limited number of courses each semester in this discipline. To complete a secondary specialization, students may need to take courses at other institutions in the University System of Maryland or to extend the time spent in fulfilling degree requirements. Students should consult an advisor before selecting this discipline as a secondary specialization.

PHIL 100
Introduction to Philosophy (3)

See HUMN 125.

PHIL 140
Contemporary Moral Issues (3)

See HUMN 141.

PHIL 170
Introduction to Logic (3)

See HUMN 170.

PHIL 173
Logic and the English Language (3)

See HUMN 173.

PHIL 236
Philosophy of Religion (3)

See HUMN 236.

PHIL 245
Political and Social Philosophy (3)

See HUMN 245.

PHIL 307
Asian Philosophy (3)

See HUMN 307.

PHIL 320

Modern Philosophy (3)

See HUMN 308.

PHIL 340

Making Decisions (3)

See HUMN 345.

PHIL 342

Moral Problems in Medicine (3)

See HUMN 342.

PHIL 343

Sexual Morality (3)

See HUMN 343.

PHIL 385

Philosophy and Computers (3)

See HUMN 385.

PHIL 447

Philosophy of Law (3)

See HUMN 447.

PHYSICS

Courses in physics (designated PHYS) may be applied toward

- the general education requirement in the biological and physical sciences; and
- electives.

PHYS 111

Physics in the Modern World (3)

(The first semester of a survey of general physics for the general student. Only minimal use of mathematics is required. Does not satisfy the requirements of the professional schools.) A concepts-oriented overview of the role of physics in science, technology, and society today.

PHYS 121

Fundamentals of Physics I (4)

(The first semester of a two-semester sequence in general physics; together with PHYS 122 generally satisfies the minimum requirement of medical and dental schools. Fulfills the laboratory science requirement.) Prerequisite: MATH 115 or knowledge of basic trigonometry. An exploration of the fields of mechanics, heat, sound, electricity, magnetism, optics, and modern physics.

PHYS 122

Fundamentals of Physics II (4)

(A continuation of PHYS 121. Together with PHYS 121 generally satisfies the minimum requirement of medical and dental schools. Fulfills the laboratory science requirement.) Prerequisite: PHYS 121 or equivalent. Further investigation of major topics.

PHYS 161

General Physics: Mechanics and Particle Dynamics (3)

Prerequisite or corequisite: MATH 141. A study of the laws of motion, force, and energy. The principles of mechanics, collisions, linear momentum, rotation, and gravitation are investigated. Students may receive credit for only one of the following courses: PHYS 161 or (former course) PHYS 141.

PHYS 262

General Physics: Vibrations, Waves, Heat, Electricity, and Magnetism (4)

(Fulfills the laboratory science requirement.) Prerequisite: PHYS 161. A study of vibrations, waves, and fluids; heat, kinetic theory, and thermodynamics; and electrostatics, circuits, and magnetism. Students may receive credit for only one of the following courses: PHYS 262 or (former course) PHYS 142.

PHYS 263

General Physics: Electrodynamics, Light, Relativity, and Modern Physics (4)

(Fulfills the laboratory science requirement.) Prerequisite: PHYS 262. A presentation of electrodynamics, Maxwell's equations, and electromagnetic waves; geometrical optics; interference and diffraction; special theory of relativity; and modern physics.

PSYCHOLOGY

Courses in psychology (designated PSYC) may be applied toward

- the general education requirement in the social and behavioral sciences;
- a primary or a secondary specialization in psychology;
- supporting credit for a primary or a secondary specialization in behavioral and social sciences or other areas as approved by an advisor; and
- electives.

A description of the curriculum begins on p. 48.

PSYC 100

Introduction to Psychology (3)

A survey of the basic principles, research concepts, and problems in psychological science. The biological, cognitive, and social perspectives of human thought and behavior are addressed. Topics include neuroscience, sensation and perception, learning and conditioning, memory, motivation, language and intelligence, personality and social behavior, and psychopathology and therapy. Applications of psychology are also presented. Students may receive credit for only one of the following courses: PSYC 100 or (former course) BEHS 101.

PSYC 200

Introduction to Statistical Methods in Psychology (3)

(Formerly Statistical Methods in Psychology.) Prerequisites: PSYC 100 and college algebra (MATH 107, MATH 115, or equivalent). An introduction to quantitative methods in the behavioral and social sciences and psychological research. Topics include the measurement of variables, measures of central tendency and dispersion, correlation, statistical inference and probability, hypothesis testing, t-tests, analysis of variance, and chi-square tests. Students may receive credit only once under this course number. Students who receive credit for PSYC 200 may not receive credit for the following courses: BEHS 202, BMGT 230, ECON 321, GNST 201 (not offered at all sites), MGMT 316, SOCY 201, STAT 100, or (former course) BEHS 302.

PSYC 221

Social Psychology (3)

Prerequisite: PSYC 100. An examination of the influence of social factors on individual and interpersonal behavior. Topics such as conformity, attitudinal change, personal perception, interpersonal attraction, and group behavior are covered. Students may receive credit for only one of the following courses: BEHS 221, PSYC 221, or (former courses) BEHS 421 or BEHS 450.

PSYC 235

Psychology of Adjustment (3)

(Appropriate for students not specializing in psychology.) Prerequisite: PSYC 100. Theory and research on the psychology of personal adjustment in everyday life. Emphasis is on self-concept, emotions, self-control, interpersonal relations, and stress.

PSYC 301

Biological Basis of Behavior (3)

Prerequisite: PSYC 100; PSYC 200 recommended. An introduction to the anatomical structures and physiological processes that determine behavior. Topics include the acquisition and processing of sensory information; the neural control of movement; and the biological bases of complex behaviors such as sleep, learning, memory, sex, language, and addiction; as well as the basic functioning of the nervous system.

PSYC 305

Experimental Methods in Psychology (3)

Prerequisites: PSYC 100 and 200, or permission of teacher. A survey of research methods in sensory systems, memory and cognition, motivation, development, and personality and social behavior. Statistical and computer applications are introduced. Opportunities to enhance laboratory skills and gain experience in the psychological sciences are provided. Students may receive credit for only one of the following courses: PSYC 305 or (former course) PSYC 309N.

PSYC 307

Special Topics in Psychology: Natural Science Theme (1–3)

Prerequisite: PSYC 100. Seminar discussion of topics of current interest. The areas explored may extend or augment those covered in more general topical courses. May be repeated to a maximum of 6 credits when topics differ.

PSYC 307A

Introduction to Neuropsychology (3)

Prerequisites: PSYC 100, PSYC 200, and either PSYC 301 or PSYC 305, or permission of teacher. An examination of how the human brain governs and influences cognition, language, memory, and emotion. Principles of the organization of the brain and the interaction of the brain and behavior are presented. Clinical, developmental, and experimental factors in psychological assessment of disorders are also considered.

PSYC 308

Special Topics in Psychology: Social Science Theme (1–3)

Prerequisite: PSYC 100. Seminar discussion of topics of current interest. The areas explored may extend or augment those covered in more general topical courses. May be repeated to a maximum of 6 credits when topics differ.

PSYC 308A

Creative Problem Solving (1)

Prerequisite: PSYC 100. An investigation of psychological theory, research, and practical applications of creative problem solving. Emphasis is on learning successful problem-solving techniques for personal growth and job enrichment. Students may receive credit for only one of the following courses: PSYC 308A or (former course) PSYC 309A.

PSYC 308J

Women Across Cultures (1)

Prerequisite: PSYC 100. An exploration of how women respond to the interaction of gender, culture, and ethnicity. Focus is on examining cultural commonalties and differences in psychological issues that women encounter. Problems that affect women as a result of race, class, or gender and possible solutions are presented. Students may receive credit for only one of the following courses: PSYC 308J or (former course) PSYC 309J.

PSYC 308W

Psychology of Aggression (3)

Prerequisites: PSYC 100 and 221. Recommended: PSYC 305. An exploration of the psychology of aggression. Topics include theories of violence and aggression; the classification, treatment, and modification of antisocial behavior; and the development of conscience and prosocial behavior.

PSYC 309

Special Topics in Psychology: Clinical Science Theme (1–3)

Prerequisite: PSYC 100. Seminar discussion of topics of current interest. The areas explored may extend or augment those covered in more general topical courses. May be repeated to a maximum of 6 credits when topics differ.

PSYC 309E

Forensics and Psychology (3)

(Also listed as CCJS 498B.) A survey of psychological research and theory dealing with behavior in the criminal trial process, including jury selection, criminal profiling, eyewitness testimony, prediction of violent behavior, and mental competency of the accused. Students may receive credit for only one of the following courses: CCJS 498B or PSYC 309E.

PSYC 310

Perception (3)

Prerequisite: PSYC 100; PSYC 200 and 305 recommended. A survey of phenomena and theories of perception. Aspects considered include the psychological, anatomical, physiological, and environmental factors important in determining how humans perceive the world. Historical background and contemporary research are examined.

PSYC 315

Motivation (3)

Prerequisites: PSYC 100 and 301; PSYC 200 and 305 recommended. A study of the interaction of physiological, neurological, and pharmacological aspects of motivation with environmental influences such as culture, learning, and social dynamics. Relevant issues, such as aggression, sex, achievement, and cognition are discussed.

PSYC 332

Psychology of Human Sexuality (3)

Prerequisite: PSYC 100. A survey of historical and contemporary psychological views on a wide variety of sexual behaviors. Topics include theory and research on the interrelationship of life-span psychological development, psychological functioning, interpersonal processes, and sexual behaviors. Political and social issues involved in current sexual norms and practices are also discussed. Students may receive credit for only one of the following courses: BEHS 363, HLTH 377, or PSYC 332.

PSYC 334

Psychology of Interpersonal Relationships (3)

Prerequisite: PSYC 100; PSYC 200 and 305 recommended. A study of research and theory on the development, maintenance, and dissolution of human relationships, followed by consideration of practical applications. Processes critical to successful relating (such as communication, bargaining, and resolution of conflict) are central topics. Focus is also on issues that are specific to troubled dyadic relations of equal partners (such as jealousy, spousal abuse, and divorce).

PSYC 336

Psychology of Women (3)

Prerequisite: PSYC 100. A survey of the biology, life-span development, socialization, personality attributes, mental-health factors, and special problems of women.

PSYC 337

Community Psychology (3)

Prerequisite: PSYC 100. A survey and critical examination of the interrelationship of environmental factors and variations in individual functioning. The effects of social process and social structure on the mental health of individuals in community life are evaluated. Discussion covers both theoretical models and other topics in community psychology.

PSYC 341

Introduction to Memory and Cognition (3)

Prerequisite: PSYC 100; PSYC 200 and 305 recommended. An introduction to the basic models, methods of research, and findings in the fields of memory, problem solving, and language. Applications as well as theory are explored.

PSYC 345

Group Dynamics (3)

Prerequisites: PSYC 100 and 221; PSYC 200 and 305 recommended. An analysis and exploration of psychological forces in small-group behavior. Issues of growth, conflict, and successful performance are considered. Emphasis is on the application of rigorous scientific theory and research to the impact group dynamics has on real organizational and community problems. Major topics include group development, team building, sports psychology, multicultural influence, social advocacy, and leadership. Students may receive credit for only one of the following courses: PSYC 345 or (former courses) PSYC 309M or SOCY 447.

PSYC 353

Adult Psychopathology (3)

Prerequisite: PSYC 100; PSYC 200 and 305 recommended. An examination of mental disorders among adults. The identification and diagnosis of specific disorders are covered; etiology and treatment are investigated. Students may receive credit for only one of the following courses: PSYC 353 or (former courses) PSYC 331 or PSYC 431.

PSYC 354

Cross-Cultural Psychology (3)

(Fulfills the international perspective requirement.) Prerequisite: PSYC 100; PSYC 200 and 305 recommended. An exploration of cultural components of theory and research in the fields of personality, social psychology, and community psychology. The interplay of individual, ethnic, and cultural factors in psychosocial growth and well-being, as well as in cross-cultural and cross-ethnic communication, are stressed. Counseling and psychotherapeutic interactions are discussed.

PSYC 355

Child Psychology (3)

Prerequisite: PSYC 100; PSYC 200 and 305 recommended. A survey of research and theory of psychological development, from conception through childhood. Physiological, conceptual, and behavioral changes are addressed, with attention to the social and biological context in which individuals develop. Students may receive credit for only one of the following courses: PSYC 355 or (former courses) PSYC 333 or PSYC 433.

PSYC 356

Psychology of Adolescence (3)

Prerequisites: PSYC 100 and 355; PSYC 200 and 305 recommended. A description of adolescent development according to research and theory. The physiological, intellectual, and social changes of the teen years are viewed as interrelated, and the systems dealing with those changes are examined.

PSYC 357

Psychology of Adulthood and Aging (3)

Prerequisite: PSYC 100; PSYC 200 and 305 recommended. An overview of the development of physiological, intellectual, and interpersonal social functioning from early adulthood through the aging years. The dual theme is that of stability and change. Theory and research are studied, and their implications are discussed.

PSYC 361

Survey of Industrial and Organizational Psychology (3)

Prerequisite: PSYC 100; PSYC 200 and 305 recommended. A general survey of the field of industrial/organizational psychology. Topics include entry into the organization (recruitment, selection, training, socialization); organizational psychology (motivation, attitudes, leadership); and productivity in the workplace (quality of work, performance appraisals, absenteeism, turnover). The role that the larger environment plays in influencing behavior and attitudes on the job is also considered.

PSYC 385

Health Psychology (3)

Prerequisite: PSYC 100; PSYC 305 and either PSYC 337 or PSYC 353 recommended. A study of psychological principles related to the promotion and maintenance of health, the prevention and treatment of illness, and changing public opinion about health-related matters. Behavioral components of health risk factors and improvement of the health care system are addressed.

PSYC 386

Psychology of Stress (3)

(Also listed as BEHS 463.) Prerequisite: PSYC 100. An examination of the forces that define and determine the stress response. Stress is studied as the product of the interactions of one's social structure, occupational status, and psychological and physiological levels of well-being. The psychological perspective is brought to bear on the stressors produced by contemporary culture, social roles, work organizations, political climate, definitions of achievement, socioeconomic pressures, and the conflicts of those circumstances with ethical and moral values. Practical applications discussed include the constructive use of stress management techniques and the relationship between stress and illness. Students may receive credit for only one of the following courses: PSYC 386 or BEHS 463.

PSYC 402

Physiological Psychology (3)

Prerequisites: PSYC 100 and 301; PSYC 200 and 305 recommended. An introduction to research on the physiological basis of human behavior. Sensory phenomena, motor coordination, emotion, drives, and the neurological processes of learning are covered.

PSYC 403

Animal Behavior (3)

Prerequisites: PSYC 100 and 301; PSYC 200 and 305 recommended. An inquiry into the social interactions, learning, sensory processes, motivations, and other aspects of animal behavior. Study explores experimental methods. Emphasis is on the behavior of mammals.

PSYC 415

History of Psychology (3)

Prerequisites: PSYC 100 and two upper-level psychology courses. A study of the origins of psychology in philosophy and biology, and the development of psychology as a science in the 19th and 20th centuries. Current theoretical perspectives and experiments are considered in relation to the enduring problems of psychology, as well as the roles of culture, science, and technology in the development of psychological ideas.

PSYC 424

Communication and Persuasion (3)

Prerequisites: PSYC 100 and 221; PSYC 200 and 305 recommended. A study of the effect of social communication on behavior and attitudes. Theory and research concerning social influence and change of attitude are examined.

PSYC 432

Introduction to Counseling Psychology (3)

Prerequisites: PSYC 100 and two upper-level psychology courses. A survey and critical analysis of research and intervention strategies developed and used by counseling psychologists. Historical as well as current trends in content and methodology are examined.

PSYC 435

Personality Theories (3)

Prerequisite: PSYC 100. A study of major theories and perspectives on personality, including trait, psychodynamic, behavioristic, and humanistic theories. Methods of personality research and relevant findings are also introduced and applied to real-world settings.

PSYC 436

Introduction to Clinical Psychology (3)

Prerequisites: PSYC 100 and two upper-level psychology courses. A survey of diagnostic and therapeutic strategies employed by clinical psychologists. The scientist-practitioner model is emphasized through the critical analysis of theories and empirical research that provide the foundation for determining effective treatments of mental disorders.

PSYC 441

Psychology of Human Learning (3)

Prerequisite: PSYC 100; PSYC 200 and 305 recommended. A review and analysis of the major phenomena and theories of human learning. Conditioning, the application of behavior analysis to real-world problems, and laboratory techniques in learning research are also presented.

PSYC 442

Psychology of Language (3)

Prerequisites: PSYC 100 and 341; PSYC 200 and 305 recommended. An introductory survey of psycholinguistic research, theory, and methodology. Emphasis is on the contribution of linguistic theory to the psychological study of linguistic behavior and cognition. Linguistic theory and the psychological studies of syntax and semantics are presented. Topics include the biological basis of the grammars of language and speech, phonetics and phonological performance, and the perception and production of speech. The role of language as part of cognitive development is assessed, and the relation of language comprehension to thought is analyzed.

PSYC 443

Thinking and Problem Solving (3)

Prerequisites: PSYC 100 and 341; PSYC 200 and 305 recommended. A survey of topics in the psychology of thinking and problem solving. Current theories, data, and research on methods of problem solving are studied in light of the historical development of this field. Major concepts of inquiry include formal problem-solving theory, computer models of thinking and human problem-solving behavior, and strategies for sharpening thinking processes and making problem-solving behaviors more effective.

PSYC 446

Death and Dying (3)

Prerequisites: PSYC 100, and PSYC 432 or PSYC 436; PSYC 357 recommended. An exploration of the psychological effects of death and dying on human behavior. Death-related variables are identified and evaluated as to their contributions to the development of individual differences across the life span. Topics include current research and clinical findings on anxiety, depression, guilt, conflict, and defense mechanisms, as well as death education and bereavement counseling. Students may receive credit for only one of the following courses: PSYC 446 or (former course) PSYC 309C.

PSYC 451

Principles of Psychological Testing (3)

Prerequisites: PSYC 100 and 200; PSYC 305 recommended. An examination of basic concepts and theories of psychological assessment, including test development. Social, legal, cultural, and ethical considerations in psychological testing are also discussed.

PSYC 462

The Psychology of Advertising (3)

(Also listed as BEHS 462.) Prerequisite: PSYC 100. An analysis of advertising in terms of psychological theory and observations of consumers' behavior. The information and fundamental insights presented regarding advertising are useful for consumers as well as for potential practitioners of advertising. General theoretical principles in the social sciences are applied to the processes of identifying a target population and developing and evaluating an advertising plan. The effectiveness of advertisements is examined from the standpoints of psychology, sociology, and politics. Students may receive credit for only one of the following courses: BEHS 462 or PSYC 462.

PSYC 464

Psychology of Leaders in Work Organizations (3)

Prerequisites: PSYC 100 and 361; PSYC 200 and 305 recommended. A study of the psychological assumptions and implications of various theories of management and leadership. The challenges examined include selecting and training workers, developing workers' careers, changing the behavior of managers, and influencing organizational processes. The ways managers' behavior is affected by the larger environment, the nature of the product or service, and the organizational structure are also considered.

PSYC 465

Psychology of Organizational Processes (3)

(Also listed as BEHS 411.) Prerequisite: PSYC 100; PSYC 200 and 361 recommended. A review of various theories of interpersonal, intragroup, and intergroup relations. Emphasis is on issues of conflict, competition, and cooperation, in light of the role of power in organizations. Ways of diagnosing organizational problems, and intervention as a means of solving them, are explored. Students may receive credit for only one of the following courses: PSYC 465 or BEHS 411.

PSYC 466

Environmental and Ecological Psychology (3)

Prerequisite: PSYC 100; PSYC 200 and 305 recommended. An examination of the measurement, description, and impact of the physical environments that affect various aspects of cognition and social behavior in school, at work, and at leisure. Topics include responses to environmental stress and catastrophes, personal and space territoriality, urban living, and psychological solutions to everyday environmental problems.

PSYC 486

Psychology Field Experience Through Co-op (3–6)

(Also listed as COOP 486P.) Prerequisites: Formal admission to the Co-op program (students should call 301-985-7780 for information); 30 semester hours completed; a minimum GPA (overall and in all psychology courses) of 3.0; and PSYC 305 (for a research experience) or PSYC 436 (for a clinical experience) or equivalent. Supervised field experience in clinical psychology, psychology research, or other psychology-related areas. The opportunity to gain experience in hospital, school, clinical, and research or other appropriate work settings is provided. Positions may be paid or unpaid and are at preapproved sites arranged by the student. Students must also participate in an online course and complete six academic assignments. Students seeking a first bachelor's degree may earn a maximum of 15 semester hours of credit in Co-op; students seeking a second bachelor's degree may earn a maximum of 9 semester hours in Co-op.

SOCIOLOGY

Courses in sociology (designated SOCY) may be applied toward

- the general education requirement in the social and behavioral sciences;
- a primary or a secondary specialization in sociology or sociology/anthropology;
- supporting credit for a primary or a secondary specialization in sociology/anthropology, behavioral and social sciences, business and management, management, management studies, psychology, and other areas when appropriate and as approved by an advisor; and
- electives.

A description of the curriculum begins on p. 50. A description of the curriculum for a specialization in sociology/anthropology appears on p. 50.

SOCY 100

Introduction to Sociology (3)

An introduction to the fundamental concepts and principles of sociology. The study of cultures, patterns of social values, social institutions, stratification, and social change is delineated. Students may receive credit for only one of the following courses: BEHS 312, SOCY 100, SOCY 311, or (former course) BEHS 102.

SOCY 201

Introductory Statistics for Sociology (4)

Prerequisite: SOCY 100 or equivalent. An overview of elementary descriptive and inferential statistics. Presentation covers constructing and percentaging bivariate contingency tables, discovering frequency distributions and presenting them in graphics, and calculating measures of central tendency and dispersion. Other topics are parametric and nonparametric measures of association and correlation; regression; probability; hypothesis testing; the normal, binomial, and chi-square distributions; and point and interval estimates. Students who receive credit for SOCY 201 may not receive credit for the following courses: BEHS 202, BMGT 230, ECON 321, GNST 201 (not offered at all sites), MGMT 316, PSYC 200, STAT 100, or (former course) BEHS 302.

SOCY 227

Introduction to the Study of Deviance (3)

An introduction to the sociological study of deviant behavior. Major topics include mental illness, sexual deviance, and the use of drugs. Students may receive credit for only one of the following courses: SOCY 227 or (former course) SOCY 327.

SOCY 243

Sociology of Marriage and Family (3)

A study of demographic trends in family and marriage, including childbearing and divorce, sociological theories of mate selection, marital interaction, and marital dissolution. Contemporary controversial issues, such as the relationship of unmarried couples, alternative marriage forms, abortion, and violence in the family, are discussed. Students may receive credit for only one of the following courses: SOCY 243 or (former course) SOCY 343.

SOCY 300

American Society (3)

A survey of the social structure and organization of American society, with special reference to recent social changes. The character, structure, values, and ideology of American social movements are examined from a sociological perspective. Specific topics include urban demographic changes and other population trends, as well as changes in the conduct of work, family life, and recreation.

SOCY 311

The Individual and Society (6)

(Also listed as BEHS 312. Fulfills the historical and international perspective requirements.) A study of interactions between the individual and society. Basic sociological concepts, theories, and methods of research are presented as they apply to the individual. Those means are used in examining how the individual is shaped by history, family, and the surrounding cultural environment. Another focus is the reciprocal relationship, whereby individuals modify the world around them and their ideas influence society. Students may receive credit for only one of the following courses: BEHS 312 or SOCY 311.

SOCY 312

Family Demography (3)

Prerequisite: 3 credits in sociology. A study of the family and population dynamics. Issues of fertility, such as teenage pregnancy, the timing of parenthood, and the determinants and consequences of family size, are discussed as they relate to family behavior such as marital patterns, the use of child-care options, and the relationship between work and the family. Issues of policy as related to demographic changes in the family are also considered.

SOCY 325

The Sociology of Gender (3)

Prerequisite: 3 credits in sociology. An inquiry into the institutional bases of gender roles and gender inequality, cultural perspectives on gender, gender socialization, feminism, and gender-role change. Emphasis is on contemporary American society.

SOCY 398

Special Topics in Sociology (3)

Prerequisite: 3 credits in sociology. Topics of special interest both to students who are specializing in sociology and to other students. May be repeated to a maximum of 6 credits when topics differ.

SOCY 423

Ethnic Minorities (3)

(Fulfills the international perspective requirement.) An exposition of basic social processes in the relations of ethnic groups, immigrant groups, African Americans, and Native Americans in the United States, and of ethnic minorities in Europe.

SOCY 424

Sociology of Race Relations (3)

An analysis of race-related issues, focusing mainly on American society. Topics include the historical emergence, development, and institutionalization of racism; the effects of racism on its victims; and conflicts that are racially based.

SOCY 425

Gender Roles and Social Institutions (3)

An investigation of the relationship between gender roles and the structure of social institutions (such as the economy, the family, the political system, religion, and education). Discussion covers the incorporation of gender roles into social institutions, perpetuation or transformation of gender roles by social institutions, and how changes in gender roles affect social institutions.

SOCY 426

Sociology of Religion (3)

A survey of the varieties and origins of religious experience and religious institutions. The role of religion in social life is explored.

SOCY 427

Deviant Behavior (3)

An exploration of current theories of the genesis and distribution of deviant behavior. Specific topics include definitions of deviance, implications for a general theory of deviant behavior, labeling theory, and secondary deviance.

SOCY 430

Social Structure and Identity (3)

A study of theoretical issues in social psychology, focusing on social construction of identity. Identity formation and transformation in social processes and structural and cultural dimensions of social identity are covered.

SOCY 431

Principles of Organizations (3)

An examination of characteristics of effective organizational structures and processes. The effects of various institutional environments, small group processes, organizational networks, and leadership qualities are considered. Types of organizations studied include formal bureaucracies, professional organizations, and volunteer associations.

SOCY 432

Social Movements (3)

An examination of movements that seek change in the social and political structure of society. Topics include the origins, tactics, organization, recruitment, and success of such movements. Case studies feature movements in the areas of labor, civil rights, feminism, the environment, student and neighborhood activism, and gay rights.

SOCY 441

Social Stratification and Inequality (3)

A sociological study of social class, status, and power. Topics include theories of stratification, correlates of social position, functions and dysfunctions of social inequality, status inconsistency, and social mobility.

SOCY 443

The Family and Society (3)

An examination of the family as a social institution. Its biological and cultural foundation; its historic development, changing structure, and function; the interaction of marriage and parenthood; and the disorganizing and reorganizing factors in current trends are explored.

SOCY 462

Women in the Military (3)

A cross-national analysis of past, present, and future trends in women's roles in the military. Topics include the effects on women's roles in the armed forces by cultural forces, national security, technological changes, demographic patterns, occupational structures, labor shortages, and considerations of efficiency and rationality. Students may receive credit twice under this course number when course titles differ.

SOCY 463

Sociology of Combat (3)

A study of sociological theories and concepts related to combat, including the influence of historical events on relations between nations and between the military and society. Topics include the effects of the U.S. social structure on actions in combat and the effects of involvement in combat on both the social structure and members of society. Cohesion and leadership in military units is also covered.

SOCY 464

Military Sociology (3)

An overview of social change and its effects on the growth of military institutions. The structure of complex formal military organizations is clarified. Military service is evaluated as an occupation or a profession. The sociology of military life as a distinct cultural ethos is probed. The interrelations of military institutions, civilian communities, and society are explored.

SPANISH

Courses in Spanish (designated SPAN) may be applied toward

- the general education requirement for arts and humanities and international perspective coursework;
- a primary or a secondary specialization in area studies (when appropriate);
- a secondary specialization in foreign languages; and
- electives.

UMUC offers a limited number of foreign language courses each semester.

SPAN 101

Elementary Spanish I (4)

(Open only to students with fewer than two years of Spanish. Fulfills the international perspective requirement.) Introduction to the basic structures, vocabulary, and pronunciation of the Spanish language, developing working proficiency in the four skills of listening, speaking, reading, and writing, with emphasis on using authentic, unedited spoken and written text to find and communicate information.

SPAN 102

Elementary Spanish II (4)

(Fulfills the international perspective requirement.) Prerequisite: SPAN 101 or equivalent. Further study of the functions and structures of the Spanish language, developing working proficiency in the four skills of listening, speaking, reading, and writing, with emphasis on using authentic, unedited spoken and written text to find and communicate information.

SPAN 201

Intermediate Spanish (4)

(Fulfills the international perspective requirement.) Prerequisite: SPAN 102 or equivalent. Continued development of the functions and structures of the Spanish language with emphasis on the four skills of listening, speaking, reading, and writing, with emphasis on using authentic, unedited spoken and written text to find and communicate information, particularly in the workplace. Students may receive credit for only one of the following courses: SPAN 201 or (former course) SPAN 203.

SPAN 315

Commercial Spanish I (3)

(Fulfills the international perspective requirement.) Prerequisite: At least 9 credits of Spanish, or equivalent. A study of business terminology, vocabulary, formats, and practices. Emphasis is on everyday spoken and written workplace Spanish, using unedited authentic readings and discussion of Spanish commercial topics. Exposure to Spanish business environments is included.

SPEECH

Courses in speech (designated SPCH) may be applied toward

- the general education requirement in communications;
- a primary or a secondary specialization in communication studies;
- an emphasis in speech communication within a specialization in communication studies;
- a secondary specialization in speech;
- supporting credit for a management-related primary or secondary specialization as approved by an advisor; and
- electives.

SPCH 100

Foundations of Speech Communication (3)

(Prerequisite for all 300- or 400-level speech courses.) An overview of the principles of communication. Verbal and nonverbal language, listening, group dynamics, and public speaking are highlighted. Emphasis is on applying communication principles to contemporary problems and preparing various types of oral discourse. Students may receive credit for only one of the following courses: SPCH 100 or SPCH 107.

SPCH 107

Speech Communication: Principles and Practice (3)

Study and practice in oral communication, covering principles of interviewing, group discussion, listening, informative briefings, and persuasive speeches. Students may receive credit for only one of the following courses: SPCH 100 or SPCH 107.

SPCH 125

Introduction to Interpersonal Communication (3)

An overview of the concepts of interpersonal communication. Major concepts include nonverbal communication, the relationship of language to meaning, perception, listening, and feedback.

SPCH 200

Advanced Public Speaking (3)

A study of rhetorical principles and models of speech composition. Principles are studied in conjunction with preparing and presenting particular forms of public communication.

SPCH 220

Small-Group Discussion (3)

A consideration of the principles, methods, and types of discussion. Principles are applied to the analysis of contemporary problems.

SPCH 222

Interviewing (3)

A presentation of the principles and practices used in the recognized types of interview. Special attention is given to behavioral objectives and variables in communication as they figure in the process of interviewing. Students may receive credit for only one of the following courses: SPCH 222 or (former course) SPCH 422.

SPCH 324

Communication and Gender (3)

An investigation of the way communication creates images of male and female. Consideration is given to what constitutes masculine and feminine characteristics, the differences between male and female behavior and styles in communicating, and the implications of those images and styles for interpersonal transactions.

SPCH 397

Delivering Organizational Presentations: Technique and Technology (3)

Prerequisite: SPCH 100 or equivalent. Focus is on techniques for planning small- and large-group presentations, including audience profiling and needs analysis. Students learn to recognize listener patterns and preferences and to organize presentations in ways that are memorable. In medium- and large-group presentations, students learn confidence-building techniques, refine platform skills, and skillfully employ audio/video technology and presentation software, such as PowerPoint, to enhance presentations.

SPCH 420

Group Discussion and Decision Making (3)

Prerequisite: SPCH 100 or equivalent. A study of current theory, research, and techniques regarding small-group processes. Group dynamics, leadership, and decision making are covered.

SPCH 423

Communication Processes in Conferences (3)

Prerequisite: A course in speech communication. An exploration of methods of problem solving, semantic aspects of language, and interpersonal dynamics in conferences. Focus is on two aspects of conferences: how communication facilitates participation by members of the group, and how conferences function in settings of business, industry, and government.

SPCH 424

Communication in Complex Organizations (3)

Prerequisite: A course in speech communication. An examination of the structure and function of communication in organizations. Organizational climate and culture, information flow, networks, and role relationships are major themes.

SPCH 426

Negotiation and Conflict Management (3)

Prerequisite: SPCH 100 or equivalent. A study of the role of communication in shaping negotiation and conflict processes and outcomes. Simulation and role play are used to model workplace practices.

SPCH 427

Communications Assessment (3)

(Students should have familiarity with basic statistical concepts and techniques.) Prerequisite: SPCH 421. Field research in designing, administering, and evaluating communication audits. Methods for evaluating the effectiveness of particular messages in an organization's internal and external communication (such as focus groups) are studied, and the effectiveness of communication training through pre- and post-testing is evaluated.

SPCH 470

Listening (3)

A survey of theories of the listening process. Emphasis is on functional analysis of listening behavior. Students may receive credit only once under this course number.

SPCH 472

Theories of Nonverbal Communication (3)

Prerequisite: A course in speech communication. A survey of nonverbal communication in human interactions. Theory and research on proxemics, kinesics, and paralinguistics are recognized and identified in expressions of relationship, affect, and orientation both within and across cultures.

SPCH 482

Intercultural Communication (3)

(Fulfills the historical and international perspective requirements.) Prerequisite: A course in speech communication. An examination of the major variables of communication in an intercultural context. Topics include cultural, racial, and national differences; stereotypes; values; cultural assumptions; and verbal and nonverbal channels.

STATISTICS AND PROBABILITY

Courses in statistics and probability (designated STAT) may be applied toward

- the general education requirement in mathematics;
- a primary or a secondary specialization in mathematics; and
- electives.

STAT 100

Elementary Statistics and Probability (3)

Prerequisite: MATH 107. Introduction to the simplest tests of statistical hypotheses; applications to before-and-after and matched-pair studies; and events, probability, combinations, and independence. Other major topics include binomial probabilities and confidence limits, as well as random variables, expected values, median, and variance. Explication extends to tests based on ranks, law of large numbers and normal approximation, and estimates of mean and variance. Students may receive credit for only one of the following courses: BEHS 202, ECON 321, GNST 201 (not offered at all sites), MGMT 316, PSYC 200, SOCY 201, STAT 100, or (former courses) BEHS 302 or MATH 111.

STAT 250

Intermediate Statistics and Probability (3)

Prerequisite: STAT 100. Further study of elementary statistics and probability. Topics include inference for two populations, population standard deviations and proportions, chi-square procedures, descriptive and inferential methods in regression and correlation, analysis of variance, multiple regression analysis, model building in regression, and experimental design and analysis of variance.

STAT 400

Applied Probability and Statistics I (3)

Prerequisite: MATH 141. An intermediate study of statistical theory. Topics include random variables and standard distributions. Study extends to sampling methods, law of large numbers and the central-limit theorem, moments, estimation of parameters, and testing of hypotheses.

STAT 401

Applied Probability and Statistics II (3)

(A continuation of STAT 400.) Prerequisite: STAT 400. Explication of more advanced statistical concepts. Major concepts covered include sufficient and consistent estimators, minimum variance and maximum likelihood estimators, point estimation, and interval estimation. Applications include testing of hypotheses, regression correlation and analysis of variance, sampling distributions, sequential tests, and elements of nonparametric methods.

STAT 410

Introduction to Probability Theory (3)

Prerequisites: MATH 240 and 241. A discussion of probability and its properties. Presentation covers random variables and distribution functions in one dimension and in several dimensions, as well as moments, characteristic functions, and limit theorems.

