



# 1998-1999 *Undergraduate* Catalog





*Undergraduate Programs*

**University of Maryland University College**

*University Boulevard at Adelphi Road, College Park, MD 20742-1660*

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**University Policy Statements**

The provisions of this publication are not to be regarded as an irrevocable contract between the student and University of Maryland University College. There are occasional changes in the general regulations and in the academic requirements. Procedures that have been established for making changes were designed to protect the institution's integrity and each student's interests and welfare. When a curriculum requirement or a graduation requirement is altered, it is made retroactive only if it is to the student's advantage and can be accommodated within the span of years normally required for graduation.

**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 affiliation, mental or physical disability, or sexual orientation.

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

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# *Introduction to University of Maryland University College*

University of Maryland University College is one of 11 degree-granting institutions in the University System of Maryland. For more than 50 years, it has fulfilled its principal mission: to serve adult, part-time students through high-quality educational opportunities. UMUC offers a complete range of educational services both in the traditional classroom and through contemporary distance learning formats. Classroom sites can be found throughout Maryland and in the Washington, D.C., metropolitan area, and in hundreds of locations overseas. Students also can “attend class” at a distance from anywhere in the world that can be connected electronically—even from places as remote as Antarctica.

UMUC is an important partner in Maryland’s economic development. Adhering to its mission of bringing convenient and relevant learning opportunities to the workforce, it 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 conducts postsecondary programs for military servicemembers, U.S. government employees, and their families through its Asian and European Divisions. A two-year residential campus in Mannheim, Germany, serves the family members of U.S. military and government personnel stationed in Europe.

At its residential campus at 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 programs offered jointly at Far Eastern State University in Vladivostok and Irkutsk State University in Irkutsk. Most recently, UMUC has begun offering programs in Uruguay. More information about programs in other countries may be found in the International Programs section of this catalog.

UMUC is unlike any other institution of higher education in the world. It is preeminent in the offering of higher educational opportunities for adults in the United States and yet is also an international university. In fall 1997, UMUC enrolled nearly 35,000 students worldwide; annually, it serves about 75,000 students. More than 5,000 academic degrees were awarded in the past year. Every year, UMUC holds commencement ceremonies in College Park, Heidelberg, Tokyo, Okinawa, Seoul, Schwäbisch Gmünd, Irkutsk, and Vladivostok.

## **HISTORY AND SCOPE**

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When the University of Maryland was reorganized in 1970, UMUC was designated as a separately accredited institution, an acknowledgment of the significance of its programs for adult learners. Since then, UMUC has expanded its regional and international programs and implemented a variety of innovative technologies to keep pace with its students’ needs.

***The System 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

Higher education in Maryland was reorganized further in 1988, when the five institutions composing the University of Maryland joined with six other public colleges and universities to form the University System of Maryland. The System 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; and University of Maryland University College—and two research and service units, University of Maryland Biotechnology Institute and University of Maryland Center for Environmental Science.

UMUC cooperates with its sister institutions to extend educational opportunities throughout Maryland, administering the University System of Maryland Shady Grove Center in Montgomery County and UMUC centers in Annapolis and Waldorf. UMUC also conducts classes at more than 20 additional sites in the region and offers popular distance learning courses, using online instruction and other methods, in Maryland and around the globe.

UMUC is known for its commitment to excellence in both credit and noncredit programs. Undergraduate degree students may choose a primary specialization from among 30 academic subjects and may take advantage of UMUC's innovative approaches to learning, such as distance education, interdisciplinary programs, cooperative education, and documentation of experiential learning. The university makes every effort to accommodate the undergraduate transfer student. The Graduate School of Management & Technology confers master's degrees in eight areas of management and technology. The Graduate School also offers Executive Master of Science in Management, Executive Master of International Management, and Executive Master of Science in Technology Management degrees, and an Executive Program in Information Technology leading to an M.S. in Computer Systems Management or an M.S. in Telecommunications Management. The curricula of UMUC's bachelor's and master's degree programs emphasize skills and competencies needed by adults in the workforce. UMUC works closely with businesses and other organizations in developing and maintaining the currency of these curricula.

UMUC's close partnership with the employer community also is evident through the work of its Professional Development unit and its National Leadership Institute (NLI). In coordination with the undergraduate and graduate schools, Professional Development customizes training and education for a wide array of organizational clients. For 14 years, Professional Development has conducted a nuclear science and engineering bachelor's degree specialization designed for reactor operators at sites around the United States. NLI is devoted to the enhancement of leadership, offering a variety of programs and services and hosting a biennial conference on leadership. NLI's flagship is the popular weeklong Leadership Development Program, conducted in affiliation with the North Carolina-based Center for Creative Leadership.

UMUC enhances its programs with an array of support services tailored for adult students, such as academic advising, tutoring, career planning, and well-equipped computer labs. Many of these services are available online via the World Wide Web at [www.umuc.edu/studserv/studserv.html](http://www.umuc.edu/studserv/studserv.html). The Office of Instructional Development provides expertise to support the use of computer-based video and interactive instructional methods and materials for adult students.

UMUC's headquarters are in College Park, Maryland, and include the Inn and Conference Center, a popular residential facility where UMUC conducts educational conferences and adult learning programs that draw participants from around the world. The center also houses a large collection of the work of Maryland artists, which is on public display year-round.

UMUC's place at the forefront of higher education worldwide has inspired a motto that expresses the scope of this innovative institution: "The sun never sets on the University of Maryland [University College]."

## SPECIAL FEATURES AND PROGRAMS

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### Distance Learning Formats

UMUC affords students the opportunity to earn a bachelor's degree in more than 13 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. In addition to print or Web-based materials, courses often include video- or audiotapes. Most courses require interaction through computer conferencing or voice mail. Some are available with optional discussion sessions.

UMUC offers primary specializations in accounting, behavioral and social sciences, business and management, communication studies, computer and information science, computer studies, English, fire science, humanities, management, management studies, paralegal studies, and technology and management through distance education formats. Students may complete degrees exclusively online in the following specializations: accounting, behavioral and social sciences, business and management, computer and information science, computer studies, fire science, management, management studies, and technology and management. For most specializations, students may choose to pursue their degrees through a combination of interactive formats. Distance courses can also be used to earn a paralegal studies document, complete a second bachelor's degree, or supplement classroom-based degree programs.

For more details, students may visit the UMUC distance education Web site at [www.umuc.edu/distance](http://www.umuc.edu/distance) or call 301-985-7000 or 800-283-6832.



### ***Bachelor's Degree-at-a-Distance***

UMUC's award-winning distance education program, Bachelor's Degree-at-a-Distance, brings educational opportunities to students throughout the world. Bachelor's Degree-at-a-Distance is a flexible academic program that allows students in Maryland and all over the world to complete Bachelor of Arts or Bachelor of Science degrees using innovative technologies in an independent learning environment.

Bachelor's Degree-at-a-Distance offers the same degree-completion programs as listed on the previous page.

For more details, students may request a copy of the current *Bachelor's Degree-at-a-Distance Annual Planner* by calling 800-283-6832 or visiting the Web site at [www.umuc.edu/bdaad](http://www.umuc.edu/bdaad).

### ***Bachelor's Degree-at-a-Distance for Students Living Outside the 50 States***

Students living outside the United States are eligible to enroll in all Bachelor's Degree-at-a-Distance courses offered online. A permanent e-mail address is required, and students should plan to use e-mail as their primary means of communication with UMUC. In addition, for courses offered over the World Wide Web, students are required to have an Internet service provider and a 486 or higher computer. Windows 95 and the Netscape 4.01 (or higher) browser are recommended. With Windows 3.1, Netscape 4.01 or higher is required. Details about admission requirements for international students are found on p. 10.

Online courses are available in the following specializations: accounting, behavioral and social sciences, business and management, communication studies, computer and information science, computer studies, English, fire science, humanities, information systems management, management, management studies, paralegal studies, and technology and management. In addition, many supporting courses needed to complete a bachelor's degree are available via the Web.

Internationally located students may visit the Web site at [www.umuc.edu/bdaad](http://www.umuc.edu/bdaad) for more details.

### ***National Universities Degree Consortium***

UMUC participates in the National Universities Degree Consortium (NUDC). NUDC is a consortium of more than 13 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, call 800-283-6832, ext. 7000, or visit the Web site at [www.sc.edu/deis/NUDC/](http://www.sc.edu/deis/NUDC/).

### **Prior Learning**

The Prior Learning office offers students two means of obtaining credit 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 evaluated by faculty specialists for possible credit. This course is also offered in a distance education format. This 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 visit the Web site at [www.umuc.edu/prog/ugp/prior.html](http://www.umuc.edu/prog/ugp/prior.html) for more information.



### **Cooperative Education**

Cooperative Education (Co-op) is an opportunity to combine academic theory with practical, career-related experience. Students can earn upper-level academic credit integral to the bachelor's degree for new learning that occurs in the workplace. Co-op enables a student to develop new marketable skills while accumulating work experience in a professional position directly related to that student's particular curriculum at UMUC. 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 responsibilities. Co-op positions may be paid or unpaid, part time or full time, but must relate to the student's field of study.

The Co-op staff is available to teach job-search skills and to help students find suitable positions in various career fields. There is a fee for this service. Students seeking job placement do not officially enroll in Co-op until appropriate positions have been found for them. Students may call 301-985-7780, send e-mail to [coop@www.umuc.edu](mailto:coop@www.umuc.edu), or visit the Web site at [www.umuc.edu/prog/ugp/coop.html](http://www.umuc.edu/prog/ugp/coop.html) for further information.

### **Special Programs**

Nuclear science and engineering, environmental and hazardous materials management, environmental radiation protection, and health physics specializations are available through contracting arrangements and are delivered on site at participating corporations. The Office of Special Programs may be reached by calling 301-985-7881 or (from outside the Washington, D.C., metropolitan area) 800-444-6853.

#### ***Nuclear Science and Engineering Program (NSEP)***

NSEP is the largest nuclear science bachelor's degree program in the country. Its objective is to produce graduates who can effectively manage the technologically unique environment of the nuclear industry. It was designed to meet the recommended guidelines of the U.S. Nuclear Regulatory Commission.

NSEP is a computer-aided program that is delivered on site at participating corporations, complete with faculty lectures, student services, and labs. Students have continual communication with faculty, academic counselors, and administrative staff through the use of telecommunications.

### ***Environmental and Hazardous Materials Management (EHMM)***

EHMM is designed to produce graduates with extensive technical expertise and scientific knowledge in the environmental field. Graduates are capable of dealing with the entire life cycle of hazardous materials within the intricate legislative and regulatory scenario common to the field.

### ***Environmental Radiation Protection (ENRP) and Health Physics (HPHS)***

The ENRP and HPHS specializations allow graduates to perform radiation protection functions, manage radiation protection programs, and respond to changing radiation protection needs. Management courses are included so that students are prepared to effectively assume increased management responsibilities.

## **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 dually 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 conferencing. Counselors 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.

### ***CCCC-UMUC Alliance***

In Southern Maryland, Charles County Community College and University of Maryland University College have formed the CCCC-UMUC Alliance. The newly opened CCCC-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 CCCC's and UMUC's other locations. The articulated programs include bachelor degree specializations in accounting, business and management, management, management studies, computer and information science, computer science, computer studies, and information systems management.

### ***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 MC campuses of 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 MC Takoma Park campus may take advantage of the UMUC offerings at nearby College Park.

### ***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 are offered bachelor's degree completion in accounting, business and management, management, management studies, computer science, computer and information science, computer studies, and information systems management.

### ***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.

### ***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 Frostburg State University's Frederick campus. 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.

# Admission and Enrollment

## ADMISSION REQUIREMENTS

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The admission policies 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 one of three status categories: regular, provisional, or semester-only. Admission of foreign-educated applicants is governed by requirements given on p. 10.

#### *Regular*

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

- Graduation from a regionally accredited or state-approved high school  
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. These students may apply for admission if at least one semester (spring or fall) or the summer trimester has passed since they last attended any institution.

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 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, she or he 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 UMUC does not issue I-20s for student visas.

Admission requirements for international students are given on p. 10.

## 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.

Applications submitted by mail will be acknowledged promptly in writing. To allow time for processing, applicants who wish to take advantage of touch-tone registration must ensure that their applications reach the undergraduate 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 Enrollment Team. However, they need not pay another application fee.

### Admission for College Graduates

A student who has received at least 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.

## International Students

Non-native speakers of English cannot be admitted unless they submit proof of English proficiency. Students planning to enroll in distance courses while continuing to live outside the United States are not required to submit documentation regarding national residency. For those international students wishing to subsequently study at UMUC in the United States (this includes permanent residents, nonresident aliens, asylees, or those who do not hold U.S. citizenship), the following documents are required: a photocopy (front and back) of a permanent residency card or a work authorization card, or the first page and visa page of a valid passport and form I-94. These documents must be on file at Student Services within 15 days of the student's arrival in the United States for the student to continue in UMUC programs. All other requirements apply.

Applicants who were educated outside the United States or who are not U.S. citizens must submit the following documentation to be admitted as regular students.

- If planning to attend while living in the United States, proof of current or most recent immigration status.

Applicants must show their resident alien card, or passport and Form I-94, to the Enrollment Team, or submit legible photocopies of these documents with their applications for admission.

Applicants holding F-1 or J-1 visas must submit written authorization from their sponsoring institutions before they will be allowed to enroll at UMUC on a semester-only basis. UMUC does not issue I-20s for student visas.

- Proof of English proficiency.

Applicants whose native language is not English must submit one of the following proofs of English proficiency:

A score of 550 or higher on the Test of English as a Foreign Language (TOEFL),

or

A grade of C or higher in an English composition course from an accredited U.S. college or university,

or

Completion of an A.A., B.A./B.S., or higher degree from an accredited U.S. college or university.

- Official transcripts verifying successful completion of the equivalent of a U.S. secondary education.

Students who have successfully completed at least 24 semester hours of transferable, nonvocational, nontechnical credit with a cumulative grade-point average of at

least 2.0 (on a 4.0 scale) should submit the official transcripts from these regionally accredited U.S. colleges or universities to verify completion of credits. Applicants who have completed college courses outside the United States can acquire international credit evaluation forms on the World Wide Web at [www.umuc.edu/studserv/credeval.html](http://www.umuc.edu/studserv/credeval.html) or by calling 301-985-7000.

Students who present fewer than 24 semester hours of transferable college course work may be required to prove U.S. high school equivalency before they can be admitted by:

Using one of the international credit-evaluation agencies approved by UMUC for an evaluation of U.S. high school equivalency before admission *and* requesting that official transcripts be sent directly from the issuing institution to UMUC during their first semester of enrollment,

or

Submitting official transcripts verifying completion of the U.S. General Education Development (GED) test with a total score of at least 225 and no subtest score below 40.

To make an appointment to present a passport and a Form I-94, resident alien card, or high school transcripts, applicants should call the Enrollment Team at 301-985-7265. Information about regular, provisional, and semester-only admission status categories is given on p. 9.

### **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 (spring or fall) 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. 9.

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 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. Courses sponsored by Professional Development, 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 the certification form to prove eligibility for a Golden Identification Card. Both forms are to be filled out at the time of application.

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 counselor. Specific criteria must be met. A counselor's review of the request for permission helps ensure that credits from another institution apply toward the UMUC degree requirements. Degree-seeking students who do not check with a UMUC counselor 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 counselor;
- 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. 173).

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 the University of Maryland, College Park (UMCP):

For fall 1998	August 10, 1998
For spring 1999	December 15, 1998
For summer 1999	May 3, 1999

### ***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 this page) may obtain a Request for Letter of Permission from their resource team. The request requires a counselor's approval and may take four weeks to process.

### **Forwarding of Overseas Students' Records**

Records of students formerly enrolled in the European Division, in the Asian Division, 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 division 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. In paralegal studies, a document also is offered. The Associate of Arts and 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.

## **EXPECTATIONS**

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

- A. To be able 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. To be able 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. To have 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. To have mastered a considerable body of knowledge in one subject area or group of related subjects.

## **REQUIREMENTS**

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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, 1998.

## **I. Degree Requirements**

1. A minimum of 120 semester hours of credit is required for graduation.
2. At least 30 semester hours (normally the final 30) must be taken with UMUC. Of those, at least 21 semester hours must be in the combined primary and secondary areas of specialization, with at least 9 of the 21 semester hours in the primary area of specialization, and must include at least 15 semester hours of upper-level coursework.
3. A minimum grade-point average of 2.0 is required for graduation.
4. At least 45 semester hours must be upper-level credits (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, and 9 semester hours must be earned in electives. The remaining 6 semester hours may be earned in any part of the curriculum.

## **II. General Education Requirements (40–46 s.h.)**

### ***Communications (12 s.h.)***

ENGL 101 or equivalent, a second writing course, an intensive upper-level writing course, and a course in either writing or speech. No more than 3 semester hours of writing credit may be earned through credit by examination. Neither ENGL 101 or equivalent nor upper-level intensive writing credit may be earned through credit by examination.

### ***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, or literature. Students must take at least one 3-semester-hour course in arts and humanities or social and behavioral sciences that offers a historical perspective. Descriptions of approved courses contain the statement "fulfills the historical perspective requirement."

### ***Social and Behavioral 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 are eligible. Students should see a counselor for details. Students must take at least one 3-semester-hour course in arts and humanities or social and behavioral sciences that offers a historical perspective. Descriptions of approved courses contain the statement “fulfills the historical perspective requirement.”

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

Two courses, of which at least one must be a laboratory course. Credits must be from the following disciplines: ASTR, BCHM, BIOL, BOTN, CHEM, ENTM, GEOL, GNCS, MICB, PHYS, or ZOOL. NUTR 100 also is eligible. Descriptions of approved laboratory science courses contain the statement “fulfills the laboratory science requirement.”

### ***Mathematics (3 s.h.)***

One course at or above the level of college algebra. In some cases, an approved statistics course may fulfill this requirement. Students should see a counselor.

### ***Interdisciplinary and Emerging Issues (3–6 s.h.)***

A 3-semester-hour course in computing taken in some part of the curriculum. The course chosen should be relevant to the way in which computers are used in the primary specialization. Three semester hours of coursework providing an international perspective must be taken in some part of the curriculum. Descriptions of approved courses contain the statement “fulfills the international perspective requirement.”

***The total for courses fulfilling the general education requirements must equal at least 40 semester hours.***

## **III. Specialization and Other Requirements**

### ***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.

### ***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.

### ***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 of courses functionally related to the primary area of specialization and the secondary area of specialization. Students should seek guidance from a counselor as to what courses are acceptable.

### ***Electives (17–33 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 needs to 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 needs to 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. 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 needs to consult a resource team counselor. Counselors will be glad to explain the requirements for a second bachelor's degree and clarify its limitations.

# *Undergraduate Curricula*

## **PRIMARY AND SECONDARY SPECIALIZATIONS**

The primary specialization requires 24 semester hours, 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.

#### ***Primary Areas of Specialization***

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 science  
Computer studies  
Criminology/criminal justice  
Economics  
Environmental and hazardous materials 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 a counselor for help in creating the secondary specialization best suited to their needs.

\* *Students are advised to consult a counselor before selecting this discipline for a specialization.*

## SPECIALIZATION DESCRIPTIONS

### 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.
- Understand the managerial issues involved in analyzing accounting information in order to make decisions.

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

### 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 12 semester hours in the following related courses:*

ACCT 220	Principles of Accounting I*
ACCT 221	Principles of Accounting II*
BMGT 230	Business Statistics
BMGT 364 or MGMT 300	Management and Organization Theory Leadership and Management in an Age of Diversity

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

## 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:*

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**(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

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**(For students with prior experience or coursework in computing)**

CAPP 340	Computer Applications in Management
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*In addition to one of the computing courses listed above, the following course is recommended for all students:*

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IFSM 300	Information Systems in Organizations
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## MATHEMATICS

*It is strongly recommended that students complete the following mathematics course to fulfill general education requirements:*

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MATH 107	Selected Topics in College Algebra
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or  
A higher-numbered mathematics course from mathematics sequence I (see p. 142)

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### ***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 counselor 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 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 prepares students 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, 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 on the next page.

Your resource team counselor 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 contact your counselor.

*Four of the following core courses are required:*

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BMGT 110	Introduction to Business and Management
ACCT 220	Principles of Accounting I
ACCT 221	Principles of Accounting II
ECON 201	Principles of Economics I
or	
ECON 205	Fundamentals of Economics
ECON 203	Principles of Economics II

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

#### **ACCOUNTING**

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

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#### **BUSINESS, SOCIETY, AND PUBLIC POLICY**

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

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#### **BUSINESS LAW**

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BMGT 378	Legal Environment of Business
BMGT 380	Business Law I
or	
BMGT 381	Business Law II
or	
BMGT 468	Employment Law for Business

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#### **COMPUTER AND INFORMATION STUDIES**

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CAPP 340	Computer Applications in Management*
or	
IFSM 300	Information Systems in Organizations*
or	
CAPP 303	Advanced Features of Microcomputer Application Software
or	
Any other upper-level course with the designator CAPP or IFSM	

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#### **FINANCE**

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

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#### **HUMAN RESOURCE MANAGEMENT AND LABOR RELATIONS**

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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**

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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	

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#### **MARKETING**

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BMGT 350	Marketing Principles and Organization
or	
Any other upper-level course in marketing	

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*The courses listed below are required to complete the business and management specialization and may be used to fulfill the general education requirements.*

#### **MATHEMATICS**

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MATH 107	Selected Topics in College Algebra
or	
A higher-numbered mathematics course from mathematics sequence I (see p. 142)	

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#### **COMPUTING**

*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 coursework or experience)**

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

---

\* Strongly recommended for students seeking a specialization in business and management.

(For students with prior coursework or experience in computing)

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CAPP 340	Computer Applications in Management
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*In addition to one of the computing courses listed above, the following course is recommended for all students:*

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IFSM 300	Information Systems in Organizations
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#### STATISTICS

*At least 3 semester hours in statistics are required. The following courses are recommended to satisfy this requirement:*

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BMGT 230	Business Statistics
or	
MGMT 316	Business Analysis Methods

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Another approved statistics course. Other approved statistics courses at this institution include: BEHS 202, BEHS 302, ECON 321, ECON 422, GNST 201, PSYC 200, SOCY 201, or STAT 400.

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#### **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 preferred sequence, are provided below to help students select courses to complete their specialization.

*The following course is recommended for students with little or no business background or experience:*

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BMGT 110	Introduction to Business Management
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#### *Other required and recommended foundation courses are*

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MATH 107	Selected Topics in College Algebra
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COMM 390	Writing for Managers
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or	
COMM 394	Business Writing

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or	
COMM 393	Technical Writing

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BMGT 230	Business Statistics
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or	
MGMT 316	Business Analysis Methods

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ECON 201	Principles of Economics I
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ECON 203	Principles of Economics II
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ACCT 220	Principles of Accounting I
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ACCT 221	Principles of Accounting II
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BMGT 364	Management and Organization Theory
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IFSM 300	Information Systems Management
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and/or	
CAPP 340	Computer Applications in Management

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or	
IFSM 201	Introduction to Computer-Based Systems

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or	
TMGT 201	Introduction to Computer-Based Systems

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*The following upper-level courses are recommended for a general specialization in BMGT:*

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BMGT 340	Business Finance
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BMGT 350	Marketing Principles and Organization
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BMGT 360	Human Resource Management
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BMGT 380	Business Law
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BMGT 392	International Business Management
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Other upper-level BMGT courses can be selected based on student interest and career goals.

#### **Emphases**

Business and management offers four 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 four areas of emphasis requires the completion of 15 semester hours of 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 four 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 five of the following courses with a grade of C or better for an emphasis:*

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BMGT 378	Legal Environment of Business
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BMGT 380	Business Law I
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BMGT 381	Business Law II
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BMGT 468	Employment Law for Business
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BMGT 482	Business and Government
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BMGT 496	Business Ethics and Society
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BMGT 498F	Environmental Management and Business
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BMGT 498J	Law and Technology Management
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BMGT 495	Business Policies and Strategic Management (business capstone)
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## 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 five of 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
BMGT 495	Business Policies and Financial Management (business capstone)

## 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 five of 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	Organizational 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
BMGT 498L	International Human Resource Management
BMGT 495	Business Policies and Financial Management (business capstone)

## MARKETING

The marketing emphasis provides intensive study of the exchange activities that cause business 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 five of the following courses with a grade of C or better for an emphasis:*

BMGT 350	Marketing Principles and Organization
BMGT 353	Retail Management
BMGT 354	Promotion Management
BMGT 372	Introduction to Logistics Management
BMGT 395	Customer Service Management
BMGT 398B	Issues in Nonprofit Marketing (1)
BMGT 398O	Marketing on the Internet (1)
BMGT 398R	Electronic Marketing and Commerce
BMGT 398U	Public Relations
BMGT 451	Consumer Analysis
BMGT 452	Marketing Research Methods

BMGT 453	Business Marketing
BMGT 454	International Marketing
BMGT 455	Sales Management
BMGT 456	Advertising
BMGT 457	Marketing Policies and Strategies (marketing capstone)
BMGT 498B	Salesmanship and Selling
BMGT 498D	Services Marketing Management
BMGT 495	Business Policies and Strategic Management (business capstone)

## 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 appropriate for 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, technical communication, or journalism.

### 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 upper-level semester hours, 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 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 324	Communication and Gender
SPCH 424	Communication in Complex Organizations
SPCH 470	Theories of Listening

**COMPUTING**

*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 four paths: a general emphasis in communication studies that allows flexibility, or a structured emphasis in business communication, technical communication, or journalism.

**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 or SPCH 424	Organizational Communication 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

## 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

## 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 of study 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 a minimum of 15 to 24 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. In addition, students specializing in communication studies with an emphasis in journalism must ensure that they have completed at least 15 of the 24 semester hours required for the specialization in courses numbered 300 or above.

## 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.

### Goal

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. To develop problem-solving skills, students should consider taking CMIS 102 Problem-Solving Techniques before taking any other computer and information science course. CMIS 102 is not counted in the 24 credits required for the primary specialization. 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 270	Introduction to 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	Database Systems
CMIS 420	Advanced Relational Databases

#### **LANGUAGES AND SYSTEMS**

CMIS 305	Introduction to Ada
CMIS 315	Programming and Application in C++
CMIS 325	UNIX with Shell Programming
CMIS 345	Object-Oriented Design and Programming
CMIS 405	Applying Advanced Features of Ada
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	Project Planning and Requirements Development
CMIS 460	Software Design and Development
CMIS 465	Software Verification and Validation

## **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 science, and information systems management specializations.

### *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 science, and information systems management. Computer applications courses may also be included in a computer studies secondary specialization.

### *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 in the specializations of computer and information science, computer science, and information systems management.

### *Specialization Requirements*

A primary specialization in computer studies requires the completion of 24 semester hours from courses in computer and information science, computer science, and information systems management. At least 15 of the 24 semester hours must be in courses numbered 300 or above. (Courses that may be used in a computer studies specialization are listed in the specialization descriptions for computer and information science, computer science, and information systems management.) 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.

## 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 micro-economics, 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 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 and frame them in ways other people do not see, 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 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
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**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 435	American Poetry
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 used for genre, historical period, or major author, must cover, exclusively or in part, literature written before 1900. Only one course in writing (not including ENGL 101) may be applied to a primary specialization in English.

## Environmental and Hazardous Materials Management

The environmental and hazardous materials management specialization studies the process of using scientific knowledge for effective planning, implementation, and control of all facets of environmental management. Employment opportunities in government agencies and business are expected to grow to meet the demand for knowledgeable environmental managers.

### Scope

The environmental and hazardous materials management specialization includes the study of basic scientific principles as well as emergency response skills, government regulations, management strategies, and communication techniques.

### Goals

Courses in environmental and hazardous materials management are designed to produce graduates who understand the scientific, legal, and organizational challenges associated with the hazardous materials life cycle and who are able to plan, implement, and control all facets of hazardous materials management.

### Objectives

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

- Apply scientific principles, regulations, and recommended practices in the safe handling of hazardous materials.
- Select appropriate methods for the safe use, handling, storage, and transportation of hazardous materials throughout the life cycle of such materials.
- Identify and access multiple information systems to guide the safe use, storage, and handling of hazardous materials.
- Interpret and apply regulations governing hazardous materials in the workplace and the community.
- Demonstrate a 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 management strategies for day-to-day operations involving hazardous substances.

### Specialization Requirements

A primary specialization in environmental and hazardous materials management requires the completion of 24 semester hours from courses in environmental science and hazardous materials management. At least 15 of the 24 semester hours must be in courses numbered 300 or above. Courses required for a specialization in environmental and hazardous materials management are listed in the facing column.

*The following seven courses are required:*

ENSC 206	Environment and Ecosystems
ENSC 302	Environmental Law and Regulation
ENSC 402	Environmental Health and Occupational Safety
HZMT 202	Introduction to Hazardous Materials
HZMT 203	Physiology and Toxicology
HZMT 301	Industrial Hazardous Materials Processes
HZMT 404	Communications for Hazardous Materials Managers

*The remaining course required for a specialization must be chosen from the following:*

ENSC 407	Integrated Environmental Management
HZMT 408	Nuclear Materials Management
HZMT 495	Current Issues in Hazardous Materials Management

*The following courses, or their equivalents, are prerequisites to the required courses listed and should be taken early in the student's program. They may be applied to general education, secondary specialization, or elective requirements, as appropriate.*

PHYS 121 or ENSC 201	Fundamentals of Physics I The Physical Universe
BIOL 101	Concepts of Biology
CHEM 103	General Chemistry I
CHEM 104	Fundamentals of Organic and Biochemistry
MATH 115	Pre-Calculus
TMGT 444	Risk
and A course in statistics	

## 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 program 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 program 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 program 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 successful 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 income, retirement, family relations, housing, education, and social roles) on the aging process.
- Counter the myths associated with the aging process and provide positive examples of successful 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 their 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. 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 service 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 covered 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 with 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 the 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 service 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 on the next page, although not required, are recommended to help students develop marketable skills.

Courses in mathematics and the various computer disciplines may satisfy general education requirements. 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.

## MATHEMATICS

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MATH 105	Mathematics: Contemporary Topics and Applications
or	
MATH 107	Selected Topics in College Algebra
or	
A higher-numbered mathematics course from mathematics sequence I (listed on p. 142)	

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## COMPUTING

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

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

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**(For students with prior coursework or experience in computing)**

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CAPP 340	Computer Applications in Management
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*In addition to one of the computing courses listed above, the following course is recommended for all students:*

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IFSM 300	Information Systems in Organizations*
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## STATISTICS

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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

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## ACCOUNTING

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ACCT 321	Cost Accounting
or	
MGMT 301	Accounting for Managers

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## ECONOMICS

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

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## FINANCE

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

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\* Strongly recommended for students seeking a specialization in health services management.

## LAW

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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

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## MANAGEMENT

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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
or	
BMGT 464	Organizational Behavior
or	
BMGT 495	Business Policy and Strategic Management

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## 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.

### 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 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 141/142	Western Civilization I/II*
HIST 156/157	History of the United States to 1865*/History of the United States Since 1865*
HIST 250/251	Latin American History I/II
HIST 284/285	East Asian Civilization I/II
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

*\*Recommended for students seeking a specialization in history.*

HIST 364/365	Emergence of Modern America: 1900 to 1945/ Recent America: 1945 to the Present
HIST 390/391	Middle East I/II
HIST 463/464	History of the Old South/History of the New South
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 211	Women in America Since 1880
HIST 226	The United States in World Affairs
HIST 265	Social and Cultural History of Modern America
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 455	Constitutional History of the United States Since 1860
HIST 456	History of American Culture and Ideas to 1865
HIST 457	History of American Culture and Ideas Since 1865
HIST 459	Society in America: Historical Topics
HIST 461	Blacks in American Life: 1865 to the Present
HIST 462	The Civil War

Note that some courses satisfy both the requirement for a survey sequence and the requirement for a course in American experience. However, students should be aware that such courses do not fulfill the general education requirement for international perspective coursework.

## Hotel and Restaurant Management

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 is designed to provide graduates with 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. These include 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.

\* Strongly recommended for students seeking a specialization in hotel and restaurant management.

- 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. Courses in mathematics and the various computer disciplines may satisfy general education requirements.

#### MATHEMATICS

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MATH 105      Mathematics: Contemporary Topics and Applications

or

MATH 107      Selected Topics in College Algebra

or

A higher-numbered mathematics course from mathematics sequence I (listed on p. 142)

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#### COMPUTING

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

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CAPP 103      Introduction to Microcomputer Software

or

IFSM 201      Introduction to Computer-Based Systems

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(For students with prior coursework or experience in computing)

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CAPP 340      Computer Applications in Management

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

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IFSM 300      Information Systems in Organizations\*

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#### STATISTICS

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BEHS 202      Introduction to Research Methods and Statistics

or

BMGT 230      Business Statistics

or

MGMT 316      Business Analysis Methods

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## ACCOUNTING AND FINANCE

ACCT 321 or MGMT 301	Cost Accounting  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 or BMGT 380 or BMGT 468	Legal Environment of Business  Business Law I  Employment Law for Business
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## MANAGEMENT

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

## Humanities

The humanities specialization studies human thought and culture, including philosophy, the arts, literature, language, and religion. The humanities specialization provides a broad perspective on human behavior, morality, and spirituality, and focuses on the social, cultural, and aesthetic values of history, politics, religion, and philosophy. This interdisciplinary specialization encourages thinking across traditional disciplinary lines.

*\* Strongly recommended for students with a specialization in hotel and restaurant management.*

## Scope

The humanities curriculum includes studies in global humanities; religion; art appreciation and art history; philosophy; history; the U.S. Constitution; personal, business, and professional ethics; myth and culture; literature; and women's history.

## 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 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.

## 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 courses in systems engineering or advanced databases to focus their careers as systems or local area network (LAN) 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 who have developed 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 multi-media 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 system 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 three 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 PRODUCTIVITY

IFSM 302	Workplace Productivity
IFSM 304	Ethics in the Information Age
IFSM 438	Project Management
IFSM 450	Telecommunication Systems in Management

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

STAT 100 Elementary Statistics and Probability (or its equivalent) is also required.

## Management

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 communications, 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 six courses are required:*

MGMT 300	Leadership and Management in an Age of Diversity
MGMT 301	Accounting for Managers
MGMT 305	The Global Business Environment
MGMT 316	Business Analysis Methods
MGMT 410	Marketing for Managers
MGMT 495	Managerial Planning and Competitive Strategies

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 courses listed below, although not required, are recommended to help students develop marketable skills.

Courses in mathematics and the various computer disciplines may satisfy general education requirements. 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.

### MATHEMATICS

MATH 105	Mathematics: Contemporary Topics and Applications
or	
MATH 107	Selected Topics in College Algebra
or	
A higher-numbered mathematics course from mathematics sequence I (listed on p. 142)	

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

IFSM 300	Information Systems in Organizations*
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## ACCOUNTING

ACCT 321	Cost Accounting
or	
ACCT 426	Advanced Cost Accounting

BMGT 340	Business Finance*
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## ECONOMICS

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

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

## MANAGEMENT

MGMT 391	Techniques for Examining the Future
or	
MGMT 395	Customer Service Management
or	
MGMT 398M	Business Reengineering and Change
or	
BMGT 360	Human Resource Management
or	
BMGT 464	Organizational Behavior
or	
IFSM 438	Project Management
or	
TMGT 310	Problem Solving
or	
TMGT 360	Human Resource Management
or	
TMGT 430	Project Management

## Emphases

The management specialization offers two areas of emphasis for students wishing to develop more specialized knowledge and skills in management. In addition to studying general management (no emphasis), students can select an emphasis in entrepreneurship and innovation or in service and operations management. Each emphasis requires the completion of 15 semester hours of upper-level courses in that emphasis, with a grade of at least C in each course. Up to 6 semester hours of Co-op credit may be counted toward the emphasis.

### ENTREPRENEURSHIP AND INNOVATION

An emphasis in entrepreneurship and innovation provides students with a broad perspective on how to plan, start, and operate a new venture, whether it is a small business venture or a new business within a large corporation. Courses in the emphasis are aimed at students within large- and medium-sized companies, not just those interested in small business.

The emphasis uses an integrated approach to the development of a business venture, including marketing, information systems, accounting and finance, management of operations, human resources, team development and management, and decision-making methods. Several courses explore business venture development at different stages of growth. Students can prepare for several career options: ownership of a small business; entrepreneurial planning and management; venture capitalism; consulting to entrepreneurs; organizational consulting for growth businesses; or entrepreneurial advising on financing, marketing, operations, franchising, and taxes.

*Students must complete five of the following courses with a grade of C or better for an emphasis:*

MGMT 324	Home-Based Business (1)
MGMT 325	The Small-Business Plan (1)
MGMT 327	Financial Analysis and Planning for Entrepreneurs (1)
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 398F	Building Customer Satisfaction and Loyalty
MGMT 434	Decision Making for the Entrepreneur
MGMT 436	Business Opportunities for the Entrepreneur of Tomorrow
MGMT 461	Entrepreneurship

\*Strongly recommended for students seeking a specialization in management.

## SERVICE AND OPERATIONS MANAGEMENT

The service and operations management emphasis provides an understanding of production control and operations management practices in the marketplace. Students are prepared for careers in production and operations analysis, planning, production management, procurement, logistics, cost estimating, total quality management, customer service, business process reengineering, productivity improvement, online business research, electronic commerce, manufacturing strategy, and global technology applications and innovation strategy.

*Students must complete five of the following courses with a grade of C or better for an emphasis:*

MGMT 340	Production and Operations Management
MGMT 345	Productivity and Quality Improvement
MGMT 375	Procurement Management
MGMT 391	Techniques for Examining the Future
MGMT 395	Customer Service Management
MGMT 398M	Business Reengineering and Change
MGMT 398P	Business Research Online
MGMT 398Q	Using Electronic Commerce in Business Management
MGMT 425	Total Quality Management
MGMT 440	Cost Proposal Methods
MGMT 445	Global Technology and Innovation Strategy
MGMT 498B	Manufacturing Strategies

## 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 Divisions offer several courses within the specialization.

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.

### 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 studies number systems and their relationships, generally using rigorously defined numerical and operational symbols. The applications of mathematics form an important component of other specializations, many of which require competence in areas such as algebra, analysis, statistics, and computational and applied mathematics. A knowledge of mathematics also helps in interpreting data and organizing information in many areas, including computer science, psychology, and business management.

### Scope

The mathematics specialization focuses on abstract algebra, real analysis, differential equations, applied probability and statistics, number theory, and logic for computer science. Students can choose from an application-oriented or a theory-based principal area of specialization.

### 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

- Demonstrate an understanding of the theories and reasoning skills in the analysis of a specific area or situation, such as linear algebra, advanced calculus, differential equations, or testing hypotheses.
- Use appropriate tools and software in the formulation and generation of solutions to problems.
- Demonstrate knowledge of content in diverse areas of mathematics.
- Demonstrate the utility of mathematics in the world.
- Interpret mathematical research projects.
- 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 and statistics. At least 15 of the 24 semester hours must be in courses numbered 300 or above.

## Paralegal Studies

The paralegal studies specialization focuses on those legal concepts, procedures, and skills that are utilized 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 24 semester hours from courses in paralegal studies. 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 three courses are required:*

PLGL 200	Techniques of Legal Research
PLGL 201	Legal Writing
PLGL 204	Legal Ethics/Law Office Systems

***Research Support***

Students enrolled in paralegal courses should have access to a law library. UMUC provides access to LEXIS/NEXIS, a computer-assisted research system. In addition, the UMUC Office of Library Services can help paralegal students locate legal research sources.

***Document Requirements***

A paralegal studies document requires ten paralegal studies courses, at least eight of which must be taken at UMUC, and 30 semester hours of additional college coursework (including ENGL 101 Introduction to Writing). The 30 semester hours must include 18 semester hours of general education coursework in disciplines such as communications, humanities, science, and mathematics.

*The following five 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/Law Office Systems
ENGL 101	Introduction to Writing

**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 who possess 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 utilizing 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. In most cases, PSYC 100 Introductory Psychology is a prerequisite for upper-level selections. Within the required 15 upper-level semester hours, students must take PSYC 200 Statistical Methods in Psychology.

### ***Themes***

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.

#### **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 206	Developmental Biopsychology
PSYC 301	Biological Basis of Behavior
PSYC 305	Experimental Methods in Psychology
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 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 405	Applied Behavior Analysis
PSYC 415	History of Psychology
PSYC 424	Communication and Persuasion
PSYC 435	Personality Theories
PSYC 442	Psychology of Language
PSYC 443	Thinking and Problem Solving
PSYC 456	Research Methods in Developmental Psychology
PSYC 458	Applied Developmental Psychology
PSYC 460	Psychological Foundations of Personnel Selection and Training
PSYC 463	Psychology of Motivation and Attitudes in Organizational Settings
PSYC 465	Psychology of Organizational Processes

#### **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 405	Applied Behavior Analysis
PSYC 432	Introduction to Counseling Psychology
PSYC 435	Personality Theories
PSYC 436	Introduction to Clinical Psychology

## 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 of credit in sociology and 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 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***

Technology and management addresses a wide range of leadership and management principles, theories, and strategies used in modern business and government organizations. The program 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.
- Use modern information technology to access relevant managerial and educational resources on a worldwide basis.
- Apply specific research designs to collecting and using data.
- Apply systems analysis to organizational management.
- Apply analytical and evaluation skills to problem solving.
- Use policy analysis methods and techniques, including cost/benefit analysis and program evaluation.
- 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 strategies 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 Degrees and Certificates

## ASSOCIATE OF ARTS DEGREE

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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 degree of Associate of Arts (A.A.) 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 below require a second group of 30 semester hours consisting of courses in one of two areas of emphasis and courses that are electives. Students who anticipate seeking a bachelor's degree after receiving an associate's degree should consult a counselor 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:

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CCJS 100	Introduction to Criminal Justice
CCJS 105	Introduction to Criminology
CCJS 230	Criminal Law in Action
CCJS 234	Criminal Procedure and Evidence

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

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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

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The curricula for the four certificate programs are available only to active-duty military personnel and certain others who conform to special stipulations.