STAT 450

Regression and Variance Analysis (3)

Prerequisite: STAT 401 or STAT 420. A study of statistical techniques, concentrating on one-, two-, three-, and four-way layouts in analysis of variance. Concepts and techniques presented include multiple-regression analysis, the Gauss-Markov theorem, fixed-effects models, linear regression in several variables, and experimental designs.

TECHNOLOGY AND MANAGEMENT

Courses in technology and management (designated TMGT) may be applied toward

- an emphasis in technology and management within a specialization in business and management;
- a primary or a secondary specialization in business and management, technology and management, or management studies;
- supporting credit for a primary or a secondary specialization in business and management or other management and computer-related specializations; and
- electives.

Most courses require extensive writing. Students should complete a writing course (ENGL 101 or ENGL 391) or have equivalent writing experience before enrolling.

The technology and management specialization will be discontinued by fall 2001 and is being absorbed into the business and management specialization as an emphasis, with reduced course offerings. Students should not select technology and management as a primary specialization if they have not already completed at least 12 semester hours in the specialization, including required courses. If all coursework for the primary specialization is not completed by the end of summer 2001, credit earned in TMGT courses may be applied toward a primary specialization in either business and management or management studies. All requirements of the new specialization must be met. Students should consult their team advisor for further information on courses and options.

A description of the curriculum begins on p. 51. Descriptions of other management-related curricula may be found on the following pages: accounting (p. 18), business and management (p. 20), environmental management (p. 33), fire science (p. 35), health services management (p. 37), hotel and restaurant management (p. 40), management (p. 44), and management studies (p. 45).

TMGT 201

Introduction to Computer-Based Systems (3)

An overview of computer information systems. Hardware, software, procedures, systems, and human resources are introduced. Integration and application in business and in other segments of society are assessed. Introductory exposure to software packages (e.g., word-processing and database) is included. Students may receive credit for only one of the following courses: CAPP 300, IFSM 201, TMGT 201, or (former course) CAPP 101.

TMGT 302

Management: Perspectives, Process, Productivity (6)

A systematic exploration of management processes and organizational behavior. Major topics are planning, leading, group dynamics, and motivation. Organizational, behavioral, and systems perspectives on management are compared. Recent perspectives on productivity, quality, human resource management, and organizational culture are emphasized. Students may receive credit for only one of the following courses: BMGT 364, TMGT 302, or (former courses) TEMN 202, TEMN 300, or TMGT 301.

TMGT 305

Managing in the Public Sector (6)

An exploration of the nature of public-sector management, including issues of public accountability, the budgetary process, and personnel. Models of decision making and the characteristics of the policy-making process on federal, state, and local levels are examined. Methods and mechanisms of policy analysis, including cost/benefit analysis and program evaluation, are introduced.

TMGT 310

Problem Solving (6)

Presentation of the theoretical and practical aspects of strategies used in solving problems, an activity that takes up much of the manager's day. Approaches evaluated include holistic thinking, the use of analogy, internal brainstorming and other methods of creative thinking, the development of an ability to shift perspectives, the scientific method, the analysis of language, systems analysis, and graphic representations. Case studies are used to illustrate the definition of the problem, the formulation of hypotheses, and the collection and analysis of data.

TMGT 320

Finance for the Nonfinancial Executive (6)

(May be used as either a stand-alone survey course in finance or an introduction to higher-level finance courses for those who wish to pursue the subject further.) An introduction to the financial fundamentals needed by functional experts and upwardly mobile managers in human resources, marketing, production, and general management. Focus is on preparation for assuming higher-level corporate positions or undertaking entrepreneurial activities that require a basic knowledge of finance. The world of finance and its argot and operations are presented in a simple, step-by-step manner. Topics include financial statements and forecasting, capital budgeting, project evaluation, working-capital management, and international financial management. Emphasis is on practical applications more than theory. Students may receive credit for only one of the following courses: TMGT 320 or (former course) MGMT 398D.

TMGT 350

Organization Development (6)

Introduction to a method of making organizations and individuals more adaptive and productive. The objective is to help organizations cope with change. Techniques of intervention such as team building, process consultation, feedback, and conflict resolution are introduced and explained. Students may receive credit for only one of the following courses: BMGT 465, TMGT 350, or (former courses) MGMT 398K or MGMT 465.

TMGT 398

Special Topics in Technology and Management (1–6)

Topics of special interest to students and faculty. May be repeated to a maximum of 6 credits when topics differ.

TMGT 411

Systems Performance (6)

Presentation of analytical approaches to comprehending systems. Focus is on powerful techniques for solving problems of managing people and for understanding their behavior in organizations. Examples of well-known systems failures and catastrophes are used to illustrate systems analysis. Case studies of manufacturing companies, municipal government, and a nuclear power plant are investigated. Techniques delineated include systems diagramming, boundary setting, and systems modeling.

TMGT 412

Program Analysis and Evaluation (6)

A survey of the techniques and methodologies used to determine whether programs are operating successfully. Major topics include identifying the goals and objectives of a program, examining the use of specific research designs for collecting data, collecting and using data/information for analysis and evaluation, and recognizing the functions that statistics serve in evaluation processes.

TMGT 430

Project Management (6)

Course applications require the use of an IBM-compatible computer and MS Project software. Students may access the software from home or work (if the latter is permitted). Students wishing to use alternate software must contact the faculty member before the start of the course. An exploration of management beyond bureaucracy—the delineation of job roles in nonroutine work situations. Management of projects is presented as a means of production in research firms, high-technology manufacturing and engineering firms, systems implementations, and consulting practices. Appropriate organizational structures, such as collegial and matrix types, are described and assessed. The practical considerations of designing a project management system are covered as well. Students may receive credit for only one of the following courses: IFSM 438 or TMGT 430.

TMGT 444

Risk (6)

An interdisciplinary analysis of risk, drawing on literature in the social sciences and management. The concept of risk is explored in its economic, physical, social, and ethical manifestations. Topics include calculation of risk, recognition of the risks inherent in decisions, and risk analysis in public policy. Personal as well as academic involvement is stimulated. Students may receive credit for only one of the following courses: TMGT 444 or (former course) BEHS 444.

TMGT 480

Exploring the Future (6)

(Also listed as BEHS 480. Fulfills the international perspective requirement.) An examination of how to analyze and develop alternate ways of seeing the future. The interactions of population, technology, and political and economic systems, values, and leadership are investigated. Techniques futurists use—including scenario construction, trend analysis, the futures wheel, and environmental scanning—are explained. Techniques are applied in societal, professional, and personal settings. Students may receive credit for only one of the following courses: BEHS 480, TMGT 480, or (former courses) MGMT 398H or TMGT 401.

THEATRE

Courses in theatre (designated THET) may be applied toward

- the general education requirement in the arts and humanities; and
- electives.

THET 110

Introduction to the Theatre (3)

See HUMN 110.

THET 120

Acting I (3)

See HUMN 111.

WOMEN'S STUDIES

Courses in women's studies (designated WMST) may be applied toward

- supporting credit for a primary specialization in the social and behavioral sciences; and
- electives.

WMST 200

Introduction to Women's Studies: Women and Society (3)

An interdisciplinary study of the status, roles, and experiences of women in contemporary society. Sources from a variety of fields (such as literature, psychology, history, and anthropology) focus on the writings of women.

SCHOLASTIC AND ADMINISTRATIVE STANDARDS

Grading Methods

There are four grading methods at UMUC. The most commonly used is the standard method. The pass/fail alternative is available only under limited conditions (see below). The satisfactory/D/fail method is restricted to certain specified courses at higher levels. Any course may be audited. Regulations are given below.

Grade	Interpretation	Quality Points
A	Outstanding scholarship	4
B	Good scholarship	3
C	Satisfactory scholarship	2
D	Marginal performance	1
F	Failure	0
P	Passing (D or higher)	0
S	Satisfactory (C or higher)	0
I	Incomplete	0
AU	Audit	0
W	Withdrawal	0

Standard

Unless students choose either the pass/fail or audit option at the time of registration, they will be given a letter grade according to the standard method. Under the standard grading method, students are given a grade of A, B, C, D, or F on the basis of their performance in meeting the requirements of each course. For only a very few courses, the standard grading method is replaced by the satisfactory/D/fail method.

Pass/Fail

Between the time of earning 30 semester hours (at least 15 of those at UMUC) and graduation, an undergraduate who has a cumulative grade-point average of 2.0 may take one course of up to 6 semester hours of credit each fall or spring semester or summer trimester on a pass/fail basis, to a maximum of 18 credits. Students must elect pass/fail grading at the time of registration. This status may not be changed after the second week of classes has ended.

This grading method is allowed only for electives. Required courses (e.g., general education courses and supporting and core courses for the primary and secondary specializations) may not be taken pass/fail, nor may pass/fail grading be used in retaking a course for which a letter grade was earned previously.

Degree-seeking students are eligible for pass/fail grading. Transfer students are eligible only after they have completed 30 semester hours of credit, with at least 15 semester hours having been earned at UMUC.

Students who register for pass/fail grading must still complete all the regular requirements of the course. The teacher evaluates the work under the normal procedure for letter grades and submits a regular grade. Grades of A, B, C, or D are then converted to the grade P, which is entered into the permanent record. A grade of F remains unchanged.

Although a grade of P earns credit toward graduation, it is not included in calculating a grade-point average. A failing grade carries no credit, and the failing grade is included in the computation of grade-point averages.

Satisfactory/D/Fail

This grading method is available only on a limited basis. Although a grade of satisfactory (S) earns credit toward graduation, it is not included in calculating grade-point averages. The grade of D earns credit and is included in computing grade-point averages. While a failing grade (F) earns no credit, it is included in computing grade-point averages.

Audit

Students who do not wish to receive credit may register for courses as auditors after they have been admitted. Students must indicate this intention when they register. Students may request a change from credit to audit status anytime before the end of the fifth scheduled week of a semester or the third week of classes in an eight-week term.

Each audited course will be listed on the permanent record, along with the notation AU. No letter grade is given for the course audited, nor are credits earned.

Marking System

The grades and marks used by UMUC to denote teachers' assessments of students' academic achievement are A, B, C, D, F, AU, P, S, I, and W. The mark of AU is explained in the preceding section. The explanations of P, S, F, I, and W follow.

Passing: The Grade of P

The grade of P is conferred after a teacher has evaluated coursework under the normal procedure for letter grades and has submitted a standard grade (A, B, C, or D). Then Student Services converts that standard grade into the grade of P.

A passing grade is recorded on the permanent record and confers credit toward graduation. However, courses graded P are not included in calculating grade-point averages.

Satisfactory: The Grade of S

The grade of S is equivalent to a grade of C or higher. This grade is used to denote satisfactory progress in an experiential setting or practicum such as EXCL 301. Although the grade of S confers credit and appears on the permanent record, courses graded S are not used in determining grade-point averages.

Failure: The Grade of F

The grade of F means a failure to satisfy the minimum requirements of a course. A student assigned the grade of F must register again for the course, pay the applicable fees, repeat the course, and earn a passing grade in order to receive credit for that course.

A grade of F cannot be changed. Although it carries no credit, it is included in calculating the grade-point average.

Incomplete: The Mark of I

The mark of I (incomplete) is an exceptional mark given only to students whose work in a course has been satisfactory but who for reasons beyond their control have been unable to complete all the requirements of a course. The following criteria must be met:

- The student must have completed the major portion of the work in the course.
- The work already completed must be of satisfactory quality.
- The mark of I must be requested before the end of the course.

The procedure for awarding the mark of I is as follows:

- The student must ask the teacher for a mark of I. (Teachers cannot award a mark of I on their own initiative.)
- The teacher decides whether to grant the request.
- The teacher sets a date (no more than six months after submitting the original grade) for completion of the remaining requirements of the course.
- The teacher and the student together agree on the remaining requirements of the course and the deadline for submitting the work.
- The student is responsible for completing the work.
- After the work is completed, the teacher submits a grade-change form to replace the mark of I on the student's record with a grade.

If the mark of I is not made up within six months or by the agreed-upon deadline, the faculty member may submit a grade-change form based on his or her evaluation of the student's work for the course, unless a written request for an extension has been approved by the dean of Undergraduate Programs or the dean's designee.

The mark of I cannot be removed by means of credit by examination, nor can it be replaced by a mark of W (defined at right).

Students who elect to repeat an incomplete course must register again for the course, pay all applicable fees, and repeat the course. For purposes of academic retention, the course grade is counted as an F. The mark of I is not used in determining grade-point averages.

Withdrawal: The Mark of W

Students may receive the mark of W either by completing a registration-change form in Student Services or by submitting a written request approximately two weeks before the last scheduled class in a semester or term. Either procedure constitutes official withdrawal.

This mark appears on the permanent record unless withdrawal is completed before a course begins. For purposes of academic retention, the mark of W is counted as attempted hours. It is not used in determining grade-point averages.

Changes in Grade

Teachers may change a grade previously assigned only by submitting a Grade Adjustment Report, along with a letter giving reasons for the change. Any change must be made no later than six months after the original grade was awarded.

Grading Repeated Courses

When a course is repeated, only the higher grade earned in the two attempts is included in the calculation of the GPA. For purposes of academic retention, both attempts are counted. Both grades are entered on the permanent record, with a notation indicating that the course was repeated. Students cannot increase the total hours earned toward a degree by repeating a course for which a passing grade was conferred previously.

To establish credit in a course previously failed or withdrawn from, students must register, pay the full tuition and fees, and repeat the entire course successfully.

Repeated Registration for a Course

No student may register more than twice for the same course. Registering more than twice for the same course (including courses previously attempted at other institutions in the University System of Maryland) is generally forbidden. It may be allowed only under special circumstances, with prior approval of an advisor.

Grades and Quality Points

The calculation of a grade-point average is done by using the quality points assigned to each grade or mark (chart on p. 194). To obtain points received for a course, the quality-point value of the grade or mark is multiplied by the number of credits the course carried. To generate the GPA, total points are divided by total credits attempted for which a grade of A, B, C, D, or F was received.

Academic Warning and Dismissal

At the end of every term, each student's cumulative grade-point average is computed on the basis of all UMUC grades. At the end of each fall and spring semester or summer trimester, the Office of Student Services takes action required by UMUC policy, as described below.

There are four levels of academic progress: satisfactory, warning, probation, and dismissal.

Levels of Progress

SATISFACTORY

The cumulative grade-point average is 2.0 or higher.

WARNING

A student whose cumulative GPA is less than 2.0 will be placed on academic warning. The student will remain on academic warning as long as the cumulative GPA is less than 2.0 and the semester GPA is 2.0 or better.

A student who attempts 15 semester hours or more in a period of at least two semesters and earns no quality points will receive an academic warning regardless of the cumulative grade-point average.

A student on academic warning whose semester GPA is 2.0 or better, but whose cumulative GPA is less than 2.0, will continue on warning until he or she has completed courses at UMUC that raise the cumulative GPA to 2.0 or better.

A student on academic warning is limited to a maximum enrollment of 7 semester hours per semester or to a maximum of 4 semester hours per term I or term II.

PROBATION

A student on academic warning or admitted on provisional status whose semester GPA is less than 2.0 will be put on probation.

A student on probation whose semester GPA is 2.0 or better, but whose cumulative GPA is less than 2.0, will return to academic warning or provisional status.

A student on academic probation is limited to a maximum enrollment of 7 semester hours per semester or to a maximum of 4 semester hours per term I or term II.

DISMISSAL

A student on probation whose semester GPA is less than 2.0 will be dismissed.

Regardless of cumulative GPA, a student who has maintained an average of at least 2.0 during a particular semester or trimester will not be dismissed at the end of that period. A student who is dismissed is ineligible to register again for UMUC courses until he or she is reinstated.

Reinstatement After Dismissal

A student seeking reinstatement is required to

- Have all official transcripts from previously attended colleges and universities sent to UMUC, preferably before meeting with an advisor.
- Meet with an advisor before petitioning for reinstatement.
- Wait at least one semester before petitioning for reinstatement. Such an appeal should be made in writing to the assistant vice president, Student Services and Academic Counseling.

Deadlines for requesting reinstatement are as follows:

Fall enrollment	July 15
Spring enrollment	November 15
Summer enrollment	April 15

After the student's record, the advisor's recommendation, and the student's petition have been reviewed, the student will receive a written response. Reinstated students will be placed on warning immediately or will retain provisional status, as appropriate.

Scholastic Recognition

Dean's List

Students who complete at least 12 semester hours (in courses graded A, B, C, D, or F) with a GPA of at least 3.5 in an academic year at UMUC are eligible for the Dean's List.

Students who fail to earn the required average by the end of the academic year must complete a minimum of 12 more semester hours during the next academic year to be considered for the Dean's List again. All courses taken during an academic year will be used in computing the average, even though the total number of credits may exceed 12. An academic year is designated as fall through summer terms. Eligibility for the Dean's List is calculated once a year, after the summer trimester.

Academic Honors

Academic honors for excellence in scholarship, determined from the student's cumulative GPA, are awarded to no more than 10 percent of the graduating class. The distinction of summa cum laude is conferred on the highest 2 percent, magna cum laude on the next 3 percent, and cum laude on the next 5 percent. To be eligible for any of these categories of recognition, a student must have earned at least 45 semester hours at UMUC in courses for which a letter grade and quality points were assigned.

For honors to be conferred with a second bachelor's degree, the student is required to have a total of 45 semester hours of UMUC credit (including the 30 semester hours of new credit) and the requisite GPA. More information on attaining a second bachelor's degree may be found on p. 14.

Honor Societies
Inquiries concerning honor societies should be addressed to the student's resource team.

PHI KAPPA PHI

The honor society of Phi Kappa Phi promotes the pursuit of excellence in all fields of higher education and recognizes outstanding achievement by students, faculty, and others through election to membership and through various awards for distinguished achievement. To qualify for membership in Phi Kappa Phi, candidates must have completed at least 90 semester hours of credit toward the bachelor's degree, at least 45 of which must have been for UMUC courses carrying letter grades of A, B, C, D, or F. The candidate's grade-point average in UMUC courses must be in the top 10 percent of the previous UMUC graduating class.

ALPHA SIGMA LAMBDA

UMUC students are eligible for membership in Alpha Sigma Lambda, the national honor society for students in continuing higher education. To qualify for membership, a student must be pursuing a first bachelor's degree, have completed at least 30 semester hours at UMUC in courses graded A, B, C, D, or F, and maintained a GPA of 3.7 or higher in all UMUC courses. At least 15 semester hours, from UMUC or transferred, must be in courses outside the primary specialization.

SIGMA TAU DELTA

Membership in Sigma Tau Delta, the international English honor society, is open to qualified UMUC students with a primary specialization in English. To be eligible, students must have earned at least 45 semester hours toward the bachelor's degree with an overall GPA of 3.5 or higher. At least 30 semester hours must have been earned at UMUC and must include 12 semester hours of English beyond ENGL 101 and 6 semester hours of upper-level credit. Students must also have earned a GPA of 3.6 in English coursework at UMUC.

PHI ALPHA THETA

UMUC students may qualify for membership in Phi Alpha Theta, the international honor society in history. To qualify for membership, students must attain a GPA of 3.5 or higher in at least 12 semester hours of UMUC history courses and have an overall UMUC GPA of 3.4.

RESPONSIBILITIES OF THE STUDENT

Attendance

The student is responsible for attending all classes and any related activities regularly and punctually. Absence from class does not excuse a student from missed coursework. The student is responsible for obtaining detailed information about missed class sessions, including their content, activities covered, and any announcements or assignments. Failure to complete any required coursework may adversely affect the student's grade. Teachers are not expected to repeat material that a student has missed because of the student's absence from class.

In some courses, in which active participation is integral to the learning process, teachers may base part of the final grade on class participation; those courses obviously require regular attendance. Teachers must announce any such requirement at the beginning of the semester.

Courses offered in distance education formats have their own policies on attendance. The requirements expected for participation are specified in all courses offered in distance education formats.

Examinations

The student is responsible for obtaining information about quizzes and examination schedules and policies. Final examinations are usually given during the last scheduled class meeting.

Make-up examinations and tests may be given to students who for valid reasons are unable to take exams at the scheduled time. Teachers are not required to offer make-up examinations because of a student's absence unless the student can present evidence that it was caused by unavoidable circumstances or occurred on a religious holiday.* In such cases, an examination may be rescheduled for the mutual convenience of student and teacher and must cover only the material for which the student was originally responsible. Such a rescheduling must not cause a conflict with the student's other classes. The Testing Center schedules make-up exam sessions for students whose teachers cannot schedule a special make-up session. There is a fee for this service.

Course Loads

No student may register for courses whose scheduled meeting times overlap to any extent. Decisions on the number of courses a student can successfully complete in any one semester are normally left to the student's discretion. It should be noted, however, that the majority of UMUC students register for between 3 and 9 semester hours, and students are strongly advised not to exceed this limit. Students should carefully and

** The UMUC policy on religious holidays is stated in the appendices.*

realistically assess other commitments before registering for more than 9 semester hours. In no case may a student register for more than 18 semester hours in a 15-week period without written permission from his or her resource team. Permission to register for more than 18 semester hours is based on demonstrated academic excellence at UMUC. A minimum GPA of 3.5 and an enrollment history indicating success in carrying a heavier-than-average course load at UMUC are required.

Academic Integrity

Integrity in teaching and learning is a fundamental principle of a university. UMUC believes that all members of the university community share the responsibility for academic integrity, as expressed in the University System of Maryland policy "Faculty, Student, and Institutional Rights and Responsibilities for Academic Integrity." Details are available from the Office of the Dean, Undergraduate Programs.

At UMUC, faculty members are expected to establish classroom environments conducive to the maintenance of academic integrity by promptly giving students a complete syllabus describing the course and its requirements, grading submitted work promptly and adequately, and arranging appropriate testing conditions, including having faculty members monitor examinations given in class.

Students at UMUC are expected to conduct themselves in a manner that will contribute to the maintenance of academic integrity.

Academic Dishonesty

Academic dishonesty is failure to maintain academic integrity. Academic dishonesty includes but is not limited to obtaining or giving aid on an examination, having unauthorized prior knowledge of an examination, doing work for another student, and plagiarism.

Plagiarism is the presentation of another person's idea or product as one's own. Plagiarism includes (but is not limited to) copying verbatim all or part of another person's work; using phrases, charts, figures, illustrations, computer programs, or mathematical or scientific solutions without citing the source; paraphrasing ideas, conclusions, or research without citing the source; and using all or part of a literary plot, poem, film, musical score, or other artistic product without attributing the work to its creator.

Students can avoid unintentional plagiarism by carefully following accepted scholarly practices. Notes taken for papers and research projects should accurately record sources of material to be cited, quoted, paraphrased, or summarized, and papers should acknowledge those sources in footnotes.

UMUC's policy on Academic Dishonesty and Plagiarism can be found at *www.umuc.edu/ugphandbook/bkVI.html* or is available from the Office of the Dean, Undergraduate Programs.

Required Withdrawal

When a competent authority, using established procedure, judges a student's behavior to be detrimental to the interests of the university community, the student may be required to withdraw from UMUC.

Process for Appealing a Grade

Procedures for appealing a grade are available from the Office of the Dean, Undergraduate Programs, or at *www.umuc.edu/ugphandbook/bkVI.html*.

There is a time limit for appealing a grade. Therefore, students who want to appeal a grade should initiate the process within 30 days of the posting of the grade.

Code of Student Conduct

Students are subject to the UMUC Code of Student Conduct, which can be found at *www.umuc.edu/ugphandbook/bkVI.html* or is available from the Office of the Dean, Undergraduate Programs. Violations of the code are considered to be violations of UMUC policy and are grounds for discipline by UMUC. Allegations of misconduct by UMUC students should be referred to the assistant vice president, Student Services, and registrar.

Procedures for Filing Students' Grievances

The procedures necessary to file a formal complaint concerning the actions of members of the UMUC faculty or administrative staff are available at *www.umuc.edu/ugphandbook/bkVI.html* or from the Office of the Dean, Undergraduate Programs.

Change of Address

Students who move during the semester or term should not only leave a forwarding address with the U.S. Postal Service but should also notify Student Services as soon as possible. Forms are available in that office.

Transfer of Credits from UMUC

To have credits earned through UMUC transferred, each student must obtain authoritative guidance from the destination institution (including other institutions in the University System of Maryland). Only the destination institution can answer specific questions about its own residency and degree requirements or about the applicability of UMUC courses to its curricula. Specific policies dealing with transfer students are given in the appendices.

Transcripts

Official academic records are maintained by Student Services at UMUC. Official transcripts show coursework taken through UMUC. For students who have received an official evaluation and have regular status, transfer credit from other institutions (including others in the University System of Maryland) is listed as well. The request for a transcript from UMUC and the fee should be sent to the following address:

Student Services
University of Maryland University College
3501 University Boulevard East
Adelphi, MD 20783-8070

Students who were last enrolled in the European Programs or the Asian Programs should mail requests for transcripts directly to the Office of Admissions and Registrations of the program most recently attended, since the records of students last enrolled overseas are kept in the overseas headquarters of that division.

The addresses are as follows:

University of Maryland University College
European Programs
Attn.: Transcripts
Unit 29216
APO AE 09102

University of Maryland University College
Asian Programs
Unit 5060, Box 0100
APO AP 96328-0100

Students' records are considered confidential. Therefore, UMUC releases transcripts only upon receiving a signed request from the student (by mail or fax, or in person) and payment of the appropriate fee. To pay by fax, students must use VISA or MasterCard; credit card information must include the expiration date.

When requesting transcripts, the student must specify a full name, including maiden name or any other names under which records may be filed; Social Security number; date of birth; and dates and places of attendance. Each UMUC transcript that is issued costs $3 (rush transcripts are available for $8 each). Payment must accompany each signed request for a transcript. There is no charge for sending a transcript to another institution in the University System of Maryland. To obtain European and Asian Programs transcripts by fax, students must pay a $15 fee. Checks should be made payable to University of Maryland University College.

Transcripts should be requested at least two weeks before they will actually be needed. No transcripts will be released until all financial obligations have been satisfied.

Application for Diploma

Before applying for a diploma, students are required to have received an official evaluation (details on p. 202).

Students who expect to complete the requirements for a degree are responsible for filing an application for a diploma with Student Services, and for paying the appropriate fee (currently $50). This may be done at the time of the final semester's registration or up to the following dates:

December graduation	October 1
May graduation	February 15
August graduation	June 15

Students whose applications for a diploma are received after the deadlines will be considered for receiving degrees at the next graduation. Students who do not complete degree requirements in the semester or term in which they first applied for graduation must complete a new application for diploma and pay the fee for the semester or term in which they will graduate.

A graduation ceremony is held in May each year. Students who completed degree requirements the previous August and December, as well as those who complete their requirements that May, are invited to participate.

RESPONSIBILITIES OF UMUC

UMUC considers the following goals in designing and reviewing the courses it offers. These goals are also considered in evaluating the acceptability of courses presented for transfer of credit from other institutions.

1. Presentation of material should conform to representations in official publications, announcements, and advertisements, or descriptions furnished to students before a course begins.
2. Students should be able to have regular contact with members of the faculty.
3. Students should participate in the process of learning.
4. Students should have opportunities to interact with one another.
5. Students are entitled to have their work evaluated on an individual basis by faculty members.

CODE OF CIVILITY

To promote a positive, collegial atmosphere among students, faculty, and staff, UMUC has developed the following Code of Civility:

Respect

Treat all students, faculty, and staff with respect and in a professional and courteous manner at all times and in all communications, whether in person, or in written communication (including e-mail).

Kindness

Refrain from using profanities, insults, or other disparaging remarks.

Truth

Endeavor to cite only the truth and not knowingly misrepresent, mischaracterize, or misquote information received from others.

Responsibility

Take responsibility for our own actions instead of blaming others.

Cooperation

Work together with other students, faculty, and staff in a spirit of cooperation toward our common goals of seeking and providing quality education.

Privacy

Strive to uphold the right to privacy and not talk about others.

Nondiscrimination

Respect the differences in people and their ideas and opinions and reject bigotry.

Services to Students

GENERAL INFORMATION AND ORIENTATION

At the beginning of each semester and summer trimester, UMUC holds open houses and orientations for new and prospective students. These events offer an opportunity to learn about UMUC and its programs; student services; academic, career, and self-improvement workshops; faculty members; and fellow students. New students can be admitted and register for courses at these times.

For general information, or to be directed to specific offices, students may call the Information and Enrollment Team at 301-985-7000. Offices are open weekdays from 8:30 a.m. to 5 p.m.; the Information and Enrollment Team may be reached Monday through Thursday from 8:30 a.m. to 8 p.m., Friday from 8:30 a.m. to 6 p.m., and Saturday from 8 a.m. to 12 noon.

TEAM-BASED SERVICES TO STUDENTS

For many services, students turn to a single centralized source—their resource team—for assistance. Resource teams assist with admission, academic advising, career planning and job searches (including résumé review), and applying for financial aid and veterans benefits. Services for disabled students are provided by the Staff Support Team. Continuing, in-depth advice regarding financial aid is provided by the Financial Aid Process Team.

Prospective or New Students

The Information and Enrollment Team serves individuals who are inquiring about becoming UMUC students at some future time, are admitted but have not yet registered, have not attended UMUC for two or more years and need to be readmitted (at no charge), or were enrolled at one of UMUC's overseas programs.

Students should contact the Information and Enrollment Team at 301-985-7000 to find out about services available to help them get started.

Enrolled Students

Students are assigned to a resource team when they enroll. Each team provides services at times and places convenient to the students it serves. To arrange a mutually convenient time to meet with a team advisor, students should call their resource teams between 8:30 a.m. and 5 p.m., Monday through Friday. The resource teams are as follows:

BASED AT ADELPHI
(STUDENT AND FACULTY SERVICES CENTER)

Rock Creek	301-985-7939 or 800-283-6832
Liberty	301-985-7960 or 800-283-6832
St. James	301-985-7662 or 800-283-6832
Wingate	301-985-7353 or 800-283-6832

BASED AT ANDREWS AIR FORCE BASE

Seneca	301-981-3123

BASED AT ANNAPOLIS

Chesapeake	410-266-3774 or 301-261-8199

BASED AT FORT MEADE

Seneca	410-551-0431 or 301-621-9882

BASED AT SHADY GROVE

Potomac	301-738-6000

BASED AT WALDORF

Patuxent	301-645-4303 or 301-870-6013

Students may check their team assignments by calling the Interactive Registration and Information System (IRIS) at 301-985-7499.

ADVISING ASSISTANCE FROM ADMISSION TO GRADUATION

Each team provides prospective or enrolled students the information needed to plan an academic program. This assistance can include an evaluation of potential transfer credit, help with clarification of education and career goals, and aid in selecting appropriate courses.

Initial Estimate of Transfer Credit

Prospective or newly admitted students can have a review of their potential transfer credit done by an Information and Enrollment Team advisor. This review is an estimate of the academic credit UMUC might accept toward a particular degree and of the requirements that would remain to be fulfilled. (Sources of credit are described on p. 68.) This review is not binding on either the student or UMUC and is subject to change.

Evaluation of International Records

Students who are seeking an evaluation of potential transfer credit from international postsecondary educational institutions need to

- Be admitted and be seeking an undergraduate degree at UMUC.
- Send their official international transcripts to the international credit evaluation services selected by UMUC. (Forms are available online at *www.umuc.edu/studserv/credeval.html* or may be requested by calling 301-985-7000.)
- Pay fees associated with the international evaluation.
- Have all official transcripts from any U.S. institution previously attended sent to UMUC.

Official Evaluation for Degree-Seeking Students

Students who have completed 6 semester hours at UMUC, with a cumulative grade-point average (GPA) of 2.0 or better, are eligible to request an official evaluation of their transfer credit. For this evaluation, students need to submit official transcripts from all colleges and universities previously attended, including other institutions of the University System of Maryland, whether or not transfer credit is requested or granted. UMUC may deny transfer credit from any institution not listed on the application for admission. Sources of transfer credit not listed at the time of admission or approved by an advisor after admission cannot be applied toward the UMUC degree.

An official evaluation

- Includes all transfer credits earned up to the date of the evaluation that may be applied to a UMUC degree program.
- Lists all courses completed at UMUC.
- Incorporates other types of academic credit.
- Indicates the amount and type of coursework still required for the degree being sought.

Students are responsible for submitting all pertinent academic documents (such as academic transcripts, confirmation of credit conferred by examination, or records of credit from military services schools). To be considered official, documents must be sent directly from the issuer to the following address:

Student Services
University of Maryland University College
3501 University Boulevard East
Adelphi, MD 20783-8070

Students should apply for an official evaluation early in their program. No one may apply for graduation before receiving an official evaluation.

Degree-seeking students need to submit a written request to their resource team to attend other institutions. To ensure that credits from other institutions apply toward a UMUC degree, students need to obtain official permission through their resource team before enrolling elsewhere. Four weeks should be allowed for this request to be processed.

OTHER SERVICES

Bookstores

Textbooks and supplies may be ordered online, by phone or fax, or in person from several bookstores, many of which are convenient to the sites where classes meet. At some regional locations, either the textbooks themselves or order forms are available to facilitate purchases. Bookstores usually have updated lists of the books required for each course. The *Undergraduate Schedule of Classes* and the UMUC Web site contain information about obtaining required and recommended textbooks and other materials.

Career and Cooperative Education Center

The Career and Cooperative Education Center at UMUC serves all UMUC undergraduate and graduate students and alumni worldwide. It also serves the employer community by preparing self-aware employees who know their strengths, skills, values, and uniqueness, and where they might potentially fit in today's global marketplace.

Many resources are offered by the center to help students and alumni explore and achieve their academic goals and gain the skills they need to be self-sufficient in pursuing those goals. Some services are provided in conjunction with the resource team advisors and representatives from Graduate Services. Students and alumni may take advantage of career resources by calling 301-985-7780, visiting the center in Adelphi, or accessing the Web page at *www.umuc.edu/ careercenter.* Students coming to the center are encouraged to call or send an e-mail in advance to request an appointment. The e-mail address is *career@info.umuc.edu.*

Programs and resources of the Career and Cooperative Education Center include

- Online résumé posting.
- Access to online job postings.
- Online job matching.
- Online resources and links for career decision making and development.
- Online and in-person career assessment.
- Résumé review online, by phone, or in person.
- Interview preparation.
- Job posting notebooks (available on site).
- A computer workstation available in the Adelphi offices by appointment or on a first-come, first-served basis.
- Occasional career events and job fairs, held locally and online (publicized at *www.umuc.edu/careercenter*).

Workshops offered by the center include

- The Job Development Seminar, offered twice monthly for a fee of $75. This seminar provides comprehensive information on preparing for and conducting a job search. Optional follow-up services include résumé revision and review, and a mock interview session. Résumé referral is provided for eligible undergraduates who enroll in Cooperative Education.
- Marketing Your Academic Credentials, for students completing a UMUC certificate or degree program. The workshop provides information on assessing skills, determining ways to document these skills, portfolio development, résumé preparation, and job-search tips.
- Other topical workshops related to career issues. A schedule of upcoming topics is posted at *www.umuc.edu/careercenter*.

CAPL 171 Personal Career Planning and Development, a 3-credit course, is available to help students clarify their career goals by assessing their skills, values, and vocational interests; identifying career options; and using career-information resources.

Specifics about Cooperative Education may be found on p. 68.

Disabled Students

Services for students with disabilities are available at UMUC. Students with disabilities who plan to enroll for classes must contact the technical director for Veteran and Disabled Student Services on the Support Team.

Students must register and request services each semester. Current (within three years) documentation of a student's disability is required and can include one or more of the following records: secondary school records, medical or psychological reports and diagnoses, aptitude and achievement results and evaluations, or other documentation considered appropriate by the Support Team. Students should call 301-985-7930 or 301-985-7466 (TTY) for more information. To allow for adequate planning, requests for services must be made four to six weeks before the first day of classes.

Drug and Alcohol Awareness

As required by federal law, UMUC provides referral services for students with concerns about the use or abuse of alcohol and drugs. Students may discuss referrals with their resource team.

Information and Library Services

UMUC's Office of Information and Library Services promotes the use of library technology, teaches courses in information technology and library use, and provides access to a variety of online library resources on its Web page at *www.umuc.edu/library*. Services to students include direct borrowing privileges at all University System of Maryland (USM) campus libraries; access to VICTORWeb, the online catalog of the USM; interlibrary loan services; access to library resources via the Internet; and guides to area libraries.

For information on library services, students may send an e-mail message to *library@info.umuc.edu* or call 301-985-7209. Students in Maryland, Virginia, and Delaware outside the local calling area may call 800-888-UMUC. Information and Library Services, located in the Student and Faculty Services Center, is open from 8:30 a.m. to 5 p.m. Monday through Friday. The library at the USM Shady Grove Center provides library services and assistance Monday through Saturday.

Direct Borrowing Privileges

Currently enrolled students have borrowing privileges at the libraries of the following institutions. To borrow materials, students must have a current validation sticker and bar code on their student identification cards.

Bowie State University
Coppin State College
Frostburg State University
Morgan State University
Salisbury State University
St. Mary's College of Maryland
Towson University
University of Baltimore
University of Maryland, Baltimore
University of Maryland, Baltimore County
University of Maryland Center for Environmental Science
University of Maryland, College Park
University of Maryland Eastern Shore
University of Maryland University College

Library Resources

Students may access an extensive array of online journal databases and national and international newspapers through MdUSA, the USM's single database interface, via the Information and Library Services Web page at *www.umuc.edu/library*. MdUSA offers access to more than 60 databases, many of which are full text, in the business, management, and computing areas.

The USM online catalog, VICTORWeb, also provides access to MdUSA, as well as to the System's books. All USM libraries; UMUC centers at Adelphi, Shady Grove, Annapolis, and Waldorf; and other UMUC regional sites offer access to VICTORWeb. VICTORWeb is available through any Web browser or through WebTycho. The text-based version of VICTOR is available through a Telnet connection.

Books reserved through VICTORWeb can be picked up at any USM library, the Waldorf Center, or the Annapolis Center. Students should already be registered in the library system to place a hold on books or access the journal databases. Students who are not recognized by the system should contact Information and Library Services at 301-985-7209 or by e-mail at *library@info.umuc.edu*.

Library Instruction and Research Assistance

Students are often overwhelmed by or are unaware of the vastness of the resources—print, nonprint, and automated—available to them. Information and Library Services provides two sources of assistance: in-class instruction and individualized research assistance.

At the request of a faculty member, Information and Library Services can arrange for an in-class presentation to introduce students to relevant library resources. UMUC also offers two 1-credit courses to prepare students to perform course-related library research and write in acceptable academic style: LIBS 100 Introduction to Library Research and ENGL 106 Introduction to Research Writing. Subjects covered in the courses include selecting research topics, developing research skills, using sources, organizing material, and footnoting.

UMUC reference librarians are available at the Student and Faculty Services Center in Adelphi, the McKeldin Library at College Park, and the Shady Grove Library/Media Center in Rockville. The reference librarians are available during established hours or by appointment to answer questions or provide one-to-one instruction to help students with their research needs. For more information, students may call Information and Library Services at 301-985-7209, the McKeldin Library reference office at 301-405-9115, or the Shady Grove Library at 301-738-6020.

Tutoring

A number of online, on-site, and referral services are available to students who are interested in academic help beyond the classroom. UMUC services provided online or on-site (in computing and writing) carry no charge. Fees for tutors on UMUC referral lists are arranged privately between student and tutor. Students may call 301-985-7000 for general tutoring information.

Writing Resources

The *Guide to Writing and Research* is now required for use in all undergraduate courses where another such guide to writing and research is not already required. Students may purchase a print copy of the guide or use the online guide accessible at *http://tychousa.umuc.edu/writinggde/*.

Free, in-person writing services are available to UMUC students at the University of Maryland, College Park, Writing Center, located in room 0125 of Taliaferro Hall on the College Park campus. Students should call 301-405-3785 for information about hours and appointments.

The UMUC Online Writing Center is accessible at *www.umuc.edu/writingcenter*.

ALUMNI ASSOCIATION

The UMUC Alumni Association was established in 1990 to support, enhance, and promote UMUC and its community of alumni and students worldwide. The Alumni Association reaches out to all members of the UMUC community with opportunities to become involved in association activities as well as professional and personal development seminars and workshops.

With a membership of more than 80,000 alumni, the association offers programs and services that are beneficial to both alumni and students. In addition to funding scholarships for UMUC students, the association seeks to encourage alumni and students to participate actively in the UMUC community by attending events, volunteering, and staying connected to their alma mater in ways that contribute to its success.

Membership in the UMUC Alumni Association is automatic upon graduation—there are no applications or fees. Following are just a few of the benefits of being a UMUC alumnus:

- Regular issues of the *Achiever* alumni magazine.
- *UMUCstart.com*, a free Internet portal created exclusively for UMUC alumni and students.
- Eligibility to apply for an Alumni Association affinity credit card.
- Discounted GEICO automobile insurance.
- Networking opportunities and access to career resources.

More information about the UMUC Alumni Association is available online at *www.umuc.edu/alum,* by contacting the Alumni Relations office at 301-985-7179, or by sending an e-mail to *alumni@umuc.edu*. Student inquiries are always welcome.

Financial Information

TUITION AND FEES

All tuition and applicable fees must be paid in full at registration, unless the student is enrolled in UMUC's interest-free monthly payment plan. Students registering by phone via the Interactive Registration and Information System (IRIS) or online via the World Wide Web are granted a certain number of days for payment to be received. (If payment is not received by the specified deadline, the registration is canceled—unless the student is a financial aid recipient.)

Payment may be made by cash, check, money order, or MasterCard or VISA credit cards. Checks should be payable to University of Maryland University College. Students who qualify for tuition assistance, financial aid, or veterans benefits should consult the appropriate sections that follow. Students interested in the monthly payment plan, administered by Academic Management Services (AMS), should contact AMS at 800-635-0120 or visit their Web site at *www.amsweb.com*.

Current Tuition and Fees

Tuition rates and fees are published each semester in the *Undergraduate Schedule of Classes* and are available on the Web at *www.umuc.edu/tuition*. Students should review the fee schedule carefully to see whether any apply. Fees are commonly charged for applications for admission and graduation, late registration or changes to registration, laboratory use (in science and some computer courses), make-up testing, transcripts, voice mail (for certain distance courses), and various options for earning credit (such as Cooperative Education, Experiential Learning, and credit by examination). There is also a service charge for dishonored checks.

Refunds

A student who withdraws from a course before the first class meeting will receive a full tuition refund, less the withdrawal fee per course. A student who withdraws after classes begin will be refunded a portion of the tuition, the amount to be determined by the date of the withdrawal. The schedule for partial refunds is given in the current *Undergraduate Schedule of Classes*.

If the tuition for a student who withdraws was paid by employer contract or federal financial aid, the refund will be returned to the employer or the federal government. If the aid was a partial payment, the aid will be returned to the employer or the government, and excess payments will be refunded to the student.

No offer of financial aid is considered an active final award until the refund period has ended. Students who withdraw before the end of that period are liable for all costs incurred and will be billed accordingly.

Dishonored Checks

For each check returned unpaid by the payer's bank (whether because of insufficient funds, stopped payment, postdating, or drawing against uncollected items), UMUC assesses a service charge of $25 (over and above any service charges levied by the financial institution).

A student who stops payment on a check for tuition is thereby neither disenrolled nor relieved of responsibility for paying tuition and fees. Anyone whose checks for tuition or fees remain dishonored may be barred from classes.

Indebtedness to the University

Students who incur debts to UMUC must clear them to be permitted to register. Requests for transcripts and diplomas will be denied until all debts have been paid. Outstanding debts will be collected against refunds due the student. After a reasonable period of time, uncollected debts will be forwarded to the Central Collection Unit of the State Attorney General's Office.

The Board of Regents has authorized UMUC to charge students' delinquent accounts for all collection costs incurred by UMUC. The normal collection fee is 17 percent plus attorney and/or court costs. Delinquent students will be reported to a credit bureau.

EMPLOYER-PROVIDED TUITION ASSISTANCE

If an employer is going to pay for part or all of a student's tuition, at the time of registration the student must submit two copies of a document (purchase order, tuition assistance form, or contract on company letterhead) containing the following information:

- A specific description of types of fees and charges (such as tuition, application fee, late-registration fee, change-of-registration fee, or books) and the amount to be assumed by the employer.
- The student's name and Social Security number.
- The semester or term covered by the document.
- The billing address.
- The signature and telephone number of the authorizing official.

A student who does not have an authorizing document at the time of registration must pay the bill in full and arrange for direct reimbursement from the employer. UMUC cannot issue refunds for authorizing documents submitted after registration.

No credit will be granted for any fees unless specified. If specified in the authorizing document, the student may charge books and supplies for 15 days after the end of each registration period. After that time, the student must pay. The student must submit a separate copy of the authorizing document to the University Book Center when charging books.

Documents that restrict payment or are in any way conditional will not be accepted. If the employer does not pay UMUC within 75 days of the date on the bill, the student is responsible for payment.

FINANCIAL AID

UMUC's Financial Aid Process Team administers a variety of financial assistance programs—including grants, loans, federal work-study, and scholarships—to help students meet the costs of their university education. Aid is available for students who can prove financial need, academic merit, or both. Students are urged to research the various sources of aid through their employers and through the UMUC Financial Aid Process Team.

UMUC attempts to assist all adult students, particularly those studying part time, who would otherwise be unable to afford a college education. Regardless of income level, all students are encouraged to apply for assistance; many financing alternatives are available.

Students must apply for aid through UMUC, not through any other office or institution of the University System of Maryland. (This can be a confusing point; please be clear in all correspondence.). Students must reapply for financial aid at each school attended.

General Eligibility Requirements

An eligible applicant for UMUC need-based-assistance must

- Be admitted to UMUC as a degree-seeking student.
- Be a U.S. citizen or classified as an eligible noncitizen.
- Be enrolled for 3 or more credits for most federal and institutional aid programs. Federal loan programs require enrollment of at least 6 credits. Audited courses, some repeated courses, credit by examination, and EXCEL portfolio credits cannot be counted.
- Demonstrate satisfactory academic progress toward a degree according to UMUC policy.
- Have a high school diploma or GED.
- Possess a valid Social Security number.
- Register with Selective Service, if required to do so.
- Not be in default on any federal student loans, nor have borrowed in excess of loan limits, nor owe a refund or repayment on any grant under Title IV federal student aid programs.
- Not be ineligible based on a drug conviction.

Students who have attended another college or other postsecondary school during the current award year must arrange for the prior institution to send a financial aid transcript to UMUC, even if no financial aid was received at the previous institution.

U.S. Federal Financial Aid Programs

Most aid programs are available to both full- and part-time students. UMUC offers several kinds of aid, including grants, scholarships, work-study, and loans. In most cases, at least half-time enrollment (6 semester hours) is required.

Amounts and eligibility for financial aid vary from year to year. Following is a brief description of amounts likely to be available for the 2000–2001 award year. For more detailed information, students may refer to the current *UMUC Guide to Financial Aid*.

Grants and Scholarships

Gift assistance, for which no repayment is required, is offered by the federal government, the state of Maryland, and UMUC. The UMUC Financial Aid Process Team administers several types of gift assistance: Federal Pell Grants, Federal Supplemental Educational Opportunity Grants (SEOG), UMUC scholarships and grants, and Maryland state scholarships and grants.

The **Federal Pell Grant** program is a federal, need-based grant program for high-need, first-time undergraduates. Awards for the 2000–2001 year will range from $200 to $1,650 per semester. Award amounts vary by need level and enrollment status.

The **Federal Supplemental Educational Opportunity Grant (SEOG)** program offers need-based awards for high-need, first-time undergraduates. The amount of the award varies depending on the availability of funds allocated by the Department of Education. Typical awards during the 2000–2001 year will range from $150 to $300 per semester. Funds are limited, so students are encouraged to apply early.

The **UMUC President's Grant** program offers grants to students who demonstrate financial need. Typical awards during the 2000–2001 year will range from $100 to $500 per semester, based on need. Funds are limited, so students are urged to apply early.

UMUC scholarship programs, which include the **UMUC President's Scholarship**, offer a number of institutional scholarships as well as scholarships from corporate donors and foundations. A separate scholarship application must be completed for consideration. Requirements vary according to the individual scholarship programs. Typical awards range from $200 to $1,500 per semester, depending on the specific program. Most scholarships require a minimum GPA for consideration. Students may refer to the UMUC scholarship brochure for further information.

Maryland state grant and scholarship programs provide financial assistance to Maryland residents based primarily on financial need. Awards typically require enrollment of at least 12 credits per semester. Award amounts range from $200 to $3,000 annually. Senatorial and Delegate Scholarship awards are based on criteria established by the elected official. High school seniors may qualify for the Guaranteed Access Grant if they meet specific criteria. The Educational Assistance Grants are a need-based general state scholarship program. For more information, students should contact the Maryland State Scholarship Administration at 401-974-5370.

The **Maryland Part-Time Grants** program offers assistance to Maryland residents enrolled for at least 6, but fewer than 12, credits per semester. Awards are based on need. Typical awards are $300 to $600 per semester. Funds for these grants are allocated to state colleges on an annual basis and are administered by the institution.

Many UMUC students receive **private scholarships** offered by corporations, associations, foundations, and other organizations that offer awards on a competitive basis to students who meet specific criteria. Students should inquire about scholarship possibilities through organizations with which they have an affiliation. Additional scholarship links and search tools are available through the Web at *www.umuc.edu/studserv/fincaid.html*.

Loans

Loan programs are available to students enrolled for at least 6 credits per semester. Students who take loans to pay for college expenses must repay the principal and interest in accordance with the terms of the promissory note.

The **Federal Perkins Loan** program offers need-based, low-interest federal loans. UMUC is the lender. Award amounts typically range between $500 and $1,500 per semester. The current interest rate is 5 percent. Repayment is made to UMUC and begins nine months after the borrower leaves school or attendance drops below half time.

The **William D. Ford Federal Direct Loan** program offers low-interest federal loans to students. Students may qualify for a subsidized Federal Direct Loan, which is based on financial need. Students can also acquire an unsubsidized Federal Direct Loan, which is not based on need—that is, personal or family income level is not considered. The federal government pays the interest on need-based Federal Direct Loans while the borrower is in school or a deferment status. Students with an unsubsidized Federal Direct Loan (not based on need) are responsible for the interest during in-school and deferment periods. The interest rate is variable but will not exceed 8.25 percent. Interest rates are set each year in June. Loan amounts vary based on grade level and dependency status. Repayment begins six months after the student leaves school or attendance drops below half time. For annual award amounts and general repayment terms, students should see the *UMUC Guide to Financial Aid*.

The **Federal Direct PLUS Loan** program enables parents with good credit histories to borrow for a dependent student enrolled for at least 6 credits per semester. It is a federal loan program, available to parents of undergraduate dependent students, that is not based on need. Parents are eligible to borrow up to the cost of education less other financial aid received by the student. Repayment begins 60 days after disbursement, though deferments (granted by the Department of Education) may allow for a delay in payment until after the period of enrollment. The PLUS interest rate is variable but is capped at 9 percent.

Alternative student loan programs are also an option for UMUC students. Students whose financial aid awards do not meet their financial need may be able to borrow up to their cost of attendance from private student loan programs offered by many banks and other lenders. These education loans are not federal loans; students borrow directly from and make payments to the lender. Alternative student loans typically require a credit check and often a cosigner. Students are generally required to be enrolled for at least 6 credits. Students with an alternative loan must pay their tuition charges when they register for classes. Registration will not be held pending payment, since alternative loan checks are mailed directly to the borrower. Students who are interested in an alternative student loan should contact the bank of their choice or visit UMUC's Web page on alternative student loans at *www.umuc.edu/studserv/fincaid.html* for more information.

Employment Programs for Students

UMUC recognizes the importance of flexible, part-time employment for students who are in transition or who have financial need. Employment opportunities involve positions in the university setting; some community-service positions are available.

The **UMUC Student Assistants** program is an opportunity for UMUC students to obtain part-time employment with UMUC, which offers a flexible schedule around the student's classes. Students should contact Student Services at 301-985-7000 for more information on the opportunities available.

The **Federal Work-Study** program is a need-based program that provides jobs to assist students in meeting college costs. The amount of award varies according to financial need and availability of funds. Funds are paid biweekly, based on hours worked. Students must apply and be hired for on-campus employment. Students who do not secure on-campus employment forfeit their work-study award.

UMUC Financial Aid Satisfactory Academic Progress Standards

Federal regulations require students receiving financial aid to maintain satisfactory academic progress toward their degree. Students who fail to meet the minimum academic standard are placed on a one-semester financial aid probation, during which they may receive their financial aid. If a student fails

to meet the minimum requirements during probation, the student is denied aid the following semester, and financial aid is not disbursed. Students should refer to Appendix G for the appeal process and the complete Satisfactory Academic Progress policy for financial aid students.

Completing the Financial Aid Application Forms

Students must complete the Free Application for Federal Student Aid (FAFSA) and the UMUC Financial Aid Data Form to be considered for any type of financial aid at UMUC. There is no cost to the student to obtain or process these forms. The FAFSA must also be completed for a student to be considered for need-based Maryland state scholarships. The application process can take from six to ten weeks, so students are encouraged to apply early. The *UMUC Guide to Financial Aid* provides more information on the application process.

UMUC Financial Aid Priority Deadlines

One of the most important aspects of the financial aid process is applying for assistance as early as possible. The application deadlines listed on this page are priority deadlines. Students meeting these dates will have the opportunity to be considered for the various grant and scholarship programs with limited funds. Students meeting the priority deadlines will also enjoy the security of having their award authorizations ready at the time of registration. Those who do not meet these deadlines may not receive their financial aid in time for registration.

Students who apply late may still receive aid, depending on their eligibility and the availability of funds. Late applications are processed continually throughout the award year, so students are always encouraged to apply. Eligibility for both loans and grants can be authorized even after the semester has begun.

To be given high priority for their financial aid applications and a determination of eligibility early enough for funds to be reserved by registration, students should complete both their Free Application for Federal Student Aid (FAFSA) and the UMUC Financial Aid Data Form by the priority deadlines shown below.

Enrollment Period Being Applied for	Priority Deadline for Filing Financial Aid Forms
Maryland State Scholarships	March 1
Full Academic Year or Fall Semester Only	June 1
Spring Semester Only	November 1
Summer Trimester	April 1

Federal Return of Funds Policy

Students receiving federal financial aid have the responsibility to follow the institution's withdrawal procedures as outlined on p. 195 of this catalog. The 1998 Reauthorization of the Higher Education Act requires the university to calculate a return of Title IV funds on all federal financial aid students who withdraw from all classes on or before the 60 percent attendance point in the semester. UMUC is required to return to the federal programs any award funds that were "unearned" based on the percentage of attendance. Students who stop attending all classes without officially withdrawing will also be subject to a return of funds calculation at the end of the semester based on the last documented date of attendance as determined by the teachers. For further information, students should refer to the *UMUC Guide to Financial Aid*.

For Further Information

Information and applications are available from the Financial Aid Process Team. Students can also obtain a current financial aid kit by contacting their resource team. All financial aid information and forms also are available on the UMUC Web site at *www.umuc.edu/studserv/fincaid.html*. Students with additional questions should either contact the Financial Aid Process Team by phone at 301-985-7510 or by e-mail at *finaid@umuc.edu*.

VETERANS BENEFITS

The following is a summary of the educational assistance that the U.S. Department of Veterans Affairs makes available to active-duty military personnel, veterans, and their dependents who are attending UMUC:

- The Veterans Educational Assistance Program (Chapter 32) may extend benefits to active-duty personnel and veterans who enlisted in the military after January 1, 1977. Eligible applicants who contributed to an educational fund have their contributions matched at the rate of two dollars for each dollar. (Eligibility to enroll in this program ended on March 31, 1987.)
- The Montgomery GI Bill (Chapter 30) assists students who entered active duty for the first time after July 1, 1985, and agreed to have their pay reduced $100 for 12 months. Veterans must have been honorably discharged; active-duty personnel must have served at least two years.
- Certain veterans and active-duty military personnel who were eligible for educational assistance under the GI Bill (Chapter 34) on December 31, 1989, may become eligible for benefits under the Montgomery GI Bill if they meet specific criteria (available from Student Services) and have some unused entitlement. Other veterans who were voluntarily or involuntarily separated and who elected to participate in Chapter 30 may be eligible. Certain Veterans Educational Assistance Program participants who elected to participate in Chapter 30 may also be eligible.

- Vocational Rehabilitation (Chapter 31) provides assistance to veterans who have a service-connected disability of at least 20 percent and need vocational rehabilitation.
- The provisions of Survivors and Dependents (Chapter 35) award educational benefits to spouses and children of veterans who either died while in service, died as a result of a service-connected disability, or became totally and permanently disabled as a result of their military service.
- Besides Chapter 35, the Restored Entitlement Program for Survivors also assists dependents. Eligibility for educational benefits under this program is limited to unmarried full-time students between the ages of 18 and 22 whose parent died while on active duty prior to August 13, 1981, or as a result of a service-connected disability incurred prior to August 13, 1981.
- Educational assistance through the provisions of Selected Reserves (Chapter 106) may be available to students who have a six-year obligation in the Selected Reserves that was signed after June 30, 1985. Students who are officers must agree to serve an additional six years beyond their current obligation.
- Benefits awarded under the Department of Defense Educational Assistance Test Program (Sections 901 and 903) are available to veterans whom the department chose for participation from among those who enlisted between November 30, 1980, and September 30, 1981.

Application Procedures

Students who are (or who think they may be) eligible for educational benefits from the U.S. Department of Veterans Affairs should contact their resource team each semester to complete necessary paperwork. Every educational-assistance program requires different paperwork and documentation to process a claim. After the paperwork has been received by the resource team, the student will be certified to the U.S. Department of Veterans Affairs. The U.S. Department of Veterans Affairs processes claims and issues payment four to six weeks after receiving completed paperwork.

Amounts and Methods of Payment

The amount of money a student may receive from the U.S. Department of Veterans Affairs depends on which assistance program the student is eligible for, how many semester hours of credit the student is registered for, how long the semester is, and how many dependents the student has. Applicants should contact their resource team for detailed information.

Benefits are paid directly to students. The money may be used to help with tuition, books, or other costs of college education.

The benefits that are paid for accelerated courses differ from those granted for other types of courses. Benefits may be paid to students enrolled in Co-op courses if specific criteria are met.

Evaluation of Prior Training

When a student files a claim for educational benefits, the U.S. Department of Veterans Affairs requires previous training to be evaluated so that the student receives correct transfer credit. (Information about types of training that qualify begins on p. 68; these include military training and service schools, post-secondary education, certain correspondence courses, and credit by examination.) Each student must have an evaluation completed during the first semester. Students who do not comply may find their future benefits delayed. After their first registration, eligible students will be provided with information on the necessary procedure.

Students' Responsibilities

Students receiving benefits are expected to follow all regulations and procedures of the U.S. Department of Veterans Affairs while attending UMUC.

At UMUC, all regulations of the U.S. Department of Veterans Affairs are enforced. Students should be aware of the following requirements and consequences:

- Each student is expected to make satisfactory progress toward a degree; everyone must comply with the academic standards of UMUC.
- Each student must report all changes in enrollment—including drops, adds, withdrawals, changes to audit, and changes in degree objective.
- Registering for a course and then not attending, or ceasing to attend without officially withdrawing, is a misuse of federal funds that is punishable by law.
- Payment of benefits will be disallowed for any course in which a nonpunitive grade is assigned. Nonpunitive grades are I (Incomplete) and AU (Audit).
- Payment of benefits will be disallowed for repeating a course for which transfer credit has been granted or for which a passing grade of A, B, C, D, P, or S was assigned.
- Payment of benefits will be disallowed for any course that is not a requirement in a student's degree program.

Tutorial Assistance

Veterans, active-duty military personnel, and reservists receiving funding assistance from the U.S. Department of Veterans Affairs may qualify for tutorial assistance. Students enrolled at least half-time may qualify. Payments will be allowed when students demonstrate deficiency in courses that are required for their degree programs.

Work-Study Allowance

Students who are registered at least three-quarters time (9 semester hours of credit) and who need money to attend school may participate in work-study. Recipients of benefits under the provisions of Chapters 30, 31, 32, 35, and 106 may be eligible. Students may work up to 400 hours during a semester and will receive either the federal minimum wage or the state minimum wage, whichever is greater.

For Further Information

Information and applications are available from Student Services. The mailing address is

Student Services
University of Maryland University College
3501 University Boulevard East
Adelphi, MD 20783-8070

Graduate Programs

INTRODUCTION

Established in 1978 to prepare business, industry, government, and not-for-profit midlevel managers, the Graduate School now has more than 5,600 students. Faculty members are distinguished by their extensive professional managerial experience as well as by their advanced education and teaching ability. All degree programs, except those that lead to the Master of Business Administration (whether standard, dual, or executive program), consist of 36–39 semester hours of graduate study. UMUC currently offers nine master's degree programs and a doctoral program through its Graduate School. Another two programs—a Master of Science in information technology and a Master of Science in electronic commerce—are pending approval for fall 2000.

PROGRAMS

The following degree programs are offered:

1. Doctor of Management

2. Master of Business Administration*
   (delivered entirely online)

3. Master of Distance Education
   (delivered entirely online)

4. Master of International Management
   with three optional tracks and a dual program with the Master of Business Administration:
   - International commerce*
   - International finance*
   - International marketing*

5. Master of Science in computer systems management
   with four optional tracks:
   - Applied computer systems*
   - Database systems and security*
   - Information resources management*
   - Software development management*

6. Master of Science in environmental management*

7. Master of Science in management
   with nine optional tracks and a dual program with the Master of Business Administration:
   - Accounting
   - Financial management*
   - Health care administration*
   - Human resource management*
   - Interdisciplinary studies in management*
   - Management information systems*
   - Marketing*
   - Not-for-profit management*
   - Procurement and contract management*

8. Master of Science in technology management
   with three optional tracks and a dual program with the Master of Business Administration:
   - General program*
   - Biotechnology management*
   - Technology systems management*

9. Master of Science in telecommunications management

10. Master of Software Engineering

CERTIFICATE PROGRAMS

The Graduate School currently offers certificates in the following areas. An additional certificate program in Electronic Commerce is pending approval.

Distance Education

Distance Education and Technology*
Foundations of Distance Education*
Library Services in Distance Education*
Teaching at a Distance*
Training at a Distance*

General Management

Accounting*
Financial Management in Organizations*
Foundations for Health Care Administration*
Foundations for Human Resource Management*
Governance, Resource, and Volunteer Management*
Health Care Administration*
Integrated Direct Marketing*
Integrative Supply Chain Management*
Not-for-Profit Financial Management*
Principles and Practices of Health Care Administration*
Procurement and Contract Management*
Systems Analysis*

Information Technology Systems

Applied Computer Systems*
Database Systems and Security*
Information Systems Management*
Software Development Management*
Telecommunications Management*

** Also offered in a distance format.*

International Management

Doing Business in the United States*
International Marketing*
International Trade*

Technology and Environmental Management

Biotechnology Management*
Environmental Management*
Technology Systems Management*

Three certificates are also available under Executive Programs (details follow).

EXECUTIVE PROGRAMS

The Graduate School's Executive Programs are tailored specifically for busy managers and professionals and are offered in an accelerated seminar format. Executive degree programs include

- Executive Program for a Master of Business Administration
- Executive Program for a Master of Science in technology management
- Executive Program in Information Technology (leading to a Master of Science in either computer systems management or telecommunications management)
- Executive Program for a dual Master of Science/Master of Business Administration

Three executive certificate programs are also offered in a classroom format:

- International Business
- Chief Information Officer
- Strategic Management of Technology and Innovation

LOCATIONS

Aberdeen, MD
Adelphi, MD
Annapolis, MD
Baltimore, MD
California, MD
Catonsville, MD
College Park, MD
Fort Detrick, MD
Frederick, MD
Patuxent River, MD
Rockville, MD
Waldorf, MD
Washington, DC

** Also offered in a distance format.*

COLLOQUIUM SERIES

The Graduate School sponsors a colloquium series that brings prominent scholars and business and government leaders to lecture on current research and major issues of concern to the public.

INFORMATION

For further information about any of the programs described above, or to request an application for admission, prospective students may call 301-985-4617 locally. From outside the local calling area in Maryland, Virginia, and Delaware, the toll-free number is 800-283-6832, ext. 4617. The fax number is 301-985-7544. Written inquiries should be sent to

gradschool@info.umuc.edu via e-mail
or
Graduate School
University of Maryland University College
3501 University Boulevard East
Adelphi, MD 20783-8030

Professional Development

NATIONAL LEADERSHIP INSTITUTE

The National Leadership Institute (NLI) offers a wide range of programs and services designed to help managers and executives become more effective as leaders in their organizations and to help organizations enhance their overall leadership effectiveness. The programs and services listed below are offered to individuals on an open enrollment basis and to organizations on a contractual basis.

Center for Creative Leadership Programs

NLI conducts the Leadership Development Program® and Foundations of Leadership in association with the Center for Creative Leadership (CCL)®, the preeminent education and research institution devoted to the development of creative leadership and effective management.

Leadership Development Program
This internationally acclaimed, intensive week-long program helps mid- to senior-level executives and managers assess their leadership styles and increase their effectiveness as leaders of their organizations. Highlights of the Leadership Development Program include comprehensive leadership assessment, high-performance team building, one-to-one feedback and coaching, action planning, and follow-up activities.

Foundations of Leadership
This is a three-day program designed to help managers with three to five years of experience begin developing leadership skills and perspectives. It focuses on the role of the manager and offers an approach to management based on commitment rather than control.

Customized Leadership Programs

NLI designs training programs and consulting services to meet an organization's unique leadership development needs. Most customized programs include the most current leadership concepts, feedback based on assessment of leadership behavior, one-to-one coaching with staff psychologists, experiential learning, development planning and goal setting, and follow-up activities.

Executive Coaching

Highly individualized coaching sessions offer an excellent opportunity for personal and professional growth. Especially suitable for senior managers, these programs address such issues as succession planning, career development strategies, and managerial effectiveness.

Leadership Application Workshops

These practical and experiential workshops provide participants the opportunity to apply the principles and practices of effective leadership. Workshops are conducted on topics such as

- Team-Centered Leadership
- Coaching Up and Down
- Leadership Assessment and Feedback
- Leading in a Global Economy

HEAD START RESOURCE AND TRAINING CENTER

The Head Start Resource and Training Center (HSRTC) provides training and technical assistance to Head Start programs in federal region III, which includes the District of Columbia, Maryland, Virginia, West Virginia, Delaware, and Pennsylvania. The Region III Quality Improvement Center at UMUC serves Head Start service areas that cover program management, governance, child development, health, family and community partnerships, automation, and facilities. Resources provided to clients include technical assistance, on-site support, conferences, workshops, seminars, resource packets, a resource lending library, and telephone support. A guide to the resource lending library and a list of conferences and workshops are available. HSRTC also operates an Early Head Start program in collaboration with other service providers. Further information may be acquired by calling 301-985-7990.

PROFESSIONAL EDUCATION PROGRAMS

Professional Education Programs is charged with the production and delivery of professional education: nondegree instructional programs and services that meet the workplace-related education needs of adult learners in a variety of career fields and fulfill the organizational training and education requirements of the employer community.

The program serves three target audiences inside and outside the workplace. Through contracts and partnerships with employer organizations—corporate, government, and nonprofit—it delivers instruction to cohorts of learners at work sites or through second-party hosts such as professional associations. Programs are conducted for individual subscriber customers. Also, Professional Education Programs seeks opportunities for joint-program ventures with universities and colleges, especially overseas.

The direction and practices of Professional Education Programs reflect the following core values:

- Satisfying learners' immediate and practical professional needs.
- Monitoring workplace trends to assure cutting-edge relevance.
- Delivering instructional experiences on demand, quickly.
- Being accountable to clients for predetermined results.
- Developing offerings based on the program strengths of UMUC's graduate and undergraduate units, University System of Maryland institutions, and other professional sources.
- Serving clients and customers throughout the world.

Programs are available in five areas: General Management, Human Resource Management, E-Commerce, Information Technology Certification, and Test Preparation. Nearly all courses are offered in a classroom format. As noted below, some courses are also Web-based, with others to be converted to this format during 2000–2001.

General Management

These intensive training courses develop managers in critical skill areas. Most courses are conducted in a classroom setting, and range from two to three days in length. They are offered on a subscription basis in the fall and spring. Also, they can be adapted for delivery in an organization's in-house training program. The courses include

- Finance for Nonfinancial Managers
- Strategic Planning
- Managing Global Project Risks
- Knowledge Management
- Project Management

A certificate in Project Management is also available online.

Human Resource Management

In partnership with the Society for Human Resource Management (SHRM), UMUC offers a series of courses for human resource managers and specialists. The core course is for those preparing to take SHRM's Professional in Human Resources (PHR) or Senior Professional in Human Resources (SPHR) certification examinations. The advanced courses are instrumental in satisfying SHRM's recertification requirements. The courses consist of

- Human Resource Professional Certification Preparation (also available online)
- Strategic Planning for Human Resource Managers
- International Human Resource Practices
- Federal-Sector Human Resource Management

E-Commerce

Intensive training courses are offered for managers and specialists who are transferring an organization's core competencies to an e-commerce environment. The courses are conducted in a classroom setting, for two to three days. They are offered on a subscription basis and can be adapted for an organization's in-house training program. The courses include

- Strategies for E-Commerce
- E-Marketing
- E-Operations: Logistics and Supply Chain Management
- E-Finance

Information Technology Certification

A variety of information technology (IT) certification programs are available for adults who are seeking to advance their IT expertise. The on-site programs are held in Rockville, Maryland, and Washington, D.C., and can be adapted for delivery at an organization. Lasting from 4 to 23 weeks, the courses consist of

- MCSD
- MCSE (also available online)
- Oracle Developer
- Oracle Database Administrator
- A+ Certified Technician
- Network+ Certified Technician
- Cisco CCNA

Test Preparation Workshops

Professional Education Programs offers test preparation workshops for the LSAT, GMAT, and GRE. These workshops help participants learn critical test-taking techniques and strategies, reduce test anxiety, and gain hands-on experience through practice testing. Skills gained are applicable to both computer-based and pen-and-ink tests.

Further information on Professional Education Programs offerings may be obtained by calling 301-985-7644 or visiting the Web page at *www.umuc.edu/workforce/inst.html*.

Other Supporting Programs

OFFICE OF DISTANCE EDUCATION AND LIFELONG LEARNING

The Office of Distance Education and Lifelong Learning (ODELL) provides the research and development activities that fuel UMUC's virtual university. Toward this end, ODELL works with the academic units, the Office of Information and Library Services, and the overseas staffs to establish UMUC as a world-renowned virtual university. ODELL's activities and services focus on seven areas: research, intellectual property, multimedia services, instructional applications, technology transfer, distance education information and resources, and e-commerce. ODELL also creates and develops innovative practices, such as a joint venture with Bell Atlantic for teaching with technology (details are available online at *www.umuc.edu/virtualteaching/*).

ODELL's Web page is available at *www.umuc.edu/distance/odell/*. Further information can be obtained by calling 301-985-7777 or sending an e-mail to *odell@umuc.edu*.

ODELL comprises six units, as described in the following paragraphs.