### General Requirements

UMUC offers programs that allow students to earn certificates in specific academic areas. Certificates are available in criminal justice, management, public administration, and state and local government.

The requirements common to all are as follows:

- A minimum of 30 semester hours completed.
- At least 15 semester hours taken through UMUC.
- A grade-point average of 2.0 or higher in all courses taken through UMUC.

Students interested in the programs should consult their counselor.

# *Alternative Options for Earning Credit*

## LEARNING GAINED THROUGH EXPERIENCE

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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. Counselors 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). Any 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.

Six-credit courses, writing 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 prescribed manner, and faculty members evaluate the documentation for possible credit.

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

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. 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. EXCL 301 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 a counselor.

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.

EXCL 301 is graded on an S/D/F basis (explained on p. 167). If the quality of the work in the portfolio is worthy of a grade of C or higher, a grade of S is awarded. If the portfolio receives a D, it is not forwarded for credit evaluation. Unsatisfactory performance in EXCL 301 may result in a grade of F. An S grade does not affect the grade-point average. D and F grades are computed into the grade-point average.

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.

To be eligible, students must complete an EXCEL application and attend an orientation. Prior Learning orientations are available each month. Prospective students may call 301-985-7755. Students should note that tuition and fees are subject to change.

### **Cooperative Education**

Cooperative Education (Co-op) extends education beyond the traditional classroom and into the workplace. By integrating career-related work opportunities and academic theory, students can earn upper-level credits toward a bachelor's degree. Credit is based on the successful completion of specific academic requirements and the new learning specified 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 employed in a position related directly to that 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. Students must work a minimum of 20 hours a week for 15 weeks. For students pursuing a new position or a career change, the Co-op staff provides assistance in 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, or were assigned new responsibilities in a current position.

To apply, students must meet the following criteria:

- Have completed 30 semester hours toward a degree (can include transfer credit).
- Have completed at least 9 semester hours of credit in the primary or closely related secondary specialization in which the student plans to gain Co-op experience.
- Have completed at least 6 semester hours of credit as a UMUC student, of which 3 semester hours must be in the student's primary (or closely related secondary) specialization.
- Have a GPA of 2.5 or better at UMUC.
- Have all transcripts showing prior credit on file at UMUC.
- Have a curriculum evaluation performed by a counselor and dated within the last three months.

During the 15-week course, students are required to communicate with their faculty sponsor, complete five academic assignments, and fulfill the objectives developed in the learning contract. A letter grade is awarded for successful completion of the course. Either 3 or 6 semester hours of upper-level credit may be earned during a 15-week Co-op period. 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 must be obtained from the Cooperative Education office. The office may be reached at 301-985-7780 or 800-283-6832, ext. 7780, by phone; 301-985-7805 by fax; or [coop@www.umuc.edu](mailto:coop@www.umuc.edu) via e-mail. Students may view the Web site at [www.umuc.edu/prog/ugp/coop.html](http://www.umuc.edu/prog/ugp/coop.html).

## EXTERNAL SOURCES OF COLLEGE CREDIT

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(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 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 a counselor 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 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.

A student who has already matriculated at UMUC may be granted permission to take lower-level courses at a junior college or a community college before having 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 counselor. Such requests must be submitted well ahead of the semester for which the student is registering.

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 (MOS's) 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**

UMUC is a designated four-year Servicemembers Opportunity College (SOC), providing 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, SOCNV-2, and SOCMAR-2 programs) and bachelor's degrees (SOCAD-4, SOCNV-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 certificate or a degree at UMUC, up to the following limits:

- Certificate: A maximum of 6 semester hours.
- 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 the Regents College Testing program. 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 a counselor.

### ***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, a counselor 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.

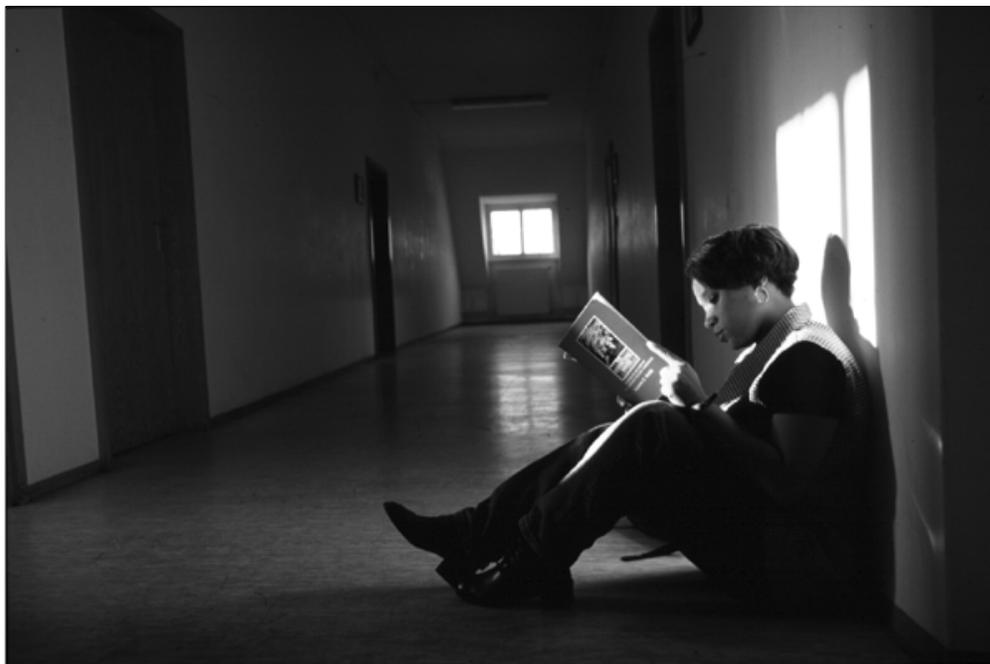
### ***College-Level Examination Program***

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. Counselors can furnish details.

### ***DANTES Examinations***

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



# Information on Courses

## THE UNIT OF CREDIT

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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).

Since most UMUC courses award 3 semester hours of credit and meet once a week, each class session usually consists of at least 150 minutes of actual time in the classroom.

## PREREQUISITES

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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 counselors 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 Selected Topics in 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. 142). The current *Undergraduate Schedule of Classes* gives times and locations of testing. More information about placement testing may be obtained from the Information Team by calling 301-985-7000.

Another way to fulfill prerequisites is to obtain credit by course-challenge examination. Counselors 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

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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.

## INDEX TO COURSE DESCRIPTIONS

The courses summarized in the following pages are listed alphabetically by discipline or subject, as follows. The abbreviations in parentheses (designators) precede the course numbers.

Accounting (ACCT) .....	53	Geography (GEOG)* .....	102
Afro-American Studies (AASP)* .....	55	Geology (GEOL)* .....	104
American Studies (AMST)* .....	56	German (GERM)* .....	105
Anthropology (ANTH) .....	56	Gerontology (GERO) .....	105
Art (ARTT)* .....	57	Government and Politics (GVPT) .....	106
Art History (ARTH)* .....	59	Hazardous Materials Management (HZMT) .....	110
Asian Studies (ASTD)* .....	60	Health (HLTH) .....	111
Astronomy (ASTR)* .....	61	Health Services Management (HMGT) .....	113
Behavioral and Social Sciences (BEHS) .....	62	History (HIST) .....	115
Biochemistry (BCHM)* .....	67	Horticulture (HORT)* .....	123
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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, hotel and restaurant management, health services management, management, or management studies;
- supporting credit for a management-related primary or secondary specialization and other primary or secondary specializations as approved by a counselor; and
- electives.

A description of the curriculum begins on p. 16. Descriptions of other management-related curricula may be found on the following pages: business and management (p. 18), health services management (p. 32), hotel and restaurant management (p. 35), management (p. 38), management studies (p. 40), and technology and management (p. 45).

#### **ACCT 220** **Principles of Accounting I (3)**

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

#### **ACCT 221** **Principles of Accounting II (3)**

(Formerly BMGT 221.) May not be applied to a primary specialization in accounting. Prerequisite: ACCT or BMGT 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, BMGT 221, MGMT 301, or MGST 301.

#### **ACCT 310** **Intermediate Accounting I (3)**

(Formerly BMGT 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 or BMGT 221 within the last two years may have difficulty.) Prerequisite: ACCT or BMGT 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 BMGT 310.

#### **ACCT 311** **Intermediate Accounting II (3)**

(Formerly BMGT 311. 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 or BMGT 221 within the last two years may have difficulty.) Prerequisite: ACCT or BMGT 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 BMGT 311.

### **ACCT 321**

#### **Cost Accounting (3)**

(Formerly BMGT 321.) Prerequisite: ACCT or BMGT 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 BMGT 321.

### **ACCT 323**

#### **Income Tax Accounting (3)**

(Formerly BMGT 323.) Recommended: ACCT or BMGT 221, or equivalent. An introduction to the federal government's 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 for only one of the following courses: ACCT 323 or BMGT 323.

### **ACCT 326**

#### **Accounting Information Systems (3)**

(Formerly BMGT 326.) Prerequisites: ACCT or BMGT 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, BMGT 320, or BMGT 326.

### **ACCT 328**

#### **Accounting Software (3)**

(Formerly ACCT 398A.) Prerequisite: ACCT or BMGT 221, or equivalent. A hands-on introduction to accounting software. 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. Students may receive credit for only one of the following courses: ACCT 328 or ACCT 398A.

### **ACCT 410**

#### **Fund Accounting (3)**

(Formerly BMGT 410.) Prerequisite: ACCT or BMGT 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 for only one of the following courses: ACCT 410 or BMGT 410.

### **ACCT 411**

#### **Ethics and Professionalism in Accounting (3)**

Prerequisite: ACCT or BMGT 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 BMGT 411.

### **ACCT 417**

#### **Advanced Tax Accounting (3)**

(Formerly BMGT 417.) Prerequisites: ACCT or BMGT 311 and ACCT or BMGT 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 for only one of the following courses: ACCT 417 or BMGT 417.

### **ACCT 422**

#### **Auditing Theory and Practice (3)**

(Formerly BMGT 422.) Prerequisite: ACCT or BMGT 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 BMGT 422.

### **ACCT 424**

#### **Advanced Accounting (3)**

(Formerly BMGT 424.) Prerequisite: ACCT or BMGT 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 BMGT 424.

### **ACCT 426**

#### **Advanced Cost Accounting (3)**

(Formerly BMGT 426.) Prerequisite: ACCT or BMGT 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 BMGT 426.

### **ACCT 427**

#### **Advanced Auditing Theory and Practice (3)**

(Formerly BMGT 427.) Prerequisite: ACCT or BMGT 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 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)**

(Formerly BMGT 498E). Prerequisite: ACCT or BMGT 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 BMGT 498E.

### **AFRO-AMERICAN STUDIES**

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*Courses in Afro-American studies (designated AASP) may be applied toward*

- supporting credit for a specialization in the social sciences; and
- electives.

### **AASP 100**

#### **Introduction to Afro-American Studies (3)**

(Fulfills the historical perspective requirement.) A study of significant aspects of African American history, emphasizing the development of black communities both during the period of slavery and since. The social, political, legal, and economic roots of problems that have faced blacks in the United States are examined from an interdisciplinary perspective. Applications to other racial and ethnic minorities in societies on this continent and elsewhere are also considered.

### **AASP 101**

#### **Public Policy and the Black Community (3)**

A perspective on the ways public policies affect the black community. The role of the policy process is studied as it relates to the social, economic, and political well-being of minorities. Particular attention is paid to the years since 1960.

## AMERICAN STUDIES

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*Courses in American studies (designated AMST) may be applied toward*

- the general education requirements in the arts and humanities or the social and behavioral sciences (when appropriate, but only with the prior approval of a counselor);
- a secondary specialization in area studies (when appropriate); and
- electives.

UMUC offers a limited number of AMST courses each semester.

### **AMST 201 Introduction to American Studies I (3)**

An introduction to American cultural studies by means of examining the concept of self in autobiographical writing and the concept of society in accounts of various communities.

### **AMST 298A Popular Music in America: 1940 to the Present (3)**

A musical survey of two dozen topics, drawn from best-selling songs and corollary materials. Issues of concern in the United States since 1940 are examined as reflected in popular music. The objective is to discover and substantiate popular music as an integral part of American culture, reflecting and affecting the moods, manners, mores, and modes of society.

### **AMST 426 Culture and the Arts in America (3)**

An analysis of the development of cultural institutions and artifacts in the United States, emphasizing the relationship between the intellectual and the aesthetic climate and between the institutions and the artifacts.

### **AMST 498 Independent Study (3)**

Prerequisite: A course in American history, literature, or government. A digest of topics of special interest in American society. May be repeated to a maximum of 6 credits when topics differ.

## ANTHROPOLOGY

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*Courses in anthropology (designated ANTH) may be applied toward*

- the general education requirement in the social and behavioral sciences;
- 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. 44.

### **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 may receive credit for only one of the following courses: ANTH 101, ANTH 220, or ANTH 240.

### **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.

### **ANTH 103 Introduction to Primate Social Behavior (3)**

An introduction to the socialization processes of primates as seen in prosimians, monkeys, apes, and humans. Social organization, function, and ecology in the framework of modern ethnology are stressed.

### **ANTH 240 Introduction to Archaeology (3)**

(Fulfills the historical perspective requirement.) An archaeological exploration of the variety of past societies and cultures from the emergence of anatomically modern humans to the more recent historical past. Students may receive credit for only one of the following courses: ANTH 101, ANTH 240, or ANTH 241.

**ANTH 260**  
**Introduction to Sociocultural Anthropology and Linguistics (3)**

A survey of culture and social relationships in a wide variety of settings from small-scale to complex societies. An overview of how anthropology analyzes human behavior, focusing on the relationship between language and culture, is included. Students may receive credit for only one of the following courses: ANTH 102 or ANTH 260.

**ANTH 262**  
**Culture and Environment (3)**

Prerequisite: ANTH 260. An overview of theory and method in cultural ecology and the formulation of a critical perspective on the concept of adaptation. Topics include gender differences and the conflict between natural resource management and environmental degradation. Students may receive credit for only one of the following courses: ANTH 221 or ANTH 262.

**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 ANTH 361.

**ANTH 342**  
**Archaeology of the New World (3)**

Prerequisite: ANTH 240. A survey of prehistoric and European cultures in North and South America. Focus is on the means of archaeological interpretation and the most significant results. Students may receive credit for only one of the following courses: ANTH 342 or ANTH 451.

**ANTH 380**  
**Culture and Discourse (3)**

Prerequisite: ANTH 260. An analysis of contemporary discourse and pragmatics as applied to ethnographic research problems. Particular attention is paid to recent linguistic anthropological work in ethnographic semantics and the ethnography of speaking. Students may receive credit for only one of the following courses: ANTH 371 or ANTH 380.

**ANTH 414**  
**Ethnology of Africa (3)**

(Fulfills the historical perspective requirement.) Prerequisites: ANTH 101 and 102. A study of the native peoples and cultures of Africa and their historical relationships, with emphasis on the portion of the continent south of the Sahara.

**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.

**ANTH 436**  
**Primitive Technology and Economy (3)**

A survey of the food economy, technology, and general economic processes of nonindustrial societies.

**ART**

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*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. 17.

**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: ARTS or 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: ARTS or 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 Design (3)**

Prerequisite: ARTT 100. 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: ARTS or 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)**

Prerequisite: One lower-level course in ARTT or equivalent experience in graphic design. A study of strategies and techniques associated with graphic design in computer environments. Topics include imaging, illustration, and multimedia creation. Projects require six hours of computer work per week, some of which must be completed independently.

**ARTT 418****Drawing (3)**

Prerequisite: ARTS or 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: ARTS or 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 489****Special Problems in Studio Art (3)**

May be repeated to a maximum of 6 credits.

**ARTT 489C****Color (3)**

A study of the theory of color and its practical applications in two-dimensional art. Both the formal and the expressive uses of color are emphasized. Critiquing the use of color in the artwork of 10 students is a special focus. Critiques and/or lectures are supplemented by studio lab work. Subject matter and manner of execution (and, to a limited extent, media and scale) are open to personal choice. Any courses in the ARTT 489 series 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

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

- the general education requirement in the arts and humanities;
- a secondary specialization 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 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 290** **Art of Asia (3)**

(Fulfills the historical and international perspective requirements.) A survey of the artistic development of South and East Asia, from prehistoric times through the mid-19th century. Students may receive credit for only one of the following courses: ARTH 262 or ARTH 290.

**ARTH 321**  
**16th-Century Northern European Painting (3)**  
(Formerly ARTH 425. Fulfills the historical and international perspective requirements.) 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, ARTH 417, or ARTH 425.

### **ARTH 323** **15th-Century Italian Renaissance Art (3)**

(Formerly ARTH 415. 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 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 ARTH 435.

### **ARTH 345** **19th-Century European Art to 1850 (3)**

(Formerly ARTH 445. Fulfills the historical and international perspective requirements.) An overview of the major trends in European painting, sculpture, and architecture from Neoclassicism to Romanticism. Students may receive credit for only one of the following courses: ARTH 345, ARTH 440, or ARTH 445.

### **ARTH 346** **19th-Century European Art Since 1850 (3)**

(Formerly ARTH 446. 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, ARTH 441, or ARTH 446.

### **ARTH 350** **20th-Century Art to 1945 (3)**

(Formerly ARTH 455. 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, ARTH 450, or ARTH 455.

### **ARTH 351** **20th-Century Art from 1945 (3)**

(Formerly ARTH 456. 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 361, ARTH 451, or ARTH 456.

### **ARTH 361**

#### **American Art Since 1876 (3)**

(Formerly ARTH 460. 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, 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 320 or ARTH 380.

### **ARTH 381**

#### **Masterpieces of Sculpture (3)**

(Fulfills the historical and international perspective requirements.) Analysis of selected sculptural masterworks, 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 330 or ARTH 381.

### **ARTH 384**

#### **Art of Japan (3)**

(Formerly ARTH 395. 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, ARTH 395, or ARTH 407.

### **ARTH 476**

#### **Living Art of Africa (3)**

(Fulfills the historical and international perspective requirements.) An overview of art styles among the segmentary, the centralized, and the nomadic peoples of the African continent. The iconography and function of indigenous art and its relationship to the various societies, cults, and ceremonies are studied. Students may receive credit for only one of the following courses: ARTH 463 or ARTH 476.

### **ARTH 485**

#### **Chinese Painting (3)**

(Formerly ARTH 490. 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. Students may receive credit for only one of the following courses: ARTH 485 or ARTH 490.

### **ARTH 486**

#### **Japanese Painting (3)**

(Formerly ARTH 495. 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 405, ARTH 486, or ARTH 495.

## **ASIAN STUDIES**

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*Courses in Asian studies (designated ASTD) may be applied toward*

- a primary or a secondary specialization for a B.A. degree in Asian studies or area studies;
- the general education requirements in the arts and humanities or the social and behavioral sciences (based on course content); and
- as electives.

UMUC offers only a limited number of courses each semester in this discipline. To complete a primary or 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 a counselor 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 amid Diversity (3)**

(Fulfills the historical and international perspective requirements.) A broad examination of Southeast Asia in the 20th century. Topics include colonialization, 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**

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*Courses in astronomy (designated ASTR) may be applied toward*

- the general education requirement in biological and physical sciences; and
- electives.

ASTR 398A may not be used in fulfillment of the requirement in science.

### **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, ASTR 101, or ASTR 120.

### **ASTR 300**

#### **Stars and Stellar Systems (3)**

(Primarily for students not specializing in one of the physical sciences.) Prerequisite: ASTR 100, ASTR 101, or permission of teacher. A study of stars, including their types, properties, and evolution, and the distribution in space of supernovae, pulsars, and black holes.

### **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.

### **ASTR 340**

#### **Origin of the Universe (3)**

(Primarily for students not specializing in one of the physical sciences.) Prerequisite: ASTR 100, ASTR 101, or permission of teacher. A study of the development of human knowledge about the universe. Topics include early cosmological models, geocentric vs. heliocentric theory, the curvature of space, Hubble's Law, the Big Bang Theory, microwave background radiation, the evolution of stars and galaxies, dark matter, active galaxies, quasars, and the future of the universe. Students may receive credit only once under this course number.