Institute for Research and Assessment in Higher Education

Through the completion and analysis of various research studies, the Institute for Research and Assessment in Higher Education (IRAHE) generates knowledge that leads to improvements in higher education and online learning for adults. Its research programs allow UMUC and partner institutions, as well as other interested institutions, to achieve enhancements through the implementation and evaluation of new practices. Information on IRAHE programs can be obtained by visiting its Web page at *www.umuc.edu/distance/odell/irahe.html*.

Center for Teaching, Learning, and Assessment

UMUC's Center for Teaching Learning and Assessment (CTLA) provides faculty members professional development opportunities and works to enhance teaching effectiveness. CTLA coordinates all faculty development and training within UMUC stateside, both for Undergraduate Programs and the Graduate School. It also supports faculty training and teaching at the overseas locations. CTLA provides a rich variety of programs designed to improve and assess teaching proficiency and to reward faculty accomplishments. The center also publishes online and print materials on teaching-related themes, including a journal (*Faculty Focus*) and a newsletter (*Faculty Reporter*), and oversees an electronic discussion group that allows worldwide UMUC faculty to exchange views on teaching issues. More information is available on the Web at *www.umuc.edu/facdev/*.

Center for the Virtual University

The Center for the Virtual University tracks, studies, and disseminates information about emerging trends in the technological environment and higher education through its distance education clearinghouse. In addition, the center provides instructional media, multimedia services, and instructional courseware enhancements to the UMUC community. The center maintains a fully operational production studio. More information may be acquired at *www.umuc.edu/distance/odell/cvu/index/html*.

Institute for Distance Education

The Institute for Distance Education (IDE) works closely with external units, particularly University System of Maryland institutions, to develop online activities that foster strong pedagogical and technical growth. IDE offers seminars, workshops, and a special focus on postdoctoral distance education projects. Of particular note is the Web Initiative in Teaching program that involves faculty from throughout the state. The institute's Web page may be found at *www.umuc.edu/ide*.

Center for Intellectual Property and Copyright in the Digital Environment

The Center for Intellectual Property and Copyright in the Digital Environment serves as a clearinghouse on intellectual property issues for UMUC and outside clients. As such, it researches and explores issues related to the copyright and ownership of educational materials, techniques, and products, particularly in the online environment. The center disseminates information on relevant issues and laws concerning intellectual property and copyright both through its World Wide Web page *(www.umuc.edu/distance/odell/cip/index/html)* and by frequent presentations, both online and on site, for UMUC staff and other interested distance educators. From November 1999 through April 2000, the center hosted a Web-based workshop series, "Copyright, Education, and Technology: Facing the Challenges," that was sponsored by the Sloan Foundation in collaboration with the Association for Research Libraries.

The Learning Marketplace

UMUC's products are licensed and sold through the Learning Marketplace. The products include such items as course guides, distance education materials, research reports, intellectual property resources, and reports of the National Leadership Institute. The Learning Marketplace offers customers the opportunity to purchase not only products, but also services such as workshops. It maintains a distribution center from which distance learning students can purchase various print and electronic materials, such as course guides or lab kits, or rent instructional videos. More information about the Learning Marketplace is available at *www.umuc.edu/distance/odell/mktplc.html*.

INSTITUTE FOR ENVIRONMENTAL MANAGEMENT

The Institute for Environmental Management provides educational services in the field of environmental management to individuals and corporations, and to federal, state, and local governments. It contributes to the exchange of knowledge in this field by conducting short courses and workshops. The institute provides guidance to organizations on regulatory compliance requirements, works with government and the private sector to help them resolve environmental issues and improve technology transfer, and works with organizations to build the leadership competencies needed to respond to the expanding demand for environmental services. Further information may be obtained from the director of the Institute for Environmental Management at 301-985-7875 or by e-mail at *rbeauchamp@umuc.edu*.

INSTITUTE FOR GLOBAL MANAGEMENT

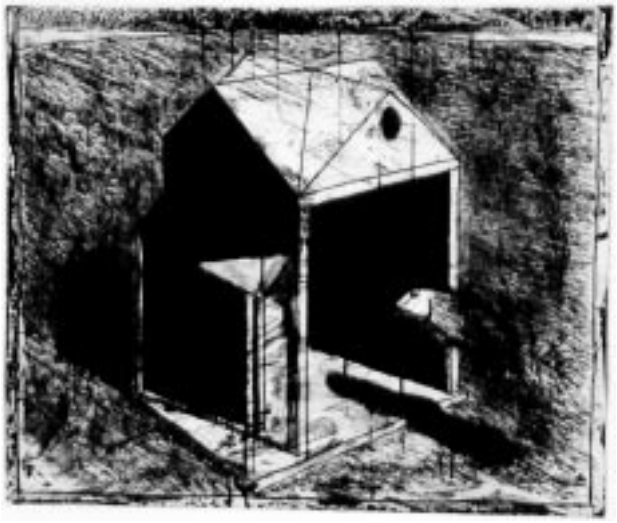
The Institute for Global Management provides research and training on topics central to the management of international enterprises. The institute offers customized seminars and consulting services, and carries out applied research on topics that prepare managers for the effective conduct of international business. Its priorities include leadership development in transnational organizations; technology management, particularly the information systems of transnational corporations; and corporate responsibility, with special emphasis on global environmental issues, technology transfer concerns, and localization of management. Further information may be obtained from the director of the institute via e-mail at *cmann@umuc.edu* or by calling 301-985-7200.

ARTS PROGRAM

The UMUC Arts Program collects, preserves, and exhibits works of art for the benefit of the general public. The permanent collection, established in 1978, is composed primarily of works by Maryland artists. It is the largest collection in the state devoted to Maryland artists. The holdings also include a significant body of work by the Japanese artist Yoshitoshi Mori and other foreign artists, thereby reflecting UMUC's extensive international involvement. The collection as a whole contains more than 250 paintings, sculptures, prints, and photographs, and is viewed by the more than 100,000 individuals who pass through the Inn and Conference Center each year.

Another integral part of the Arts Program is its series of temporary exhibitions, which are mounted at the Inn and Conference Center as well as at the UMUC Annapolis Center. These exhibitions highlight the achievement of Maryland artists. In conjunction with the exhibitions, the Arts Program produces a video series, *ArTalks*, which is broadcast on public cable television.

Group tours of the permanent collection and changing exhibitions can be arranged by contacting the Arts Program office at 301-985-7822.



Overseas Programs

UMUC has been providing educational programs around the world under contract to the Department of Defense since 1949. Operated through the university's European and Asian administrative headquarters, courses were being delivered to students on seven continents by 1995.

These contractual programs in Europe and Asia are available only to members of the U.S. armed forces, to civilian employees of the U.S. federal government, and to their immediate families stationed in the overseas theaters near class locations. During the 1990s, however, UMUC expanded beyond these government-contracted offerings to establish a program overseas for a wider, global audience. In Germany, UMUC now maintains a traditional, residential campus with an international student body. Students earn a UMUC bachelor's degree upon successful completion of their studies.

SCHWÄBISCH GMÜND CAMPUS

In 1992, after more than 40 years of conducting programs at military bases around the world, UMUC established a new residential campus in Europe that is open to qualified students from all countries. In the charming surroundings of Schwäbisch Gmünd, a small town in the southern German state of Baden-Württemberg, students can experience a highly qualified faculty, stimulating class sessions, a small-college environment, and personalized attention. The program at Schwäbisch Gmünd offers an educational experience that promotes the balanced development of both intellectual and social skills.

A well-rounded course of study leads to either the Bachelor of Arts or the Bachelor of Science degree. Students first enroll in a rigorous core of general education courses. After completing the freshman and sophomore requirements, students may choose to specialize in one of 12 fields: business and management, computer studies, English, European studies, German language and literature, German studies, government and politics, history, international business management, international management studies, international relations, or psychology. Another option is the Study Abroad experience, which enables students to attend the Schwäbisch Gmünd campus for a semester or an academic year.

In providing students with the best of two worlds—a U.S. education at an accredited institution as well as study in Europe—UMUC takes advantage of its central location to introduce students to European cultural opportunities. Special academic and cultural seminars and study tours are regularly offered. Courses and tours are conducted not only in Germany but in other European countries as well.

In addition, students can participate in a variety of extracurricular activities, including drama, the campus newspaper, a literary magazine, the photo club, and special-interest groups. Students also have access to the extensive athletic facilities of the town of Schwäbisch Gmünd, which include aikido, basketball, boxing, fencing, soccer, and swimming. Tennis courts, basketball courts, pool tables, and other facilities are available on campus.

The undergraduate program at Schwäbisch Gmünd has been designed to enrich students' intellectual lives, prepare them for careers, and enhance the contributions they may make to other people and to society. More information and application forms are available from the Overseas Programs office in Adelphi or from the Schwäbisch Gmünd campus.

Administration

Vincent A. McCarthy, *Chief Executive Officer and Dean*

United States

Darren Troxler, *Assistant Director, Admissions*

ADDRESS
Overseas Programs
University of Maryland University College
3501 University Boulevard East
Adelphi, MD 20783-8067

TELEPHONE
301-985-7070

FAX
301-985-7075

E-MAIL
sginfo@umuc.edu

Germany

ADDRESS
Office of Admissions and Enrollment Management
University of Maryland University College
Universitätspark
73525 Schwäbisch Gmünd
Germany

TELEPHONE
49-7171-18070

FAX
49-7171-180732

E-MAIL
enroll@admin.sg.umuc.edu

WEB PAGE
www.sg.umuc.edu

DEPARTMENT OF DEFENSE PROGRAMS

Eligibility to enroll in many UMUC programs overseas is governed by contractual obligations to the Department of Defense. Inquiries about eligibility should be directed to the UMUC European program headquarters in Heidelberg; the residential campus in Mannheim, Germany; or the Asian program headquarters in Yokota, Japan.

History

Just after World War II, encouraged by the success of programs for college credit at the Pentagon and at military installations in Maryland, officials of the armed forces proposed establishing a similar program in Europe. In October 1949, after university officials had confirmed the need for and evaluated the feasibility of such a program, the first classes were held. Only 600 persons were expected to register, but for the first term 1,850 students enrolled for classes at six Armed Forces Education Centers in Germany: Berlin, Frankfurt, Heidelberg, Munich, Nuremberg, and Wiesbaden.

Following the dramatic growth of its programs in Europe, the university was asked to extend the same program to U.S. military and civilian personnel stationed in Asia and the Pacific. When the program began in September 1956, there were 82 classes offered at 42 centers, and the enrollment was 1,820. The first centers were located in Japan, Okinawa, and Korea.

Today, more than 30,000 students register each year through the European headquarters, which administers programs at about 100 centers in approximately 20 countries throughout Europe, the Middle East, and Central America. The far-flung Asian programs now average about 9,000 students each year, with classes at more than 50 sites in 10 countries and territories.

At most locations, the overseas programs offer five eight-week terms each year.

Programs Administered Through European Headquarters

Undergraduate Study
The courses of study in the European programs lead to certificates and to associate's and bachelor's degrees. Courses are offered in anthropology, area studies, art, art history, behavioral and social sciences, business and management, communication studies, computer studies, criminal justice/criminology, economics, education, English language and literature, foreign languages (Dutch, French, German, modern Greek, Italian, Portuguese, Russian, Spanish, and Turkish), government and politics, history, humanities, management, mathematics and statistics, music, philosophy, psychology, science (astronomy, biology, botany, chemistry, geology, physics, and zoology), sociology, speech, and theatre. Programs leading to certificates are offered in accounting, computer studies, foreign language area studies, management, and women's studies.

Career and Technical Courses
Courses of study leading to letters of recognition, certificates, and Associate of Applied Science degrees are offered through the UMUC European programs by the College of Southern Maryland and Montgomery College. The College of Southern Maryland offers letters of recognition for child care provider, clerical assistant, and legal office assistant; certificates in early childhood development, electronic technology, and office technology; and associate's degrees in early childhood development, electronic technology, emergency medical services, and paralegal studies. Montgomery College offers certificates in automotive driveability specialist, fire science, and food and beverage management, and associate's degrees in automotive technology, criminal justice, fire science, and hospitality management.

Graduate Study
Courses of study leading to master's degrees are offered through the UMUC European programs by Bowie State University (BSU) and University of Maryland, College Park (UMCP). BSU offers the Master of Arts in administrative management (with a concentration in public administration) and the Master of Science in management information systems. UMCP offers the Master of Education and Master of Arts in counseling and personnel services.

Cooperation with Military Education Offices
The European programs benefit from the support of military education offices. Through these offices, the armed services provide classroom space and library facilities. Professional educators are employed by the Department of Defense as education service officers and counselors.

Earning Credit Toward Degrees
UMUC credit earned in the European programs is considered UMUC resident credit. Students may either pursue studies leading to degrees at UMUC or transfer the credits they have earned to other institutions (subject to the regulations of those other institutions).

Mannheim Campus

The UMUC Mannheim Campus is a full-time residential college open to all members of the U.S. armed forces, American employees of the U.S. government and their family members, and former and retired U.S. military personnel who reside in Europe. The campus, which is part of the European programs, offers a freshman and sophomore program of studies leading to the Associate of Arts degree. Specializations may be chosen from mathematics and science, business and management, fine arts and humanities, and social and behavioral sciences, as well as preprofessional fields. Students may earn an Associate of Arts degree in general curriculum, business and management, management studies, or German studies.

The location of the Mannheim Campus in the heart of Europe offers unique cultural opportunities. Students are encouraged to participate in the integrated European studies program, a special program of field trips, visits to museums and theatres, and educational tours developed to integrate contemporary European issues and events into the classroom and campus activities. Extracurricular activities include a wide range of sporting and recreational events, literary and writing projects, and art workshops. Students are involved in dramatic productions and numerous clubs related to various interests. Federal financial aid and scholarships are available.

A Mannheim campus video is available upon request.

Administration

Andrew P. Chambers, *Vice President and Director*
European Programs

Heidelberg Headquarters

ADDRESSES

- From overseas U.S. military installations or from the United States:
  University of Maryland University College
  Unit 29216
  APO AE 09102
- International (civilian from outside the United States):
  University of Maryland University College
  Im Bosseldorn 30
  69126 Heidelberg
  Germany

TELEPHONES

- Military
  DSN: 370-6762/7157
- Civilian
  06221-3780 (within Germany)
  49-6221-3780 (outside Germany)

FAX

06221-378300 (within Germany)
49-6221-378300 (outside Germany)

E-MAIL

student_svc@admin.ed.umuc.edu

WEB PAGE

www.ed.umuc.edu

Mannheim Campus

Mary Fiedler, *Resident Dean*

ADDRESSES

- From overseas U.S. military installations or from the United States:
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  Mannheim Campus
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  Gebäude 485
  Grenadier Strasse 4
  68167 Mannheim
  Germany

TELEPHONES

- Military
  DSN: 380-4877/4878/4879/4880
- Civilian
  0621-3374-0 (within Germany)
  49-621-3374-0 (outside Germany)

FAX

0621-3374-103 (within Germany)
49-621-3374-103 (outside Germany)

E-MAIL

mcadmissions@ed.umuc.edu

WEB PAGE

www.ed.umuc.edu/campus/mannheim

London Office

Theresa Jonke, *Associate Area Director*
United Kingdom

ADDRESSES

- From overseas U.S. military installations or from the United States:
  University of Maryland University College
  United Kingdom Office
  PSC 821, Box 99
  FPO AE 09421-0010
- International (civilian from outside the United States):
  University of Maryland University College
  Box 99
  RAF West Ruislip
  Ickenham Road
  Ruislip HA4 7DW
  England

TELEPHONES

- Military
  DSN: 235-5481/5482
- Civilian
  020-8-868-9638/7689 (within the United Kingdom)
  44-20-8-868-9638/7689 (outside the United Kingdom)

FAX

44-20-8-868-7637

E-MAIL

uk@admin.ed.umuc.edu

Catalogs
Requests for European programs undergraduate and graduate catalogs should be sent to University of Maryland University College, Unit 29216, APO AE 09102. Requests for the Mannheim Campus catalog should be directed to the UMUC Mannheim Campus, Unit 24560, APO AE 09183. These catalogs may also be obtained from the Assistant to the President for Overseas Programs, University of Maryland University College, 3501 University Boulevard East, Adelphi, MD 20783-8067.

Locations
Centers where UMUC offers courses vary from term to term, as necessitated by military policy and other factors governing the movement of military personnel. The following locations may have one or more education centers sponsoring classes offered through UMUC.

AUSTRIA
U.S. Embassy, Vienna
BAHRAIN
Manama
BELGIUM
Brussels
Kleine Brogel
SHAPE
BOSNIA
Demi
McGovern
Tuzla Main
Tuzla West
EGYPT
Cairo
Sinai
GERMANY
Ansbach
Babenhausen
Bad Aibling
Bad Kreuznach
Bamberg
Baumholder
Böblingen
Bonn
Büchel
Büdingen
Darmstadt
Dexheim
Friedberg
Geilenkirchen
Giebelstadt
Giessen
Grafenwöhr
Hanau
Heidelberg
Hohenfels
Idar Oberstein
Illesheim
Kaiserslautern
Kitzingen
Landstuhl
Mainz-Wackernheim
Mannheim
Miesau
Münchweiler
Oberursel
Ramstein
Rhein-Main
Schweinfurt
Schwetzingen
Sembach
Spangdahlem
Stuttgart
Vaihingen
Vilseck
Wiesbaden
Würzburg
GREECE
Araxos
Souda Bay
HONDURAS
Soto Cano
HUNGARY
Taszar
ICELAND
Keflavik
ISRAEL
Tel Aviv
ITALY
Aviano
Gaeta
Ghedi
La Maddalena
Livorno
Naples
Sigonella
U.S. Embassy, Rome
Verona
Vicenza
KOSOVO
Bondsteel
Montieth
KUWAIT
Kuwait City
MACEDONIA
Skopje
NETHERLANDS
AFCENT
PORTUGAL
Lajes
Lisbon
RUSSIA
U.S. Embassy, Moscow
SAUDI ARABIA
Riyadh
SPAIN
Rota
TURKEY
Incirlik
Izmir
UNITED KINGDOM
Alconbury
Croughton
Fairford
Harrogate
Lakenheath
London
Mildenhall
Molesworth
St. Mawgan

Programs Administered Through Asian Headquarters

Undergraduate Study
The courses of study available through the Asian programs lead primarily to the associate's and bachelor's degrees. Courses are offered in anthropology, Asian studies, business and management, computer studies, economics, education, English, foreign languages (Chinese, Japanese, Korean, and Spanish), geography, government and politics, history, mathematics and statistics, philosophy, psychology, science (astronomy, biology, botany, geology, oceanography, physics, and zoology), sociology, and speech and theatre. Special-topics courses supplement the curriculum. Certificates are available in accounting, computer studies, management, Japanese studies, and Korean studies.

Graduate Study
The College of Education and the Graduate School of University of Maryland, College Park, cooperate with the UMUC Asian programs in offering a graduate program in counseling and personnel services. This program, which is available only on Okinawa, leads to the Master of Education or Master of Arts. Students enrolled in the master's program must meet the same entrance requirements as those enrolled in graduate work at University of Maryland, College Park.

Cooperation with Military Education Offices
The Asian programs are conducted in cooperation with the education offices of the armed services. Military education centers provide assistance with registration and other services that are essential on U.S. installations in Asia.

Earning Credit Toward Undergraduate Degrees
UMUC credit earned in the Asian programs is considered UMUC resident credit. Students may either pursue studies leading to degrees at UMUC or transfer the credits they have earned to other institutions (subject to the regulations of those other institutions).

Administration

Joseph J. Arden, *Vice President and Director*
Asian Programs

Yokota

ADDRESSES

- From overseas U.S. military installations or from the United States:
  University of Maryland University College
  Unit 5060, Box 0100
  APO AP 96328-0100
- International (civilian from outside the United States):
  University of Maryland University College
  Building 526, Yokota Air Base
  Fussa, Fussa-shi
  Tokyo (197-8502) Japan

TELEPHONES

- Military
  DSN: 225-3680/81/82/83/84
- Civilian
  From the continental United States:
  81-3117-55-3680/81/82/83/84
  From elsewhere:
  81-42-552-2510, ext. 5-3680/81/82/83/84

FAX

- Military within Asia
  DSN: 225-8485
- Military outside Asia
  DSN: 315-225-8485
- Civilian
  From the continental United States:
  81-425-51-8305
  From elsewhere:
  81-425-51-8305

E-MAIL

sservices@ad.umuc.edu

WEB PAGE

www.ad.umuc.edu

Japan Office

Bernard T. Franck, *Director*
Japan

ADDRESSES

- From overseas U.S. military installations or from the United States:
  University of Maryland University College
  Unit 5060, Box 0100
  APO AP 96328-0100
- International (civilian from outside the United States):
  University of Maryland University College
  Building 3000, Yokota Air Base
  Fussa, Fussa-shi
  Tokyo (197-8502) Japan

TELEPHONES

- Military
  DSN: 225-3690
- Civilian
  From the continental United States:
  81-3117-55-3690
  From elsewhere:
  81-42-552-2510, ext. 5-3690

E-MAIL

ojapan@ad.umuc.edu

Korea Office

Gary T. Hunt, *Director*
Korea

ADDRESSES

- From overseas U.S. military installations or from the United States:
  University of Maryland University College
  Yongsan Education Center
  Unit 15556, Box 0614
  APO AP 96205-0614
- International (civilian from outside the United States):
  University of Maryland University College
  Yongsan Army Post
  Building 2212, Room 206
  Seoul (140-022) Korea

TELEPHONES

- Military or United States
  DSN: 723-7141/42/43
- Civilian
  From the continental United States:
  82-2-7913-7141
  From elsewhere:
  82-2-7913-7141

FAX

- Military
  DSN: 723-4087
- Civilian
  82-2-797-8843

E-MAIL

okorea@ad.umuc.edu

Okinawa Office

Allan J. Berg, *Director*
Okinawa

ADDRESSES

- From overseas U.S. military installations or from the United States:
  University of Maryland University College
  Kadena Education Center
  18th MSS/DPE
  Unit 5134, Box 40
  APO AP 96368-5134

- International (civilian from outside the United States):
  University of Maryland University College
  Education Center
  Kadena Air Base
  Building 721, Room 101
  Kadena-cho Okinawa-shi,
  Okinawa-ken (904) Japan

TELEPHONES

- Military
  DSN: 634-0400/0458
- Civilian
  From the continental United States:
  81-6117-34-0400, ext. 0454
  From elsewhere:
  81-98-938-1111, ext. 0400

FAX

81-98-939-5429

E-MAIL

ookinawa@ad.umuc.edu

Guam Office

Bernard T. Franck, *Program Coordinator*
Micronesia

ADDRESS

University of Maryland University College
PSC 455, Box 152
FPO AP 96540-1000

TELEPHONES

- Military
  DSN: 564-2304
- Civilian
  671-564-2304

E-MAIL

oguam@ad.umuc.ed

Catalogs

An Asian programs catalog may be obtained by writing to the UMUC Asian Programs, Unit 5060, Box 0100, APO AP 96328, or to the Assistant to the President for Overseas Programs, University of Maryland University College, 3501 University Boulevard East, Adelphi, MD 20783-8067.

Locations

Centers where UMUC offers courses vary from term to term, as necessitated by military policy and other factors governing the movement of military personnel. Classes may currently be offered at the following centers in Asia and the Pacific.

AUSTRALIA
Alice Springs
Woomera

CENTRAL JAPAN
Atsugi
Camp Fuji
Iwakuni
Misawa
Sasebo
Tokyo (New Sanno Hotel)
Yokohama
Yokosuka
Yokota
Zama

GUAM
Andersen
Comnavar NCTS

Kuala Lumpur
U.S. Embassy

MARSHALL ISLANDS
Kwajalein

OKINAWA
Camp Courtney
Camp Foster
Camp Hansen
Camp Kinser
Camp Lester
Camp Schwab
Futenma
Kadena
Kadena Navy
Torii Station

SINGAPORE
497th Combat Training Squadron

SOUTH KOREA
Camp Carroll
Camp Casey
Camp Colbern
Camp Garry Owen
Camp Greaves
Camp Henry
Camp Hialeah
Camp Hovey
Camp Howze
Camp Humphreys
Camp Long
Camp Page
Camp Red Cloud
Camp Stanley
Chinhae
K-16
Kunsan
Osan
Pilsong Range
Suwon
Yongsan

THAILAND
JUSMAGT/U.S.Embassy

PROFESSIONAL DEVELOPMENT PROGRAMS INTERNATIONAL

Professional Development Programs (PDP) International provides traditional and distance graduate education opportunities in association with organizations and agencies working with international schools, overseas schools, and professional educators' associations. Teachers, counselors, and administrators can enroll in PDP International courses and workshops as part of a master's degree in education or for professional development, career transitions, promotion, recertification, and step increases.

Administration

Joseph B. Shapiro, *Director*
William E. Byxbee, *Executive Director*

United States

ADDRESS

PDP International
Overseas Programs
University of Maryland University College
3501 University Boulevard East
Adelphi, MD 20783-8067

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301-985-7070

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gradpdp@nova.umuc.edu

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Robert McDonald, *Director, Effective Writing*

Computer and Mathematical Sciences

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Arthur Huseonica, *Academic Director, Computer Applications*
Charles Kann, *Professor of Practice*
Palanivel Manoharan, *Academic Director, Mathematics and Statistics*
Gary Muren, *Academic Director, Computer Information Technology*
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Mary Murrel, *Coordinator*
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Emily Medina, *Instructional Designer*
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Instructional Technology

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Tracy Mucci-Butler, *Coordinator*
Ruth Newbern, *Senior Online Information Specialist*
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Jackie Ward, *Online Information Assistant*

Student Services

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Jacqueline Maisel, *Assistant Director, Information and Customer Services*
Ruth Markulis, *Director, Productivity and Staff Development*
Angela B. Miotto, *Associate Director, Career and Training*
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Sharon M. Spencer, *Associate Technical Director, Admissions*
Angela D. Thompson, *Computer System Administrator*
Pershail C. Young, *Associate Director, Academic Counseling and Distance Education*

Information and Enrollment Team

Heidi Baumgartner, *Advanced Advisor*
Makeba Clay, *Advisor*
Karen Hechinger, *Advanced Advisor*
Nancy McLaughlin, *Advisor*
Monica L. Minus, *Advanced Advisor*
William Nasvaderani, *Advisor*
Amy Seidel, *Advanced Advisor*
Rhonda Shields, *Advisor*
Jeffrey Walker, *Advisor*
Denise Wright, *Senior Advisor*

Operations Team

Robert Batten, *Coordinator, Admissions and Records*
Lori S. Dinkins, *Assistant Registrar*
Cynthia Lyons, *Assistant Registrar*

Resource Team: Liberty

Thomas Bednarsky, *Advanced Advisor*
Michelle Bryant, *Advisor*
Patricia Bylsma, *Advanced Advisor*
Crystal Parks Evans, *Advisor*
Alexis Hill, *Advanced Advisor*
Rhonda Lewinson, *Master Advisor and Team Leader*
Peggy Marshall, *Advisor*
Mary Miller, *Senior Advisor*
Anna Zapata-Burcham, *Advisor*

Resource Team: Rock Creek

Andrea Bellis, *Master Advisor and Team Leader*
Mary Bird, *Advisor*
Jennifer Irons, *Advisor*
Cassandra Jones, *Advisor*
Debby Mathis, *Advisor*
Michael Putts, *Senior Advisor*
Rebecca Rice, *Advanced Advisor*
Janet Thomas, *Master Advisor*
Linda Whitehurst, *Advisor*

Resource Team: St. James

Monica Cain, *Advisor*
John Hammett, *Senior Advisor*
Venus Henriques, *Senior Advisor*
Jennie Herninko, *Advisor*
Janice Holland, *Advanced Advisor*
Donald L. Houck, *Master Advisor and Team Leader*
Dario Middleton, *Advisor*
David Scott, Jr., *Advanced Advisor*
Cristina Souto, *Advanced Advisor*

Resource Team: Wingate

Karen Artis, *Advisor*
Ann-Britt Crosby, *Advanced Advisor*
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Catherine Hecox, *Advisor*
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Vyan Smith, *Senior Advisor*
Jeanna Wallace, *Advisor*
Melissa Zupancic-Johns, *Senior Advisor*

Resource Team (Central Region): Seneca

Merodie Hancock, *Executive Director*
Joyce Boudreaux, *Coordinator, Bolling*
Marc Campbell, *Coordinator, Andrews*
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Barbara McKaig, *Coordinator, Pentagon/Fort Myer*
Brenda Mitchell, *Advisor*
Sandra Stein, *Coordinator, Walter Reed*
Stephanie Stein, *Coordinator, Andrews*

Resource Team (Eastern Region): Chesapeake

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Christine Bridgman, *Advisor*
Fred Eckert, *Advisor*
Suzanne Rapin, *Advisor*
Mona Weber, *Coordinator, Fort Meade*

Resource Team (Southern Region): Patuxent

Merodie Hancock, *Executive Director*
Rhonda Black, *Advisor*
Crystal Bryan-Rapp, *Coordinator, Patuxent River NAS*
Lori Fitting, *Assistant Director, Waldorf Center*

Resource Team (Western Region): Potomac

James Hartsock, *Regional Director*
Louise Berns, *Advisor*
Lori Dougherty, *Master Advisor*
Lisa Huffman, *Coordinator*
Cathy Silvestri, *Master Advisor*

Administrative Centers

UMUC Annapolis Center

190 Admiral Cochrane Drive, Suite 120
Annapolis, MD 21401
410-266-3774
301-261-8199 (local from metropolitan Washington, D.C., area)

University System of Maryland Shady Grove Center

9640 Gudelsky Drive
Rockville, MD 20850
301-738-6000

College of Southern Maryland–UMUC Waldorf Center

3261 Old Washington Road
Waldorf, MD 20602
301-645-4303
301-870-6013 (local from metropolitan Washington, D.C., area)

Locations

Listed below are the locations throughout Maryland and in the Washington, D.C., metropolitan area where classes are held.

Anne Arundel County

UMUC Annapolis Center
Anne Arundel Community College
Fort Meade
Glen Burnie Town Center

Baltimore City

Downtown Baltimore Center

Carroll County

Carroll Community College

Charles County

College of Southern Maryland–UMUC Waldorf Center

Frederick County

Fort Detrick
Frederick Community College
Frostburg State University Center at Frederick

Harford County

Aberdeen Proving Ground
Higher Education & Applied Technology Center

Howard County

Howard Community College
Howard High School

Montgomery Count

University System of Maryland Shady Grove Center

Prince George's County

Adelphi (UMUC headquarters)
Andrews Air Force Base
Prince George's Community College
University of Maryland, College Park

St. Mary's County

Patuxent River Naval Air Warfare Center
Southern Maryland Higher Education Center

Washington County

Frostburg State University Center at Hagerstown
Hagerstown Community College

District of Columbia and Virginia

Bolling Air Force Base
Fort Belvoir
Quantico Marine Corps Base
U.S. Department of Justice
U.S. Department of Labor
Walter Reed Army Medical Center

Faculty

Abel, Robert L.
Information Systems Management
B.S., American University, 1977
M.S., American University, 1979

Abeson, Felix
Business and Management
B.S., U.S. International University, 1983
M.B.A., U.S. International University, 1985
D.B.A., U.S. International University, 1988

Abou-Auf, Ahmed A.
Computer and Information Science
B.S., University of Alexandria (Egypt), 1983
M.S., University of Alexandria (Egypt), 1986
Ph.D., University of Maryland, College Park, 1993

Achter, H. Larry
Accounting
B.B.A., Drexel University, 1975
M.P.A., George Washington University, 1995

Adams, Belinda R.
Management
B.A., Glassboro State College, 1979
M.S., Johns Hopkins University, 1992
M.R.E., Loyola University New Orleans, 1995

Adams, Heidi
Gerontology
B.A., Hampton University, 1991
M.A., University of Baltimore, 1993
M.H.A., George Washington University, 1996

Ade, Ann Marie
Communication Studies
B.A., Utica College of Syracuse University, 1986
M.S., State University of New York College at Cortland, 1990

Agarwal, Kamal
Information Systems Management
B.B.A., Banaras Hindu University (India), 1971
M.B.A., Banaras Hindu University (India), 1973
M.Ph., Himachal Pradesh University (India), 1976
Ph.D., Himachal Pradesh University (India), 1982

Akukwe, Chinua
Health Services Management
M.D., University of Nigeria, 1985
M.P.H., Hebrew University of Jerusalem (Israel), 1991

Aldrich, Charles D.
Behavioral and Social Sciences
B.A., University of Kansas, 1961
Ph.D., University of California, Berkeley, 1971

Alexander, Lenora C.
Women's Studies
B.S., State University of New York College at Buffalo, 1953
M.Ed., State University of New York at Buffalo, 1969
Ph.D., State University of New York at Buffalo, 1974

Alfalaij, A. Rahman
Psychology
B.A., Texas Tech University, 1978
M.A., Washington University (Missouri), 1986
Ph.D., University of Pittsburgh, 1991

Allen, Eva
Art History
B.A., Oklahoma City University, 1970
M.A., University of Oklahoma, 1971
Ph.D., University of Maryland, College Park, 1987

Allen, Mary
English
B.A., Brigham Young University, 1962
M.A., Brigham Young University, 1963
Ph.D., University of Maryland, College Park, 1973

Alloy, Michael
Computer Applications
B.S., University of Maryland, College Park, 1972

Altman, Barbara
Education: Counseling and Personnel Services
B.A., University of Michigan, 1981
M.A., University of California, Berkeley, 1985
M.L.A., St. John's College (Maryland), 1990

Anderson, Mary W.
Computer and Information Science
B.S., Virginia Polytechnic Institute and State University, 1986
M.S., University of Wisconsin–Madison, 1987

Anderson, Robert
Business and Management
B.S., Brigham Young University, 1990
M.S., Texas A&M University, 1992
Ph.D., Pennsylvania State University, 1996

Andoh, Jacob
Health Services Management
M.S., Columbia University, 1981
M.P.H., Columbia University, 1981

Anoruo, Emmanuel C.
Business and Management
B.S., Morgan State University, 1984
M.B.A., Morgan State University, 1985
Ph.D., Howard University, 1996

Arlotta, Jeanne
Information Systems Management
B.S., University of Maryland University College, 1983

Ashley, Helen
Paralegal Studies
B.A., University of Maryland University College, 1995
J.D., Catholic University of America, 2000

Attaway, John
Business and Management
B.S., Central State College (Ohio), 1950
M.B.A., Babson College, 1956
D.B.A., George Washington University, 1979

Au, John
Computer and Information Science
B.S., University of Hawaii at Manoa, 1994
M.S., University of Maryland, College Park, 1997

Babbitts, Judith A.
Behavioral and Social Sciences
B.A., Rutgers University, 1964
M.A., Sarah Lawrence College, 1976
M.A., Yale University, 1978
Ph.D., Yale University, 1987

Babiskin, Robert
Information Systems Management
B.S., University of Maryland, College Park, 1971
M.B.A., University of Maryland, College Park, 1972

Bacchus, Alban N.
Health
B.S., Andrews University, 1972
M.A., Andrews University, 1975
Ph.D., Michigan State University, 1978

Bail, William G.
Computer and Information Science
B.S., Carnegie Institute of Technology, 1966
M.S., University of Maryland, College Park, 1973
Ph.D., University of Maryland, College Park, 1985

Bailey, Alex C.
Behavioral and Social Sciences
B.S., Hampton University, 1974
M.A., Hampton University, 1977
J.D., Howard University, 1981

Baker, Brian L.
Paralegal Studies
B.A., American University, 1987
M.L.S., University of Maryland, College Park, 1988
J.D., Catholic University of America, 1995