## **ASTR 398**

### **Special Topics in Astronomy (3)**

(Primarily for students not specializing in astronomy; suitable for students not specializing in a science.) Concentrated study in some limited field of astronomy that varies from semester to semester. Possible subjects for study are the solar system, extragalactic astronomy and cosmology, and the inconstant universe. May be repeated to a maximum of 6 credits when topics differ.

## **ASTR 398A**

### **Cosmos (3)**

(Not an introductory course in astronomy. Does not fulfill the general education requirement in science.) An exploration of the interrelations of Earth and its inhabitants with the vast universe. Evolution is traced in the universe, Earth, and humanity, as well as in the development of perceptions. The interdisciplinary study of science in general from a humanistic perspective is based on the television series written and presented by Dr. Carl Sagan. Students may receive credit for only one of the following courses: ASTR 398A or HUMN 126.



## **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 a counselor 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. 17.

## **BEHS 101**

### **Discovering Psychology (3)**

An introduction to the fundamental principles and major concepts of psychology. Topics include brain processes, child development, and language development. The processes of sensation and perception, conditioning and learning, memory, cognition, motivation, and emotion are explored. Broader and more complex areas, such as consciousness, self and identity, intelligence, health psychology, and possible future directions for psychology, are also considered. Students may receive credit for only one of the following courses: BEHS 101 or PSYC 100.

## **BEHS 102**

### **Introduction to Sociology (3)**

An introduction to the fundamental concepts and principles of sociology. Topics include consideration of culture, patterns of social interaction, norms, values, social institutions, stratification, and social change. Students may receive credit for only one of the following courses: BEHS 102 or SOCY 100.

## **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 Research Methods and Statistics (3)**

Prerequisite: College algebra (MATH 107 or equivalent). An introduction to research in the social sciences, emphasizing the role of statistical analysis in answering questions. Integrating statistical methods with research design is a major concern. Topics include the measurement of variables, methods of designing questionnaires, measures of central tendency and dispersion, correlation, statistical inference and probability, experimental designs, t-tests, analysis of variance, data coding, and chi-square tests. Students may receive credit for only one of the following courses: BEHS 202, BEHS 302, BMGT 230, ECON 321, GNST 201, MGMT 316, PSYC 200, SOCY 201, STAT 100, or STAT 400.

## **BEHS 221**

### **Social Psychology (3)**

(Formerly BEHS 421. Also offered 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, BEHS 421, BEHS 450, or PSYC 221.

## **BEHS 305**

### **The Pacific Century (3)**

(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 contexts for both the development of the Pacific basin and its impact on the global community are 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 or BEHS 305.

## **BEHS 310**

### **Race to Save the Planet (3)**

(Fulfills the international perspective requirement.) An exploration of global environmental problems: overpopulation, deforestation, pollution of air and water, waste and misuse of dwindling energy resources, the effects of industrialization, loss of species and the habitats that support the world's biodiversity, unsustainable agricultural practices, and changes in humankind's values and actions that can arrest the deterioration of our environment. The scientific basis underlying environmental deterioration and the means by which it can be halted are examined. Environmental problems are placed within the context of personal and societal values; the value of sustainability is introduced and emphasized. The global extent of the problems and solutions is underscored by video segments filmed in 29 nations and all settled continents. Materials from the telecourse "Race to Save the Planet" are integrated with the presentation. Students may receive credit for only one of the following courses: BEHS 310 or HUMN 360.

## **BEHS 312**

### **The Individual and Society (6)**

(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.

## **BEHS 313**

### **Dynamics of Social Conflict (6)**

A foundation in the sociology and social psychology of conflict. Social conflict is examined in its function as a dynamic and pervasive aspect of human behavior. Analysis covers four levels: intrapersonal, interpersonal, intergroup, and international. The nature, types, and processes of social conflict are explored systematically. Methods of regulating, resolving, and managing conflict are discussed.

**BEHS 314****The Contemporary Family: Image and Reality (6)**

Analysis of the contemporary family in its anthropological, sociological, philosophical, psychological, psychotherapeutic, and legal aspects. Topics include theoretical and practical studies of contemporary family structures, cross-cultural comparisons, the effects of sexual liberation, the characteristics and position of the child in the new family, the effects of the parental workplace, variations in family life, experimental family patterns, strengths and weaknesses of the contemporary family, and speculations about the family of the future.

**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 333****Nuclear Weapons: Confrontation and Constraint (3)**

(Fulfills the historical perspective requirement.) An overview and analysis of the age of nuclear weapons, beginning with the first successful atom-bomb test in New Mexico and ending with the "star wars" debate and the U.S.-Soviet Strategic Arms Reduction Treaty. Topics include the Cold War, the Cuban missile crisis, the military strategy of Robert McNamara, the Nixon-Kissinger years, and the interest of Third World nations in developing nuclear power. Options for increased control of nuclear weapons are considered. Materials from the telecourse "War and Peace in the Nuclear Age" are integrated with the presentation.

**BEHS 334****The Soldier and the State: Politics of the Military (6)**

(Fulfills the international perspective requirement.) An investigation of the changing roles of the military in the social, economic, and political life of modern states. The multidimensional character and variable functions of military forces in the Third World, communist/socialist states, and the West are compared, with particular attention to the political and sociological aspects of the armed forces in contemporary American society.

**BEHS 335****Foreign Policy and the New World Order (6)**

(Fulfills the international perspective requirement.) A comparative study of the 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 332, BEHS 335, 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 BEHS 498C.

**BEHS 337****America in Vietnam: An Interdisciplinary Perspective (6)**

(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.

**BEHS 338****Legacies from the Vietnam War (6)**

Recommended: Prior study of the Vietnam War (such as BEHS 337 America in Vietnam or equivalent). An interdisciplinary analysis of the social, political, cultural, and economic consequences of U.S. participation in the conflict in Vietnam. The effects of the war on the structures, institutions, processes, policies, and cultures of Vietnam and the United States are assessed.

**BEHS 340****Outlooks in Anthropology (6)**

(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: BEHS 340 or BEHS 341.

**BEHS 342****The Ethnic Experience in America (6)**

(Fulfills the international perspective requirement.) A survey of ethnicity in the United States that examines cultural diversity in a pluralistic social system. Topics of discussion include the cultural characteristics of ethnic groups; people's persistent emotional attachment to their ethnic heritage; the meaning and the effects of ethnicity as displayed in group affiliation; social discrimination based on ethnicity; class structures and social mobility in and among ethnic groups; and the influences of ethnicity on the world of work, social boundaries, the urban setting, and the dynamics and tensions of a pluralistic society. Various ethnic groups are studied in terms of their origins, experiences, and contributions to U.S. society.

**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 345****China: An Interdisciplinary Perspective (6)**

(Fulfills the international perspective requirement.) An interdisciplinary overview of China, a nation struggling to blend ancient tradition with modern realities. Topics include the geography, economics, history, sociology, anthropology, politics, and government of China from prehistoric to modern times. Age-old religions, as well as modern trade wars and the incidents of Tiananmen Square, are encompassed. Materials from the telecourse "The Chinese" are integrated with the course.

**BEHS 351****Issues in Criminal Justice (6)**

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 or CCJS 100.

**BEHS 361****Global Environmental Change (6)**

(Also listed as GNSC 361. Yields 3 social science credits and 3 natural science 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 activities, and the possible effects on both the global biosphere and the human condition. Science 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 great a level of scientific uncertainty? The concept of sustainability, as it applies to human interactions with the environment and use of Earth's natural resources, 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.

**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)**

(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: AASP 298S or BEHS 372.

**BEHS 383****Humor in American Society (6)**

An interdisciplinary examination of humor in everyday life. Special topics covered 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 the United States. Sociological, psychological, political, and anthropological perspectives are presented.

**BEHS 398****Special Topics in the Behavior and Social Sciences (1–6)**

Topics of special interest to students and faculty. May be repeated to a maximum of 6 credits when topics differ.

**BEHS 411****People and Organizations (6)**

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.

**BEHS 415****Aging in America (6)**

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 352 or BEHS 415.

**BEHS 440****International Economics (3)**

(Fulfills the historical and international perspective requirements.) Recommended: 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. Video programs from the series "Inside the Global Economy" are integrated with the course materials. Students may receive credit for only one of the following courses: BEHS 440, ECON 440, or ECON 441.

**BEHS 444****Risk (6)**

(Also listed as TMGT 444.) 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 calculations 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: BEHS 444 or TMGT 444.

**BEHS 454****Family Violence (6)**

An examination of the factors involved in understanding, evaluating, and responding to violence within families. 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 a family. Topics include the physical, emotional, and sexual abuse of children; spousal abuse; the abuse of elders; and dysfunctions 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.

**BEHS 461****Evolving Female/Male Gender Roles (6)**

A revised and updated interdisciplinary exploration of gender-defined roles from the perspectives of anthropology, psychology, sociology, economics, and politics. The goal is to clarify the origins of gender-defined roles, changes in those roles, and the relationships between the roles. Special attention is given to gender-defined roles as they relate to the behavior of individuals and groups, behavior in economic and political activities, and variables in and between ethnic groups and social classes. The future circumstances of gender roles in the United States are conjectured. Students may receive credit for only one of the following courses: BEHS 402 or BEHS 461.

## **BEHS 462**

### **The Psychology of Advertising (6)**

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.

## **BEHS 463**

### **Stress and the Social System (6)**

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.

## **BEHS 480**

### **Exploring the Future (6)**

(Also listed as TMGT 480. Fulfills the historical and international perspective requirements.) An examination of how to analyze and develop alternative 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, MGMT 398H, TMGT 401, or TMGT 480.

## **BEHS 498D**

### **American Politics and Politicians (6)**

An overview of the political system in the United States, with special emphasis on how the changes now taking place in American values affect the political process. Analysis of stability and change in contemporary politics is presented in terms of federalism, pluralism, elitism, and public policy. The role and functions of national politicians are examined in the context of current political changes. Future practices of American politics and politicians are projected. Students may receive credit for only one of the following courses: BEHS 331 or BEHS 498D.

## **BIOCHEMISTRY**

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*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 further study of general biochemistry; a continuation of BCHM 461.) Prerequisite: BCHM 461.

## BIOLOGY

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*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 and rental of a microscope required.) 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, BOTN 101, or ZOOL 101.

### **BIOL 106**

#### **Principles of Biology II (4)**

(Fulfills the laboratory requirement. Lab fee required.) An introduction to the basic principles of biology, with special emphasis on organismic, ecological, and evolutionary biology.

### **BIOL 124**

#### **Cosmic Evolution (3)**

(Especially appropriate for students not specializing in a science.) A presentation of current scientific thinking on the sequence of events from the origin of the universe to the appearance of human beings, with emphasis on chemical and biological evolution.

### **BIOL 201**

#### **Human Anatomy and Physiology I (4)**

(Also listed as ZOOL 201. Fulfills the laboratory science requirement.) Prerequisite: BIOL 101, BIOL 105, or equivalent. A thorough introduction to the anatomy and physiology of the skeletal, muscular, nervous, and sensory systems of human beings. An overview of cellular physiology is included. Students may receive credit for only one of the following courses: BIOL 201 or ZOOL 201.

### **BIOL 202**

#### **Human Anatomy and Physiology II (4)**

(Also listed as ZOOL 202. Fulfills the laboratory science requirement.) Prerequisite: ZOOL 101 or equivalent. An introduction to the anatomy and physiology of the cardiovascular, respiratory, digestive, excretory, and reproductive systems. Intermediary metabolism and endocrine relationships are also studied. Students may receive credit for only one of the following courses: BIOL 202 or ZOOL 202.

### **BIOL 211**

#### **Environmental Science (3)**

(Formerly BOTN 211 and P BIO 235.) 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, BOTN 211, or P BIO 235.

### **BIOL 346**

#### **Human Genetics and Society (3)**

(Formerly ZOOL 346. 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, or ZOOL 346.

### **BIOL 398B**

#### **Biotechnology and the Environment (3)**

A survey of emerging technological processes and their impact on the workplace and the environment. Topics include concepts of scientific design, chemical structure and bonding, cell structure and function, and mechanisms of heredity and biological injury and disease.

## **BIOL 398H**

### **Human Health and Disease (3)**

(Primarily for students not specializing in one of the physical 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 accounting, finance, law and public policy, marketing, and personnel and labor relations.

*Courses in business and management may be applied toward*

- a primary specialization in business and management;
- a secondary specialization in either business and management or management studies;
- supporting credit for a primary or secondary specialization in accounting, health services management, hotel and restaurant management, management, or technology and management; and
- electives.

A description of the curriculum begins on p. 18. Descriptions of other management-related curricula may be found on the following pages: accounting (p. 16), health services management (p. 32), hotel and restaurant management (p. 35), and technology and management (p. 45).

## **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, BEHS 302, BMGT 230, ECON 321, GNST 201, MGMT 316, PSYC 200, SOCY 201, or STAT 400.

## **BMGT 332**

### **Operations Research for Management Decisions (3)**

Prerequisite: Either 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 covered 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, the institutions, and the 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, MGMT 322, or TMGT 322.

**BMGT 353****Retail Management (3)**

Prerequisite: Either BMGT 350, MGMT 322, MGMT 410, or TMGT 322. 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****Promotion Management (3)**

Prerequisite: Either BMGT 350, MGMT 322, MGMT 410, or TMGT 322. A review of advertising, personal selling, sales promotions, and other methods used in marketing programs. Case studies are analyzed to clarify the use and coordination of demand-stimulation methods, analysis, and planning. Research, testing, and statistical control of promotional activities are also discussed.

**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 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 a director, the determination of goals, and the allocation of responsibilities. Students may receive credit for only one of the following courses: BMGT 364, TEMN 202, TEMN 300, TMGT 301, or TMGT 302.

**BMGT 370****Introduction to Transportation Management (3)**

(Formerly Principles of Transportation.) Prerequisite: Either BMGT 350, MGMT 322, MGMT 410, or TMGT 322. 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: Either BMGT 350, MGMT 322, MGMT 410, or TMGT 322. An examination of the operations involved in managing the movement and storage of materials, supplies, work in progress, and finished goods. Topics include the trade-offs 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)**

(Also offered as MGMT 375.) 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, MGMT 347, MGMT 375, or TEMN 360.

## **BMGT 378**

### **Legal Environment of Business (3)**

(Formerly BMGT 480. 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 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: Either BMGT 230, MGMT 316, or equivalent. An overview of the operations of manufacturing enterprises, concentrating on production management, planning, and control. Topics include demand forecasting, production planning and control, materials planning and control, and capacity planning. Case studies are examined to analyze the manufacturing environment 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, MGST 318, or TEMN 318.

## **BMGT 392**

### **International Business Management (3)**

(Fulfills the international perspective requirement.) Prerequisite: Either BMGT 364, MGMT 300, TMGT 302, or equivalent. A survey of international business management examined in the context of the increasing economic interdependence of nations and current economic, political, cultural, business, and managerial issues that have transnational significance. Overall concern is to clarify how the global economic, political, and cultural environment affects domestic and international businesses and public policy decisions. Case studies are used to analyze international trade, intercultural communication and management issues, strategic planning, business diplomacy, marketing and competition, human resources, international operations, and finance. Students may receive credit for only one of the following courses: BMGT 392, MGMT 305, or 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)**

(Formerly BMGT 398H. 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 BMGT 398H.

## **BMGT 395**

### **Customer Service Management (3)**

(Also listed as MGMT 398A. Formerly BMGT 398A.) 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 one of the following courses: BMGT 395, 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 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 historical and international perspective requirements.) 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 MGMT 322; 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 CNEC 437.

**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)**

Recommended: BMGT 360. A study of federal regulations and international business factors influencing human resource management, emphasizing a global perspective. Areas discussed include international equal employment opportunity standards, performance evaluations, promotions, sexual harassment and discrimination, and other employee-related issues. The analysis of case studies is supplemented by a review of research findings, readings, and applicable federal regulations.

**BMGT 461  
Entrepreneurship (3)**

(Also listed as MGMT 461.) 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 MGMT 461.

**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 covered 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 the design of an organization.

**BMGT 465  
Organization Development and Change (3)**

(Also listed as MGMT 465.) Prerequisite: Either 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, MGMT 398K, MGMT 465, or TMGT 350.

### **BMGT 468**

#### **Employment Law for Business (3)**

(Formerly BMGT 462.) 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. Students may receive credit for only one of the following courses: BMGT 462 or BMGT 468.

### **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 TMGT 340.

### **BMGT 495**

#### **Business Policies and Strategic Management (3)**

(Also listed as MGMT 495. Intended as a final, capstone course to be taken in senior year of study.) Prerequisite: Either 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, MGMT 495, or TMGT 380.

### **BMGT 496**

#### **Business Ethics and Society (3)**

(Fulfills the historical and international perspective requirements.) 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 498E**

#### **Internal Auditing (3)**

Prerequisite: BMGT 311. 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.

## **CAREER PLANNING**

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*Courses in career planning (designated CAPL) may be applied toward*

- supporting credit for certain appropriate primary or secondary specializations as approved by a counselor; 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 covered 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.

The two approved sequences are as follows:

<b>Sequence I</b>	<b>Sequence II</b>
CHEM 103 (inorganic I)	CHEM 103 (inorganic I)
CHEM 104 (organic I)	CHEM 113 (inorganic II)
	CHEM 233 (organic I)
	CHEM 243 (organic II)

Sequence I is for students whose programs require one year of chemistry. Sequence II is for students who need a full year of organic chemistry and a year of inorganic chemistry, or who plan to do advanced work in chemistry.

### **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 110; MATH 115 recommended. 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 102, CHEM 103, CHEM 105, or CHEM 107.

### **CHEM 104** **Fundamentals of Organic and Biochemistry (4)**

(For students whose curricula require one year of chemistry. Students requiring two or more years of chemistry should register for CHEM 233 or CHEM 235.) Prerequisite: CHEM 103 or CHEM 105. Extensive analysis of the chemistry of carbon: aliphatic compounds, aromatic compounds, stereochemistry, halides, amines and amides, acids, esters, carbohydrates, and natural products. Students may receive credit for only one of the following courses: CHEM 104, CHEM 233, or CHEM 235.

### **CHEM 107** **Chemistry and the Human Race (3)**

(For students not specializing in chemistry.) An exploration of the effects of chemistry on human life by means of lectures without laboratory study. The chemistry of the universe, of life, of the body, of the mind, of food and drugs, of consumer goods, and of everyday life is discussed. Students may receive credit for only one of the following courses: CHEM 102, CHEM 103, CHEM 105, or CHEM 107.

### **CHEM 113** **General Chemistry II (4)**

(Fulfills the laboratory science requirement. Lab fee required.) Prerequisite: CHEM 103 or CHEM 105. A study of kinetics; homogeneous, heterogeneous, and ionic equilibria; oxidation/reduction reactions; electrochemistry; and chemistry of the elements. Students may receive credit for only one of the following courses: CHEM 113 or CHEM 115.

### **CHEM 233** **Organic Chemistry I (4)**

(The first course of a two-semester sequence in organic chemistry; intended to be followed by CHEM 243 or CHEM 245. Fulfills the laboratory science requirement. Lab fee required.) Prerequisite: CHEM 113 or CHEM 115. 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 104, CHEM 233, or CHEM 235.

### **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. Students may receive credit for only one of the following courses: CHEM 243 or CHEM 245.

## COMMUNICATION STUDIES

*All courses in communication studies (designated COMM) may be applied toward*

- a primary or secondary specialization in communication studies; and
- electives.

COMM 390, 393, and 394, as well as ENGL 303, 391, and 396, and PLGL 401, are designated as writing-intensive and may be applied toward the general education requirement in upper-level 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 writing.

COMM 393 and COMM 394 may be applied toward supporting credit for a primary or a secondary specialization in business and management, computer science, computer and information science, computer studies, health services management, information systems management, management, management studies, and other areas as approved by a counselor.

A description of the curriculum begins on p. 22. Other writing, as well as literature, courses are available under the discipline of English.

### **COMM 293 Technical Report Writing (3)**

(Formerly ENGL 293. 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 ENGL 293.

### **COMM 380 Language in Social Contexts (3)**

(Fulfills the general education requirement in communications but is not a writing course. Fulfills the historic 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)**

(Formerly HUMN 390. 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, HUMN 390, or MGST 161.

### **COMM 393 Technical Writing (3)**

(Formerly ENGL 393. 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 ENGL 393.

### **COMM 393X Technical Writing (3)**

(Formerly ENGL 393X. 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 ENGL 393X.

## **COMM 394**

### **Business Writing (3)**

(Formerly ENGL 394. 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 flyer, 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 ENGL 394.

## **COMM 394X**

### **Business Writing (3)**

(Formerly ENGL 394X. 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 flyer, 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 ENGL 394X.

## **COMM 395**

### **Writing in the Health Professions (3)**

(Formerly ENGL 395. 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 ENGL 395.