Baldwin, Stuart W.
Computer and Information Science
B.E.S., Johns Hopkins University, 1983
M.S., Florida Institute of Technology, 1992

Bancroft, Barbara Ham
Art
B.A., University of Maryland, College Park, 1981
M.F.A., Pratt Institute, 1986

Bank, Enid
Computer Applications
B.S., University of Maryland, College Park, 1962
M.Ed., Towson State University, 1976

Banks, David
Behavioral and Social Sciences
B.A., Le Moyne College, 1982
M.S., University of Texas at Austin, 1986
M.P.H., University of North Carolina at Chapel Hill, 1989
Ph.D., University of Maryland, College Park, 1992

Bardi, Abigail
English
B.A., Occidental College, 1975
M.A., University of Maryland, College Park, 1982
M.F.A., University of Maryland, College Park, 1997

Barger, David G.
Paralegal Studies
B.S., University of Maryland, Baltimore, 1976
M.S.I.A., University of Denver, 1977
J.D., University of Maryland, Baltimore, 1981

Barilla, Anthony F.
Spanish
B.A., University of Maryland, College Park, 1969
M.A., University of Maryland, College Park, 1971
Ph.D., University of Maryland, College Park, 1982

Barks, Cathy W.
English
B.S., University of Tennessee, 1974
M.A., University of Maryland, College Park, 1989
Ph.D., University of Maryland, College Park, 1995

Barnes, Danny
Mathematics
B.A., Hampton University, 1994
M.S., Hampton University, 1996

Barnes, Robert C.
Business and Management
B.S., Morgan State University, 1978
M.B.A., Morgan State University, 1980

Baronoff, Lynne
Accounting
B.S., University of Maryland, College Park, 1972
M.B.A., Frostburg State University, 1993

Bartlow, Gene S.
Information Systems Management
B.A., Northwestern State College, 1962
M.P.A., Ball State University, 1978
M.S., Webster University, 1996

Barto, Bradley E.
Computer Applications
B.E., State University of New York Maritime College, 1982
M.G.A., University of Maryland University College, 1989

Bartoo, Diane
Psychology
B.S., University of Florida, 1969
M.S., University of Maryland, Baltimore, 1975
Ph.D., University of Southern Mississippi, 1985

Bassette, Lorraine Pratt
Business and Management
B.S., Central State University (Ohio), 1970
M.A., Catholic University of America, 1972

Baten, Abdul K.
Accounting
B.S., Dhaka University (Bangladesh), 1960
M.A., Dhaka University (Bangladesh), 1961
M.B.A., American University, 1966
M.S., Southeastern University, 1978

Bates, Leroy
Computer and Information Science
B.A., Syracuse University, 1960
M.A., American University, 1966

Battle, Kenneth D.
Business and Management
B.A., Winston Salem State University, 1977
J.D., Howard University, 1981

Baughn, Thomas M.
History
B.A., Oklahoma State University, 1972
M.A., University of Central Florida, 1977

Baume, Lawrence I.
Humanities
B.A., University of Northern Colorado, 1970
M.A., Colorado State University, 1984

Beach, Linda M.
Information Systems Management
B.A., Luther Rice University, 1975
M.B.P.A., Southeastern University, 1977

Beard, DeLawrence
Business and Management
B.A., University of Missouri, 1964
J.D., University of Baltimore, 1970
LL.M., Georgetown University, 1977

Beck, Kenneth H.
Health
B.S., Pennsylvania State University, 1972
M.A., Syracuse University, 1975
Ph.D., Syracuse University, 1977

Becker, Wendy
Computer Science
B.S., University of Maryland, College Park, 1984
M.S., George Mason University, 1990

Beckett, Candace H.
Criminology/Criminal Justice
B.A., University of Illinois, 1971
M.A., University of Hawaii at Manoa, 1973
M.S., Southern Illinois University, 1980
J.D., University of Maryland, Baltimore, 1988
LL.M., George Washington University, 1991

Beckwith, Hubert E.
Music
B.A., Michigan State University, 1976
B.A., George Mason University, 1979
Ph.D., University of Maryland, College Park, 1983

Beebe, Richard W.
Business and Management
B.S., Johns Hopkins University, 1971
J.D., University of Baltimore, 1975
M.B.A., George Washington University, 1980
LL.M., Georgetown University, 1983

Beisel, Joseph
Business and Management
B.S., Saint Joseph's University, 1974
M.Ed., Howard University, 1974
M.Div., Catholic University of America, 1993

Belenker, Jerry
Experiential Learning
B.A., Brooklyn College, 1951
M.A., University of Minnesota, 1953
J.D., Salmon P. Chase College of Law, 1959

Beller-Simms, Nancy
Behavioral and Social Sciences
B.S., University of Maryland, College Park, 1978
M.S., University of Michigan, 1981

Belton, Brenda
Computer Applications
B.S., District of Columbia Teacher's College, 1969
M.S., George Washington University, 1980

Benbury, Karen Zak
Mathematics
B.S., University of Massachusetts, 1969
M.S., University of Massachusetts, 1971
Ph.D., University of Massachusetts, 1979

Benedek, Cindy
Biology
B.S., University of Maryland, College Park, 1990
M.S., Hood College, 1995

Bensimon, Simon
Business and Management
B.S., Columbia University, 1967
M.A., New York University, 1968
Ph.D., University of Chicago, 1975

Bhaskar, Shivarajpur K.
Computer and Information Science
B.E., Bangalore University (India), 1979
M.E., Indian Institute of Science (India), 1981
Ph.D., University of Maryland, College Park, 1993

Bilker, David
Accounting
B.B.A., Temple University, 1974
M.B.A., Drexel University, 1977

Binkley, John C.
History
B.A., Loyola University Chicago, 1970
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J.D., DePaul University, 1983
Ph.D., Loyola University Chicago, 1985

Black, Theodore S.
Economics
B.A., Florida Atlantic University, 1973
M.A., University of Washington, 1975
Ph.D., University of North Carolina at Chapel Hill, 1980

Blattman, Michael
Accounting
B.A., Queens College (New York), 1974
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Blinder, Karen J.
Biology
B.S., Yale University, 1977
Ph.D., Georgetown University, 1996

Blissett, Rodney Ricardo
Information Systems Management
B.S., University of Maryland University College, 1981
M.G.A., University of Maryland University College, 1990

Blumberg, Jeffrey S.
Criminology/Criminal Justice
B.A., Washington University (Missouri), 1987
J.D., University of Maryland, Baltimore, 1990

Blunck, Ronald G.
Business and Management
B.S., Iowa State University, 1969
M.B.A., University of Maryland, College Park, 1974

Bobrowsky, Matthew S.
Astronomy
B.A., Northwestern University, 1977
M.S., University of Maryland, College Park, 1980
Ph.D., University of Maryland, College Park, 1985

Boland, Frederick E.
Computer and Information Science
B.S., University of Maryland, College Park, 1974
M.S., Pennsylvania State University, 1977
M.S., University of Maryland, College Park, 1986

Boscolo, Shari C.
Paralegal Studies
B.A., State University of New York at Buffalo, 1983
J.D., American University, 1986

Botluk, Diana Jean
Paralegal Studies
B.A., University of Delaware, 1981
J.D., Catholic University of America, 1984

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Paralegal Studies
B.A., University of Delaware, 1981
J.D., University of Maryland, Baltimore, 1984

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B.S., University of Algiers (Algeria), 1976
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Bouling, Edward
Computer Applications
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Bowler, Michael H.
Behavioral and Social Sciences
B.S., College of the Holy Cross, 1957
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Boyd, Mary
Business and Management
B.S., Columbia Union College, 1990
M.S., Johns Hopkins University, 1993

Boyd, Thomas
Microbiology
B.A., Washington and Lee University, 1987
M.S., Scripps Institution of Oceanography, 1992
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Bozzo, Robert
Technology and Management
B.S., Saint Peter's College, 1968
M.A., University of Delaware, 1970

Bracy, Tina D.
Gerontology
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Bradley, Diane
Business and Management
B.A., California State University, Long Beach, 1985
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Brandmark, Edward
Computer and Information Science
B.S., State University of New York at Binghamton, 1986
M.S., University of Virginia, 1988
M.S., Marymount University, 1993

Breeskin, John
Psychology
A.B., Teachers College, Columbia University, 1957
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Bridge, Diane L.
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B.A., Duquesne University, 1983
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M.A., George Washington University, 1992
M.P.A., Harvard University, 1996

Brittan-Powell, Christopher
Psychology
B.A., Boston College, 1984
M.A., University of Maryland, College Park, 1998
Ph.D., University of Maryland, College Park, 1998

Brock, Gerald
Accounting
B.S., New Mexico State University, 1967
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Brockunier, Nicholas
Business and Management
B.A., Knox College, 1969
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M.B.A., University of Maryland, College Park, 1978

Brown, Johnnie
Business and Management
B.S., Morgan State University, 1976
M.P.A., University of Baltimore, 1979
Ph.D., Morgan State University, 1997

Brown, Major L.
Information Systems Management
B.S., University of Maryland University College, 1978
M.P.A., American University, 1981

Brown, Sabrina P.
Health Services Management
B.A., Loyola University New Orleans, 1989
M.H.S.A., University of Michigan, 1994

Brown, Stephen L.
Health
B.S., Brigham Young University, 1992
M.S., Arizona State University, 1997

Brown, Yvette
Paralegal Studies
B.A., University of Texas at Austin, 1985
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Buchoff, David E.
Mathematics
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M.A., University of Maryland, College Park, 1970

Buck, Richard Sutton
Business and Management
B.A., University of Maryland, College Park, 1958
J.D., George Washington University, 1961
LL.M., George Washington University, 1970

Buckley-Fletcher, Carolyn
English
B.A., George Mason University, 1977
M.A., Catholic University of America, 1983
Ph.D., Catholic University of America, 1992

Burke, Kathleen M.
Communication Studies
B.A., Loyola College in Maryland, 1975
M.A., Oxford University (England), 1978
Ph.D., University of Maryland, College Park, 1989

Burke, Thaddeus
Information Systems Management
B.A., Georgetown University, 1977
M.B.A., Marymount College, 1982

Burkhard, Fred
History
B.A., Rutgers University, 1978
M.A., Rutgers University, 1980
Ph.D., University of Wisconsin–Madison, 1986

Burnett, Cornell C.
Biology
B.S., Tougaloo College, 1959
M.S., Howard University, 1975
Ph.D., Howard University, 1978

Burson, Phyllis J.
Psychology
B.S., Valparaiso University, 1961
M.A., University of Chicago, 1965
Ph.D., University of Chicago, 1974

Busch, William E.
Accounting
B.S., University of Maryland, College Park, 1982
M.S., American University, 1985

Buss, Deann
Computer Applications
B.S., University of Wisconsin–Madison, 1987
M.S., Northeastern University, 1995

Buszuwski, James A.
Economics
B.S., Saint Bonaventure University, 1974
Ph.D., Boston College, 1978

Butler, Charles J.
Computer and Information Science
B.S., University of Maryland, College Park, 1985
M.S., Bowie State University, 1989

Butler, Dollrinia H.
Gerontology
B.S., District of Columbia Teacher's College, 1969
M.A., Ohio University, 1970
M.P.H., University of Pittsburgh, 1981

Butler, John J.
Accounting
B.S., Pennsylvania State University, 1969
M.B.A., Pennsylvania State University, 1971

Butts, Barrington G. P.
Business and Management
B.S., University of Maryland University College, 1982
J.D., Southland University, 1983

Cabot, Adele
Theatre
B.A., American University, 1979
M.F.A., City University of New York, 1992

Callahan, Barbara J.
Communication Studies
B.A., State University of New York at Albany, 1962
M.A., Teachers College, Columbia University, 1965
Ed.D., Lehigh University, 1973

Calloway, Nathaniel Roy
Accounting
B.A., Oberlin College, 1968
M.S.A., Southeastern University, 1977
M.B.A., Southeastern University, 1984
M.P.A., Southeastern University, 1984

Campanelli, Linda C.
Gerontology
B.S., Concordia University (Canada), 1976
M.A., University of Maryland, College Park, 1978
Ph.D., University of Maryland, College Park, 1987

Campbell, Catherine A.
Business and Management
B.S., Kent State University, 1972
M.B.A., Florida Atlantic University, 1981

Campbell, I. Matthew
Behavioral and Social Sciences
B.A., Pomona College, 1967
M.A., Catholic University of America, 1970
J.D., Catholic University of America, 1976

Campbell, James R.
Microbiology
B.A., University of California, Los Angeles, 1972
M.A., San Diego State University, 1977
Ph.D., University of California, Los Angeles, 1981

Cantor, Eugene H.
Accounting
B.S., University of Maryland, College Park, 1972
J.D., Emory University, 1976
LL.M., Georgetown University, 1980

Canty-Letsome, Rosezella
Paralegal Studies
B.A., Howard University, 1970
M.A.T., Antioch-Putney Graduate School of Education, 1970
J.D., Duquesne University, 1973
LL.M., Harvard University, 1977

Capasso, John
Health Services Management
B.S., Geneva College, 1979
M.S., George Washington University, 1990

Carbone, Elisa L.
Speech
B.A., University of Maryland, College Park, 1985
M.A., University of Maryland, College Park, 1988

Carnaroli, Giovanni
Environmental and Hazardous Materials Management
B.S., North Carolina State University, 1991
M.B.A., University of Maryland, College Park, 1993

Carr, Deborah M.
Paralegal Studies
B.A., University of Illinois, 1984
J.D., Chicago-Kent College of Law, Illinois Institute of Technology, 1989

Carriere, Colin C.
Paralegal Studies
B.S., Le Moyne College, 1974
J.D., Creighton University, 1977

Carrol, Nora
Management
B.F.A., Syracuse University, 1971
M.S., Syracuse University, 1991

Caruso, Louis
English
B.S., Suffolk University, 1973
M.Ed., Suffolk University, 1978

Carvalho, Julie
Psychology
B.A., University of Maryland, College Park, 1962
M.A., George Washington University, 1966

Carwell, Louise
Paralegal Studies
B.A., University of Rochester, 1984
J.D., Case Western Reserve University, 1984

Cashman, Richard
Computer Applications
B.S., University of Maryland University College, 1992
M.A., Webster University, 1994

Cassidy, Mary
Mathematics
B.S., Ohio State University, 1954
M.A., Marycrest College, 1974

Cassler, Robert
Journalism
B.A., Brandeis University, 1972
J.D., Georgetown University, 1975

Cavanaugh, Andrew
English
B.A., Michigan State University, 1984
M.A., Eastern Michigan University, 1991

Ceruti, Monique D.
Computer Applications
B.S., University of Maryland University College, 1991
M.S., University of Maryland University College, 1996

Chaires, Margaret S.
Economics
A.B., Catholic University of America, 1966
M.A., Claremont Graduate School, 1972
A.A., Prince George's Community College, 1986

Champ, Robert L.
English
B.A., Loyola University Chicago, 1979
M.A., Loyola University Chicago, 1985
Ph.D., University of Maryland, College Park, 1993

Chandramouli, Ramaswamy
Computer and Information Science
M.S., Indian Institute of Technology (India), 1979
M.S., University of Texas at Dallas, 1984
Ph.D., George Mason University, 1994

Chase, Virginia J.
Business and Management
B.A., Troy State University, 1983
M.S., Troy State University, 1984

Chavis, Earl V.
Information Systems Management
B.A., University of Maryland, College Park, 1969
M.A., University of Maryland, College Park, 1972
Ph.D., Howard University, 1979

Chawla, Nishi
English
B.A., University of Delhi (India), 1978
M.A., University of Delhi (India), 1980
Ph.D., George Washington University, 1996

Cheng, Min-Hwa H.
Accounting
B.S., National Taiwan University, 1981
M.A.S., Johns Hopkins University, 1985

Chiang, Lee
Mathematics
B.S., University of Science and Technology of China, 1982
M.S., Anhui University (China), 1984
Ph.D., University of Maryland, College Park, 1994

Chiappelli, Theodore
Health Services Management
M.H.A., University of Pittsburgh, 1985
M.S.S.M., University of Southern California, 1989
Dr.P.H., Johns Hopkins University, 1996

Chiarella, Donald
Computer and Information Science
B.A., University of Maryland, College Park, 1979
M.S., American University, 1987

Childers, Susan R.
Information Systems Management
B.A., University of Pennsylvania, 1972
M.A., Pennsylvania State University, 1973

Childs, Edmund P.
Computer Applications
B.S., Western Connecticut State University, 1979
M.S., University of Phoenix, 1987

Chirhart, Ann S.
History
B.A., Florida State University, 1974
M.A., Emory University, 1993
Ph.D., Emory University, 1997

Chiricosta, Tracey C.
Communication Studies
B.A., Smith College, 1988
M.S., Rensselaer Polytechnic Institute, 1989

Choy, Marguerite E.
Mathematics
B.A., Reed College, 1967
M.S., Case Western Reserve University, 1969

Ciliberti, Barrie S.
History
B.A., Ursinus College, 1957
M.A., Georgetown University, 1960
Ph.D., Catholic University of America, 1975

Clark, Virginia M.
English
B.A., Meredith College, 1975
M.A., University of Maryland, College Park, 1977
Ph.D., University of Maryland, College Park, 1983

Clegern, Robert W.
General Science
B.A., University of Colorado, 1965
M.S., University of Illinois, 1966
Ph.D., University of Illinois, 1972

Clemens, Karen
Biology
B.S., Indiana University, 1983
Ph.D., University of Missouri, 1988

Cohen, Margaret
Business and Management
B.A., Brooklyn College, 1968
M.A., University of Pittsburgh, 1970
Ph.D., University of Pittsburgh, 1975
J.D., Brooklyn Law School, 1983

Cole, James R.
Information Systems Management
B.A., Western Maryland College, 1959
M.B.A., Loyola University Chicago, 1980

Collert, Gerald J.
Business and Management
B.S., Wayland Baptist University, 1986
M.A., Midwestern State University, 1988
M.S., State University of New York College at Plattsburgh, 1992

Collins, Dale R.
Business and Management
B.A., Western Reserve University, 1964
M.P.A., Syracuse University, 1966
Ph.D., Syracuse University, 1973

Collinsworth, Gene T.
Computer Applications
B.A., Fayetteville State University, 1983
M.S., Florida State University, 1994

Coltri, Laurie S.
Paralegal Studies
B.S., California Institute of Technology, 1974
J.D., University of Southern California, 1978
Ph.D., University of Maryland, College Park, 1995

Columbia, Kenneth
Business and Management
B.S., George Washington University, 1977
M.A., George Washington University, 1980

Conway, Timothy
Criminology/Criminal Justice
B.A., University of Pittsburgh, 1974
M.A., University of Pittsburgh, 1985

Conyngham, William
Paralegal Studies
B.A., Georgetown University, 1978
M.B.A., University of Texas at Austin, 1984
J.D., Catholic University of America, 1988

Cooper, Karen
Experiential Learning
B.S.W., Indiana University of Pennsylvania, 1985
M.A., Bowie State University, 1999

Copeland, Mary
Psychology
M.Ed., Kean College, 1971
M.Div., Virginia Union University, 1986
D.Min., Howard University, 1991

Corbin, David A.
History
B.A., Marshall University, 1969
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Ph.D., University of Maryland, College Park, 1978

Cornick, Delroy L.
Business and Management
B.A., Ripon College, 1952
M.A., American University, 1969
M.P.A., University of Southern California, 1976
D.P.A., University of Southern California, 1978

Corte, Denise M.
Theatre
B.A., Universidade do Rio de Janeiro (Brazil), 1990
M.A., University of Maryland, College Park, 1995

Cottle, James
Communication Studies
B.A., University of Maryland, College Park, 1971
M.Ed., University of Maryland, College Park, 1972
Ph.D., University of Maryland, College Park, 1976

Courtney, John E.
Management
B.S., University of Maryland, College Park, 1981
M.S., Hood College, 1984
Ph.D., American University, 1995

Cowden, Craig
Psychology
B.A., Oberlin College, 1981
M.S., Pennsylvania State University, 1987
Ph.D., Pennsylvania State University, 1992

Craig, Patrick M.
Art
B.F.A., Western Michigan University, 1974
M.F.A., University of Cincinnati, 1976

Crain, Barbara
General Science
M.A.Ed., Ruprecht-Karls-Universität Heidelberg (Germany), 1979
M.Ed., State of Bavaria (Germany), 1982
M.S., Johns Hopkins University, 1998

Credle, Joann
Behavioral and Social Sciences
B.A., North Carolina Central University, 1975
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Ed.D., Indiana University of Pennslyvania, 1989

Creech, Pat L.
Communication Studies
B.S., Purdue University, 1961
M.A., University of Wisconsin–Milwaukee, 1970
M.A., University of Wisconsin–Milwaukee, 1973
Ph.D., Indiana University, 1979

Cremins, Casey
Mathematics
B.S., Texas A&M University, 1987
M.A., Johns Hopkins University, 1987
Ph.D., University of Glasgow (Scotland), 1997

Cromp, Robert
Computer Science
B.A., State University of New York at Buffalo, 1982
M.S., Arizona State University, 1983
Ph.D., Arizona State University, 1988

Cubillos, Pedro O.
Computer Science
B.S., Universidad de Chile, 1974
M.S., University of Iowa, 1981
Ph.D., University of Iowa, 1981

Cuccia, Robert A.
Communication Studies
B.A., Valparaiso University, 1962
M.A., American University, 1968

Culver-Jamieson, Marguerite M.
Communication Studies
B.A., American University, 1984
M.A., University of North Carolina at Chapel Hill, 1986
M.Ed., East Carolina University, 1994

Cummins, Melvin B.
Business and Management
B.S., Towson State University, 1976
M.B.A., University of Baltimore, 1980
Ph.D., University of Maryland, College Park, 1994

Curry, Emily Dale
Accounting
B.A., Antioch College (Ohio), 1978
M.A., University of Alaska, 1985

Cuty-Ruiz, Laura
Psychology
B.S., Florida State University, 1989
M.A., University of Alabama, 1991
Ph.D., University of Alabama, 1995

Dade, René Lennell
Psychology
B.S., Lincoln University (Pennsylvania), 1984
M.A., Indiana University of Pennsylvania, 1986
Ph.D., Howard University, 1993

Daigh, John
Accounting
B.S., U.S. Military Academy, 1970
M.D., University of Texas Southwestern Medical School, 1978
B.S., University of Maryland University College, 1998

Damond, Marietta E.
Behavioral and Social Sciences
B.A., Gannon University, 1984
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Ph.D., George Washington University, 1992

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Communication Studies
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Ph.D., American University, 1973

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M.S., University of Maryland, College Park, 1990
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B.A., Glenville State College, 1964
M.A., American University, 1968
M.A., University of Maryland, College Park, 1973
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Daston, Melissa G.
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M.B.A., University of Maryland, College Park, 1980
M.S., University of Maryland, College Park, 1987

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Mathematics
B.S., Boston University, 1980
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English
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B.A., University of North Carolina at Chapel Hill, 1967
M.A., Webster University, 1978
M.A., Georgetown University, 1983

Davis, Kevin E.
Computer Applications
B.S., University of Maryland University College, 1996
M.S., George Washington University, 1998

Davis, Mark
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B.A., Catholic University of America, 1984
J.D., George Washington University, 1987

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M.G.A., University of Maryland University College, 1997

Dawson, David T.
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J.D., Thomas M. Cooley Law School, 1979

Dean, Michael
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M.S., University of Arkansas, 1978

Dean, Robert L.
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J.D., Villanova University, 1976

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B.S., University of Maryland, College Park, 1976
M.A., University of Maryland, College Park, 1982

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B.A., New York University, 1978
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Ph.D., Fielding Institute, 1995

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B.A., Saint Bonaventure University, 1967
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Mathematics
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History
B.A., Oberlin College, 1968
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Computer Science
B.E., Jabalpur University (India), 1959
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Psychology
B.S., University of Baltimore, 1988
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Communication Studies
B.A., University of Toledo, 1977
B.S., University of Toledo, 1977
M.A., Bowling Green State University, 1983

Diedrich, Paul O.
Computer Applications
B.S., Baldwin Wallace College, 1966
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Paralegal Studies
B.A., College of the Holy Cross, 1992
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Information Systems Management
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B.A., University of Maryland, College Park, 1964
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Dolan, Kevin C.
Accounting
B.B.A., University of Notre Dame, 1969
M.B.A., Temple University, 1975

Dong, Francis H.
Technology Management
B.A., Fordham University, 1970
M.B.A., Columbia University, 1972
M.S., Troy State University, 1976
M.S.Ed., University of Southern California, 1976

Donovan, Dianne
Career Planning
B.A., George Mason University, 1988
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Dougherty, Mary Carolyn
Management
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English
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Computer Applications
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M.S., Pennsylvania State University, 1990
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Computer and Information Science
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Dudley, Susan D.
Psychology
B.S., Old Dominion University, 1973
M.A., College of William and Mary, 1976
Ph.D., University of Massachusetts, 1980

Duncan, Richard L.
Criminology/Criminal Justice
B.A., University of Baltimore, 1978
M.Div., Wesley Theological Seminary, 1978

Dwyer, Joseph M.
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B.S., Saint Joseph's University, 1962
M.S.A., George Washington University, 1981

Edwards, Steven T.
Fire Science
B.S., University of Maryland University College, 1983
M.G.A., University of Maryland University College, 1991

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Technology and Management
B.S., Salve Regina University, 1984
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Ph.D., George Mason University, 1995

Ehrmann, Tanya E.
Health Services Management
B.A., New York University, 1993
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Eibel, Patrick
Management
B.A., University of Maryland, College Park, 1995
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Elefant, Carolyn
Paralegal Studies
B.A., Brandeis University, 1985
J.D., Cornell University, 1988

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Psychology
B.S., Eastern Michigan University, 1968
M.Div., United Theological Seminary, 1971
D.M.A., Drew University, 1985
Ph.D., LaSalle University, 1997

Ellison-Potter, Patricia A.
Psychology
B.S., Towson State University, 1990
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Ph.D., Colorado State University, 1997

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Philosophy
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Information Systems Management
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Ed.D., Temple University, 1984

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Health Services Management
B.S., Grambling State University, 1982
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History
B.A., University of Washington, 1970
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Humanities
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Information Systems Management
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M.Ed., Worcester State College, 1977
B.S., Roger Williams College, 1990

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Communication Studies
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Accounting
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Computer Science
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General Science
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B.S., University of Massachusetts, 1983
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General Science
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Health Services Management
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Economics
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Humanities
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Information Systems Management
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M.A., Duquesne University, 1978
M.B.A., University of Southern Illinois, 1983
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Communication Studies
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Gilson, John P.
Computer Applications
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Accounting
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B.A., University of Wisconsin–Madison, 1979
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Psychology
B.S., John Carroll University, 1961
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Goetz, Victoria G.
Computer Applications
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M.S., University of Alabama, 1996

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M.Ph., George Washington University, 1983

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Computer Applications
B.S., Central State University, 1983
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Gonzalez, Joe F.
Statistics and Probability
B.S., Saint Mary's University, 1970
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Goodman, Alan P.
Business and Management
A.B., Rutgers University, 1971
M.Ed., Ohio University, 1972
Ph.D., Ohio State University, 1984

Goodwyn, James
Computer and Information Science
B.S., Long Island University, 1986
M.S., Bowie State University, 1991

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Computer and Information Science
B.E., Birla Institute of Technology and Science, Pilani (India), 1987
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History
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Accounting
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M.S., Georgetown University, 1993

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Management
B.A., University of Michigan, 1977
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Accounting and Business and Management
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Ph.D., University of Maryland, Baltimore, 1993

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Business and Management
M.A., University of Delhi (India), 1977
M.B.P.A., Southeastern University, 1977

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B.S., Fairleigh Dickinson University, 1966
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M.B.A., George Mason University, 1981

Gray, Christine R.
English
B.A., George Washington University, 1982
M.A., University of Maryland, College Park, 1986
Ph.D., University of Maryland, College Park, 1995

Gray, Susan
Health
B.A., Indiana University, 1982
M.S., Indiana University, 1990

Green, Annie
Information Systems Management
B.S., Virginia Commonwealth University, 1979
A.A., Northern Virginia Community College, 1984
M.S., George Mason University, 1987

Green, Sidney
Environmental Management
B.A., Dillard University, 1961
M.S., Howard University, 1972
Ph.D., Howard University, 1972

Greenblatt, Lonnie
Business and Management
B.A., University of Maryland, College Park, 1979
J.D., Widener University, 1982
LL.M., George Washington University, 1988

Greene, Melvin
Business and Management
B.A., University of Maryland, College Park, 1974
M.S., Howard University, 1976

Greenhut, Jeffrey
History
B.S., Arizona State University, 1964
M.P.A., Cornell University, 1968
M.P.H., University of California, Berkeley, 1969
Ph.D., Kansas State University, 1978

Griffith, Gladis C.
Business and Management
B.A., Boston College, 1990
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Grindle, Rita K.
Paralegal Studies
B.A., University of Maryland, College Park, 1985
J.D., University of Baltimore, 1987

Groce, Thomas C.
Business and Management
B.S., Delaware State University, 1956
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M.B.A., Naval Postgraduate School, 1971
Ph.D., American University, 1976

Gruber, Kerry
Psychology
B.A., Indiana University of Pennsylvania, 1992
M.Ed., Boston University, 1993

Grzesik, Nancy
Accounting
B.S., Gwynedd-Mercy College, 1970
M.Ed., Suffolk University, 1975

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Information Systems Management
B.A., Southern Connecticut State University, 1966
B.A., University of Connecticut, 1968
M.B.A., New York Institute of Technology, 1986
M.A.S., Johns Hopkins University, 1990

Guss, Edward Jon
Technology and Management
B.S., Seton Hall University, 1960
M.A., University of Maryland, College Park, 1973

Gustafson, John W.
Psychology
A.B., University of California, Berkeley, 1966
Ph.D., University of Rochester, 1972

Hadi, Khaled A.
Computer Applications
B.S., Pittsburg State University (Kansas), 1984
M.S., Rochester Institute of Technology, 1990

Haiman, Arnold J.
Business and Management
B.A., City College of New York, 1967
J.D., New York University, 1970
LL.M., George Washington University, 1983

Hale, Thomas Winter
Economics
B.A., Emporia State University, 1976
M.A., University of Missouri, 1980
Ph.D., University of Nebraska, 1987

Hall, Bryant
Gerontology
B.A., State University of New York at Stony Brook, 1974
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M.P.S., Long Island University, 1977

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Government and Politics
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Ph.D., University of Maryland, College Park, 1968

Hamilton, Ernest
English
B.A., University of the Panjab (Pakistan), 1960
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Ph.D., Kent State University, 1975

Hanahoe-Dosch, Patricia
English
B.A., Richard Stockton College of New Jersey, 1982
M.F.A., University of Arizona, 1987

Hanley, Susan
General Science
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M.S., University of Maryland, College Park, 1987

Hanson, Timothy R.
History
B.A., Gonzaga University, 1987
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Hardy, Michele
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B.A., University of Maryland, College Park, 1993
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Harrell, William W.
Communication Studies
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Ph.D., Vanderbilt University, 1972

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Business and Management
B.S., American University, 1983
M.B.A., Duke University, 1985

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Business and Management
M.S., University of Pittsburgh, 1971
M.P.A., University of Southern California, 1984
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Computer Applications
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M.S., American University, 1984

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English
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Harter, Thomas R.
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Hartsock, James
Business and Management
B.S., Frostburg State University, 1981
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Computer and Information Science
B.S., Cornell University, 1972
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B.A., Albion College, 1968
Ph.D., University of California, Los Angeles, 1974
M.B.A., University of San Francisco, 1987

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Business and Management
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Management
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Ph.D., University of California, Davis, 1994

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Health Services Management
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Computer Applications
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M.Ed., Mercer University, 1976
B.S., University of West Florida, 1981

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Heller, Henry B.
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Psychology
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M.A.S., Johns Hopkins University, 1991
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M.S., Indiana University, 1983

Hostetler, Craig
Health Services Management
B.S., Purdue University, 1989
M.H.A., University of Minnesota, 1992

Houck, Janice M.
Library Skills
B.A., University of Richmond, 1992
M.S.L.S., Catholic University of America, 1996

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Health Services Management
B.A., California State University, Los Angeles, 1973
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M.S., California State University, Northridge, 1980

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Experiential Learning
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B.A., Southern Connecticut State University, 1968
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Ph.D., University of Miami, 1983

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Technology and Management
B.S., The Citadel, 1964
M.S.I.A., Carnegie-Mellon University, 1972

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Technology and Management
B.S., U.S. Military Academy, 1962
M.Ed., Rivier College, 1972
Ph.D., Boston College, 1976
M.B.A., Golden Gate University, 1988

Hudson, Peter W.
Management
B.S., University of Maryland, College Park, 1974
M.Ed., University of Maryland, College Park, 1978

Huggins, Teresa S.
Psychology
B.A., Stephen F. Austin State University, 1978
Ph.D., University of North Carolina at Chapel Hill, 1983

Hughes, Arthur M.
Economics
A.B., Princeton University, 1950
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Behavioral and Social Sciences
B.A., Salisbury State College, 1964
M.Ed., University of Maryland, College Park, 1976
M.A., University of Maryland, College Park, 1978
Ph.D., University of Maryland, College Park, 1982

Hunt, Harold
Business and Management
B.S., Park College, 1986
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Hunt, J. Christopher
General Science
B.S., Murray State University, 1987
M.S., University of Maryland, College Park, 1990
M.A., University of Maryland, College Park, 1996

Hunter, Alain E.
Information Systems Management
B.S., Pennsylvania State University, 1973
M.Ed., Pennsylvania State University, 1974
Ed.D., University of Illinois, 1980

Huseonica, Arthur K.
Computer Applications
B.S., University of Maryland University College, 1987
M.S., University of Southern California, 1989
Ph.D., Kennedy-Western University, 1997

Hutchinson, James
Computer and Information Science
B.S., Fayetteville State University, 1982
M.S., Boston University, 1984

Hutton, Leon
Business and Management
B.B.A., Northwood Institute, 1978
M.A., Central Michigan University, 1980
M.B.A., Florida Institute of Technology, 1987

Hyde, David
Health
B.S., State University of New York College at Brockport, 1968
M.S., State University of New York College at Brockport, 1973
Ph.D., University of Maryland, College Park, 1992

Iler, Robert W.
Information Systems Management
B.S., University of Kansas, 1972
M.S., University of Southern California, 1976
M.S., Naval Postgraduate School, 1983

Inukai, Connie
Communication Studies
B.A., Ohio State University, 1970
M.A., Columbia University, 1974

Isherwood, Alex C.
Business and Management
B.A., San Diego State University, 1973
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Ph.D., University of Maryland, College Park, 1986

Iwobi, Anthony
Accounting
B.S., Central State University (Ohio), 1986
M.B.A., University of the District of Columbia, 1989

Jackson, Jacqueline
Psychology
B.Mus.Ed., Howard University, 1978
M.S., Howard University, 1985
Ph.D., Howard University, 1992

Jackson, Michael J.
Information Systems Management
B.S., Columbia College (Missouri), 1982
M.S., George Washington University, 1992

Jacobson, Jay
Statistics and Probability
B.S., University of Alabama, 1983
M.S., Stanford University, 1988
Ph.D., Georgia Institute of Technology, 1993

Jacobson, Jennifer
Mathematics
B.S., University of Alabama, 1982
M.S., Georgia Institute of Technology, 1992

James, Marian
Health
B.S., Old Dominion University, 1985
M.A., University of Maryland, College Park, 1993

Jansen, George J.
Computer and Information Science
B.A., University of Denver, 1978
M.S., George Washington University, 1994