## **COMM 490**

### **Seminar in Technical Communication (3)**

(Formerly ENGL 489A. Fulfills the general education requirement in communications.) Prerequisite: COMM or ENGL 393, COMM or ENGL 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 ENGL 489A.

## **COMM 491**

### **Technical Editing (3)**

(Formerly ENGL 489B. 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 ENGL 489B.

## **COMM 492**

### **Proposal Writing (3)**

(Formerly ENGL 489C. Fulfills the general education requirement in communications.) Prerequisite: ENGL 393, ENGL 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 ENGL 489C.

## **COMM 493**

### **Graphics/Text Integration (3)**

(Fulfills the general education requirement in communications.) 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 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. Assignments also include oral presentations.

## 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

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*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 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 a counselor; and
- electives.

A description of the curriculum begins on p. 24. Descriptions of other computer-related curricula may be found on the following pages: computer science (p. 25), computer studies (p. 26), and information systems management (p. 36).

## CMIS 102

### **Problem-Solving Techniques (3)**

(A good preparatory course for students without recent academic experience. 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.

## CMIS 140

### **Introductory Programming in C++ (3)**

(Not open to students who have completed CMIS 315.) Prerequisite: CMIS 102 or equivalent knowledge. The first in a sequence of courses in C++. Selected elements of the syntax and semantics of the C++ programming language are covered. The discipline, methodologies, and techniques of software development are studied, including the development of algorithms and their implementation through programming projects in C++.

## 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 211**

### **Assembly Language Programming (3)**

Prerequisite: CMIS 140, CMIS 150, or equivalent. Discussion of assemblers, loaders, linkage editors, and macros. Programming projects in assembly language are included.

## **CMIS 240**

### **Data Structures and Abstraction (3)**

Prerequisite: CMIS 140; taking CMIS 140 and 240 in consecutive semesters recommended. Presentation of and practice in additional features of C++. Concepts and techniques of data abstraction and data structures are studied. Topics include structuring, storing, and accessing data; using sort/merge methods; and updating, deleting, and inserting records in data structures such as linked lists and trees. Students may receive credit for only one of the following courses: CMIS 240 or CMIS 315.

## **CMIS 270**

### **Introduction to Computer Systems and Architecture (3)**

(Not open to students who have completed CMSC 311.) Prerequisites: CMIS 140 (or CMIS 150) and CMIS 160. A study of the fundamental concepts and the interrelationships of computer architecture and operating systems, the functional approach to components of a computer system, and a system as the environment for application programs. Programming projects illustrating features of assembly language are included.

## **CMIS 305**

### **Introduction to Ada (3)**

(The first course in a sequence with CMIS 405.) Prerequisite: CMIS 240, CMIS 250, or equivalent. An introduction to the design and coding of basic Ada programs by using techniques of data type abstraction, information hiding, and modularization. Topics include access types, discriminated types, aggregates, model numbers, scope and visibility, and predefined packages and types. Students may receive credit for only one of the following courses: CMIS 305 or CMSC 130.

## **CMIS 315**

### **Programming and Application in C++ (3)**

Prerequisite: A two-semester sequence in a programming language other than C++, or equivalent experience. A one-semester study of programming in C++ equivalent to CMIS 140–240. 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 CMIS 150; CMIS 270 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. 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, CMIS 150, or equivalent. A study of features of the UNIX operating system. Shell programming is presented and practiced to interrelate system components. Projects give practical experience with the system. Students may receive credit only once under this course number.

## **CMIS 330**

### **Software Engineering Principles and Techniques (3)**

Prerequisite: CMIS 240 or CMIS 250; CMIS 270 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 CMIS 388A.

## **CMIS 345**

### **Object-Oriented Design and Programming (3)**

Prerequisite: 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. Students may receive credit only once under this course number.

## **CMIS 370**

### **Data Communications (3)**

Prerequisite: CMIS 270 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 designing 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, CMSC 370, or IFSM 450.

## **CMIS 405**

### **Applying Advanced Features in Ada (3)**

Prerequisite: CMIS 305 or CMIS 401, or equivalent. A practical foundation in writing programs that incorporates advanced features of Ada. Topics include generics, tasking, exception handling, and representation specifications.

## **CMIS 415**

### **Advanced UNIX and C (3)**

Prerequisites: CMIS 240 (or CMIS 315) and CMIS 325; CMIS 270 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 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 CMSC 440.

## **CMIS 445**

### **Distributed Systems (3)**

Prerequisites: CMIS 270 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. Issues discussed include reliability, security, and protection, as well as how these issues affect the development of programs and systems. Projects include programming. Students may receive credit for only one of the following courses: CMIS 445 or 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.

## COMPUTER APPLICATIONS

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*All courses in computer applications (designated CAPP) may be applied toward*

- the general education requirement in computing;
- appropriate secondary specializations;
- 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 a counselor; and
- electives.

Courses in computer applications may not be applied toward a primary specialization.

Descriptions of other computer-related curricula may be found on the following pages: computer and information science (p. 24), computer science (p. 25), computer studies (p. 26), and information systems management (p. 36).

### **CAPP 101B Internet Communications (1)**

(This course is graded only on a satisfactory/D/fail basis. For beginners.) A hands-on introduction to the basics of using electronic mail to communicate with others via the Internet. Other topics include electronic mailing lists, news groups, and security. Students may receive credit only once under this course number.

### **CAPP 101C Searching and Researching on the Internet (1)**

(This course is graded only on a satisfactory/D/fail basis. For beginners.) Prerequisite: A basic knowledge of DOS and Windows. An exploration of the types of resources available via the Internet and World Wide Web and an introduction to various methods for researching documents and software. Hands-on experience in using search tools such as FTP, LYNX, and various Web browsers is provided. Students may receive credit only once under this course number.

### **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 101, CAPP 300, IFSM 201, or TMGT 201.

### **CAPP 303 Advanced Features of Microcomputer Application Software (3)**

Prerequisite: CAPP 103 or experience with microcomputer application software. 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: Experience with the Windows environment and file management. 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 CAPP 398B.

### **CAPP 311 Advanced Desktop Publishing (3)**

Prerequisite: CAPP 310 or equivalent experience using PageMaker. 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 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 entities. 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 CMIS 350.

### **CAPP 385**

#### **Internet: A Practical Guide (3)**

Prerequisite: CAPP 300 or equivalent experience. An introduction to the Internet. Topics include UNIX commands, Telnet, FTP, e-mail, news, Gopher, and the World Wide Web. Common network applications are examined, and hands-on practice is provided. HTML is introduced. Technological and political issues, along with changes in the role and involvement of the federal government, are considered.

### **CAPP 386**

#### **Internet: An Advanced Guide (3)**

Prerequisite: CAPP 385 or equivalent; access to an Internet service provider is recommended, although not required. An in-depth discussion of the setup and use of graphical browsers for using FTP, Telnet, and Gopher. Technical and social aspects of the Internet and the World Wide Web are emphasized. Internet content and access tools are addressed, with a focus on HTML and JavaScript. Assignments include an extensive research project.

### **CAPP 390**

#### **Novell NetWare Administrator (3)**

(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.

### **CAPP 485**

#### **Issues in Cyberspace (3)**

Prerequisites: CAPP 385 and CAPP 386, or equivalent experience using the Internet, the World Wide Web, and HTML authoring tools. A seminar on current topics surrounding the Internet and the World Wide Web. Issues to be discussed are selected from topics such as information literacy, effects of the Internet on the work environment, evaluation of educational delivery methods over the Internet, commercialization of the Internet and the World Wide Web, and effects of government regulation. Emphasis is on privacy and security concerns. Assignments include an individual or group presentation.

### **CAPP 498A**

#### **Applications Integration (3)**

Prerequisites: CAPP 340 and 386. An overview of the many software programs used in computer and business applications. Spreadsheets, databases, and presentation software are integrated into a formal presentation via Web browsers and HTML. Focus is on operating systems and environments, file management, and design processes and capabilities. Assignments include individual and group projects.

### **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.

## **COMPUTER SCIENCE**

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*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 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 a counselor; and
- electives.

A description of the curriculum begins on p. 25. Descriptions of other computer-related curricula may be found on the following pages: computer and information science (p. 24), computer studies (p. 26), and information systems management (p. 36).

## **CMSC 130**

### **Introductory Computer Science (3)**

(For students specializing in computer science.) Recommended: CMSC 150 or equivalent. The first in a sequence of courses in Java. Structured programming and concepts in data abstraction are presented and practiced. 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 CMSC 250.

## **CMSC 230**

### **Elementary Data Structures (3)**

(Continuation of CMSC 130. For students specializing in computer science.) Prerequisites: CMSC 130 and 150. Additional features of a language such as Ada or Java are presented and applied. 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 135 or CMSC 230.

## **CMSC 300**

### **Object-Oriented and Concurrent Programming (3)**

Prerequisite: CMSC 230. An introduction to concurrent and object-oriented programming. The concepts of object-oriented programming are explored (focusing on inheritance and polymorphism) and implemented in an appropriate programming language, such as Ada 95 or Java. The principles of concurrent programming (including task synchronization, race conditions, and deadlock) are studied and implemented.

## **CMSC 305**

### **Programming and Application in Java (3)**

Prerequisite: CMSC 230 (prior to spring 1999) or CMIS 240, or equivalent. A one-semester study of Java equivalent to CMSC 130-230. Programming projects in Java are included. Students who complete 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.

## **CMSC 330**

### **Advanced Programming Languages (3)**

Prerequisite: CMSC 300 or CMSC 305. A study of imperative and declarative programming languages. C++ is presented as the prime imperative language and compared with Ada. 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 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 multi-programming 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.

## **CMSC 420**

### **Data Structures (3)**

Prerequisite: CMSC 135 or CMSC 230 with a minimum grade of C. 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. 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; 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 are reviewed: hierarchical, relational, network. 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)

Prerequisite: CMSC 330 and programming experience in C; 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. 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 444, MATH 445, or MATH 450.

## CMSC 451

### Design and Analysis of Computer Algorithms (3)

Prerequisites: CMSC 150 and 230. 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 135 or CMSC 230. Analysis of alternative theoretical models of computation and types of automata. Their relationship to formal grammars and languages are specified.

## COOPERATIVE EDUCATION

Cooperative education (Co-op) extends education beyond the traditional classroom by integrating career-related opportunities with the student's field of study. Co-op offers an ideal opportunity to gain experience in the chosen career field while earning upper-level college credit toward a bachelor's degree.

Students may earn credit for new learning in their current position or seek a new position through the job development program. A variety of course formats permits UMUC students, regardless of location, to participate in Co-op.

*Credits 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 a secondary specialization); and
- electives.

Students seeking a second bachelor's degree must have completed at least 12 semester hours of upper-level course-work in their specialization before enrolling in Co-op.

Students are responsible for consulting their resource team regarding application of Co-op credit to their degree program.

Approval and registration information must be obtained through the Cooperative Education office. See p. 47 for more details and for contact information.

## COOP 301

### Cooperative Education (3 or 6)

Prerequisite: Formal admission to Co-op program. Specially structured, personalized courses that provide opportunities to earn upper-level credit for new learning that is gained through on-the-job experience. Academic theory is integrated with workplace learning. Work may be paid or unpaid but must relate directly to the primary or closely related secondary specialization. Co-op credit may be earned in any UMUC specialization. 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 the objectives developed in the contract have been fulfilled and five academic assignments completed, a letter grade is awarded and upper-level 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 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 (see a counselor for 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. 26.

### **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 CJUS 100.

### **CCJS 105**

#### **Introduction to Criminology (3)**

An overview of criminal behavior and the methods of studying it, including 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 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 CJUS 230.

### **CCJS 234**

#### **Criminal Procedure and Evidence (3)**

Prerequisite: CCJS 230. 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, CJUS 234, or PLGL 320.

### **CCJS 320**

#### **Introduction to Criminalistics (3)**

Prerequisite: CCJS 234. 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 CJUS 320.

### **CCJS 330**

#### **Contemporary Criminological Issues (3)**

Prerequisite: CCJS 105. 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 CRIM 330.

### **CCJS 331**

#### **Contemporary Legal Policy Issues (3)**

Prerequisites: CCJS 230 and 234, or equivalent. 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 CJUS 330.

### **CCJS 340**

#### **Law-Enforcement Administration (3)**

Prerequisite: CCJS 100 or equivalent. An introduction to concepts of organization and management as they relate to law enforcement. Topics covered 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 CJUS 340.

### **CCJS 350**

#### **Juvenile Delinquency (3)**

Prerequisite: CCJS 105 or CRIM 450. 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 CRIM 450.

### **CCJS 352**

#### **Drugs and Crime (3)**

Prerequisite: CCJS 100. 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 CJUS 352.

### **CCJS 357**

#### **Industrial and Retail Security Administration (3)**

Prerequisite: CCJS 100. 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 CJUS 360.

### **CCJS 360**

#### **Victimology (3)**

Prerequisite: CCJS 105. 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 CRIM 360.

### **CCJS 370**

#### **Race, Crime, and Criminal Justice (3)**

Prerequisite: CCJS 100 or equivalent. 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 CJUS 400.

## **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. 27.

### **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 discussed include consumption, investment, inflation, and governmental fiscal and monetary policy. Students may receive credit for only one of the following courses: ECON 305, ECON 401, or ECON 405.

### **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 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 311**

#### **American Economic Development (3)**

Prerequisite(s): ECON 201 and 203, or ECON 205. An analysis of the major issues in the growth and development of the American economy. Basic economic theory is considered as it affected and was affected by such institutions and events as agriculture, banking, industrialization, slavery, transportation, and the Great Depression of the 1930s.

### **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 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 may receive credit for only one of the following courses: BEHS 202, BEHS 302, BMGT 230, ECON 321, GNST 201, MGMT 316, PSYC 200, SOCY 201, STAT 100, or STAT 400.

### **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 analyzed 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 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 385**

#### **Economics of Natural Resources (3)**

Prerequisite: ECON 203 or ECON 205. Economic analysis of problems with natural resources, emphasizing the usage rate of exhaustible resources and the obstacles to growth that such consumption creates.

**ECON 422****Quantitative Methods in Economics I (3)**

Prerequisites: ECON 201 and 203, and ECON 321 or BMGT 230. A study of the interaction between problems of economics and the assumptions of statistical theory. Formulation, estimation, and testing of economic models are explained, including theory of identification, techniques of single-variable and multiple-variable regression, and issues of inference. Assignments include independent work relating the material in the course to an economic problem chosen by the student.

**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)**

Prerequisites: ECON 201 and 203. 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 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: BEHS 440, ECON 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 ECON 454.

**ECON 465****Health Care Economics (3)**

Prerequisite: ECON 203 or ECON 205. An analysis of the health care system and health care policies. Aspects evaluated include the demand for health care and the organizational aspects of delivering and financing it; access to care; the role of insurance; regulation of hospitals, physicians, and the drug industry; the role of technology; and limitations on spending for health care.

**ECON 490****Survey of Urban Economic Problems and Policies (3)**

Prerequisite(s): ECON 201 and 203, or ECON 205. An introduction to the study of urban economics by means of examining issues in current policy. Topics may include urban renewal; economic development in ghettos; problems concerning transportation; the development of new towns; and problems concerning provision of services, such as education and police protection.

**ECON 499A****The Economics of Aging and Health (1)**

An investigation of the economic effects of an increasingly older population on the nation's health care agenda. The issues of who pays and who will be paying for the living expenses of older people are discussed in the context of options for future public policy. Discussion deals with the economic status of older people, focusing on Social Security, Medicare, and private pensions.

## EDUCATION

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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;
- supporting credit for appropriate primary or secondary specializations with the prior approval of a counselor; and
- electives.

Education courses may be scheduled as EDHD, EDUC, EDPA, or EDCP.

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

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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 levels of sentence, paragraph, and short essay. Topics reviewed include word choice, grammar, punctuation, and mechanics. Frequent opportunities to practice and refine skills are provided.

### **EDCP 101X Effective Writing Skills (3)**

(Enrollment restricted to students for whom English is a second language. 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 levels of sentence, paragraph, and short essay. Topics reviewed include word choice, grammar, punctuation, and mechanics. Frequent opportunities to practice and refine skills are provided.

### **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 counselor. A review of the basic skills needed for writing long essays and reports. Topics include increasing language awareness, developing sophisticated diction, and improving grammar. Practice in writing generative sentences, creating examples, and developing extended paragraphs is provided. 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 101 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 counselor. A review of the basic skills needed for writing long essays and reports. Topics include increasing language awareness, developing sophisticated diction, and improving grammar. Practice in writing generative sentences, creating examples, and developing extended paragraphs is provided. 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.

## **EDCP 411**

### **Principles of Mental Health (3)**

Prerequisite: 9 credits in the behavioral sciences. A study of mental health. The focus is on mechanisms of personal adjustment, coping skills, and the types of behavior that lead to maladjustment.

## **EDCP 498**

### **Special Problems in Counseling and Personnel Services (2)**

(Available only to students who have presented formally structured and officially approved plans.) Individual study of problems in counseling and personnel services.

## **EDCP 499**

### **Workshops, Clinics, Institutes (1–6)**

Rotating, experience-based, practical courses in counseling or personnel services. Specified types of educational enterprise may be scheduled under this course heading: workshops conducted by the Department of Counseling and Personnel Services at University of Maryland, College Park; similar workshops developed cooperatively with other departments, colleges, and universities, if not covered in the present course listing; clinical experiences in counseling and testing centers, reading clinics, speech-therapy laboratories, and special-education centers; and institutes developed on specific topics or problems and for designated groups. May be repeated to a maximum of 6 credits when topics differ.

## **EDUCATION: HUMAN DEVELOPMENT**

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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 may be applied toward*

- electives only.

## **EDHD 306**

### **A Study of Human Behavior (3)**

(Does not satisfy requirements of professional teacher education programs.) The scientific principles of human behavior, development, and adjustment. Field work includes observation, recording, and analysis of the behavior of an individual.

## **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**

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## **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.

## ENGINEERING SCIENCE

*Courses in engineering science (designated ENES) may be applied toward*

- electives only.

### **ENES 120 Noise Pollution (3)**

An introduction to the sources and effects of noise pollution in the modern environment. Physical properties of sound and methods of measurement, methods of abating noise, and public policy approaches to the control of environmental noise are covered.

### **ENES 220 Mechanics of Materials (3)**

Prerequisites: ENES 110, MATH 141, and PHYS 161. An evaluation of the distortion of engineering materials in response to changes in stress or temperature. Centroids, moments of inertia, and the geometries of internal strain and external displacement are discussed. Application of the principles to beams, columns, shafts, and other members of structures is also scrutinized.

### **ENES 221 Dynamics (3)**

Prerequisites: ENES 110, MATH 141, and PHYS 161. An examination of systems of heavy particles and rigid bodies at rest and in motion. Topics include force/acceleration, work/energy, and impulse/momentum relationships, and motion of one body in relation to another in a plane and in space.

## 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 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 requirements in upper-level 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. Students may either consult the *Undergraduate Schedule of Classes* for times and locations of tests or call the Enrollment Team at 301-985-7000.

**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-intensive and other 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. 27.

### **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 the levels of the sentence, paragraph, and essay. 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 4,500 words (approximately 20 pages) on familiar subjects.

## **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 the levels of the sentence, paragraph, and essay. 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 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: COMP 112 or ENGL 106.

## **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. 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 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)**

(Formerly HUMN 325. 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 addressed 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 HUMN 325.

## **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 is 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 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)**

(Formerly HUMN 396. Yields 3 English credits and 3 humanities credits. Fulfills the general education requirements in intensive upper-level writing and the humanities.) A study of various strategies for improving reasoning abilities and for evaluating the claims, reasoning, and evidence presented in articles and books. 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, HUMN 395, or HUMN 396.

### **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)**

(Formerly HUMN 440.) 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 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. Works studied may include the novels of Hardy, Conrad, Doyle, Ford, Forster, Woolf, Joyce, Lawrence, Fowles, Hartley, and Compton-Burnett; the poetry of Yeats, Auden, Larkin, and Smith; and the plays of Shaw, Pinter, Orton, Osborne, Churchill, and Shaffer.

**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. Only minimal biographical and historical background is provided; emphasis is on the literary works.

**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, E. A. Poe, Mark Twain, R. L. 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 master-works 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 cohesively and coherently organizing and presenting information, facts, opinions, and ideas in writing. Emphasis is on discerning principles of effective writing reflected 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.) Consultation on manuscripts, as well as exposure to the critical process. A five-step approach for beginning a novel is followed. 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 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 SCIENCE

*Courses in environmental science (designated ENSC) may be applied toward*

- a primary or a secondary specialization in environmental and hazardous materials management;
- supporting credit for a primary or secondary specialization in environmental and hazardous materials management and other primary or secondary specializations, as approved by a counselor; and
- electives.

Courses in environmental science require a solid scientific foundation. Before enrolling, students must complete the listed prerequisites in math and science and should also consult a counselor.