Jansheski, Beverly L.
Gerontology
B.S., Columbia Union College, 1968
M.A., George Washington University, 1986

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Computer and Information Science
B.S., Case Western Reserve University, 1970
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D.Sc., George Washington University, 1999

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Jennings, Donald
Astronomy
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Jessell-Shattles, Jennifer
Health
B.S., Pennsylvania State University, 1988
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Johnson, David Patrick
Computer Applications
B.A., University of Maryland, College Park, 1982
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English
B.A., University of North Carolina at Chapel Hill, 1971
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M.A., University of Maryland, College Park, 1987
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B.S., University of Maryland University College, 1973
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Johnson, Jack B.
Government and Politics
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J.D., Howard University, 1975

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B.A., Pennsylvania State University, 1952
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Johnson, Leo
Computer Applications
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A.M., University of Chicago, 1986

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M.Ed., Bowie State University, 1975

Jones, Charles L.
Business and Management
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Behavioral and Social Sciences
B.S., Howard University, 1974
M.S.W., Howard University, 1976
Ph.D., Howard University, 1987

Jones, Stephen
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M.S., Youngstown State University, 1977

Jones, Thomas L.
Business and Management
B.S., Tougaloo College, 1963
J.D., Howard University, 1971

Joyce, John J.
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B.A., Kent State University, 1982
J.D., Georgetown University, 1985

Jurich, Steven J.
Gerontology
B.S.W., Adelphi University, 1988
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Business and Management
B.S., City University of New York, 1969
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Kammel, Frank J.
Mathematics
B.S., St. John's University (New York), 1957
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Computer Science
B.Ch.E., University of Delaware, 1980
M.S., New Jersey Institute of Technology, 1989
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Kaplan, Barbara
History
B.A., University of Chicago, 1965
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Kariotis, Theodore C.
Economics
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Communication Studies
B.S., Clarion University of Pennsylvania, 1980
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Kass, Barbara
Health
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Business and Management
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Gerontology
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M.A., University of Maryland, College Park, 1984

Knoll, John Alexander
English
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M.S., University of Illinois, 1991

Knott, Bradley T.
Business and Management
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J.D., Catholic University of America, 1990

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Koermer, Kelly A.
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Sociology
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Kopka, Richard W.
Computer and Information Science
B.S., University of Pittsburgh, 1961
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Accounting
B.B.A., Florida International University, 1976
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Information Systems Management
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Business and Management
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Kreger, Alan K.
Business and Management
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Behavioral and Social Sciences
B.A., University of Chicago, 1965
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Ed.D., University of Rochester, 1980

Kreitzman, Horace
Management
B.S., Fairleigh Dickinson University, 1961
M.S., George Washington University, 1978

Kronheim, Steven
Psychology
B.A., University of Cincinnati, 1975
M.A., University of Maine, 1977
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Ph.D., American University, 1990

Krout, Homer L.
Computer Systems Management
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M.S., Florida Institute of Technology, 1989
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Computer Applications
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M.S., Southeastern University, 1996

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B.A., University of Maryland, College Park, 1977
J.D., American University, 1980

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Management
B.S., Towson State University, 1970
M.Ed., University of Maryland, College Park, 1972
M.B.A., University of Maryland, College Park, 1981

Kulemeka, Andrew
English
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Technology and Management
B.S., University of Pittsburgh, 1969
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Kwiatkowski, Karen U.
Information Systems Management
B.S., University of Maryland, College Park, 1982
M.S., University of Arkansas, 1987
M.A., Harvard University, 1991

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Experiential Learning
B.S., American International College, 1984
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B.A., St. John's University (New York), 1965
M.A., Hofstra University, 1968
J.D., Catholic University of America, 1976
M.A., Antioch School of Law, 1979

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B.B.A., University of Texas at El Paso, 1984
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Business and Management
B.S., Oregon State University, 1961
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Ph.D., Purdue University, 1966
J.D., American University, 1974

Lancaster, Morris S.
Computer Science
B.S., North Carolina State University, 1972
M.S., University of Tennessee, 1976

Land, Janet L.
Communication Studies
B.S., University of Maryland University College, 1993
M.A., Johns Hopkins University, 1995

Landry, Bart
Sociology
B.A., Xavier University of Louisiana, 1966
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Lanzer, Francis P.
Computer Applications
B.S.E.E., U.S. Naval Academy, 1973
M.S.B.A., Boston University, 1983
M.S.E.E., University of Maryland, College Park, 1984

Lapiana, John K.
Paralegal Studies
B.S., State University of New York at Buffalo, 1984
J.D., State University of New York at Buffalo, 1987
M.S., Johns Hopkins University, 1995

Larsen, Lana C.
Psychology
B.A., Southwest Texas State University, 1975
M.A., Chapman College, 1983
M.A., Southern Illinois University at Edwardsville, 1991
Ph.D., Saint Louis University, 1997

Laska, William D.
Information Systems Management
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M.S., Virginia Polytechnic Institute and State University, 1993

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Behavioral and Social Sciences
B.A., Hollins College, 1957
M.A., Inter-American University of Puerto Rico, 1966
Ph.D., University of Maryland, College Park, 1982

La Tour, Charles
Hotel and Restaurant Management
B.A., Michigan State University, 1961

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Technology and Management
B.A., Syracuse University, 1974
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Lazarus, Ferdinand F.
Computer Applications
B.E.E., City University of New York, 1951
M.S., Florida Institute of Technology, 1979

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Business and Management
Ph.B., Loyola College in Maryland, 1954
B.S., Johns Hopkins University, 1960
M.B.A., George Washington University, 1963

Leake, Charles R.
Computer Science
B.S., New York University, 1963
M.S., New York University, 1965
Ph.D., New York University, 1969

Leaman, Kimberly A.
Paralegal Studies
B.A., University of Maryland, College Park, 1984
J.D., University of Maryland, Baltimore, 1987

Leary, William F.
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B.A., College of Wooster, 1973
J.D., University of Toledo, 1979
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Communication Studies
B.A., University of Virginia, 1986
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Ph.D., George Mason University, 1997

Leerburger, Marian
Technology and Management
B.A., Colby College, 1984
M.A., American University, 1986
M.A., Georgetown University, 1988
Ph.D., University of Maryland, College Park, 1996

LeMaster, John D.
German
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Sociology
B.A., University of Notre Dame, 1958
S.T.L., Gregorian University, 1962
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Ph.D., Cornell University, 1969

Lessans, Michael A.
Computer and Information Science
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M.S., George Washington University, 1991

Lesser, Lawrence M.
Business and Management
B.S., American University, 1965
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Levin, Sharon L.
Accounting
B.S., University of Maryland, Baltimore County, 1979
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Levine, Leonard F.
Computer Systems Management
B.A., Columbia University, 1972
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M.Ph., Columbia University, 1977

Levitas, Tulin M.
Humanities
B.A., Wheaton College, 1962
M.A., Boston University, 1969
M.A., University of Maryland, College Park, 1974

Lichtenstein, Cecile M.
Computer Applications
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B.T., University of North Florida, 1985
M.S., University of North Florida, 1991

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Information Systems Management
B.S., University of Pittsburgh, 1987
M.S., University of Maryland University College, 1994

Liu, Lawrence W.
Computer and Information Science
B.S., University of Tamkang (Taiwan), 1980
M.B.A., University of Dallas, 1985

Lloyd, Timothy
Information Systems Management
B.A., University of Maryland, Baltimore County, 1982
M.S., University of Maryland University College, 1987

Lomax, Glen F.
Gerontology
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M.S., Case Western Reserve University, 1987

Lombardo, Joseph P.
Computer Applications
B.S., Frostburg State University, 1992
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Computer Applications
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Long, Anna
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Humanities
B.A., Universidad Autónoma de Nuevo Leon (Mexico), 1970
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Ph.D., Johns Hopkins University, 1992

Loss, Roderick
Information Systems Management
B.S., Rollins College, 1967
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Loughlin, Brian C.
Accounting
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Love, William C.
Paralegal Studies
B.A., Texas Tech University, 1971
M.A., University of Alabama, 1974
Ph.D., University of Alabama, 1977
J.D., University of Texas at Austin, 1984

Lovelace, Douglas
Business and Management
B.S., Hampton University, 1976
M.B.A., Golden Gate University, 1980

Lubetkin, Beth A.
Criminology/Criminal Justice
B.S., Miami University (Ohio), 1990
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Lundregan, Christine C.
Business and Management
B.S., University of Maryland, College Park, 1976
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Lupica, Carmela Lena
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M.S., University of Houston, 1977

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B.A., University of California, Berkeley, 1982
J.D., University of California, Berkeley, 1985

Lyke, Robert F.
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Lynch, Michael E.
Computer Applications
B.A., College of William and Mary, 1988
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Mathematics
B.A., Michigan State University, 1978
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Computer and Information Science
B.S., University of Maryland, College Park, 1992
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Malloy, Dorothea C.
Accounting
B.S., University of Massachusetts, 1987
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Malone, Beatrice A.
Management
B.A., Ohio State University, 1971
M.A., Marymount University, 1991

Mangold, Sanford D.
Management
B.S., University of Florida, 1969
M.S., Air Force Institute of Technology, 1973
M.A., Naval War College, 1987

Manicke, Robert L.
Mathematics
B.A., University of Missouri, 1969
M.S., University of Houston, 1971
Ph.D., University of Maryland, College Park, 1981

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Communication Studies
B.A., Trinity College (Connecticut), 1948
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B.S., University of Maryland, College Park, 1987
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Cooperative Education
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M.Ph., Panjab University (India), 1980
M.S., Ohio State University, 1988
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Communication Studies
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Computer Applications
B.S., California State University, Dominguez Hills, 1985
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Matsakis, Aphrodite
Pyschology
M.A., Stanford University, 1969
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Mattingly, John A.
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LL.M., Georgetown University, 1992

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J.D., University of Santa Clara, 1980
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Health Services Management
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J.D., George Madison University, 1993

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Psychology
B.S., Clark College, 1986
Ph.D., University of North Carolina at Chapel Hill, 1994

McNeal, Bernard G.
Accounting
B.S., Morgan State College, 1975
M.S.M., Purdue University, 1977

McPherson, Douglas
Accounting
B.S., University of Colorado, 1961
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Meek, Steve
Management
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Meiring, Jeffery A.
Business and Management
B.A., Ohio State University, 1988
M.P.A., Ohio State University, 1990
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Mellin, Robert
Criminology/Criminal Justice
B.A., University of Maryland University College, 1982
J.D., University of Maryland, Baltimore, 1990

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Environmental Management
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Menasian, James
Computer and Information Science
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Mentzer, Susan L.
Paralegal Studies
B.S., University of Maryland University College, 1991
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Mericle, Linda S.
Paralegal Studies
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Psychology
B.A., Alverno College, 1966
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M.P.S., Loyola University Chicago, 1987
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Accounting
B.S., Pace University, 1979
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Ph.D., Nova Southeastern University, 1999

Michelotti, Gregory A.
Microbiology
B.S., Pennsylvania State University, 1986
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Accounting
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Computer Applications
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Accounting
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Miller, Laura M.
Health
B.S., University of Maryland, College Park, 1989
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Health Services Management
B.S., Morgan State University, 1962
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Business and Management
B.S., University of Maryland, College Park, 1970
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Mines, Cheryle A.
Gerontology
B.A., Clark College, 1984
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Fire Science
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Sociology
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Computer Applications
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Statistics and Probability
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M.S., Bowling Green State University, 1985
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Ph.D., University of Missouri, 1991

Moore, Dennis
Computer and Information Science
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Sociology
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English
B.A., Towson State University, 1973
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Morales, Angela
Environmental Management
B.S., Cornell University, 1978
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Moran, John L.
Business and Management
B.S., University of Illinois, 1969
M.B.A., DePaul University, 1977
M.A., Georgetown University, 1989

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Information Systems Management
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Astronomy
B.A., College of the Holy Cross, 1969
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Business and Management
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Accounting
B.S., Cornell University, 1975
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Computer and Information Science
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M.S., University of Maryland, College Park, 1986
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Business and Management
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Accounting
B.S., University of Utah, 1979
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Fire Science
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Biology
B.S., Marymount College, 1966
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Computer Applications
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B.A., University of Maryland University College, 1983

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Computer Applications
B.A., Mount Vernon College, 1988
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Computer and Information Science
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Information Systems Management
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M.S., University of Maryland University College, 1990

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Computer Applications
B.S., Egerton University, 1990
M.S., Strayer College, 1994

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Psychology
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Computer Applications
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Information Systems Management
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Computer Applications
B.S., American University, 1981
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Environmental Science
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Economics
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B.A., University of Ibadan (Nigeria), 1975
M.A., Georgetown University, 1979
Ph.D., Howard University, 1986

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Paralegal Studies
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Information Systems Management
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Mathematics
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Business and Management
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Technology and Management
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Computer and Information Science
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Government and Politics
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English
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Paralegal Studies
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J.D., University of Maryland, Baltimore, 1974

Nuth, Eugene M.
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Business and Management
B.A., University of Nebraska, 1969
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B.A., Eastern Washington University, 1978
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B.S., University of Maryland University College, 1990

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Technology and Management
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B.S., Delaware Valley College, 1984
M.S., California State University, Chico, 1988
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Gerontology
B.S., University of Nigeria, 1974
M.S., Howard University, 1982
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Olden-Stahl, Susan K.
History
B.A., University of Wisconsin–Madison, 1971
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Psychology
B.S., University of Maryland, College Park, 1981
M.Ed., Boston University, 1984
Ed.D., Boston University, 1993

Oliver, George
English
B.A., University of New Orleans, 1969
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Olson, Kenneth J.
Computer Applications
B.B.A., St. Francis College, 1968
M.S., University of Maryland University College, 1997

O'Malley, Sharon R.
Journalism
B.A., University of Maryland University College, 1989
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Health Services Management
B.S., Isfahan University of Technology (Iran), 1977
M.A., Western Michigan University, 1979
Ph.D., Walden University, 1998

Onye, Stanley
Government and Politics
B.A., St. Anselm College, 1977
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Ph.D., University of Maryland, College Park, 1985

O'Rourke, Thomas
Management
B.A., Alfred University, 1970
M.A., Webster University, 1975

Otiji, Sylvester N.
Computer Applications
B.A., University of Minnesota, 1984
M.U.P., San Jose State University, 1986
M.G.A., University of Maryland University College, 1994

Owens, Garrison
Biology
B.A., Talladega College, 1987
M.S., Wayne State University, 1989

Page, Alfred A.
Accounting
B.S., Towson State University, 1979
M.S., University of Baltimore, 1982

Page, Norbert
Environmental Management
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M.S., University of Rochester, 1963

Pang, Leslie
Computer Applications
B.S., University of Hawaii at Honolulu, 1974
M.S., University of Nebraska at Lincoln, 1979
Ph.D., University of Utah, 1983
M.B.A., University of Maryland, College Park, 1988

Patterson, Roland N.
Criminology/Criminal Justice
B.A., Morgan State University, 1981
J.D., Antioch School of Law, 1986

Patterson, Tom
Behavioral and Social Sciences
B.A., University of Maryland, College Park, 1974
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Patterson, William V.
Speech
B.F.A., University of Oklahoma, 1970
M.F.A., University of Utah, 1972

Payne, Jerald E.
Business and Management
B.S., Troy State University, 1969
M.Ed., Loyola College in Maryland, 1979
Ph.D., University of Maryland, College Park, 1995

Peabody, Richard M.
English
B.A., University of Maryland, College Park, 1973
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Paralegal Studies
B.A., Cornell University, 1959
LL.B., Duke University, 1962
J.D., Duke University, 1962

Pegalis, Linda J.
Psychology
B.S., Lehigh University, 1987
M.S., University of Georgia, 1991
Ph.D., University of Georgia, 1994

Peirce, William P.
Communication Studies
B.A., Westminister College, 1960
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Pelletier, Jane
Accounting
B.A., Colby College, 1980
M.B.A., University of Pittsburgh, 1982

Pennington, Elizabeth
Humanities
B.A., Florida State University, 1975
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Persaud, Motee
Business and Management
B.A., University of Wisconsin–La Crosse, 1966
M.A., Howard University, 1970
J.D., George Washington University, 1974
Ph.D., American University, 1978

Persh, Michael G.
Accounting
B.A., Washington University (Missouri), 1973
M.B.A., George Washington University, 1977

Pertillar-Brevard, Lisa A.
Humanities
B.A., Smith College, 1991
M.A., Emory University, 1994
Ph.D., Emory University, 1995

Petit, Patrick
Paralegal Studies
B.A., Illinois Benedictine College, 1966
M.L.S., University of Maryland, College Park, 1973
J.D., Catholic University of America, 1978

Phillips, Janet B.
Behavioral and Social Sciences
B.S., University of Maryland, College Park, 1971
M.Ed., University of Maryland, College Park, 1972
Ph.D., University of Maryland, College Park, 1981

Piccoli, Phil
General Science
B.A., University of Montana, 1984
M.S., University of Pittsburgh, 1987
Ph.D., University of Maryland, College Park, 1992

Pickett, Eugene H.
Paralegal Studies
B.S., University of Maryland University College, 1985
J.D., University of Baltimore, 1993

Pitocco, Nickolas J.
Computer and Information Science
B.S., University of Maryland, College Park, 1986
M.S., Troy State University, 1991
M.S., University of Maryland University College, 1993

Pitts, David D.
Computer Applications
B.Eng., Vanderbilt University, 1986
M.B.A., University of Maryland, College Park, 1995

Plovan, Bradley C.
Paralegal Studies
B.A., University of Kentucky, 1987
J.D., University of Maryland, Baltimore, 1992

Plude, Dana J.
Psychology
B.A., State University of New York at Buffalo, 1976
M.A., Syracuse University, 1979
Ph.D., Syracuse University, 1980

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Information Systems Management
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Business and Management
B.S., Ohio State University, 1974
M.A., Central Michigan University, 1978
J.D., Capital University, 1983

Porosky, Peter
Communication Studies
B.A., University of Washington, 1958
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Porter, Ronald P.
Computer and Information Science
B.S., University of Maryland University College, 1993
M.S., Johns Hopkins University, 1995

Porter, Yvette
Information Systems Management
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M.S., Johns Hopkins University, 1996

Post, Todd H.
Communication Studies
B.A., Old Dominion University, 1984
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Potter, Marshall R.
Computer and Information Science
B.S., University of Maryland, College Park, 1971
M.S.E.E., University of Maryland, College Park, 1974
M.S., University of Maryland, College Park, 1979

Powell, Catherine
Gerontology
B.S., University of Pittsburgh, 1972
M.S., University of Pittsburgh, 1973
J.D., Antioch School of Law, 1986

Powell, Vicky L.
Health Services Management
B.A., Howard University, 1988
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Powroznik, Daniel L.
Management
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M.A., University of Maryland, College Park, 1972
Ph.D., University of Maryland, College Park, 1980
M.B.A., George Washington University, 1982

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Geology
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Ph.D., University of Cambridge (England), 1980

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M.S., University of Maryland, College Park, 1986

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Computer Applications
B.S., Pennsylvania State University, 1981

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Computer Science
B.S., National Chiao Tung University (Taiwan), 1986
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Ph.D., University of Maryland, College Park, 1998

Pugh, Marilyn B.
Economics
B.S., Ohio State University, 1969
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Ph.D., George Mason University, 1994

Pullen, Jeffrey D.
Computer Applications
B.S., University of Maryland University College, 1992
M.G.A., University of Maryland University College, 1996

Puma, Daniel R.
Business and Management
B.A., University of Maryland, College Park, 1973
B.S., University of Maryland, College Park, 1973
M.A., Bowie State University, 1982

Quander, Linda
Communication Studies
B.A., Brown University, 1975
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Ph.D., Howard University, 1981

Rabinovich, Beth
Psychology
B.A., George Washington University, 1973
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Ph.D., University of Maryland, College Park, 1983

Radja, James E.
Business and Management
B.S., Virginia Polytechnic Institute and State University, 1983
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Management
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Computer and Information Science
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B.A., Wichita State University, 1972
J.D., Washington University (Missouri), 1984
LL.M., George Washington University, 1992

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Computer and Information Science
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Art
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Redding, John L.
Computer Science
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Business and Management
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Reeder, Ralph
Technology and Management
B.A., Hastings College, 1952
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A.A., Charles County Community College, 1982
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Reeves, St. Clair
Accounting
B.S., University of South Carolina, 1949
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M.S., Johns Hopkins University, 1987

Reston, Rocky R.
Technology and Management
B.S., U.S. Air Force Academy, 1984
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Reston, Russell T.
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B.S., U.S. Air Force Academy, 1966
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M.S., University of Southern California, 1972
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Reynolds, Carolyn B.
English
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Gerontology
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Management
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Rhodes, Laura
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J.D., University of Michigan, 1985

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B.A., Morgan State University, 1972
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Humanities
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Health
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Ph.D., Pennsylvania State University, 1980

Rider, Donald G.
Business and Management
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M.A., University of Maine, 1973
J.D., American University, 1987

Rigsby, Robert R.
Business and Management
B.S., San Jose State University, 1983
J.D., University of California, San Francisco, 1986

Riley, James B.
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Mathematics
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Information Systems Management
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Communication Studies
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Roddy, Robert
Management
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Statistics and Probability
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Rott, Christopher A.
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Women's Studies
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Ed.D., Catholic University of America, 1985

Rupp, Nelson W.
Paralegal Studies
B.A., Denison University, 1970
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Technology and Management
B.A., University of Wisconsin–Madison, 1969
M.C.P., University of Pennsylvania, 1971
Ph.D., University of Pennsylvania, 1981

Ryan, Robert
Fire Science
B.S., University of Maryland, College Park, 1970
M.G.A., University of Maryland University College, 1993

Sachidananda, Geet
Computer Science
B.S., Bangalore University (India), 1988
M.S., George Mason University, 1994

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B.S., Punjab University (India), 1968
LL.B., Delhi University (India), 1977
M.E.E., Catholic University of America, 1988
Ph.D., Catholic University of America, 1993

Saliskas, Joan M.
Communication Studies
B.A., DePaul University, 1976
M.A., University of Illinois, 1977
Ph.D., University of Illinois, 1983

Salomon, Amnon M.
Computer Applications
B.S., Purdue University, 1979
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Saltsman, Gary D.
Paralegal Studies
B.S., Bowling Green State University, 1973
J.D., Ohio State University, 1978
LL.M., George Washington University, 1984

Sanchez, Loreto
Spanish
B.A., Universidad de Salamanca (Spain), 1987
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M.A., Howard University, 1997

Sander, Kathleen W.
Humanities
B.S., Ohio State University, 1969
M.A., University of Maryland, College Park, 1981
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Computer and Information Science
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M.A., University of Maryland, College Park, 1978
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Sapp, Edwin G.
Communication Studies
B.A., University of North Carolina at Chapel Hill, 1960
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Satin, Karen W.
Communication Studies
B.A., University of Connecticut, 1958
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Biology
B.S., University of Rochester, 1982
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Business and Management
B.S., University of South Florida, 1975
M.S., Pepperdine University, 1977

Schachter, Leon
Paralegal Studies
B.S., University of Illinois, 1964
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Scheffler, Elizabeth
Accounting
B.S., University of Maryland University College, 1980
M.G.A., University of Maryland University College, 1995
B.S., University of Maryland University College, 1997

Schehr, Leonard
Information Systems Management
B.S., Johns Hopkins University, 1965

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Mathematics
B.S., Washington and Lee University, 1972
M.A., University of Maryland, College Park, 1974
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Schmeissner, Joanna F.
Communication Studies
B.A., Agnes Scott College, 1960
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Computer and Information Science
B.A., LeMoyne College, 1973
M.A., University of Cincinnati, 1980
M.S., University of Cincinnati, 1982
M.S., Johns Hopkins University, 1994

Schultz, Jason P.
Mathematics
B.S., State University of New York at Binghamton, 1990
M.A., University of Maryland, College Park, 1996

Schwartz, Oscar
Computer Applications
B.S., University of Maryland, Collge Park, 1993

Schwartz, Rod
Speech
B.A., University of Maryland, College Park, 1981
M.A., University of Maryland, College Park, 1987

Seaman, Matthew G.
Philosophy
B.A., College of Wooster, 1994
M.A., Tulane University, 1996

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Computer and Information Science
B.S., Birla Institute of Technology and Science (India), 1980
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M.S., Johns Hopkins University, 1988

Sellers, Cheryl A.
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B.S., Towson State University, 1986
M.S., Johns Hopkins University, 1990
J.D., Chicago-Kent College of Law, Illinois Institute of Technology, 1994

Selvage, Robin
Information Systems Management
B.S., University of Idaho, 1969
M.S., Butler University, 1972
M.S., Purdue University, 1974
M.B.A., Florida Institute of Technology, 1990

Seneschal, Phillip G.
Management
B.A., San Luis Rey College, 1969
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Seymour, Thomas H.
Environmental Science
B.S., University of Maryland, College Park, 1965
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M.S., George Washington University, 1978

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M.Ph., George Washington University, 1994
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Computer and Information Science
B.S., Colorado State University, 1968
M.S., George Mason University, 1993

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Information Systems Management
B.A., Temple University, 1977
M.S., Drexel University, 1985
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Sheppard, Dana
Paralegal Studies
B.S., Bowie State University, 1988
J.D., University of Texas at Austin, 1991

Shevlin, Eleanor F.
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Paralegal Studies
B.A., Alfred University, 1979
J.D., Antioch School of Law, 1984

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Fire Science
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Humanities
B.A., American University, 1972
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Silenas, Rima V.
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Silva, Magdalah R.
Business and Management
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Silvain, Allison L.
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B.A., Mount Saint Mary's College, 1990
J.D., University of Baltimore, 1995

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Paralegal Studies
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B.A., Antioch College, 1979
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Behavioral and Social Sciences
M.S., Brigham Young University, 1995
M.A., Syracuse University, 1997
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Singletary, Judith
Health Services Management
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Skomal, Susan
Anthropology
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Behavioral and Social Sciences
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Computer Applications
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Management
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M.S., Johns Hopkins University, 1988

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Psychology
B.A., Pennsylvania State University, 1962
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Ph.D., University of Massachusetts, 1967

Smith, Gregory
Gerontology
B.A., State University of New York College at Brockport, 1973
M.A., Villanova University, 1979
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Smith, Judith M.
Communication Studies
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Information Systems Management
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Music
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B.A., Alma College, 1966
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Government and Politics
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M.A., University of Southern California, 1976
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Solomon, Gerald D.
Business and Management
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Somers, Jeri K.
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J.D., American University, 1986

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M.P.A., Jacksonville State University, 1980
Ed.D., Virginia Polytechnic Institute and State University, 1995

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Experiential Learning
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B.S., City College of New York, 1960
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Spicer, Tracy H.
Business and Management
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Philosophy
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Information Systems Management
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LL.M., Georgetown University, 1982
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B.A., Princeton University, 1985
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Stein, Peter B.
Hotel and Restaurant Management
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General Science
B.S., Ohio University, 1990
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Stiffler, William M.
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B.A., Eastern Washington University, 1970
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Stoff, David M.
Psychology
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M.S., Auburn University, 1995

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Behavioral and Social Sciences
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M.A., University of Hawaii at Manoa, 1974
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Strahs, Roanne P.
Accounting
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Straub, John
Computer Applications
B.A., University of Wisconsin–Madison, 1968
M.S., University of Wisconsin–La Crosse, 1971
Ph.D., Indiana University, 1978

Strauss, Barry L.
Management
B.S., DePaul University, 1977
M.B.A., George Washington University, 1985

Strauss, Betty M.
Accounting
B.S., University of Baltimore, 1970
M.B.A., Morgan State University, 1972
Ph.D., University of Maryland, College Park, 1986

Sullivan, Brian
Information Systems Management
B.S., Central Connecticut State University, 1965
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M.S., University of Connecticut, 1975

Sullivan, William
Mathematics
B.A., City University of New York, 1961
M.A., California State University, Long Beach, 1965
Ph.D., University of Maryland, College Park, 1999

Summerill, Joseph J.
Business and Management
B.A., Colby College, 1989
J.D., Franklin Pierce Law Center, 1993
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Summons, Terry G.
History
B.S., Kutztown University of Pennsylvania, 1965
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Criminology/Criminal Justice
B.S., University of Pittsburgh, 1940
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Ph.D., University of Maryland, College Park, 1991

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Accounting
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Swaney, Michael L.
Mathematics
B.A., Johns Hopkins University, 1967
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Ph.D., University of Maryland College Park, 1974

Swartz, James M.
Accounting
B.S., Rochester Institute of Technology, 1968
M.B.A., State University of New York at Buffalo, 1970

Swartz, Marc L.
Paralegal Studies
B.A., Ohio State University, 1976
J.D., University of Dayton, 1979
LL.M., George Washington University, 1993

Swartz, Richard W.
Computer Applications
B.S., University of Maryland, College Park, 1976
M.S., Johns Hopkins University, 1981

Swayze, Susan
Business and Management
B.A., Washington and Lee University, 1990
M.A., University of California, Los Angeles, 1991
Ph.D., University of California, Los Angeles, 1995

Sweo, Jennie
Art
B.A., California State University, Northridge, 1986
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Business and Management
B.A., California State University, Northridge, 1985
M.A., California State University, Northridge, 1988
Ph.D., University of North Texas, 1995

Sypeck, Jeffrey
English
B.A., University of Delaware, 1993
M.A., University of New Hampshire, 1994
M.A., Catholic University of America, 1998

Szporer, Michael M.
Communication Studies
B.A., Hunter College, 1969
M.A., Indiana University, 1980
Ph.D., Indiana University, 1980

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Technology and Management
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M.A., University of Notre Dame, 1971

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B.A., Frostburg State College, 1968
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Computer Applications
B.S., Southern University, 1983
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M.S., Southern University, 1987

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B.S., Michigan State University, 1971
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Computer and Information Science
B.S., University of Maryland, College Park, 1986
M.S., Johns Hopkins University, 1991

Tavani, Nick
Gerontology
B.A., Northwestern University, 1974
M.S., Georgetown University, 1975
M.D., Georgetown University, 1980
Ph.D., Georgetown University, 1984

Tawil, Mohamad A.
Computer Applications
B.A., Pittsburg State University (Kansas), 1989
M.S., Rochester Institute of Technology, 1992

Taylor, David L.
Computer Applications
B.S., University of Maryland University College, 1993
M.A., Webster University, 1996

Taylor, Frederick E.
Government and Politics
B.A., University of Rhode Island, 1959
M.A., Fletcher School of Law and Diplomacy, Tufts University, 1959
Ph.D., Georgetown University, 1971

Taylor, Kasia J.
Computer Applications
B.A., Pennsylvania State University, 1981
M.A., University of Maryland, College Park, 1988

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Business and Management
B.A., University of New Mexico, 1982
M.A., George Mason University, 1994

Tengel, Patricia
Gerontology
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M.S., Cornell University, 1964
Ph.D., Pennsylvania State University, 1976

Terry, Raymond
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B.S., Morgan State University, 1972
Ph.D., University of Maryland, College Park, 1983

Terwilliger, Douglas L.
Businss and Management
B.S., University of Maryland, College Park, 1989
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Thacker, Joann K.
Psychology
B.A., University of Maryland, College Park, 1965
M.A., American University, 1969
Ph.D., Catholic University of America, 1981

Theison, David
Humanities
B.S., University of Wisconsin–Milwaukee, 1972
M.S., University of Maryland, College Park,1980

Thomas, Katya
Communication Studies
B.A., University of Michigan, 1980
M.A., University of California, Berkeley, 1983
M.B.A., Saint Xavier University, 1993

Thomas, Patricia
English
B.A., Carlow College, 1964
M.L.A., Johns Hopkins University, 1998

Thompkins, Denise
Management
B.S., Florida Agricultural and Mechanical University, 1978
M.S., Florida Institute of Technology, 1988

Thompson, Bruce
Behavioral and Social Sciences
B.A., Marshall University, 1984
M.A., Marshall University, 1986
Ph.D., University of Maryland, College Park, 1996

Thompson, Joseph D.
Communication Studies
B.A., University of Maryland, College Park, 1978
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Thompson, Michael D.
Health Services Management
B.A., Lafayette College, 1981
M.B.A., Howard University, 1985
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Computer and Information Science
B.S., Bucknell University, 1986
M.S., University of Maryland, College Park, 1989
Ph.D., University of Maryland, College Park, 1994

Thompson, Terri A.
Health Services Management
M.S.A., Central Michigan University, 1992
J.D., Georgia State University, 1994

Thompson, Thomas G.
Business and Management
B.S., University of Illinois, 1963
M.S., University of Illinois, 1965

Thorn, Virgelean J.
Information Systems Management
B.S., Bowie State University, 1989
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Thorpe, James G.
Art
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Tiberino, Ernest
Computer Applications
B.S., University of Notre Dame, 1980
M.S., University of Texas at Austin, 1983

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Computer and Information Science
B.A., University of Dayton, 1965
M.A., Georgetown University, 1969
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Timmerman, Edward
Computer Science
B.S., University of Maryland, College Park, 1971
M.S., Johns Hopkins University, 1989

Toback, B. Fred
Business and Management
B.A., Lafayette College, 1962
M.P.A., Syracuse University, 1965

Tofanelli, Dave E.
Health Services Management
B.A., Our Lady of the Lake University, 1979
M.B.A., Golden Gate University, 1983
M.S., University of Denver, 1992

Toler, Wesley H.
Technology and Management
B.A., College of William and Mary, 1962
M.S., George Washington University, 1967

Tompkins, Donald
Computer Applications
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Toplin, Marc B.
Communication Studies
B.A., Temple University, 1975
M.A., University of Maryland, College Park, 1977
M.B.A., American University, 1986

Transeau, Leon W.
Business and Management
B.I.E., Georgia Institute of Technology, 1959
M.B.A., University of Delaware, 1963
Ph.D., American University, 1968

Tray, Jim Q.
Computer and Information Science
B.S., Zhejiang University (China), 1982
M.S., University of Maryland, College Park, 1985
Ph.D., University of Maryland, College Park, 1989

Treber, Karen A.
Paralegal Studies
B.A., Bryn Mawr College, 1983
J.D., George Washington University, 1986

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M.S., University of Virginia, 1975
Ph.D., University of Virginia, 1979
M.S., Columbia University, 1981

Tsubaki, Chikao
Communication Studies
M.A., University of Maryland, College Park, 1988
M.A., University of Maryland, College Park, 1994

Tuamokumo, Francois
Mathematics
M.S., University of Southwestern Louisiana, 1980
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Ph.D., University of Alabama, 1993

Tucker, Irving
Psychology
B.A., University of Massachusetts, 1959
M.A., University of Iowa, 1961
Ph.D., University of Iowa, 1962

Turner, Marvin W.
Business and Management
B.B.A., Howard University, 1981
M.B.A., George Washington University, 1988
J.D., Georgetown University, 1997

Upadhyay, Shiv R.
Communication Studies
B.A., Tribhuvan University (India), 1976
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M.A., Ohio University, 1989

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Experiential Learning
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Information Systems Management
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Vidal, Jose C.
Psychology
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Ph.D., University of Southern California, 1978

Vowels, Eleanor E.
Health Services Management
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M.A., Catholic University of America, 1965
Ph.D., Howard University, 1988

Wadbrook, William P.
Economics
B.S., Georgetown University, 1959
M.A., Fletcher School of Law and Diplomacy, Tufts University, 1959
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Management
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Waldman, Jean M.
English
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M.Ed., University of Maryland, College Park, 1988

Waldorf, Gerard
Sociology
M.A., Fordham University, 1960
M.A., Fordham University, 1969
Ph.D., City University of New York, 1973

Walker, Friend L.
Criminology/Criminal Justice
B.S., New School for Social Research, 1983
M.S., Grambling State University, 1994