A description of the environmental and hazardous materials management curriculum begins on p. 29. Related courses are listed under hazardous materials management.

## ENSC 201

### **The Physical Universe (4)**

(Not open to students who have completed PHYS 121.) Prerequisite: MATH 115 or equivalent. A study of physical phenomena drawing broadly from the disciplines of calculus, physics, and engineering science. Topics include functions, limits, derivatives, rates of change, integrals, and calculations of area; the laws of motion, force, energy, vibration, heat, magnetism, electricity, and kinetic theory; and statics and dynamics.

## ENSC 206

### **Environment and Ecosystems (3)**

Recommended: Previous coursework in natural sciences. An overview of the scientific principles governing ecosystems, particularly as they relate to the environmental consequences of industrial processes including the use, storage, and disposal of hazardous materials. Topics are drawn from the fields of geology, hydrology, meteorology, and ecology.

## ENSC 302

### **Environmental Law and Regulation (3)**

Prerequisites: ENSC 206 and HZMT 202. An analytical survey of principles of constitutional and administrative law that are fundamental to control of the hazardous waste cycle, cleanup of environmental contamination, and related environmental and occupational health regulations. Focus is on acquiring basic knowledge of federal legislation (including RCRA, CERCLA, FIFRA, TSCA, FDA, and OSHA), and becoming familiar with 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 reviewed.

## ENSC 307

### **Environmental Issues (3)**

Prerequisite: ENSC 302. An examination of issues in environmental pollution, remediation, and conservation, particularly as they relate to hazardous materials, examined within a multifaceted scientific, legal, and political context. Selected topics are drawn from ongoing national and international events concerning pollution issues.

## ENSC 402

### **Environmental Health and Occupational Safety (3)**

Prerequisites: HZMT 203 and 301. A study of principles of industrial hygiene. 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 governing environmental and occupational health and safety.

## ENSC 407

### **Integrated Environmental Management (3)**

Prerequisites: ENSC 307, HZMT 301, and TMGT 444. An overview of the fundamental elements of an integrated environmental management program, using specific examples of Superfund site remediation processes. Case studies are used to apply principles and concepts to environmental management issues.

#### **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 courses for appropriate primary or secondary specializations;
- the general education requirement; and
- electives.

Information about this program is given on p. 5.

## EXCL 301

### **Learning Analysis and Planning (3)**

Prerequisite: Attendance at Prior Learning orientation and formal admission to the program. (Call 301-985-7755 for information.) 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 105

### **Individuals in Families (3)**

A study of the personal growth and development within the family context. Topics include self-awareness, gender image, life transitions, and interpersonal and family relations. Students may receive credit for only one of the following courses: FMCD 105 or FMST 105.

## 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: CNEC 410, FMCD 341, FMCD 441, or FMST 341.

## FMST 431

### **Family Crises and Intervention (3)**

Prerequisite: PSYC 100. A presentation of theories and techniques for intervening in crises such as divorce, disability, substance abuse, financial problems, intrafamilial abuse, and death. The goal is to improve families' strategies for coping with those circumstances. Students may receive credit for only one of the following courses: FMCD 431 or FMST 431.

## FIRE SCIENCE

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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 a counselor 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. 30.

### **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 natural disasters is analyzed. Other aspects introduced include pre- and post-occurrence 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 is 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 the 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 the 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 post-flashover 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**

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*Courses in French (designated FREN) may be applied toward*

- the foreign language requirement for the B.A.;
- the general education requirement for 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 (4)**

(Open only to students with fewer than two years of French. Fulfills the international perspective requirement.) Introduction to basic structures and pronunciation. Emphasis is on the four skills: listening, speaking, reading, and writing. Students may receive credit for only one of the following courses: FREN 101 or FREN 103.

### **FREN 102**

#### **Elementary French (4)**

(Fulfills the international perspective requirement.) Prerequisite: FREN 101. Further work on basic structures and pronunciation. Emphasis is on the four skills: listening, speaking, reading, and writing.

### **FREN 203**

#### **Intermediate French (4)**

(Fulfills the international perspective requirement.) Grammar review with extended reading, discussion, and composition. Students may receive credit for only one of the following courses: FREN 104 or FREN 203.

### **FREN 301**

#### **Composition and Style (3)**

(Fulfills the international perspective requirement.) Prerequisite: FREN 201. An introduction to the writing techniques of the dissertation générale, grammatical analysis, and free composition.

### **FREN 302**

#### **Practicum in French Translation I (3)**

(Fulfills the international perspective requirement.) Prerequisite: FREN 301. A practical study of the problems and strategies for translating between English and French, using journalistic and literary styles.

## **FREN 311**

### **French Conversation (3)**

(Fulfills the international perspective requirement.) Prerequisite: Any 200-level course in French above FREN 203.

Development of aural comprehension and oral expression through use of radio and television broadcasts.

## **FREN 312**

### **Introduction to French Culture: The French Press (3)**

(Fulfills the international perspective requirement.) Prerequisite: Any 200-level course in French above FREN 203. An analysis and discussion of articles from French (or Francophone) printed media reflecting a variety of sources and styles.

## **GENERAL SCIENCE**

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Courses in general science (designated GNSC) are intended to provide scientific literacy for students not specializing in a 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**

### **Universe: The Infinite Frontier (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 140**

### **The World of Chemistry (3)**

(For students not specializing in a science.) A humanistic, unified approach to chemistry that uses practical applications, computer graphics, illustrations, and experiments to illustrate principles, facts, and theories. Interviews with distinguished scientists are used to present historical foundations, recent developments, and potential trends in chemistry. Connections among physics, biology, genetics, geology, the origin of life, and environmental issues are highlighted.

## **GNSC 150**

### **The Changing Physical World (3)**

An introduction to 20th-century physics for nonscientists. Highlights include the discoveries and ideas of quantum theory, solid-state physics, relativity, astrophysics, and cosmology as regarded against a changing historical and philosophical background. Among the concepts considered are aspects of the ultimate composition of matter and energy, as well as clashes between schools of thought both in the past and on current issues.

## **GNSC 250**

### **The Mechanical Universe (3)**

Prerequisite: MATH 101, MATH 105, or equivalent. An introduction to physics in which principles manifested in everyday phenomena are applied to the solar system and the universe. Lessons include instruction in calculus required to work with the concepts presented. Advanced computer animation, scientific experiments, and visual techniques are used in clarifying classical mechanics.

## **GNSC 251**

### **The Mechanical Universe and Beyond (3)**

(The second semester of the sequence GNSC 250–251.) Prerequisites: GNSC 250 and MATH 140 (or equivalent). Further study of physics extending from classical mechanics to the concepts of modern physics. The focus is on topics such as electricity and magnetism, relativity, optics, and heat and thermodynamics. Advanced computer animation, scientific experiments, and visual techniques are used.

## **GNSC 361**

### **Global Environmental Change (6)**

(Also listed as BEHS 361. Yields 3 social science credits and 3 natural science credits. Fulfills the general education requirements in the social sciences and in natural science. Fulfills the historic and international perspective requirements.) An in-depth examination of environmental changes that many believe are caused by human activities, and the possible effects on both the global biosphere and the human condition. Science 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 great a level of scientific uncertainty? The concept of sustainability, as it applies to human interactions with the environment and use of Earth's natural resources, is emphasized. Students may receive credit for only one of the following courses: BEHS 361, GNSC 361, or HUMN 360.

## **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**

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*Courses in geography (designated GEOL) may be applied toward*

- the general education requirement in the social and behavioral sciences;
- a secondary specialization in geography or (when appropriate) in 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 the degree requirements. Students are advised to consult a counselor 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 130**  
**Developing Countries (3)**

An introduction to the geographic characteristics and development problems of less-developed countries. Agricultural productivity, rural development, emerging livelihood patterns, migration and urban growth, the distribution of poverty, and international trade are covered. Portraits of selected developing countries are drawn. The outlook for developing countries is 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 320**  
**North America (3)**

An examination of the contemporary patterns of U.S. and Canadian life from a regional viewpoint. Major topics include the significance of the physical environment, the use of resources, and economic activities. The effects of demographic and sociocultural characteristics, the political frameworks, regional identification, and regional problems are considered.

**GEOG 321**  
**Maryland and Adjacent Areas (3)**

An examination of the physical environment, natural resources, and population as they relate to agriculture, industry, transport, and trade in Maryland and adjacent areas.

**GEOG 322**  
**Central America, the Caribbean, and Mexico (3)**

A study of the physical framework, broad economic and historical trends, cultural patterns, and regional diversification of Mexico, Central America, and the West Indies.

**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 the 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.

**GEOG 345**  
**Climatology (3)**

A study of the geographic aspects of climate, with emphasis on energy/moisture budgets, steady-state and nonsteady-state climatology, and climatic variations at both macro and micro scales.

### **GEOG 350**

#### **The American City: Past and Present (3)**

A survey of the development of the American city from the early 19th century to the present. The internal structure of contemporary metropolitan areas is investigated—specifically the spatial arrangement of residential, commercial, and other functional areas. The metropolitan areas of Washington, D.C., and Baltimore are used as examples.

### **GEOG 422**

#### **Population Geography (3)**

(Fulfills the international perspective requirement.) A study of the spatial characteristics of population distribution and growth. Migration, fertility, and mortality are assessed from a global perspective. Topics include the basic relationships between population and the environment, carrying capacity, density, and the relationships between population and the development of a nation.

### **GEOG 463**

#### **Geographic Aspects of Pollution (3)**

An analysis of the human activities that affect the environment and cause pollution. Characteristics and spatial aspects of problems with the resources of air, water, and land are discussed. Federal legislation and planning techniques for reducing pollution are reviewed.

## **GEOLOGY**

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*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 the degree requirements. Students are advised to consult a counselor 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. Students may receive credit for only one of the following courses: GEOL 100 or GEOL 101.

### **GEOL 102**

#### **Historical Geology (3)**

Prerequisite: GEOL 100, GEOL 103, GEOL 105, or GEOL 107. A study of Earth's history as revealed through the principles of stratigraphy and the processes of physical geology. Emphasis is on the formations and geologic development of the North American continent.

### **GEOL 110**

#### **Physical Geology Laboratory (1)**

(Fulfills the laboratory science requirement.) Prerequisite or corequisite: GEOL 100, GEOL 101, or GEOL 120. 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 120**

#### **Environmental Geology (3)**

(For lower-division students specializing in education and liberal arts; should be useful to any student concerned with geologic aspects of environmental problems.) A review of geologic factors underlying many environmental problems, studying the interactions between population and physical environment. Topics include mineral resources, geologic hazards, conservation, land reclamation, land-use planning, waste disposal, and the geologic aspects of health and disease.

### **GEOL 210**

#### **Gems and Gemstones (3)**

A survey of the origin, occurrences, properties, fashioning, and treatments of natural and synthetic materials, with emphasis on diamonds and colored stones.

### **GEOL 331**

#### **Invertebrate Paleontology (4)**

Prerequisite: GEOL 102. A systematic review of the morphology, classification, interrelationships, and geologic significance of all the commonly fossilized invertebrate phyla.

### **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.

### **GEOL 499**

#### **Special Problems in Geology (1–3)**

Prerequisites: GEOL 102 and 110, or equivalent. Intensive individual study of a special geologic subject or technique selected after consultation with a teacher. Training or instruction not available in other courses covers topics relevant to the student's field of primary interest.

## GERMAN

*Courses in German (designated GERM) may be applied toward*

- the foreign language requirement for the B.A.;
- the general education requirement for 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 and pronunciation that teaches the four skills: listening, speaking, reading, and writing. Readings concern the current life style and civilization of the German-speaking world.

### **GERM 102**

#### **Elementary German II (4)**

(A continuation and completion of GERM 101. Fulfills the international perspective requirement.) Prerequisite: GERM 101 or equivalent. A continuation and completion of the introduction of basic structures and the continuation of the students' involvement with the civilization of the German-speaking world.

### **GERM 201**

#### **Intermediate German I (4)**

(Fulfills the international perspective requirement.) Prerequisite: GERM 102. A review of grammar with an emphasis on idioms, mastery of vocabulary, conversational fluency, and compositional skills. Readings focus on the life style and civilization of the German-speaking world of today. Students may receive credit for only one of the following courses: GERM 201 or GERM 104.

### **GERM 499A**

#### **Business German (3)**

(Fulfills the international perspective requirement.) Prerequisite: A minimum of one year of German or equivalent. An introduction to practical German for use in daily business and commerce. Appropriate materials present lexical, syntactic, and stylistic features typical of business German. Major topics include the German postal and banking systems, European currencies, the metric system, the long form and the short form of résumés, procedures in the job search and interviews, women in the business world, business correspondence, and reading and discussing business articles.

## 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. 30.

### **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.

### **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.

### **GERO 302**

#### **Health and Aging (3)**

An exploration of the physiological processes of aging that covers normal aging and chronic illness. Topics discussed 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 reviewed 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 486****Internship in Gerontology (3–6)**

Supervised field experience in gerontology, offered through Cooperative Education. Interested students may call the gerontology coordinator through the office of the assistant dean, Social, Behavioral, and Natural Sciences and Paralegal Studies.

**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 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.

**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 a counselor.

A description of the curriculum begins on p. 31.

**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 GVPT 300.

## **GVPT 210**

### **Introduction to Public Administration and Policy (3)**

Prerequisite: GVPT 170. 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 220**

### **Introduction to Political Behavior (3)**

Prerequisite: GVPT 100 or GVPT 170. An exploration of the development, concepts, and techniques of the behavioral approach to political science as contrasted with traditional approaches to the analysis of political behavior.

## **GVPT 240**

### **Political Ideologies (3)**

(Fulfills the international perspective requirement.) Prerequisite: GVPT 100. 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)**

Prerequisite: GVPT 170. 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)**

Prerequisite: GVPT 170. 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 282**

### **The Government and Politics of the Third World (3)**

(Fulfills the international perspective requirement.) Prerequisite: GVPT 100. 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.) Prerequisite: GVPT 200. 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 343**

### **Political Themes in Contemporary Literature (3)**

Prerequisite: GVPT 100. An analysis of political concepts and issues in novels, plays, and poetry, primarily of the 20th century. Among the themes evaluated are the nature and the limits of power, conflict, leadership, submissiveness, and loyalty.

## **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 401**

### **Problems of World Politics (3)**

(Fulfills the international perspective requirement.) Prerequisite: GVPT 200. 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)**

Prerequisite: GVPT 200. 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)**

(Also offered as PHIL 403.) Prerequisite: GVPT 200. An exploration of fundamental moral and legal issues concerning war.

**GVPT 405****Defense Policy and Arms Control (3)**

Prerequisite: GVPT 200. A survey of contemporary issues of military strategy and international security. The processes of formulating defense-related political and economic policy are examined. Critically important topics considered 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)**

Prerequisite: GVPT 210. 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)**

Prerequisite: GVPT 210. 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)**

Prerequisite: GVPT 210. 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)**

Prerequisite: GVPT 210. 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)**

Prerequisite: GVPT 220. 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)**

Prerequisite: GVPT 231. A systematic inquiry into the general principles of the American 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)**

Prerequisite: GVPT 231. 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)**

Prerequisite: GVPT 231. 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)**

Prerequisite: GVPT 231. 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 Present (3)**

(Fulfills the historical perspective requirement.) Prerequisite: GVPT 100. A survey of the principal political theories set forth in the works of thoughtful writers from Niccolo Machiavelli to John Stuart Mill.

**GVPT 444****American Political Theory (3)**

(Fulfills the historical perspective requirement.) Prerequisite: GVPT 100 or GVPT 170. A study of the development and growth of American political concepts from the colonial period to the present.

**GVPT 445****Marxism and Post-Marxism (3)**

(Formerly Russian Political Thought.) Prerequisite: GVPT 100. The study of Marxist thought and an assessment of the critical transformations and reassessments of the theory and practice of Marxism.

**GVPT 448****Non-Western Political Thought (3)**

(Not a survey of all non-Western political thought, but a course whose scope is delimited by the teacher at each offering.) Prerequisite: GVPT 100. An examination of works by major authors and the general themes of political thought in Asia, the Middle East, and Africa. May be repeated with consent of teacher when topics differ.

**GVPT 451****Foreign Policy of Russia and States of the Former Soviet Union (3)**

(Fulfills the historical and international perspective requirements.) Prerequisite: GVPT 280 or GVPT 282. 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.) Prerequisite: GVPT 170. 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.) Prerequisite: GVPT 280 or GVPT 282. 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)**

Prerequisite: GVPT 280 or GVPT 282. 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.) Prerequisite: GVPT 280 or GVPT 282. 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 requirements.) Prerequisite: GVPT 200. 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)**

Prerequisite: GVPT 260. 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)**

Prerequisite: GVPT 260. An examination of problems facing administrators of public services, planning, and coordination in a metropolitan environment.

**GVPT 473****Legislature and Legislation (3)**

Prerequisite: GVPT 170. 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)**

Prerequisite: GVPT 170. A descriptive and analytical examination of American political parties, nominations, elections, and political leadership.

### **GVPT 475**

#### **The Presidency and the Executive Branch (3)**

Prerequisite: GVPT 170. 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)**

Prerequisite: GVPT 170. 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)**

Prerequisites: GVPT 280 or GVPT 282, and at least one other course in comparative government. 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.) Prerequisite: GVPT 280 or GVPT 282. 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.) Prerequisite: GVPT 280 or GVPT 282. 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.) Prerequisite: GVPT 280 or GVPT 282. 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.) Prerequisite: GVPT 280 or GVPT 282. 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.) Prerequisite: GVPT 280 or GVPT 282. A comparative study of the governmental systems and political processes of the Middle Eastern countries. Special emphasis is on the problems of nation-building in emerging countries.

## **HAZARDOUS MATERIALS MANAGEMENT**

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*Courses in hazardous materials management (designated HZMT) may be applied toward*

- a primary or a secondary specialization in environmental and hazardous materials management;
- supporting credit for a primary or secondary specialization in environmental and hazardous materials management and other primary or secondary specializations, as approved by a counselor; and
- electives.

Courses in hazardous materials management require a solid scientific foundation. Before enrolling, students must complete the listed prerequisites in math and science and should also consult a counselor.

A description of the environmental and hazardous materials management curriculum begins on p. 29. Related courses are listed under environmental science.

### **HZMT 202**

#### **Introduction to Hazardous Materials (3)**

Prerequisites: ENSC 201 or PHYS 121, and CHEM 104. An introduction to regulatory issues with a focus on physical and chemical characteristics of nuclear, hazardous chemical, and mixed-waste materials.

### **HZMT 203**

#### **Physiology and Toxicology (3)**

Prerequisite: One course in biology. A study of the normal function of human body systems, 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 work environment.

### **HZMT 204**

#### **Hazardous Materials Skills Training (3)**

Prerequisite: HZMT 202. Hands-on practice in developing skills to work safely in a hazardous environment and to prepare hazardous materials for transportation. Practical exercises are used to demonstrate how to respond to hazardous materials emergencies. Some strenuous activity is involved.

### **HZMT 205**

#### **Emergency Preparedness Training (3)**

Prerequisites: HZMT 202 and 204. A study of hazardous materials emergency planning. Topics include direction and control of emergency response and environmental remediation.

### **HZMT 301**

#### **Industrial Hazardous Materials Processes (3)**

Prerequisite: ENSC 206 or one chemistry course; HZMT 202 recommended. A study of the relationships between industrial processes and hazardous materials that breaks processes into their key elements. The life cycle and transfer of hazardous materials, health and safety concerns, and the prevention of pollution are also covered.

### **HZMT 308**

#### **Health Physics (3)**

Prerequisites: HZMT 202 and HZMT 203. An introduction to atomic and nuclear physics theory. Topics include biological effects of ionizing radiation, environmental aspects of radiation, radiation monitoring, and radiation safety.

### **HZMT 404**

#### **Communication for Environmental and Hazardous Materials Managers (3)**

Prerequisites: A course in statistics, an upper-level writing course, ENSC 302, and TMGT 444. 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. Special attention is given to communicating risk and legal information, communicating in emergencies, and public relations.

### **HZMT 408**

#### **Nuclear Materials Management (3)**

Prerequisites: HZMT 308 and TMGT 444. A study of the management of mixed nuclear materials and transuranic and spent fuels. Special consideration is given to transportation, storage, waste, concepts of environmental monitoring, remediation, and pollution prevention.

### **HZMT 495**

#### **Current Issues in Environmental and Hazardous Materials Management (3)**

(To be taken in the student's last semester.) Prerequisite: TMGT 444 and at least two upper-level ENSC or HZMT courses. Topical discussion of timely subjects in hazardous materials management. Previously acquired knowledge and skills are used to complete an advanced management project focusing on current issues in the field.

## **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 140**

#### **Personal and Community Health (3)**

A view of the meaning and significance of physical, mental, and social health for the individual and for society. Important phases of national health problems are examined, along with constructive methods of promoting the health of the individual and the community. To accommodate future teachers, special attention is given to the health problems of young people.