Walker, Kelly
Behavioral and Social Sciences
B.S., Brigham Young University, 1996
M.S., Brigham Young University, 1998

Walker, Thomas L.
Business and Management
B.S., Hampton University, 1979
M.B.A., Florida Institute of Technology, 1981

Wallach, Hal
Gerontology
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Waller, Kemberly L.
Paralegal Studies
J.D., University of Georgia, 1993

Walters, Laurie
Psychology
M.A., Valdosta State University, 1982
M.S., University of Georgia, 1985
Ph.D., University of Georgia, 1989

Wappel, Joseph
English
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Management
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Communication Studies
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Computer Applications
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J.D., University of Notre Dame, 1985

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Psychology
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M.B.A., Loyola College in Maryland, 1971

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Communication Studies
B.A., University of Massachusetts, 1974
M.S., San Francisco State University, 1982
M.A., California State University, Long Beach, 1993

Winkler, Ira S.
Information Systems Management
B.A., Syracuse University, 1984
M.S., Bowie State University, 1989

Winston, Elizabeth A.
Communication Studies
B.S., Georgetown University, 1974
M.A., Gallaudet University, 1988
Ph.D., Georgetown University, 1993

Winston, Joshua P.
Accounting
B.S., Rochester Institute of Technology, 1989
M.B.A., University of Virginia, 1995

Winters, Benjamin H.
Mathematics
B.S., Saint Peter's College, 1955
M.S., University of Delaware, 1957
Ph.D., Catholic University of America, 1963

Wisan, Gail
Business and Management
B.A., Hunter College, 1966
M.A., University of Illinois, 1969
Ph.D., University of Illinois, 1972

Witcher, Pamela M.
Behavioral and Social Sciences
B.A., University of Southern California, 1979
M.A., University of Maryland, College Park, 1982
Ph.D., George Washington University, 1992

Witkin, Jeffery
Psychology
B.S., University of Maryland, College Park, 1975
Ph.D., University of North Carolina at Chapel Hill, 1979

Witz, Jean
Biology
B.S., George Washington University, 1981
M.D., George Washington University, 1985
J.D., George Washington University, 1994

Wolf, Patricia
Computer Applications
B.A., James Madison University, 1986
M.A., Johns Hopkins University, 1992

Wolvin, Andrew D.
Speech
B.A., University of Nebraska, 1962
M.A., University of Nebraska, 1963
Ph.D., Purdue University, 1968

Wolvin, Darlyn
Speech
B.S., University of Nebraska, 1964
M.A., University of Nebraska, 1965

Wood, Donald H.
Fire Science
B.S., University of the District of Columbia, 1982
B.A., University of the District of Columbia, 1986
M.A., Bowie State University, 1994

Wood, E. Gaynell
Communication Studies
B.A., University of Illinois, 1963
M.A., San Francisco State University, 1967

Wood, James G.
Computer Systems Management
B.S., U.S. Military Academy, 1957
M.B.A., Harvard College, 1963
Ph.D., Temple University, 1993

Wood, Marjorie A.
Mathematics
B.S., Drexel University, 1968
M.S., University of Southern California, 1986

Wood, Owen
Microbiology
B.A., Bates College, 1958
M.Ph., Yale University, 1968
Ph.D., Yale University, 1972

Wood, Robert L.
Economics
B.S., Sophia University (Tokyo), 1955
M.A., George Washington University, 1958
B.S., Georgetown University, 1960

Woodman, Daniel
Microbiology
B.S., University of Maine, 1964
M.S., University of Maryland, College Park, 1966
Ph.D., University of Maryland, College Park, 1972

Wright, Angela C.
Gerontology
B.A., Towson State University, 1984
M.A., Marymount University, 1987

Wright, Brian
Computer Applications
B.S., U.S. Coast Guard Academy, 1983
M.S., Naval Postgraduate School, 1992

Wright, Paul L.
Accounting
B.S., Fordham University, 1976
J.D., Syracuse University, 1979

Wright, Rosalind
Gerontology
B.S.N., Coppin State University, 1981
M.S.N., University of Maryland, Baltimore, 1986

Wright, Wayne E.
Business and Management
B.A., Williams College, 1947
M.B.A., Harvard College, 1950

Xenakis, William
Mathematics
B.A., Boston University, 1961
M.A., University of Southern California, 1970
Ed.D., University of Southern California, 1982

Xiong, Xiaoxiong
Computer Applications
B.S., Beijing Institue of Technology (China), 1984
M.S., University of Massachusetts, 1986
Ph.D., University of Maryland, College Park, 1991

Yao, Andy S.
Computer and Information Science
B.S., Old Dominion University, 1983
M.S., Old Dominion University, 1984

Yost, Anastasia D.
Career Planning
B.A., University of Maryland, College Park, 1993
M.A., University of Maryland, College Park, 1996

Young, Leon R.
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B.A., Roanoke College, 1965
M.A., University of Maryland, College Park, 1969

Yuan, Bill P.
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B.S., University of Maryland, College Park, 1984
M.S., Université Catholique de Louvain (Belgium), 1987

Zachary, Woodford
Mathematics
B.S., North Carolina State University, 1957
M.S., University of Michigan, 1958
Ph.D., University of Maryland, College Park, 1965

Zarnoch, Robert A.
Government and Politics
B.A., Loyola College in Maryland, 1967
M.A., American University, 1969
J.D., Georgetown University, 1974

Ziegler, Herbert L.
Behavioral and Social Sciences
B.A., State University of New York at Stony Brook, 1970
M.A., State University of New York at Stony Brook, 1976
Ph.D., University of Maryland, College Park, 1982

Zigo, Edward C.
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B.A., Villanova University, 1974
M.B.A., Fordham University, 1981

Zimmer, Janet
Information Systems Management
B.A., Briar Cliff College, 1985
M.S., Johns Hopkins University, 1989

Zinner, Ellen S.
Psychology
B.A., Goucher College, 1967
M.A., Duke University, 1968
Ph.D., Norfolk State University, 1989

Zubritsky, John
Communication Studies
B.A., University of Maryland, College Park, 1964
M.A., George Washington University, 1972
Ph.D., George Washington University, 1981

Appendices

APPENDIX A

Policy of the University System of Maryland for Student Residency Classification for Admission, Tuition, and Charge-Differential Purposes

I. Policy VIII-2.70

It is the policy of the Board of Regents of the University System of Maryland to recognize the categories of in-state and out-of-state students for purposes of admission, tuition, and charge differentials at those constituent institutions where such differentiation has been established. The student is responsible for providing the information necessary to establish eligibility for in-state resident status.

Students who are financially independent or financially dependent, as defined herein, shall have their residency classification determined on the basis of permanent residency, which for purposes of this policy shall be determined by the criteria set forth in I.A. through E. below. A student will be assigned in-state status for admission, tuition, and charge differential purposes only if the student or (in the case of a financially dependent student) the student's parent, guardian, or spouse fulfills all of the following:

A. For at least 12 consecutive months immediately prior to and including the last date available to register for courses in the semester/term for which the petition applies, the student or (if the student is financially dependent) the parent, guardian, or spouse must
   1. Own and continuously occupy or rent and continuously occupy living quarters in Maryland. There must exist a genuine deed or lease in the individual's name reflecting payments/rents and terms typical of those in the community at the time executed. Persons not having such a lease may submit an affidavit reflecting payments/rents and terms as well as the name and address of the person to whom payments are made, which may be considered as meeting this condition. As an alternative to ownership or rental of living quarters in Maryland, a student may share living quarters in Maryland that are owned or rented and occupied by a parent, legal guardian, or spouse;
   2. Maintain within Maryland substantially all personal property;
   3. Pay Maryland income taxes on all earned taxable income, including all taxable income earned outside the state;
   4. Receive no public assistance from a state other than the state of Maryland or from a city, county, or municipal agency other than one in Maryland; and
   5. Have a legal ability under federal and Maryland law to reside permanently in Maryland without interruption.

B. For at least 11 consecutive months immediately prior to and including the last date available to register for courses in the semester for which the application applies, the student or (if the student is financially dependent) the parent, guardian, or spouse must
   1. Register all owned motor vehicles in Maryland; and
   2. Obtain a valid driver's license issued by the state of Maryland, if licensed to drive in any other jurisdiction.

C. Within the 12 consecutive months immediately prior to and including the last date available to register for courses in the semester for which the application applies, the student or (if the student is financially dependent) the parent, guardian, or spouse must register to vote in Maryland, if registered in any other jurisdiction.

D. A financially independent student classified as in-state loses that status at such time as the student no longer meets one or more of the criteria set forth in I.A.–C. A financially dependent student classified as in-state loses that status at such time as the parent, guardian, or spouse on whom the status was based no longer meets one or more of those criteria.

E. In addition, persons in the following categories shall be accorded the benefits of in-state status for the period in which any of the following conditions apply:
   1. A full-time or part-time (at least 50-percent time) regular employee of the University System of Maryland.
   2. The spouse or dependent child of a full-time or part-time (at least 50-percent time) regular employee of the University System of Maryland.
   3. A full-time, active member of the armed forces of the United States whose home of residence is Maryland or who resides or is stationed in Maryland, or the spouse or a financially dependent child of such a person.
   4. For UMUC, a full-time, active member of the armed forces of the United States on active duty, or the spouse of a member of the armed forces of the United States on active duty.

5. A graduate assistant appointed through the University System of Maryland for the semester/term of the appointment. Except through prior arrangement, status is applicable only for enrollment at the institution awarding the assistantship.

F. Students not entitled to in-state status under the preceding paragraphs shall be assigned out-of-state status for admission, tuition, and charge-differential purposes.

II. Procedures

A. An initial determination of in-state status will be made by the university at the time a student's application for admission is under consideration. The determination made at that time, and any determination made thereafter, shall prevail for each semester/term until the determination is successfully challenged in a timely manner.

B. A change in residency status must be requested by submitting a University System of Maryland "Petition for Change in Residency Classification for Admission, Tuition, and Charge Differential." A student applying for a change to in-state status must furnish all required documentation with the petition by the last published date to register for the forthcoming semester/term for which a residency classification is sought.

C. The student shall notify the institution in writing within 15 days of any change of circumstances that may alter in-state status.

D. In the event incomplete, false, or misleading information is presented, the institution may, at its discretion, revoke in-state status and take other disciplinary actions provided for by the institution's policy. If in-state status is gained due to false or misleading information, the university reserves the right to retroactively assess all out-of-state charges for each semester/term affected.

E. Each institution of the University System of Maryland shall develop and publish additional procedures to implement this policy. Procedures shall provide that on request the president or designee has the authority to waive any residency criterion as set forth in Section I, if it is determined that application of the criterion creates an unjust result. These procedures shall be filed with the Office of the Chancellor.

III. Definitions

A. Financially Dependent: For purposes of this policy, a financially dependent student is one who is claimed as a dependent for tax purposes or who receives more than one-half of his or her support from a parent, legal guardian, or spouse during the 12-month period immediately prior to the last published date for registration for the semester or session. If a student receives more than one-half of his or her support in the aggregate from a parent and/or legal guardian and/or spouse, the student shall be considered financially dependent on the person providing the greater amount of support. The dependent relationship must have formally existed by legally contracted marriage or court order recognized under the laws of the state of Maryland for at least 12 consecutive months immediately prior to and including the last date available to register for courses in the semester/term for which the petition applies.

B. Financially Independent: A financially independent student is one who (1) declares himself or herself to be financially independent as defined herein; (2) does not appear as a dependent on the federal or state income tax return of any other person; (3) receives less than one-half of his or her support from any other person or persons; and (4) demonstrates that he or she provides through self-generated support one-half or more of his or her total expenses.

C. Parent: A parent may be a natural parent or, if established by a court order recognized under the laws of the state of Maryland, an adoptive parent.

D. Guardian: A guardian is a person so appointed by a court order recognized under the laws of the state of Maryland.

E. Spouse: A spouse is a partner in a legally contracted marriage as recognized under the laws of the state of Maryland.

F. Self-Generated: This term describes income that is derived solely from compensation for an individual's own efforts as evidenced, for example, by a federal or state W-2 form or IRS Form 1099 where interest income is based upon finances created from one's own efforts. For the purposes of this policy, grants, stipends, awards, benefits, loans, and gifts (including federal and state aid, grants, and loans) may not be used as self-generated income.

G. Regular Employee: A regular employee is a person employed by the University System of Maryland who is assigned to a state budget line. Examples of categories not considered regular employees are graduate assistants, contingent employees, if-and-when-needed employees, and temporary employees.

APPENDIX B

Policies of the Maryland Higher Education Commission on Academic Regulations, General Education Requirements, and Transfer of Undergraduates from Public Institutions in Maryland

I. Scope and Applicability
This chapter applies only to public institutions of higher education.

II. Definitions

A. In this chapter, the following terms have the meanings indicated.

B. Terms Defined

1. "A.A. degree" means the Associate of Arts degree.
2. "A.A.S. degree" means the Associate of Applied Sciences degree.
3. "Arts" means courses that examine aesthetics and the development of the aesthetic form and explore the relationship between theory and practice. Courses in this area may include fine arts, performing and studio arts, appreciation of the arts, and history of the arts.
4. "A.S. degree" means the Associate of Sciences degree.
5. "Biological and physical sciences" means courses that examine living systems and the physical universe. They introduce students to the variety of methods used to collect, interpret, and apply scientific data, and to an understanding of the relationship between scientific theory and application.
6. "English composition courses" means courses that provide students with communication knowledge and skills appropriate to various writing situations, including intellectual inquiry and academic research.
7. "General education" means the foundation of the higher education curriculum providing a coherent intellectual experience for all students.
8. "General education program" means a program that is designed to introduce undergraduates to the fundamental knowledge, skills, and values that are essential to the study of academic disciplines, to encourage the pursuit of lifelong learning, and to foster the development of educated members of the community and the world.
9. "Humanities" means courses that examine the values and cultural heritage that establish the framework for inquiry into the meaning of life. Courses in the humanities may include the language, history, literature, and philosophy of Western and other cultures.
10. "Mathematics" means courses that provide students with numerical, analytical, statistical, and problem-solving skills.
11. "Native student" means a student whose initial college enrollment was at a given institution of higher education and who has not transferred to another institution of higher education since that initial enrollment.
12. "Parallel program" means the program of study or courses at one institution of higher education that has comparable objectives as those at another higher education institution, for example, a transfer program in psychology in a community college is definable as a parallel program to a baccalaureate psychology program at a four-year institution of higher education.
13. "Receiving institution" means the institution of higher education at which a transfer student currently desires to enroll.
14. "Recommended transfer program" means a planned program of courses, both general education and courses in the major, taken at a community college, that is applicable to a baccalaureate program at a receiving institution—and ordinarily the first two years of the baccalaureate degree.
15. "Sending institution" means the institution of higher education of most recent previous enrollment by a transfer student at which transferable academic credit was earned.
16. "Social and behavioral sciences" means courses that examine the psychology of individuals and the ways in which individuals, groups, or segments of society behave, function, and influence one another. The courses include, but are not limited to, subjects that focus on history and cultural diversity; concepts of groups, work, and political systems; applications of qualitative and quantitative data to social issues; and interdependence of individuals, society, and the physical environment.

17. "Transfer student" means a student entering an institution for the first time having successfully completed a minimum of 12 semester hours at another institution that are applicable for credit at the institution the student is entering.

III. Admission of Transfer Students to Public Institutions

A. Admission to Institutions

1. A student attending a public institution who has completed an A.A., A.A.S., or A.S. degree, or who has completed 56 or more semester hours of credit, shall not be denied direct transfer to another public institution if the student attained a cumulative grade-point average of at least 2.0 on a 4.0 scale or its equivalent in parallel courses, except as provided in subsection 4 below.
2. A student attending a public institution who has not completed an A.A., A.A.S., or A.S. degree, or who has completed fewer than 56 semester hours of credit, shall be eligible to transfer to a public institution regardless of the number of credits earned if the student satisfied the admission criteria of that receiving public institution as a high school senior and attained at least a cumulative grade-point average of 2.0 on a 4.0 scale or its equivalent in parallel courses.
3. A student attending a public institution who did not satisfy the admission criteria of a receiving public institution as a high school senior, but who has earned sufficient credits at a public institution to be classified by the receiving public institution as a sophomore, shall meet the stated admission criteria developed and published by the receiving public institution for transfer.
4. If the number of students seeking admission exceeds the number that can be accommodated at a receiving public institution, admission decisions shall be based on criteria developed and published by the receiving public institution and made to provide fair and equal treatment for native and transfer students.

B. Admission to Programs

1. A receiving public institution may require higher performance standards for admission to some programs if the standards and criteria for admission to the program are developed and published by the receiving public institution and maintain fair and equal treatment for native and transfer students.
2. If the number of students seeking admission exceeds the number that can be accommodated in a particular professional or specialized program, admission decisions shall be based on criteria developed and published by the receiving public institution and made to provide fair and equal treatment for native and transfer students.
3. Courses taken at a public institution as part of a recommended transfer program leading toward a baccalaureate degree shall be applicable to related programs at a receiving public institution granting the baccalaureate degree.

C. Receiving Institution Program Responsibility

1. The faculty of a receiving public institution shall be responsible for development and determination of the program requirements in major fields of study for a baccalaureate degree, including courses in the major field of study taken in the lower division.
2. A receiving public institution may set program requirements in major fields of study that simultaneously fulfill general education requirements.
3. A receiving public institution, in developing lower-division coursework, shall exchange information with other public institutions to facilitate the transfer of credits into its programs.

IV. General Education Requirements for Public Institutions

A. While public institutions have the autonomy to design their general education program to meet their unique needs and mission, that program shall conform to the definitions and common standards in this chapter. A public institution shall satisfy the general education requirement by

1. Requiring each program leading to the A.A. or A.S. degree to include no less than 30 and no more than 36 semester hours, and each baccalaureate degree program to include no less than 40 and no more than 46 semester hours of required core courses, with the core requiring, at a minimum, coursework in each of the following five areas:
   A. Arts and humanities,
   B. Social and behavioral sciences,
   C. Biological and physical sciences,
   D. Mathematics, and
   E. English composition
   or
2. Conforming with COMAR 13B.02.02.16D(2)(b)-(c).

B. Each core course used to satisfy the distribution requirements of A.1. of this regulation shall carry at least 3 semester hours.

C. General education programs of public institutions shall require at least
   1. One course in each of two disciplines in arts and humanities;
   2. One course in each of two disciplines in social and behavioral sciences;
   3. Two science courses, at least one of which shall be a laboratory course;
   4. One course in mathematics at or above the level of college algebra; and
   5. One course in English composition.

D. Interdisciplinary and Emerging Issues
   1. In addition to the five required areas in A. of this regulation, a public institution may include up to 8 semester hours in a sixth category that addresses emerging issues that institutions have identified as essential to a full program of general education for their students. These courses may
      a. Be integrated into other general education courses or be presented as separate courses; and
      b. Include courses that
         (i) Provide an interdisciplinary examination of issues across the five areas; or
         (ii) Address other categories of knowledge, skills, and values that lie outside of the five areas.
   2. Public institutions may not include the courses in this section in a general education program unless they provide academic content and rigor equivalent to the areas in A.1. of this regulation.

E. General education programs leading to the A.A.S. degree shall include at least 20 semester hours from the same course list designated by the sending institution for the A.A. and A.S. degrees. The A.A.S. degree shall include at least one 3-semester-hour course from each of the five areas listed in A.1. of this regulation.

F. A course in a discipline listed in more than one of the areas of general education may be applied only to one area of general education.

G. A public institution may allow a speech communication or foreign language course to be part of the arts and humanities category.

H. Composition and literature courses may be placed in the arts and humanities area if literature is included as part of the content of the course.

I. Public institutions may not include physical education skills courses as part of the general education requirements.

J. General education courses shall reflect current scholarship in the discipline and provide reference to theoretical frameworks and methods of inquiry appropriate to academic disciplines.

K. Courses that are theoretical may include applications, but all applications courses shall include theoretical components if they are to be included as meeting general education requirements.

L. Public institutions may incorporate knowledge and skills involving the use of quantitative data, effective writing, information retrieval, and information literacy when possible in the general education program.

M. Notwithstanding A.1. of this regulation, a public four-year institution may require 48 semester hours of required core courses if courses upon which the institution's curriculum is based carry 4 semester hours.

N. Public institutions shall develop systems to ensure that courses approved for inclusion on the list of general education courses are designed and assessed to comply with the requirements of this chapter.

V. Transfer of General Education Credit

A. A student transferring to one public institution from another public institution shall receive general education credit for work completed at the student's sending institution as provided by this chapter.

B. A completed general education program shall transfer without further review or approval by the receiving institution and without the need for a course-by-course match.

C. Courses that are defined as general education by one institution shall transfer as general education even if the receiving institution does not have that specific course or has not designated that course as general education.

D. The receiving institution shall give lower-division general education credits to a transferring student who has taken any part of the lower-division general education credits described in regulation IV. of this chapter at a public institution for any general education courses successfully completed at the sending institution.

E. Except as provided in regulation IV.M. of this chapter, a receiving institution may not require a transfer student who has completed the requisite number of general education credits at any public college or university to take, as a condition of graduation, more than 10–16 additional semester hours of general education and specific courses required of all students at the receiving institution, with the total number not to exceed 46 semester hours. This provision does not relieve students of the obligation to complete specific academic program requirements or course prerequisites required by a receiving institution.

F. A sending institution shall designate on or with the student transcript those courses that have met its general education requirements, as well as indicate whether the student has completed the general education program.

G. A.A.S. Degrees

1. While there may be variance in the numbers of hours of general education required for A.A., A.S., and A.A.S. degrees at a given institution, the courses identified as meeting general education requirements for all degrees shall come from the same general education course list and exclude technical or career courses.
2. An A.A.S. student who transfers into a receiving institution with fewer than the total number of general education credits designated by the receiving institution shall complete the difference in credits according to the distribution as designated by the receiving institution. Except as provided in regulation IV.M. of this chapter, the total general education credits for baccalaureate-degree-granting public receiving institutions may not exceed 46 semester hours.

H. Student Responsibilities

A student is held

1. Accountable for the loss of credits that
   a. Result from changes in the student's selection of the major program of study,
   b. Were earned for remedial coursework, or
   c. Exceed the total course credits accepted in transfer as allowed by this chapter.
2. Responsible for meeting all requirements of the academic program of the receiving institution.

VI. Transfer of Nongeneral Education Program Credit

A. Transfer to Another Public Institution

1. Credit earned at any public institution in the state is transferable to any other public institution if the
   a. Credit is from a college- or university-parallel course or program,
   b. Grades in the block of courses transferred average 2.0 or higher, and
   c. Acceptance of the credit is consistent with the policies of the receiving institution governing native students following the same program.
2. If a native student's "D" grade in a specific course is acceptable in a program, then a "D" earned by a transfer student in the same course at a sending institution is also acceptable in the program. Conversely, if a native student is required to earn a grade of "C" or better in a required course, the transfer student shall also be required to earn a grade of "C" or better to meet the same requirement.

B. Credit earned in or transferred from a community college is limited to

1. One-half the baccalaureate degree program requirement but no more than 70 semester hours, and
2. The first two years of the undergraduate education experience.

C. Nontraditional Credit

1. The assignment of credit for AP, CLEP, or other nationally recognized standardized examination scores presented by transfer students is determined according to the same standards that apply to native students in the receiving institution, and the assignment shall be consistent with the state minimum requirements.
2. Transfer of credit from the following areas shall be consistent with COMAR 13B.02.02. and shall be evaluated by the receiving institution on a course-by-course basis:
   a. Technical courses from career programs,
   b. Course credit awarded through articulation agreements with other segments or agencies,
   c. Credit awarded for clinical practice or cooperative education experiences, and
   d. Credit awarded for life and work experiences.
3. The basis for the awarding of the credit shall be indicated on the student's transcript by the receiving institution.

4. The receiving institution shall inform a transfer student of the procedures for validation of coursework for which there is no clear equivalency. Examples of validation procedures include ACE recommendations, portfolio assessment, credit through challenge examinations, and satisfactory completion of the next course in sequence in the academic area.
5. The receiving baccalaureate-degree-granting institution shall use validation procedures when a transferring student successfully completes a course at the lower-division level that the receiving institution offers at the upper-division level. The validated credits earned for the course shall be substituted for the upper-division course.

D. Program Articulation

1. Recommended transfer programs shall be developed through consultation between the sending and receiving institutions. A recommended transfer program represents an agreement between the two institutions that allows students aspiring to the baccalaureate degree to plan their programs. These programs constitute freshman/sophomore-level coursework to be taken at the community college in fulfillment of the receiving institution's lower-division coursework requirement.
2. Recommended transfer programs in effect at the time that this regulation takes effect, which conform to this chapter, may be retained.

VII. Academic Success and General Well-Being of Transfer Students

A. Sending Institutions

1. Community colleges shall encourage their students to complete the associate's degree or to complete 56 hours in a recommended transfer program that includes both general education courses and courses applicable toward the program at the receiving institution.
2. Community college students are encouraged to choose as early as possible the institution and program into which they expect to transfer.
3. The sending institution shall
   a. Provide to community college students information about the specific transferability of courses at four-year colleges.
   b. Transmit information about transfer students who are capable of honors work or independent study to the receiving institution.
   c. Promptly supply the receiving institution with all the required documents if the student has met all financial and other obligations of the sending institution for transfer.

B. Receiving Institutions

1. Admission requirements and curriculum prerequisites shall be stated explicitly in institutional publications.
2. A receiving institution shall admit transfer students from newly established public colleges that are functioning with the approval of the Maryland Higher Education Commission on the same basis as applicants from regionally accredited colleges.
3. A receiving institution shall evaluate the transcript of a degree-seeking transfer student as expeditiously as possible, and notify the student of the results no later than midsemester of the student's first semester of enrollment at the receiving institution, if all official transcripts have been received at least 15 working days before midsemester. The receiving institution shall inform a student of the courses that are acceptable for transfer credit and the courses that are applicable to the student's intended program of study.
4. A receiving institution shall give a transfer student the option of satisfying institutional graduation requirements that were in effect at the receiving institution at the time the student enrolled as a freshman at the sending institution. In the case of major requirements, a transfer student may satisfy the major requirements in effect at the time when the student was identifiable as pursuing the recommended transfer program at the sending institution. These conditions are applicable to a student who has been continuously enrolled at the sending institution.

VIII. Programmatic Currency

A. A receiving institution shall provide to the community college current and accurate information on recommended transfer programs and the transferability status of courses. Community college students shall have access to this information.

B. Recommended transfer programs shall be developed with each community college whenever new baccalaureate programs are approved by the degree-granting institution. Institutions shall notify each other of the proposed changes that might affect transfer students.

An appropriate mechanism shall be created to ensure that both two-year and four-year public colleges provide input or comments to the institution proposing the change. Sufficient lead time shall be provided to effect the change with minimum disruption. Transfer students are not required to repeat equivalent coursework successfully completed at a community college.

IX. Transfer Mediation Committee

A. There is a Transfer Mediation Committee, appointed by the Secretary, which is representative of the public four-year colleges and universities and the community colleges.

B. Sending and receiving institutions that disagree on the transferability of general education courses as defined by this chapter shall submit their disagreements to the Transfer Mediation Committee. The Transfer Mediation Committee shall address general questions regarding existing or past courses only, not individual student cases, and shall also address questions raised by institutions about the acceptability of new general education courses. As appropriate, the committee shall consult with faculty on curricular issues.

C. The findings of the Transfer Mediation Committee are considered binding on both parties.

X. Appeal Process

A. Notice of Denial of Transfer Credit by a Receiving Institution

1. Except as provided in A.2. of this regulation, a receiving institution shall inform a transfer student in writing of the denial of transfer credit no later than midsemester of the transfer student's first semester, if all official transcripts have been received at least 15 working days before midsemester.
2. If transcripts are submitted after 15 working days before midsemester of a student's first semester, the receiving institution shall inform the student of credit denied within 20 working days of receipt of the official transcript.
3. A receiving institution shall include in the notice of denial of transfer credit
   a. A statement of the student's right to appeal, and
   b. A notification that the appeal process is available in the institution's catalog.
4. The statement of the student's right to appeal the denial shall include notice of the time limitations in B. of this regulation.

B. A student believing that the receiving institution has denied the student transfer credits in violation of this chapter may initiate an appeal by contacting the receiving institution's transfer coordinator or other responsible official of the receiving institution within 20 working days of receiving notice of the denial of credit.

C. Response by Receiving Institution

1. A receiving institution shall
   a. Establish expeditious and simplified procedures governing the appeal of a denial of transfer of credit, and
   b. Respond to a student's appeal within 10 working days.
2. An institution may either grant or deny an appeal. The institution's reasons for denying the appeal shall be consistent with this chapter and conveyed to the student in written form.
3. Unless a student appeals to the sending institution, the written decision in C.2. of this regulation constitutes the receiving institution's final decision and is not subject to appeal.

D. Appeal to Sending Institution

1. If a student has been denied transfer credit after an appeal to the receiving institution, the student may request the sending institution to intercede on the student's behalf by contacting the transfer coordinator of the sending institution.
2. A student shall make an appeal to the sending institution within 10 working days of having received the decision of the receiving institution.

E. Consultation Between Sending and Receiving Institutions

1. Representatives of the two institutions shall have 15 working days to resolve the issues involved in an appeal.
2. As a result of a consultation in this section, the receiving institution may affirm, modify, or reverse its earlier decision.
3. The receiving institution shall inform a student in writing of the result of the consultation.
4. The decision arising out of a consultation constitutes the final decision of the receiving institution and is not subject to appeal.

XI. Periodic Review

A. Report by Receiving Institution
   1. A receiving institution shall report annually the progress of students who transfer from two-year and four-year institutions within the state to each community college and to the Secretary of the Maryland Higher Education Commission.
   2. An annual report shall include ongoing reports on the subsequent academic success of enrolled transfer students, including graduation rates, by major subject areas.
   3. A receiving institution shall include in the reports comparable information on the progress of native students.

B. Transfer Coordinator
   A public institution of higher education shall designate a transfer coordinator, who serves as a resource person to transfer students at either the sending or receiving campus. The transfer coordinator is responsible for overseeing the application of the policies and procedures outlined in this chapter and interpreting transfer policies to the individual student and to the institution.

C. The Maryland Higher Education Commission shall establish a permanent Student Transfer Advisory Committee that meets regularly to review transfer issues and recommend policy changes as needed. The Student Transfer Advisory Committee shall address issues of interpretation and implementation of this chapter.

APPENDIX C

Policy of University of Maryland University College in Transferring Undergraduate College-Level Credits

University of Maryland University College actively subscribes to the policy of the Maryland Higher Education Commission on the transfer of undergraduates within Maryland (see Appendix B) and welcomes transfer students. UMUC is also a designated four-year Servicemembers Opportunity College (SOC); the SOC institutions have developed common curricula corresponding to Army, Navy, and Marine career specialties. UMUC grants transfer credit for courses graded C or higher if they are applicable to an Associate of Arts, a Bachelor of Arts, or a Bachelor of Science degree.

Credit earned elsewhere during a period of disciplinary dismissal or suspension may not be applied toward a degree from UMUC. Newly admitted and prospective students may request a tentative evaluation of potential transfer credit from the Information and Enrollment Team. Degree-seeking students who have completed 6 semester hours at UMUC with a grade-point average of at least 2.0 may request an official evaluation of transfer credit from an advisor on their resource team. (More information on credit evaluation is given on p. 202.)

Maximum Number of Transfer Credits Accepted

UMUC accepts up to 90 semester hours (45 semester hours for the associate's degree) of transfer credit from all sources combined toward the bachelor's degree. No more than 60 of the 90 semester hours may be accepted from two-year institutions (details on p. 68).

Maximum Number of Credits Allowed for Innovative Learning

UMUC allows up to 90 semester hours of credit for innovative learning that is applicable to the student's curriculum (subject to limitations as follows):

- Up to 30 semester hours of credit for portfolio assessment (details on p. 67).
- Up to 60 semester hours of credit for learning evaluated by means of UMUC course-challenge examinations and standardized examinations such as the Advanced Placement examinations administered by the College Board, the College-Level Examination Program (CLEP), DANTES examinations, or the Regents College Testing Program, if (1) there is no duplication of other academic credit and (2) the scores presented meet the standards of UMUC (details on pp. 67 and 69).
- Up to 15 semester hours of cooperative education credit; however, no more than 6 of the 15 semester hours may be applied to a primary specialization (details on p. 68). Students seeking a second bachelor's degree may receive up to 9 semester hours of cooperative education credit; however, no more than 6 of the 9 semester hours may be applied to a primary specialization.
- Up to 90 semester hours of credit for study completed in service schools or in Military Occupational Specialties (MOSs), on the basis of the recommendations made by the American Council on Education (ACE) in its *Guide to the Evaluation of Educational Experiences in the Armed Services*. MOS credit may not be applied toward the general education requirements or toward primary and secondary specializations (details on p. 69).

- Up to 90 semester hours of credit for professional (not technical) courses that have been evaluated by either (1) the ACE National Guide to Educational Credit for Training Programs or (2) the University of the State of New York National Program on Non-Collegiate-Sponsored Instruction (PONSI) College Credit Recommendations (details on p. 69).
- Up to 21 semester hours of coherently related vocational and technical credit from regionally accredited institutions, applicable as elective credit only toward the B.S. but not toward the B.A. (details on p. 69).

Minimum Number of Credits Required for Instruction in the Primary Specialization and for the Degree
UMUC requires students to complete 120 semester hours of credit for the bachelor's degree. Regardless of the number of transfer credits they present, students must complete a minimum of 30 credits at UMUC. As part of that minimum, students must earn at least 21 semester hours of their combined primary and secondary specializations at UMUC; at least 9 of the 21 semester hours must be in the primary specialization.

Grade Level Acceptable for Transfer
UMUC may accept transfer credits from regionally accredited two- and four-year colleges and universities for courses graded C or above, if they apply to the student's curriculum. The grade of C-minus is not acceptable in transfer.

Statement on Transfer of General Education Requirements
A student who has satisfactorily completed a course identified as a general education requirement at a Maryland community college will have met UMUC's general education requirement, as stated in Appendix B. For other students, courses are evaluated on a case-by-case basis. UMUC has included its evaluation of many Maryland community college courses in its section of the University System of Maryland's computerized articulation system (ARTSYS). This software is available at all two- and four-year Maryland public institutions. Students should see an advisor for details.

APPENDIX D

Nondiscrimination

University of Maryland University College does not discriminate in either education or employment against any individual or group on account of race, religion, color, age, creed, gender, marital status, national origin, political affiliation, mental or physical disability, or sexual orientation. Inquiries about compliance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the 1972 Education Amendments; Section 504 of the Rehabilitation Act of 1973; or related legal requirements should be directed to the UMUC director of diversity initiatives and affirmative action.

APPENDIX E

Religious Observances

University of Maryland University College conforms to USM policy III-5.10 (Concerning the Scheduling of Academic Assignments on Dates of Religious Observance), approved by the Board of Regents, January 11, 1990. The academic programs and services of UMUC shall be available to all qualified students who have been admitted to its programs, regardless of their religious beliefs. Students shall not be penalized because of observances of their religious holidays and shall be given an opportunity, whenever feasible, to make up within a reasonable time any academic assignment that is missed because of individual participation in religious observances.

Students who miss a class session because of an observance of their religious beliefs must be allowed (1) to make up any examinations, other written tests, or class work; (2) to have access to any handouts or other material distributed in class; and (3) to have the opportunity to obtain or review any duplicated lecture notes or slides presented in class.

UMUC prohibits scheduling examinations on the following religious holidays: Rosh Hashanah, Yom Kippur, and Good Friday.