### **HLTH 150**

#### **First Aid and Emergency Medical Services (2)**

A practical study of emergency care incorporating lectures, demonstrations, and training. Topics include cardiopulmonary resuscitation; control of hemorrhaging; treatment for shock, poisoning, and bone injuries; and assistance in childbirth. Certifications are awarded from the American Red Cross and the Heart Association of Maryland.

**HLTH 270****Safety Education (3)**

A discussion of safety programs in the home, the school, and the community, as well as safety education in the public schools.

**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 375****Problems in Driver and Traffic-Safety Education (3)**

Prerequisite: HLTH 270, HLTH 280, HLTH 305, HLTH 345, or equivalent. An advanced study of the individual problems encountered in teaching automobile driving and safety. Emphasis is on the psychology of teaching and learning, as well as on the implications of emotions and attitudes as factors in driving and traffic. A critique of courses of study and of practices in research, supervision, and evaluation is included.

**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.

**HLTH 430****Health Education in the Workplace (3)**

A survey of the role of health education in work settings. Occupational stress, the effects of shift work on health, women's health in the workplace, and health promotion programs that inform workers and management are special topics.

**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 are examined. Information about psychosexual development, diet, exercise, recreation, and the roles of parents and teachers is included in the discussions.

**HLTH 456****Health of the Aging and Aged (3)**

A study of the psychological, physiological, and socioeconomic aspects of aging. Specific topics include gerontological nutrition and sexuality; death, dying, and bereavement; self-actualization and creativity; and health-related needs and crises of older people.

**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 476****Death Education (3)**

An examination of the genesis and development of today's behavior and attitudes toward death, incorporating a multidisciplinary life-cycle approach.

**HLTH 489****Field Laboratory Projects and Workshops (3)**

(Designed to meet the needs of health-care workers.) Workshops and research projects in special areas of knowledge not covered by regularly structured courses. May be repeated to a maximum of 6 credits when projects differ.

**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.

**HLTH 498Q****Weight-Control Practicum (3)**

(Designed for people at least 15 pounds overweight.) A participatory approach to the problems of obesity, overweight, and the continual struggle to control weight. On the principle that achieving and maintaining a healthy weight involves the sum of biological, psychological, and sociocultural considerations, students are asked to adapt those factors to their particular life styles, and to adapt theory to their individual needs and life patterns.

## 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 a counselor; and
- electives.

A description of the curriculum begins on p. 32. Descriptions of other management-related curricula may be found on the following pages: accounting (p. 16), business and management (p. 18), hotel and restaurant management (p. 35), management (p. 38), management studies (p. 40), and technology and management (p. 45).

### 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 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 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. Specific topics covered are the analysis of needs, evaluation of the effectiveness of programs in health services, and techniques used in reviews for determining rates.

### **HMG 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.

### **HMG 398E**

#### **Health Communications (3)**

An overview of health service communication that uses 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.

### **HMG 398F**

#### **Regulation of Health Services Professionals and Delivery Systems (3)**

An exploration of the regulation and certification of health services professionals and delivery systems. Topics include the role and responsibilities of health services regulatory agencies; public licensure and public or private certification of health professionals and health services organizations and delivery systems; regulation of interdisciplinary health practices; regulatory requirements and responses for addressing health professional misconduct, especially related to controlled substances, impairments, and sexual behavior; and administrative law and disciplinary procedures in health professional and systems regulation.

### **HMG 410**

#### **Introduction to Health Services Planning (3)**

Prerequisite: Any 300-level HMG 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.

### **HMG 415**

#### **Ethical Considerations in Health Services (3)**

Prerequisite: Any 300-level HMG 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.

### **HMG 416**

#### **Legal Aspects of Health Services Administration (3)**

Prerequisite: HMG 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.

### **HMG 430**

#### **Health Services Marketing and Strategic Management (3)**

Recommended: HMG 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: HMG 430 or HMG 498A.

### **HMG 498**

#### **Special Topics in Health Services Management (1-3)**

Prerequisite: HMG 325 or HMG 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.

### **HMG 498B**

#### **Managing Quality in Health Services Systems (3)**

Prerequisite: HMG 325 or HMG 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 work force, and variation in processes).

## **HMG 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.

## **HMG 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.

## **HMG 498V**

### **Health Information-Systems Management (3)**

(Also listed as IFSM 498V.) Prerequisite: HMG 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: HMG 498V or IFSM 498.

## **HISTORY**

*Courses in history (designated HIST) may be applied toward*

- the general education requirement in the arts and humanities;
- the general education requirement for a historical perspective course (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. 33.

## **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. Students may receive credit for only one of the following courses: HIST 110 or HIST 130.

## **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. Students may receive credit for only one of the following courses: HIST 111 or HIST 131.

## **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 investigated 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. Students may receive credit for only one of the following courses: HIST 122 or HIST 290.

**HIST 123****Sub-Saharan Africa Since 1800 (3)**

(Not open to students who completed HIST 122 before fall 1995. 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. Students may receive credit for only one of the following courses: HIST 141 or HIST 241.

**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. Students may receive credit for only one of the following courses: HIST 142 or HIST 242.

**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 174****Introduction to the History of Science (3)**

(Fulfills the historical perspective requirement.) An exploration of major problems in the development of science. Discoveries and theories in science are evaluated from the viewpoints of philosophies of science, theories of historical change, and studies of the interaction of science with philosophy.

**HIST 176****Modern Business History (3)**

(Fulfills the historical perspective requirement.) An overview of the evolution of the modern business system in Europe and America. Modern corporations and banks are considered in terms of their relations with government and the rest of society.

**HIST 211****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.

**HIST 219****Special Topics in History (3)**

(Fulfills the historical perspective requirement.) An investigation of special topics, problems, and issues in history.

**HIST 251****Latin American History II (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 reevaluation, and relations between the United States and Latin America.

**HIST 265****Social and Cultural History of Modern America (3)**

(Fulfills the historical perspective requirement.) An examination of American social history from the Civil War to the present, including a study of the network of social interaction that accompanied the rise of a male-dominated, business-oriented urban culture after the war. Emphasis is on the major social forces that clashed and combined to produce the modern United States: “business Republicanism,” urban workers, rural populists, African Americans, immigrants (especially Jewish groups), intellectuals, and struggling women liberators. Also explored are the swift cross-currents of a free society still grappling with the inherent contradictions of the democratic experiment begun in the American colonies about 350 years ago.

**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 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 until the 1980s 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 319U****History of Sino-Soviet/Russian Relations (3)**

(Fulfills the historical perspective requirement.) An in-depth view of the history of Sino-Soviet/Russian relations from 1917 to the present. The period 1917 through 1949, when Moscow attempted to maintain relations with both the Nationalists and the Communists, is covered first. Focus is on Soviet/Russian relations with the People’s Republic of China from 1949 to the present. Sino-Soviet relations are analyzed in the context of the relevant major events of the 20th century, including World War II, the Korean War, the Vietnam War, and the disintegration of the Soviet Union. Political, economic, and ideological influences on the foreign policy of both countries are assessed, and the competing elites in the leaderships of both Moscow and Beijing are closely tracked.

**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 HIST 421.

**HIST 327****The Roman Empire (3)**

(Fulfills the historical and international perspective requirements. Not open to students who have taken HIST 421.) 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.

**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 covered 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 1250 (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 13th 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****Society, Ideas, and Culture in the Old Regime (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.) Recommended preparation: HIST 120 or HIST 156.) 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 the 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 role of women and blacks, 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 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 discussed encompass diplomacy and power politics; Christian missions; immigration and exclusion; overseas education; art and literature; and trade, investment, and technology.

**HIST 390****Middle East I (3)**

(Fulfills the historical and international perspective requirements.) A survey of the political, cultural, and institutional history of the Middle East until the 10th century.

**HIST 391****Middle East II (3)**

(Fulfills the historical and international perspective requirements.) A survey of the political, cultural, and institutional history of the Middle East from the 10th century to the beginning of the 19th century.

**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 401****The Scientific Revolution: From Copernicus to Newton (3)**

(Fulfills the historical perspective requirement.) An overview of major events in the history of physical science during the 16th and 17th centuries and the relationship of those events to philosophy, religion, and society in Western Europe. Included are the attack on ancient and medieval scientific theories; the transition from geocentric to heliocentric astronomy; discoveries of Kepler, Galileo, and Newton; and the establishment of the "mechanical philosophy" that dominated early modern science.

**HIST 406****History of Technology (3)**

(Not open to students who completed HIST 407 before fall 1989. Fulfills the historical perspective requirement.) An overview of the changing character of technology in modern history, beginning with the Middle Ages. Emphasis is on the industrial revolution and its aftermath, the nature of technological knowledge, and the sources of technological change.

**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 409****Topics in History of Science and Technology (3)**

(Fulfills the historical perspective requirement.) A study of selected topics in the history of science and technology. May be repeated to a maximum of 6 credits when topics differ.

**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 422****Byzantine Empire I (3)**

(Fulfills the historical and international perspective requirements.) An exploration of the Eastern Roman Empire from the time of Constantine the Great to the crisis of the 9th century, tracing the development of the former Roman state into the medieval Christian Byzantine empire and observing the evolution of a distinctive Byzantine culture.

**HIST 432****Britain in the 18th Century (3)**

(Fulfills the historical and international perspective requirements.) A survey of developments in Great Britain from the revolution of 1688 to the end of the Napoleonic Wars.

**HIST 436****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 perspective requirement.) 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.

**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 455****Constitutional History of the United States Since 1860 (3)**

(Fulfills the historical perspective requirement.) A study of public law and government in the United States, with emphasis on the interactions of government, law, and politics. The political/constitutional system as a whole is featured, rather than simply the development of constitutional law by the Supreme Court. Major crises in U.S. government and politics, such as the Civil War, Reconstruction, the New Deal era, and the civil disorders of the 1960s, are also analyzed. Students may receive credit only once under this course number.

**HIST 456****History of American Culture and Ideas to 1865 (3)**

(Fulfills the historical perspective requirement.) An introduction to the culture and ideas that have shaped American society and character from the first settlements to the Civil War. Students may receive credit only once under this course number.

**HIST 457****History of American Culture and Ideas Since 1865 (3)**

(Fulfills the historical perspective requirement. A continuation of HIST 456.) An introduction to the culture and ideas that have shaped American society from the Civil War to the present.

**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 of discussion include violence and organized crime, domestic terrorism, violent crimes, student protest, and labor violence.

**HIST 461****Blacks in American Life: 1865 to the Present (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 American 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 463****History of the Old South (3)**

(Fulfills the historical perspective requirement.) A presentation of the golden age of the Chesapeake. Topics include the institution of slavery, the frontier South, antebellum plantation society, the development of regional identity, and the experiment in independence as it fared during U.S. history.

**HIST 464****History of the New South (3)**

(Fulfills the historical perspective requirement.) A study of the South's experience of defeat in the Civil War, the restructuring of Southern society, the effects of industrialization, and modern-day racial adjustments.

**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 470****Diplomatic History of Latin America (3)**

(Fulfills the historical and international perspective requirements.) A survey of the political, economic, and cultural relations of the Latin American nations, with emphasis on their interactions with the United States and the development of the inter-American system.

**HIST 481****A History of Modern China (3)**

(Fulfills the historical and international perspective requirements.) A survey of modern China, from 1644 to the creation of the People's Republic. 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 roughly 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.

**HIST 492****The Contemporary Middle East (3)**

(Fulfills the historical and international perspective requirements.) An examination of the breakup of the Ottoman empire and the emergence of contemporary states in the same geographic area.

## HORTICULTURE

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*Courses in horticulture (designated HORT) may be applied toward*

- electives only.

Courses in this discipline do not fulfill the general education requirement in the biological and physical sciences.

### **HORT 160 Introduction to Landscape Architecture (3)**

An introduction to general principles of landscaping design. Guidance is provided in applying theory to both public and private areas.

## HOTEL AND RESTAURANT MANAGEMENT

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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 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.

Courses in hotel and restaurant management at UMUC are offered in cooperation with University of Maryland Eastern Shore.

A description of the curriculum begins on p. 35. Descriptions of other management-related curricula may be found on the following pages: accounting (p. 16), business and management (p. 18), health services management (p. 32), management (p. 38), management studies (p. 40), and technology and management (p. 45).

### **HRMT 101 Analysis of the Hospitality Industry (3)**

An exploration of the scope and complexity of the hospitality industry. The opportunities available and the training necessary to achieve a successful hospitality management career are introduced.

### **HRMT 301 Management Systems in the Hospitality Industry (3)**

A detailed study of the management systems in the hotel front office. The information systems used in hotels to facilitate managerial decision making are identified and evaluated. Topics include interdepartmental communications, computer applications, managerial reporting, and an overview of future trends.

### **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 340 Hospitality-Industry Accounting (3)**

Prerequisite: BMGT 221. A study of managerial accounting applied to the hospitality industry. The topics covered include financial statements, uniform systems, financial analysis, working capital, cash flow, and management information systems. Focus is on the accounting principles involved in managerial decision making.

### **HRMT 350 Marketing Hospitality and Leisure Services (3)**

Prerequisite: BMGT 350. Application of marketing principles and techniques to the hospitality and travel industries. Various ways that the marketing concepts of product, place, price, and promotion can be effectively utilized in the hospitality industry are examined. Practical application of promotion, publicity, public relations, and advertising is demonstrated in case studies and class assignments.

### **HRMT 398 Special Topics in Hotel and Restaurant Management (1-3)**

Intensive inquiry into special topics in hotel and restaurant management that reflect the changing needs and interests of students and faculty. May be repeated to a maximum of 6 credits when topics differ.

### **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 are covered, along with ethics and policies.

### **HRMT 411**

#### **Food and Beverage Management and Control (3)**

A study of the managerial control of food services. The principles and theories of quantitative and qualitative control from the operational and accounting viewpoints are stressed.

### **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.

### **HRMT 498**

#### **Special Topics in Hotel and Restaurant Management (1–3)**

An advanced senior-level intensive inquiry into special topics in hotel and restaurant management that reflect the changing needs and interests of students and faculty. May be repeated to a maximum of 6 credits when topics differ.



## **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 (when appropriate; counselors can provide details);
- supporting credit for a primary or a secondary specialization in certain other academic disciplines (when appropriate; counselors 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. 36.

### **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, Native Americans, and African 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 are reviewed, 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 recent end of the Cold War. 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 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 considered 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. Materials from the telecourse "Cosmos," created by Carl Sagan, are integrated with the course. Students may receive credit for only one of the following courses: ASTR 398A or HUMN 126.

## **HUMN 225**

### **Literature of the Americas (6)**

(Fulfills the historical and international perspective requirements.) An exploration of major themes that pervade Latin American, African American, and Canadian fiction. In Latin American cultures, the central themes are myth, history, and dictatorship; in African American cultures, the themes are cultural conflict and the quest for identity; in Canadian cultures, the themes are alienation and the meaning of wilderness. Interpretation of selected works involves their historical contexts as well as literary aspects.

## **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 American 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 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 324**

### **Modern American Poetic Vision (3)**

A study of modern American poetry that focuses on acquiring an understanding of poetry and its function as a form of art. Imagery, patterns of sound, and poetic vision are surveyed through the works of various poets, beginning with Walt Whitman. Materials from the telecourse "Voices and Visions" are integrated with the presentation.

## **HUMN 330**

### **Ancient Greece (6)**

(Fulfills the historical and international perspective requirements.) A study of Greek civilization and culture from the end of the Persian War to the rise of Macedonia, centering on Athens. This period of radical democracy is introduced through the writings of great historians, artists, dramatists, and thinkers (such as Herodotus, Aeschylus, Sophocles, Aristophanes, Socrates, Plato, and Aristotle).

## **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 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 the “quality of life” as expressed in architecture and the arts. The role of ideas in the history and future of human life, along with emerging philosophies that may focus and integrate those ideas, constitutes the prevailing themes.

## **HUMN 340**

### **While Soldiers Fought: War and American Society (6)**

(Fulfills the historical perspective requirement.) A view of war and American society from historical, literary, artistic, and philosophical perspectives. Focus is on the various ways the United States has dealt with war and on the changes that war has wrought in American society. The Revolutionary War, the Civil War, World War I, World War II, the Cold War, and the Vietnam War are investigated. Weighty and provocative questions about war and society are addressed.

## **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**

### **The Earth and Environmental Conflict (6)**

An overview of the relationships among science, technology, and society that are inherent in humanity's adaptations to the planet's natural resources. Past, present, and anticipated effects of exploring, extracting, and using Earth's resources are analyzed. Mineral and energy resources (location, extent, and availability) are considered as they relate to the pressing issues of nuclear power, toxic-waste disposal, human health, and the untapped resources of space and sea.

## **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 365

### **Place in America: Mosaic of Geography/Culture (6)**

An examination of the patterns of settlement and mobility that have characterized American social behavior. The shaping of both historical and contemporary American culture is approached from a geographical perspective.

## 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)**

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: HUMN 375, HUMN 498C, or HIST 351.

## 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 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 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, post-marital, and extramarital); laws, such as those concerning abortion, homosexuality, and rape (whether outside of or within marriage); the sexual rights of women; and speculations as to ethical dimensions of human sexual activity in the future.

## 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 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 a counselor; and
- electives.

A description of the curriculum begins on p. 36. Descriptions of other computer-related curricula may be found on the following pages: computer and information science (p. 24), computer science (p. 25), and computer studies (p. 26).

## 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) 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 101, CAPP 300, IFSM 201, or TMGT 201.

## **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: CMIS 180 or IFSM 297.

## **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, models of systems, and general theory of systems are discussed. Applications are considered, including production, budgeting, planning, decision-support systems, and microcomputer applications in organizations.

## **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 evaluated.

## **IFSM 310**

### **Software and Hardware Concepts (3)**

Prerequisites: IFSM 201 and MATH 101, 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.

## **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 Program Development (3)**

Prerequisites: IFSM 296 or equivalent programming experience, and IFSM 300. Introduction to the development of application programs in a database environment. Emphasis is on loading, modifying, and querying. Discussion and application cover data structures, indexed and direct file organizations, and models of data (the hierarchical, the relational, and the network). Other topics include storage devices, administration and analysis of data, and the design and implementation of programs. Students may receive credit for only one of the following courses: CMIS 320 or IFSM 410.

## **IFSM 411**

### **SQL (3)**

Prerequisite: IFSM 410 or equivalent. In-depth practice using SQL, the most common database language. The various uses of SQL are illustrated through business-related case studies. Concepts such as key-based and relational operators are explored. Students may receive credit for only one of the following courses: IFSM 411 or 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: CMIS 370, CMSC 370, or IFSM 450.

## **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 covered 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. Students may receive credit for only one of the following courses: CMIS 450 or IFSM 460.

## **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 on the basis of 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. Students may receive credit for only one of the following courses: CMIS 460 or IFSM 465.

### **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 498V**

#### **Health Information-Systems Management (3)**

(Also listed as HMGT 498V.) 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**

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*Courses in Japanese (designated JAPN) may be applied toward*

- the general education requirement for 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 fills 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

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*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 a counselor; and
- electives.

Courses in this discipline do not fulfill the general education requirement in communications.

### **JOUR 201**

#### **Writing for the Mass Media (3)**

Recommended: 30 wpm typing ability. An introduction to writing news, features, and publicity pieces for the printed media and the electronic media. Instruction in developing news concepts is included, along with a laboratory in news-gathering tools and writing skills.

### **JOUR 202**

#### **Editing for the Mass Media (3)**

Prerequisite: JOUR 201. Presentation of the basic editing skills that apply to all mass media. Copy editing, graphic principles and processes, and news-media technology are surveyed. Students may receive credit for only one of the following courses: JOUR 202 or 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 323**

#### **Newspaper Editing (3)**

Prerequisite: JOUR 202. A survey of the principles and practices of editing for publication. Topics include improving copy, writing headlines, and dealing with news photos and cutlines, wire services, control and scheduling, and the design and layout of pages. Computerized editing with video display terminals is introduced.

### **JOUR 324**

#### **News Commentary and Critical Writing (3)**

(Not open to students who completed JOUR 326 before 1992.) Prerequisite: JOUR 320. A study of journalistic interpretation and analysis, along with practice in writing editorials and critical reviews.

### **JOUR 330**

#### **Public Relations Theory (3)**

Prerequisites: JOUR 100 and 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 342**

#### **Advertising Media Planning (3)**

Prerequisite: JOUR 340. A presentation of the principles of planning, placing, and evaluating advertising media in U.S. media markets. Theory and methods are applied to specific situations in advertising.

**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 JOUR 372.

**JOUR 371****Magazine Article and Feature Writing (3)**

Prerequisites: JOUR 100 and 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 American 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 historic 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 420****Government and Mass Communication (3)**

An exploration of the relationship between the news media and government. Media coverage of government and politics is analyzed, as are governmental and political techniques of information and persuasion.