APPENDIX F

Disclosure of Students' Records ("Buckley Amendment")

University of Maryland University College complies with the Family Educational Rights and Privacy Act of 1974 (the "Buckley Amendment"). It is the policy of UMUC (1) to permit students to inspect their education records, (2) to limit disclosure to others of personally identifiable information from education records without students' prior written consent, and (3) to provide students the opportunity to seek correction of their education records where appropriate.

I. Definitions
   A. "Student" means an individual who is attending or who has attended UMUC. It does not include any applicant for admission to UMUC who does not

matriculate, even if he or she previously attended UMUC. (However, such an applicant would be considered a "student" for purposes of his or her records relating to that previous attendance.)

B. "Education records" includes records that contain information directly related to a student and that are maintained as official working files by UMUC. The following are not education records:
   1. Records about students made by teachers and administrators for their own use and not shown to others.
   2. Campus police records maintained solely for law-enforcement purposes and kept separate from the education records described above.
   3. Employment records, except when a currently enrolled student is employed as a result of his or her status as a student.
   4. Records of a physician, psychologist, or other recognized professional or paraprofessional if made or used only for treatment purposes and available only to persons providing treatment. (These records, however, may be reviewed by an appropriate professional of the student's choosing.)
   5. Records that contain only information relating to a person's activities after that person is no longer a student at UMUC.

II. Records

UMUC permits students to inspect their education records.

A. Right of Access

Each student has a right of access to his or her education records, except financial records of the student's parents and confidential letters of recommendation received prior to January 1, 1975.

A student may, by a signed writing, waive his or her right of access to confidential recommendations in three areas: admission to any educational institution, job placement, and receipt of honors and awards. UMUC will not require such waivers as a condition for admission or receipt of any service or benefit normally provided to students. If the student chooses to waive his or her right of access, he or she will be notified, upon written request, of the names of all persons making confidential recommendations. Such recommendations will be used only for the purpose for which they were specifically intended. A waiver may be revoked in writing at any time; the revocation will apply to all subsequent recommendations, but not to recommendations received while the waiver was in effect.

B. Types and Locations of Education Records; Titles of Custodians of Records
   1. UMUC maintains the following types of records:
      a. Permanent academic record cards (for students admitted to UMUC prior to August 1, 1989).
      b. Academic data, including application for admission, transcripts from institutions previously attended, unofficial and official evaluations, grade reports, and correspondence concerning the student.
      c. Financial aid folder.
      d. Veterans benefits folder.
   2. The officials responsible for the maintenance of each type of record are
      a. For Stateside Undergraduate Programs:
         Assistant Vice President, Student Services, and Registrar
         University of Maryland University College
         Adelphi
      b. For the Graduate School:
         Director of Graduate Services
         University of Maryland University College
         Adelphi
      c. For Europe (except Mannheim campus):
         Director of Student Services
         European Programs
      d. For Mannheim:
         Assistant to the Dean
         Mannheim Campus
      e. For Asia:
         Director of Admissions and Registrations
         Asian Programs

C. Procedure

Requests for access should be made in writing to the appropriate official. UMUC will comply with a request for access within a reasonable time. In the usual case, arrangements will be made for the student to read his or her records in the presence of a staff member. If facilities permit, a student may ordinarily obtain copies of his or her records by paying reproduction costs. The fee for copies is 25 cents per page. UMUC will not provide copies of any transcripts in a student's records other than the student's current UMUC transcript. Official transcripts (with the seal of UMUC) will be provided at a higher charge.

III. Disclosures

UMUC limits the disclosure of personally identifiable information from education records unless it has the student's prior written consent, subject to the following limitations and exclusions:

A. Directory Information

1. The following categories of information have been designated directory information:
   a. Name
   b. Primary field of study
   c. Dates of attendance
   d. Degrees and awards received
   e. Previous educational institution most recently attended
2. This information is disclosed even in the absence of consent unless the student files written notice, within three weeks of the first day of the semester in which the student begins each school year, informing UMUC not to disclose any or all of the categories. To prevent automatic disclosure of directory information, this notice must be filed annually within the time allotted above, with the appropriate office (as listed in II.B.2.).
3. UMUC gives annual public notice to students of the categories of information designated as directory information.
4. Directory information may appear in public documents and otherwise be disclosed without the student's consent, unless a student objects as provided above.

B. Prior Consent Not Required

Prior consent is not required for disclosure of education records to the following parties:

1. School officials of the University System of Maryland who have been determined to have legitimate educational interests.
   a. "School officials" includes instructional or administrative personnel who are or may be in a position to use the information in furtherance of a legitimate objective.
   b. "Legitimate educational interests" includes interests directly related to the academic environment.
2. Officials of other schools in which a student seeks to enroll or is enrolled. Upon his or her request and at his or her expense, the student is provided with a copy of the records that have been transferred.
3. Authorized representatives of the comptroller general of the United States, the U.S. Department of Education, the director of the National Institute of Education, the administrator of the Veterans Administration, and state educational authorities—but only in connection with the audit or evaluation of federally supported education programs or in connection with the enforcement of or compliance with federal legal requirements relating to those programs. Subject to controlling federal law or prior consent, those officials protect information received so as not to permit personal identification of students to outsiders.
4. Authorized persons and organizations that are given work in connection with a student's application for, or receipt of, financial aid—but only to the extent necessary for such purposes as determining eligibility, amount, conditions, and enforcement of terms and conditions.
5. State and local officials to whom—according to effective state law adopted prior to November 19, 1974—such information is specifically required to be reported.
6. Organizations conducting educational studies for the purpose of developing, validating, or administering predictive tests, administering student-aid programs, and improving instruction. The studies shall be conducted so as not to permit personal identification of students to outsiders, and the information is destroyed when it is no longer needed for those purposes.
7. Accrediting organizations, for purposes necessary to carry out their functions.
8. Parents of a student who is a dependent for income tax purposes. (Note: UMUC may require documentation of dependent status, such as copies of income tax forms.)
9. Appropriate parties in connection with an emergency, if knowledge of the information is necessary to protect the health or safety of the student or other individuals.
10. The court system in response to a court order or subpoena. UMUC makes reasonable efforts to notify the student before complying with a court order.

C. Prior Consent Required
In all other cases, UMUC does not release personally identifiable information in education records or allow access to those records without the prior consent of the student. Unless disclosure is to the student himself or herself, the consent must be written, signed, and dated, and must specify the records to be disclosed, the identity of the recipient, and the purpose of the disclosure. A copy of the record disclosed is provided to the student upon his or her request and at his or her expense.

D. Record of Disclosures
UMUC maintains with the student's education records a record of each request and each disclosure, except for

1. Disclosures to the student himself or herself.
2. Disclosures made pursuant to the written consent of the student (the written consent itself suffices as a record).
3. Disclosures to instructional or administrative officials of the University System of Maryland.
4. Disclosures of directory information.

This record of disclosures may be inspected by the student, the official custodian of the records, and other officials of UMUC or governmental officials.

IV. Corrections
UMUC provides students the opportunity to seek correction of their education records.

A. Request to Correct Records
A student who believes that information contained in his or her education records is inaccurate, misleading, or violative of privacy right or other rights may submit a written request to the appropriate official (listed in II.B.2.) specifying the document(s) being challenged and the basis for the complaint. The request is then sent to the person responsible for amendments to the record in question. Within a reasonable period of time after receipt of the request, UMUC decides whether to amend the records in accordance with the request. If the decision is to refuse to amend, the student is so notified and is advised of his or her right to a hearing. He or she may then exercise that right by written request to the Office of the President.

1. Conduct of Hearings
All hearings are conducted by an official of UMUC who does not have a direct interest in the outcome. The student is given a full and fair opportunity to present evidence relevant to the issues raised and may be assisted or represented by individuals of his or her choice (at his or her own expense), including an attorney.

2. Decision
Within a reasonable period of time after the conclusion of a hearing, UMUC notifies the student in writing of its decision. The decision is based solely upon evidence presented at the hearing and includes a summary of the evidence and the reasons for the decision. If UMUC decides that the information is inaccurate, misleading, or otherwise in violation of the privacy right or other rights of students, UMUC amends the records accordingly.

B. Right to Place an Explanation in the Records
If, as a result of a hearing, UMUC decides that the information is not inaccurate, misleading, or otherwise in violation of a student's rights, UMUC informs the student of the right to place in his or her record a statement commenting on the information and/or explaining any reasons for disagreeing with the decision. Any such explanation is kept as part of the student's record as long as the contested portion of the record is kept and is disclosed whenever the contested portion of the record is disclosed.

V. Right to File Complaint
A student alleging that UMUC has not complied with the Family Educational Rights and Privacy Act (FERPA) may file a written complaint with the Family Policy Compliance Office, U.S. Department of Education, 600 Independence Avenue SW, Washington, DC 20202-4605.

APPENDIX G

Student Financial Aid Satisfactory Academic Progress Standards

Financial aid is intended to meet the financial needs of students who otherwise could not or would not consider continuing their education. Students who receive financial aid must not only demonstrate financial need but must also make satisfactory progress as determined by University of Maryland University College in accordance with federal regulations.

Financial aid recipients are required to be in good standing and to maintain satisfactory academic progress toward their degree requirements for each semester/term in which they are enrolled. Satisfactory academic progress, as described in the following sections, is evaluated at the end of the fall and spring semesters and the summer trimester or each term of enrollment. Failure to maintain satisfactory progress, as described in the following sections, may result in cancellation of financial aid awards, and the student may have to repay any funds already received.

I. Basic Standard for Undergraduate Students

UMUC's institutional requirements for minimum satisfactory performance for financial aid recipients are defined as follows:

A. Minimum Cumulative Grade-Point Average (GPA)
The student must maintain a minimum cumulative GPA of 2.0.

B. Minimum Completion Rate
The student must achieve a minimum completion rate of 50 percent of the credits attempted for the semester/term. For example, a student who attempted 12 credits for the semester or term must have earned at least 6 of those 12 credits.

C. Federally Mandated Maximum Number of Credits in Which to Complete Program or Degree
Students must complete their educational program within a time frame no longer than 150 percent of the published credit length of the educational program. For example, students in a 120-credit program must complete their program after attempting a maximum of 180 credits.

Federal regulations require that UMUC track the academic progress of financial aid recipients from the first date of enrollment at UMUC, whether or not financial aid was received.

Credits transferred from all other sources will be considered as attempted and completed credits in the evaluation of the 150 percent completion standard. The two cumulative standards outlined above are eligibility requirements for student aid.

Students whose attempted credits, including transfer credits, exceed the 150 percent for any reason will be denied financial aid. No financial aid will be disbursed for the student during subsequent semesters or terms unless the student has made an appeal of the financial aid denial and the appeal is granted.

II. Treatment of W, I, AU, F, and S Grades; No Grade Reported; and Repeated Coursework

A. Course withdrawals (W) after the drop/add period are not included in the GPA calculation but are considered a noncompletion of attempted coursework.

B. Incomplete (I) grades are not included in the GPA calculation but are considered a noncompletion of attempted coursework until replaced with a permanent grade upon which academic progress can be reevaluated.

C. An audit (AU) grade is not considered attempted coursework. It is not included in the GPA calculation or completion rate determinations.

D. A satisfactory (S) grade is treated as attempted credits that are earned, but it is not included in the GPA calculation.

E. A failure (F) grade is treated as attempted credits that were not earned and is included both in the calculation of GPA and the minimum completion rate.

F. If no grade is assigned, for any reason, the credits will be treated as an "I" grade in determination of satisfactory academic progress.

G. In a course that is repeated, the highest grade earned will count in the cumulative GPA computation, but every repeated attempt will be included in the completion rate determinations. No financial aid can be disbursed for a repeated attempt if the student already has achieved a passing grade for the course. Additionally, UMUC's policy allows students to receive aid for only one repeat of a course.

III. Financial Aid Academic Probation

Students who fail to meet the minimum 2.0 cumulative grade-point average standard or fail to meet the minimum 50-percent completion rate will be placed on financial aid probation for the next period of enrollment. Financial aid can be received during the semester/term of probation. Financial aid disbursements for the next period of enrollment will be held until the grades and course completions have been reviewed for the semester/term of financial aid probation.

Students receiving financial aid for the first time will be placed on financial aid probation if they do not meet the minimum grade-point average or course completion standards as noted in this policy in a previous semester/term of enrollment at UMUC.

IV. Financial Aid Denial

Students who, while on financial aid probation or in financial-aid-denied status, fail to maintain the minimum completion rate and/or fail to maintain a minimum cumulative GPA of 2.0 or better will be placed on financial aid denial status for the following period of enrollment. No financial aid will be disbursed during subsequent semesters/terms until the student is removed from financial aid denial status.

Students who fail to satisfy the 150-percent requirement will also be placed on financial aid denial status. No aid will be disbursed during subsequent semesters/terms unless the student has made an appeal and the appeal has been granted for that semester/term. There are no exceptions to this requirement. Students in a 120-credit bachelor's degree program who have attempted in excess of 180 credits, including transfer credits, are no longer eligible for financial aid. There is no probationary period.

V. Reinstatement of Aid Following Financial Aid Denial

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

A. The student submits a written letter of appeal in accordance with the appeal process, and the Financial Aid Appeals Committee grants the appeal. The student is placed on financial aid probation rather than financial-aid-denied status for the semester/term.

B. The student attends UMUC, pays for tuition and fees without the help of student financial aid, and does well enough in the coursework to satisfy all the satisfactory academic progress standards. The student regains aid eligibility in a probationary status. Students who are in financial-aid-denied status for failure to meet the 150-percent requirement cannot regain eligibility this way. Students whose attempted credits have exceeded 150 percent of their program cannot regain financial aid eligibility except on a term-by-term or semester-by-semester basis through the appeal process.

C. The student does not enroll in any courses at UMUC for three calendar years following the assignment of financial-aid-denied status. When readmitted, the student will be placed on financial aid probation. Students who are in financial-aid-denied status for failure to meet the 150 percent requirement cannot regain eligibility this way. Students whose attempted credits have exceeded 150 percent of their program cannot regain financial aid eligibility except on a semester-by-semester basis through the appeal process.

VI. Appeal Process

The student must submit an appeal of financial-aid-denied status in writing to the assistant vice president, Financial Aid, by the date specified in the financial aid denial notification letter. The Financial Aid Appeals Committee will review the appeal and notify the student in writing of its decision within 14 working days after meeting and making its determination. All decisions made by the Financial Aid Appeals Committee are final.

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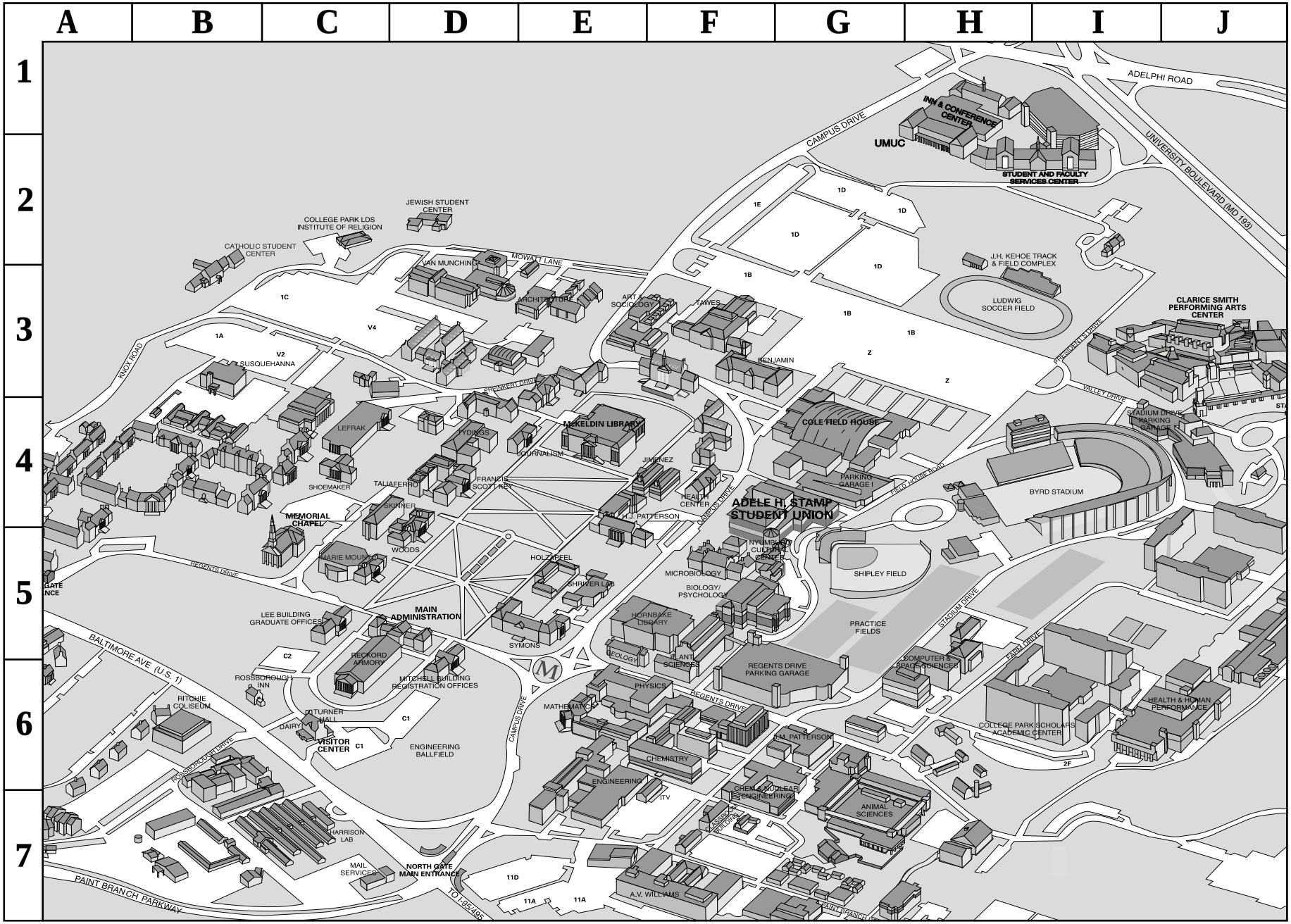


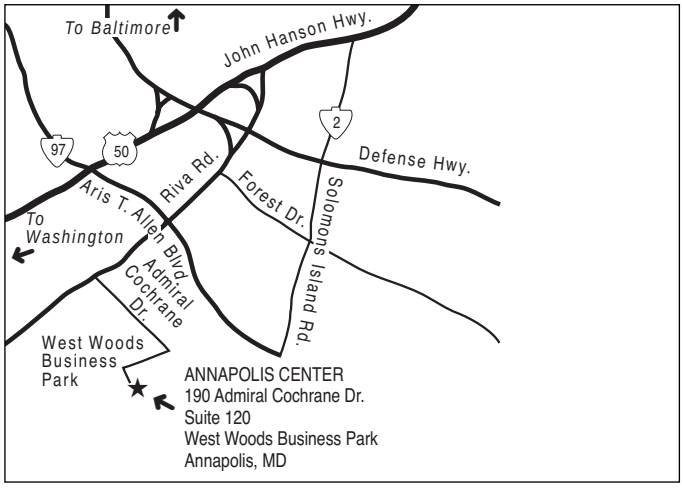
MAP OF UMUC AND COLLEGE PARK FACILITIES

Key to Map of UMUC and College Park Facilities

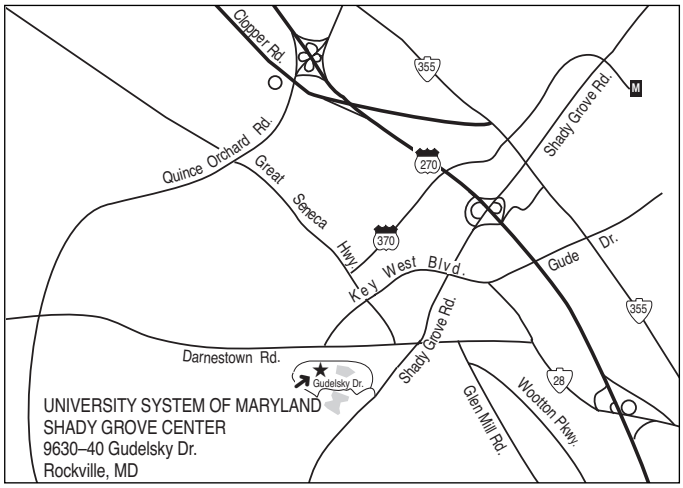
ANS	Animal Sciences Building	G7
ARC	Architecture Building	E3
ASY	Art-Sociology Building	E3
BPS	Biology/Psychology Building (formerly Zoology/Psychology)	F5
CHE	Chemical and Nuclear Engineering Building	F7
CHM	Chemistry Building	F6
CLB	Classroom Building	F7
COL	Cole Student Activities Building	G4
CSS	Computer and Space Sciences Building	H6
EDU	Benjamin Education Building	F3
EGR	Engineering Classroom Building	E6
GEO	Geology Building	E5
HAR	Harrison Lab	C7
HBK	Hornbake Library	E5
HHP	Health and Human Performance Building	J6
HJP	H.J. Patterson Hall	E4
HZF	Holzapfel Hall	E5
ICC	Inn and Conference Center	H1
ITV	Instructional Television Facility	E7
JMP	J.M. Patterson Building	G6
JMZ	Jimenez Foreign Language Hall	F4
JRN	Journalism Building	E4
KEY	Francis Scott Key Hall	D4
LEF	LeFrak Hall	C4
MCB	Microbiology Building	F5
MCK	McKeldin Library	E4
MMH	Marie Mount Hall	C5
MTH	Mathematics Building	E6
PHY	Physics Building	E6
PLS	Plant Sciences Building	F5
SFC	Student and Faculty Services Center	H2
SHM	Shoemaker Building	C4
SHR	Shriver Laboratory	E5
SKN	Skinner Building	C4
SSU	Stamp Student Union	F4
SQH	Susquehanna Hall	B3
SYM	Symons Hall	D5
TLF	Taliaferro Hall	D4
TWS	Tawes Fine Arts Building	F3
TYD	Tydings Hall	D4
WDS	Woods Hall	D5

Maps of the Centers

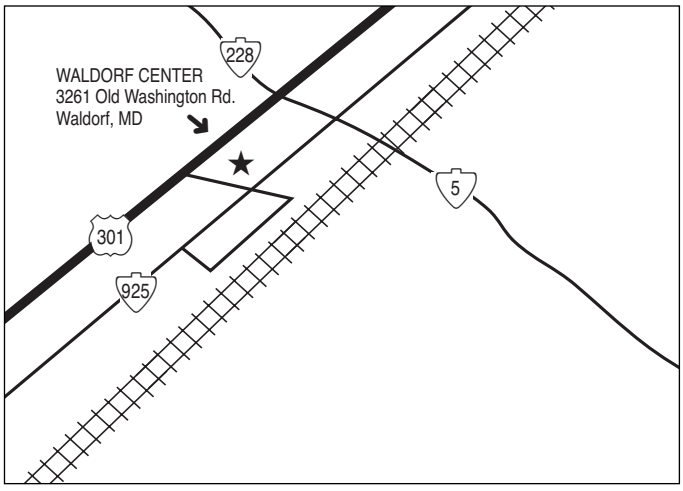
UMUC ANNAPOLIS CENTER



USM SHADY GROVE CENTER



CSM–UMUC WALDORF CENTER



Application for Admission

CRITERIA FOR APPLYING

The application form (the four pages that follow) must be used by the following:

- Prospective new undergraduate students.
- Previously admitted students who have not registered for at least two years (no application fee required).

This application form may not be used by the following:

- Non-U.S. citizens and students educated abroad. Those students should contact the international admissions evaluator at 301-985-7265 for procedures.
- Undergraduates currently enrolled elsewhere in the University System of Maryland. Those students must submit permission forms from their departments.
- Graduate students currently enrolled in the University System of Maryland. Those students must either submit proof of current admission and pay graduate fees for all courses or else resign from graduate school and then apply as undergraduates.

The completed application form should be mailed to the following address:

Information and Enrollment Team
University of Maryland University College
University Boulevard at Adelphi Road
College Park, MD 20742-1628

Undergraduate Programs
Application for Admission

University of Maryland University College
Adelphi, MD 20783

Check semester for which you are applying, and fill in the year.

❑ Fall 20_____ ❑ Standard or Trimester
❑ Spring 20_____ ❑ Mid Semester
❑ Summer 20_____ ❑ Term I ❑ Term II

A $30 nonrefundable fee must accompany this application. You may mail this application to the above address, fax it to 301-985-7978, or bring it to a walk-in IRIS registration.

Please print your name and Social Security number on each page.

1. Social Security number: _____ — _____ — _____

2. Name (last, first, middle): _____

   Any other names under which your educational records may be held: _____

3. Current address: _____ Apt. no.: _____

   City: _____ County: _____ State: _____ Zip+4: _____

   ❑ Own ❑ Rent How long have you lived at this address? Yrs: _____ Mos: _____

   If you have lived less than one year at this address, please provide the following information.

   Previous address: _____ Apt. no.: _____

   City: _____ County: _____ State: _____ Zip+4: _____

   ❑ Own ❑ Rent How long did you live at this address? Yrs: _____ Mos: _____

4. Daytime phone number: ( ) _____ Evening phone number: ( ) _____

   Fax number: ( ) _____ E-mail address: _____

5. Employer: _____ Employer's zip+4: _____

6. Gender: ❑ Male ❑ Female 7. Date of birth (Mo/Day/Yr): ___/___/___

8. Racial/ethnic category (Optional) *Submission of this information is voluntary. This information will not be used to determine your admissibility to UMUC; it is being compiled for statistical purposes only.*

   ❑ African American ❑ Asian/Pacific Islander ❑ Hispanic ❑ Native American ❑ White ❑ Other _____

9. Are you or have you ever been a full-time member of the U.S. Armed Forces? ❑ No ❑ Yes *If yes, complete service information below. If currently on active duty, attach a copy of your most recent assignment orders.*
   ❑ Active duty ❑ Veteran ❑ Reserve component

   Home state of record: _____ Dates of service: _____ Duty station: _____

   Branch of the military: _____ Separation date (Mo/Day/Yr): ___/___/___

10. Are you the spouse or dependent of a full-time, active-duty member of the U.S. Armed Forces? ❑ No ❑ Yes (spouse) ❑ Yes (dependent)
    If yes, complete service information below and attach a copy of servicemember's most recent assignment orders.

    Home state of record: _____ Dates of service: _____ Duty station: _____

    Branch of the military: _____

11. Are you a U.S. citizen? ❑ Yes ❑ No *If no, please provide the following information and supply copies of all supporting documentation.*

    Country of birth: _____ Current citizenship: _____

    Type of visa: _____ Expiration date (Mo/Day/Yr): ___/___/___

    Alien registration no.: _____ Date issued (Mo/Day/Yr): ___/___/___

    Note: *UMUC does not issue I-20s for student visas.*

12. Is English your native language? ❑ Yes ❑ No *(If no, you must demonstrate college-level proficiency in written English before admission. See p. 9 of this* Undergraduate Catalog *for more information.)*

—DO NOT WRITE BELOW THIS LINE—

☐ MS ☐ Citz ☐ Res ☐ Geog CD ☐ Race ☐ FA ☐ DS ☐ GID ☐ DE ☐ CERT (CU)

Name _____ SSN _____

13. Are you applying for any of the following types of aid?

Financial aid ❑ Yes ❑ No Veterans benefits ❑ Yes ❑ No Golden ID benefits ❑ Yes ❑ No

14. Have you already earned a college-level degree? ❑ No ❑ Yes If yes, indicate below any degree you have already earned.

❑ Associate's degree ❑ Master's degree ❑ Professional degree (M.D., J.D.)
❑ Bachelor's degree ❑ Doctoral degree ❑ Other _____

15. What is your academic goal in attending UMUC?

❑ I plan to earn a bachelor's degree at UMUC.
❑ I am interested in taking classes, but I am definitely not seeking a degree at UMUC or anywhere else.
❑ I am undecided about my academic goal.
❑ I plan to earn a certificate in one of UMUC's specialized programs.

16. If you plan to earn a degree or certificate at UMUC, please indicate the degree and specialization or certificate and area of study below.

❑ A.A. (for active-duty military only) ❑ B.A. (requires foreign language) ❑ B.S. ❑ Certificate

Primary specialization (or general area of study, e.g., computing or business): _____ Team ☐

Secondary specialization (first degree only): _____

17. Please indicate below how you completed your secondary school education.

❑ High school

Name of high school: _____ Location (city/state): _____

Date of graduation (Mo/Yr): ____/____

❑ GED

Date of exam (Mo/Yr): ____/____

Do your GED scores total at least 225, with no score lower than 40 on any of the five tests? ❑ Yes ❑ No

❑ Study abroad

Name of exam/certificate: _____ Date (Mo/Yr): /

18. List all colleges and universities previously attended, including other institutions of the University System of Maryland. *We may deny transfer credit from any institution not listed below.* To be eligible for transfer credit for previous college work, you must submit an official transcript from *all* colleges attended. To receive transfer credit for military experience, professional training, and credit by examination, you must submit appropriate documentation.

Full name of college or university previously attended	City, State	From	To	Number of credits earned	Type of degree earned	Date awarded
Example: University of Maryland, College Park	College Park, MD	6/97	12/99	18	none	N/A

—DO NOT WRITE BELOW THIS LINE—

❑ New ❑ Re-admit ❑ Regular ❑ Provisional ❑ Temp. Pass ❑ Spec. Int'l.
❑ Owes Fee ❑ Fee Not Required ❑ Fee Paid $_____

Sign_____ Date_____ Letter_____ Type ☐ Decis. ☐☐☐
Sign_____ Date_____ Letter_____ Change of Decision ☐☐☐☐

Name _____ SSN _____

19. If you have previously attended UMUC, please indicate where and list dates of attendance.

❑ In the United States ❑ In Europe ❑ In Asia Dates: _____

If you attended UMUC courses on a military base, please indicate the base where you most recently attended class:

_____

20. Are you currently admitted to another institution in the University System of Maryland or to the UMUC Graduate School?

❑ No ❑ Yes If yes, indicate which institution: _____

21. Indicate your academic standing at the last institution you attended:

❑ In good standing ❑ Academically dismissed within the last two years

22. Do you have at least a 2.0 grade-point average from your last institution? ❑ Yes ❑ No

23. **Determination of Maryland Residency:** Do you wish to be considered for in-state tuition status? ❑ No ❑ Yes

Applicants seeking in-state residence status *must* complete the following questions. Out-of-state applicants, skip to #35.

UMUC reserves the right to request additional information, if necessary. In the event UMUC discovers that you have supplied false or misleading information, UMUC may bill retroactively to recover the difference between in-state and out-of-state tuition for all semesters involved. In the event you are misclassified as a Maryland resident, UMUC reserves the right to bill for out-of-state tuition for the current and subsequent semesters.

If you—or your spouse, parent, or guardian—are a regular employee of the University System of Maryland, please attach a letter of verification from the personnel office of the appropriate institution.

24. On whom will you be financially dependent for your educational and living expenses while attending UMUC?

❑ Self ❑ Other (If other, specify provider in #26, below.)

25. Have you received any type of public assistance from a state other than Maryland within the last 12 months?

❑ No ❑ Yes If yes, from which state? _____

26. For the most recent 12 months, has another person (spouse, parent, guardian)

a) Provided one-half or more of your financial support? ❑ No ❑ Yes

b) Claimed you as a dependent on a federal or state income tax return? ❑ No ❑ Yes

c) If the answer to both *a* and *b* is no, go directly to #27. If the answer to *a* and/or *b* is yes, the provider must supply the following information and complete the remainder of the application (#27–35).

Provider's name: Relationship to applicant: If spouse, date of marriage (Mo/Day/Yr): / /

Address:

City: State: Zip+4:

Length of time at this address (Yrs/Mos): Amount of support (in the last 12 months): $

Are you a citizen of the United States? ❑ No ❑ Yes

If not a U.S. citizen, please provide the following information and supply copies of all supporting documentation.

Country of birth:

Type of visa: Expiration date (Mo/Day/Yr): / /

Alien registration no.: Date issued (Mo/Day/Yr): / /

Name _____ SSN _____

If the answer to both 26a and 26b is no, you must answer the following questions (#27–35). If the answer to 26a and/or 26b is yes, the provider named in #26c must answer the following questions.

27. Is all, or substantially all, of your personal property in Maryland? ❑ No ❑ Yes

28. Do you have a valid voter registration? ❑ No ❑ Yes If yes, in which state? _____

29. Do you have a valid driver's license? ❑ No ❑ Yes If yes, from which state? _____

If you are licensed to drive in Maryland, were you previously licensed to drive in another state? ❑ No ❑ Yes

If yes, provide the date the Maryland license was originally issued (Mo/Yr): _____

30. Do you own a motor vehicle? ❑ No ❑ Yes If yes, in which state is it registered? _____

If your vehicle is registered in Maryland but was previously registered in another state, provide the *original* date of registration in Maryland (Mo/Yr): _____

31. Do you own (or rent) and occupy living quarters in Maryland on a year-round basis? ❑ No ❑ Yes

32. Have you paid Maryland income tax for the most recent year on all earned income, including all taxable income earned outside the state? ❑ No ❑ Yes

a) List the year(s) in which you filed a Maryland income tax return within the past two years: _____

b) List the year(s) in which you filed tax returns in another state within the past two years: _____

c) If you did not file a tax return in Maryland within the past 12 months, state the reason(s): _____

_____

33. Are you currently paying Maryland income tax, either through payroll deduction or quarterly estimated payments? ❑ No ❑ Yes

If no, why not? _____

34. Are you or is your spouse a full-time, active-duty member of the U.S. Armed Forces? ❑ No ❑ Yes *If yes, please attach a copy of most recent assignment orders.*

If yes, have you established Maryland as your home of residence? ❑ No ❑ Yes Effective date of Maryland residency: ____/____/____

35. I hereby certify that I have completed all questions and that the information given above is complete and accurate, and I understand that summary dismissal is the penalty for falsification of that information. • Provision of my Social Security number is voluntary; if I so desire, I may request that another number be assigned to me for purposes of identification. • I understand and agree that, if I enroll in classes offered at military sites, my name, Social Security number, and other personal information may be released for security purposes. • By signing below, I agree that the information in this application and all my records from any institution in the University System of Maryland may be released (at the discretion of the releasing institution) to any other institution in the System, in accordance with the System-wide policy on academic integrity. • In making this application, I accept and agree to abide by the policies and regulations of UMUC concerning drug and alcohol abuse and understand that the unlawful use of alcohol or drugs will subject me to the penalties contained in those policies and regulations. If my circumstances change, affecting my residency status, I agree to notify UMUC in writing within 15 days.

Signature of applicant: _____ Date of application (Mo/Day/Yr): ____/____/____

Signature of provider: _____ Date of application (Mo/Day/Yr): ____/____/____

A $30 nonrefundable fee must accompany this application (unless you have attended UMUC before). If you pay by check or money order, please write your Social Security number on the check. If you wish to pay by credit card, please fill out the information below.

❑ MasterCard ❑ VISA

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Undergraduate Programs
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On the Cover
Harry Evans Jr.
Mulberry Street (ca. 1965), oil on canvas, 16" x 20"
UMUC Maryland Artists Collection

Born in Baltimore in 1925, Harry Evans Jr. studied at the California School of Arts and Crafts in the early 1950s. His work chronicles the soul of Baltimore by capturing the city's rowhouses and other buildings. Evans's paintings have been exhibited in more than 100 one-man and group shows, including exhibitions at the Peale Museum and the Maryland Historical Society. *Mulberry Street*, with its vivid pink and red buildings set against a deep blue sky, evokes a mood of order and harmony, untouched by urban ills.