**JOUR 450****Mass Media in Society (3)**

A study of the ethical, moral, political, economic, and social considerations of mass communication.

**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.

**JOUR 471****Public Opinion Research (3)**

A discussion of the measurement of public opinion and media habits. The role of the mass media in formulating public opinion is investigated. Students may receive credit for only one of the following courses: JOUR 440 or JOUR 471.

**JOUR 481****Writing the Complex Story (3)**

(Formerly Advanced Science Writing.) Prerequisite or corequisite: JOUR 371. Techniques of explanatory journalism applied to complex subjects (such as science, economics, and large-scale change) to be covered in newspaper series, magazines, and books.

**JOUR 487****Literary Journalism (3)**

Prerequisite or corequisite: JOUR 371. Practice in the use of literary techniques (especially dramatic structure) in modern newspaper series, magazine pieces, and books. Focus is on analyzing, researching, and writing nonfiction stories, usually with an emphasis on a specialized area chosen by the student.

## KOREAN

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*Courses in Korean (designated KORN) may be applied toward*

- the general education requirement for 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. 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

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*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. Laboratory sessions in the libraries at University of Maryland, College Park, feature the use of aids such as catalogs, indexes and abstracts of periodicals, government documents and technical reports, and online computer-search services. Special resources in the metropolitan Washington, D.C., area also are explored. Students may receive credit for only one of the following courses: COMP 111 or LIBS 100.

## MANAGEMENT

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*Courses in management (designated MGMT) may be applied toward*

- a primary or a secondary specialization in either management or management studies;
- supporting credit for a management-related primary or secondary specialization and other primary or secondary specializations as approved by a counselor; and
- electives.

Selected courses are offered each semester in a distance education format through the National Universities Degree Consortium.

A description of the curriculum begins on p. 38. Descriptions of other management-related curricula may be found on the following pages: accounting (p. 16), business and management (p. 18), health services management (p. 32), hotel and restaurant management (p. 35), management studies (p. 40), and technology and management (p. 45).

### 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 TEMN 310.

### MGMT 301

#### **Accounting for Managers (3)**

(Formerly listed as MGST 301. May not be applied toward an emphasis or 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, BMGT 221, MGMT 301, 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 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 covered 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 may receive credit for only one of the following courses: BEHS 202, BEHS 302, BMGT 230, ECON 321, GNST 201, MGMT 316, PSYC 200, SOCY 201, or STAT 400.

## **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 as exemplified in 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: BMGT 398N, MGMT 320, or TEMN 315.

## **MGMT 322**

### **Principles of Marketing (3)**

(Also listed as TMGT 322.) An overview of the field of marketing, with special attention paid to marketing research, consumer behavior, and strategies of marketing. Areas covered include services and nonprofit marketing as well as international marketing. Strategies for selecting target markets are presented and appraised. Methods of developing, pricing, distributing, and promoting products are explained. Discussion also covers social and ethical issues in marketing. Students may receive credit for only one of the following courses: BMGT 350, MGMT 322, or TMGT 322.

## **MGMT 324**

### **Home-Based Business (1)**

(Formerly MGMT 398B. Also listed as BMGT 324.) 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, BMGT 398F, MGMT 324, MGMT 398B, or SBUS 398B.

## **MGMT 325**

### **The Small-Business Plan (1)**

(Formerly MGMT 398C. Also listed as BMGT 325.) An introduction to the preparation of a business plan for entry into small business. Topics covered 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 only once under this course number and for only one of the following courses: BMGT 325, BMGT 398G, MGMT 325, MGMT 330, MGMT 398C, SBUS 200, or SBUS 398C.

## **MGMT 327**

### **Financial Analysis and Planning for Entrepreneurs (1)**

(Formerly MGMT 398J. Also offered as BMGT 327.) 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, BMGT 398D, MGMT 327, MGMT 398J, or SBUS 398A.

### **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 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 the key people 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, evolving responsibility of the entrepreneur, negotiation with employees, and multicultural employee base.

### **MGMT 339**

#### **Government and Business Contracting (3)**

(Formerly MGMT 220. 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, 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 220 or MGMT 339.

### **MGMT 340**

#### **Understanding 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, MGST 318, or TEMN 318.

### **MGMT 345**

#### **Productivity and Quality Improvement (3)**

Prerequisites: MATH 107 or MATH 110, and MGMT 340. Training in methods of improving productivity and assuring the quality of production. Techniques include work measurement, work-distribution analysis, and quality teams. Quality-control concepts discussed include the use of sampling and statistical control charts. Various measures of quality are introduced. Descriptions are given for the specifications and standards against which measured values must be compared. Students may receive credit for only one of the following courses: MGMT 345 or TEMN 350.

### **MGMT 375**

#### **Procurement Management (3)**

(Also offered as BMGT 375.) 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, MGMT 347, MGMT 375, or TEMN 360.

### **MGMT 391**

#### **Techniques for Examining the Future (3)**

(Formerly MGMT 398H. Fulfills the historical and international perspective requirements.) An examination of the role of leadership in analyzing and planning for the future. The interactions of population, technology, political and economic systems, and values are investigated. Techniques futurists use—including scenario construction, trend analysis, the futures wheel, and environmental scanning—are explained. Techniques are applied in social, professional, and personal settings. Students may receive credit for only one of the following courses: BEHS 480, MGMT 398H, MGMT 391, TMGT 401, or TMGT 480.

### **MGMT 395**

#### **Customer Service Management (3)**

(Also listed as BMGT 395.) A study of the 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 development of new programs. Students may receive credit for only one of the following courses: BMGT 395, BMGT 398A, MGMT 395, or MGMT 398A.

### **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 398D**

#### **Finance for Managers (3)**

(For junior- and mid-level managers and those who aspire to those ranks; appropriate as an introduction to higher-level finance courses.) A basic introduction to finance. Topics include financial statements and forecasting, capital budgeting, and long-term financing.

## **MGMT 398I**

### **Women in Business (3)**

(Also listed as BMGT 398I.) 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 398I or MGMT 398I.

## **MGMT 398L**

### **Human Resource Management and Workforce Diversity (3)**

(Also listed as BMGT 398L.) Prerequisite: BMGT 110, MGMT 300, or equivalent. A study of the functions of resource management and issues related to workforce diversity. Major aspects studied include workforce diversity, human resource strategy and planning, job analysis, EEO and affirmative action, recruitment, selections, training and development, performance appraisal, compensation and benefits, sexual harassment, and health and safety. Corporate culture, motivation, communication, ethics and social responsibility, employee rights and discipline, labor relations and international human resource management are also explored. Students may receive credit for only one of the following courses: BMGT 360, BMGT 398L, MGMT 398L, or TMGT 360.

## **MGMT 398M**

### **Business Reengineering and Change (3)**

(Also listed as BMGT 398M.) Prerequisite: Either BMGT 364, MGMT 300, or equivalent. A study of reengineering and redesigning business processes, structures, and management systems. Problems, issues, and opportunities related to corporate reengineering and efforts for planned change are analyzed. Methods of examining business processes, jobs and structures, management and measurement systems, values and beliefs, and the uses of information systems are considered. Computer applications may be used to examine the role of information technology, innovation, and total quality management in resizing and redesigning a business unit. Students may receive credit for only one of the following courses: BMGT 398M or MGMT 398M.

## **MGMT 398O**

### **Marketing on the Internet (1)**

(Also listed as BMGT 398O.) 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, the 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, MGMT 398O, or MGMT 398R.

## **MGMT 398P**

### **Business Research Online (3)**

(Also listed as BMGT 398P.) Prerequisites: BMGT 364 and CAPP 300, or equivalent. An examination of how businesses currently utilize information technology to perform business functions and to communicate within their own organization and with other organizations and how they research and retrieve information to support decision making. A seminar approach that uses current publications, online discussion groups, and guest lecturers is followed. Students may receive credit for only one of the following courses: BMGT 398P or MGMT 398P.

## **MGMT 398Q**

### **Using Electronic Commerce in Business Management (3)**

(Also listed as BMGT 398Q.) Prerequisite: Either BMGT 110, BMGT 364, MGMT 300, or TMGT 302. An introduction to issues surrounding the conduct of online commerce. Topics include criteria for evaluating strategic information systems planning, the interchange of electronic data, digital computing, electronic research, and methods of conducting business online (especially through the Internet and the World Wide Web) in a variety of business environments. Financial requirements and controls, legal issues, business productivity tools, the tracking of transactions, and the development of materials are also examined. Information from current World Wide Web sites is used to review practices in a variety of business areas and applications. Students may receive credit for only one of the following courses: BMGT 398Q or MGMT 398Q.

## **MGMT 398V**

### **Issues in Pricing (1)**

(Also listed as BMGT 398V.) An introduction to the determination of pricing for a firm's product or service. Integration of pricing strategy with other marketing-mix elements is considered. Case studies and exercises in pricing are used to examine the issues. Students may receive credit for only one of the following courses: BMGT 398V or MGMT 398V.

## **MGMT 398W**

### **Negotiating Strategies (1)**

(Also listed as BMGT 398W.) An introduction to methods and processes of negotiation. Negotiating 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 MGMT 398W.

## **MGMT 398X**

### **Conflict Management in Organizations (1)**

(Also listed as BMGT 398X.) 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 MGMT 398X.

## **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 434**

### **Decision Making for the Entrepreneur (3)**

Prerequisite: Familiarity with the business functions and factors involved with planning, analyzing, and managing a new venture; BMGT 461, MGMT 330, MGMT 334, or MGMT 336 recommended. A study of factors affecting the decisions entrepreneurs must make. Focus is on marketing, new business development, commercialization, development of a management philosophy, and problems and pitfalls to avoid in entrepreneurial ventures. Information gathering, data analysis, and planning and decision making for entrepreneurs are explored. Topics include methods of generating relevant options, opportunities, and scenarios; accessing sources of data; gathering data; forecasting demand and sales; estimating costs; and developing pro forma financial statements. Ways to utilize cost/benefit and risk analyses, reach conclusions and make decisions in the face of uncertainty, and "unmake" poor or incorrect decisions are considered. Examination covers how entrepreneurs make decisions on policies, corporate culture, growth of the venture, organizational structure, the hiring of key employees, information systems, software, and hardware. Other topics include implementation and periodic review of the business plan, global issues, cultural diversity, and the use of new technologies.

## **MGMT 436**

### **Business Opportunities for the Entrepreneur of Tomorrow (3)**

Prerequisite: Familiarity with the business functions and factors involved in planning and launching a new venture; MGMT 330 and MGMT 434 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 TEMN 400.

## **MGMT 445**

### **Global Technology and Innovation Strategy (3)**

(Fulfills the historical and international perspective requirements.) 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 TEMN 430.

## **MGMT 461**

### **Entrepreneurship (3)**

(Also listed as BMGT 461.) 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 for only one of the following courses: BMGT 461 or MGMT 461.

## **MGMT 465**

### **Organization Development and Change (3)**

(Formerly MGMT 398K. Also listed as BMGT 465.) Prerequisite: Either BMGT 364, MGMT 300, or equivalent. 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, MGMT 398K, MGMT 465, or TMGT 350.

## **MGMT 495**

### **Managerial Planning and Competitive Strategies (3)**

(Also listed as BMGT 495. Intended as a final, capstone course to be taken in senior year of study.) Prerequisite: Either BMGT 364, MGMT 300, or equivalent. An overview of 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, MGMT 495, or TMGT 380.

## **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.

## **MGMT 498B**

### **Manufacturing Strategies (3)**

Prerequisite: MGMT 340, MGMT 347, or MGMT 440. An analysis of ways in which manufacturing strategies are integrated with business strategies. Topics include focused manufacturing, choices related to process, the development of manufacturing infrastructures, the relationship of manufacturing strategies to international competitiveness, the management of change, ways of integrating people and technology, and the effects of technology on society at large.

## **MGMT 498D**

### **Services Marketing Management (3)**

(Also listed as BMGT 498D.) Prerequisite: Either BMGT 350, MGMT 322, MGMT 410, or equivalent. An evaluation of successes and failures in the marketing of services. Marketing in service businesses, professional service firms, not-for-profit organizations, and government agency settings is examined. Topics include marketing research and analysis, segmentation, strategic planning, design of services and training, customer service and service quality, channel management, pricing, advertising and sales promotion, sales, and implementation, monitoring, and control of marketing efforts. Students may receive credit for only one of the following courses: BMGT 498D or MGMT 498D.

## **MGMT 498F**

### **Environmental Management and Business (3)**

(Also listed as BMGT 498F.) Examination and analysis of salient environmental issues and their impact on business management and institutional policies and strategies in both domestic and global settings. Topics include air and water quality controls, toxic substances, hazardous waste, energy and natural resources, deforestation, biological diversity, global warming, and ozone depletion. These issues are examined from the perspectives of ecology, ethics, the law, and public policy. The implications of sociopolitical and economic issues (e.g., population, poverty, trade, business growth, sustainable development, and competitiveness) on the environment are also discussed. Students may receive credit for only one of the following courses: BMGT 498F or MGMT 498F.

## **MGMT 498G**

### **Organizational Change and Diversity (3)**

(Also listed as BMGT 498G.) Prerequisite: Either BMGT 364, MGMT 300, or equivalent. An examination of the major forces in technological and industrial change, with emphasis on workforce diversity. Topics include issues related to valuing and managing diversity, problem solving, team building, customer service, strategic management, organizational adaptability, and changing technologies, markets, and customers. Students may receive credit for only one of the following courses: BMGT 498G or MGMT 498G.

## **MGMT 498H**

### **Managing Teams in Organizations (3)**

(Also listed as BMGT 498H.) Prerequisite: Either 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 MGMT 498H.

## **MGMT 498I**

### **Employee Training and Development (3)**

(Also listed as BMGT 498I.) Prerequisite: Either 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 MGMT 498I.

## **MGMT 498J**

### **Law and Technology Management (3)**

(Also offered as BMGT 498J.) An examination of the legal issues surrounding the development, acquisition, and use of technology in business and management. Topics include patents, copyrights, intellectual property and trade secret infringement, invasion of privacy, ethics, software licensing, torts, antitrust issues, and other related legal problems involving cyberspace in both domestic and global contexts.

## **MGMT 498L**

### **International Business Contract Management (3)**

(Also listed as BMGT 498L.) Prerequisite: BMGT 398, MGMT 305, or equivalent. An overview of the procedures for establishing various enterprises and contractual arrangements outside the United States. Different national standards and policies that frequently govern international trade are explored. Focus is on “turnkey” projects for goods and services and distributor agreements for products. Topics include agency, teaming, and nondisclosure agreements developed to support international trade. Areas of international agreement (such as international arbitration boards; banking procedures, letters of credit, and financing; and differences between civil codes and common law regarding equity and damages) are considered. Assignments include case study analysis by teams. Students may receive credit for only one of the following courses: BMGT 498L or MGMT 498L.

## **MGMT 498M**

### **Implementing Business Strategy (3)**

(Also listed as BMGT 498M.) Prerequisites: ACCT 220 or MGMT 301, and BMGT 364 or MGMT 300, or equivalent courses. The study of the implementation and management of business strategy. Focus is on linkages among and management of organizational, cross-departmental, and individual initiatives to execute strategies and achieve business objectives. Current performance is analyzed to determine how to develop process measures for customer service, growth, and profitability in setting targets for future performance. Students may receive credit for only one of the following courses: BMGT 498M or MGMT 498M.

## MANAGEMENT STUDIES

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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; and
- supporting credit for a primary specialization in business and management, health services management, hotel and restaurant management, management, or technology and management;
- electives.

A description of the curriculum begins on p. 40. Descriptions of other management-related curricula may be found on the following pages: accounting (p. 16), business and management (p. 18), health services management (p. 32), hotel and restaurant management (p. 35), management (p. 38), and technology and management (p. 45).

### **MGST 120 Fundamentals of the Accounting Process (3)**

(Not open to students who have completed ACCT or BMGT 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, HUMN 390, or MGST 161.

### **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 encourage students 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 and 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 TEMN 318.

## MGST 315

### Organizational Communication (3)

Prerequisite: BMGT 110. A study of organizations and communication as a framework for understanding their interrelationships. Actual examples, case histories, class exercises, and projects are used to analyze the structure and problems of organizational communication and examine skills and techniques to more effectively manage it. Students may receive credit for only one of the following courses: BMGT 398N, MGMT 320, or MGST 315.

## MGST 320

### Governmental Accounting (3)

Prerequisites: BMGT 110 and either ACCT 221 or BMGT 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, 199A, and 199M);
- a primary or a secondary specialization in mathematics;
- supporting credit for a primary or a secondary specialization in computer science, computer and information science, information systems management, the physical sciences, and other areas as approved by a counselor; and
- electives.

Students who are planning a specialization in the fields of business and management, computer and information science, or the biological and social sciences should consider courses from sequence I, listed in the next column. 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.

There are two mathematics sequences:

Sequence I	Sequence II
MATH 107	MATH 115*
MATH 220	MATH 140
MATH 221	MATH 141
Approved course in statistics	MATH 240 MATH 241

\*or MATH 107–108.

Placement tests are required for enrollment in MATH 105, 107, 108, 110, 115, 140, 199A, 199M, and 220. Students may either consult the *Undergraduate Schedule of Classes* for times and locations of tests, call the Testing Center at 301-985-7645, or send an e-mail to [dessa@www.umuc.edu](mailto:dess@www.umuc.edu).

A description of the curriculum begins on p. 41.

## 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 105

### Mathematics: Contemporary Topics and Applications (3)

Prerequisites: 2 years of college-preparatory mathematics and satisfactory performance on a placement test. A survey of contemporary topics in mathematics, centering on applications and projects. Topics include measurements, rates of growth, basic statistics, the mathematics of political power, computer arithmetic, patterns, motions, tilings, and certain aspects of the geometry of the solar system.

## MATH 107

### Selected Topics in College Algebra (3)

(The first course in the two-course series MATH 107–108. An alternative to MATH 115 Pre-Calculus.) Prerequisites: 2 ½ years of college-preparatory mathematics and 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 equivalent, and satisfactory performance on a placement test. An introduction to trigonometric functions, identities, and equations and their applications. Analytical geometry and the 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 110**

### **Elementary Mathematical Models (3)**

(Not open to students who have completed MATH 140 or MATH 220 or any course for which MATH 140 or MATH 220 is a prerequisite.) Prerequisites: 2 ½ years of college-preparatory mathematics and satisfactory performance on a placement test. An elementary introduction to models useful in the biological, social, and management sciences. Matrices, systems of linear equations, and linear inequalities in two or three variables are used to solve simple but representative problems in linear programming, stochastic processes, game theory, and the mathematics of mortgages and annuities.

## **MATH 111**

### **Introduction to Probability (3)**

(Not open to students who have completed STAT 100 or any course with a prerequisite of MATH 141. Not for students specializing in the physical sciences.) Prerequisite: 3 ½ years of college-preparatory mathematics, MATH 110, or MATH 115. An introduction to aspects of probability. Topics include logic, Boolean algebra, counting, random variables, and expectation applications of the normal probability distributions. Students may receive credit for only one of the following courses: MATH 111 or STAT 100.

## **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: 2 ½ years of college-preparatory mathematics and 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 the physical sciences or mathematics.) Prerequisites: 3 ½ years of college-preparatory mathematics (including trigonometry), MATH 107–108 or MATH 115, and 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 199A**

### **College Math and Problem-Solving Techniques (3)**

(Fulfills the prerequisite for MATH 107 and STAT 100.) Prerequisites: 2 years of college-preparatory mathematics and 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; exponentials and their notation; linear, quadratic, and other equations; inequalities; and logarithmic functions. Students may receive credit for only one of the following courses: MATH 101 or MATH 199A.

## **MATH 199M**

### **College Math and Problem-Solving Techniques (4)**

(For students whose academic progress is being blocked by anxiety about their mathematics coursework. Not open to students who have taken EDCP 108M, MATH 101, MATH 101M, or MATH 199A. Fulfills the prerequisite for MATH 107 and STAT 100.) Prerequisites: 2 years of college-preparatory mathematics and 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; exponentials and their notation; linear, quadratic, and other equations; inequalities; and logarithmic functions. Students may receive credit for only one of the following courses; MATH 101 or MATH 199A.

## **MATH 220**

### **Elementary Calculus I (3)**

(For students not specializing in mathematics or the physical sciences.) Prerequisites: MATH 107 or MATH 115, and 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 or the physical sciences.) Prerequisite: MATH 140 or MATH 220, or equivalent. 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 or equivalent. 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, similar matrices, eigenvalues, determinants, and quadratic forms. Students may receive credit for only one of the following courses: MATH 240, MATH 400, or MATH 461.

## **MATH 241**

### **Calculus III (4)**

Prerequisites: MATH 141 and either ENES 102, MATH 240, or PHYS 171. 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 for Scientists and Engineers (3)**

Prerequisite: MATH 141 or equivalent. 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.

## **MATH 400**

### **Vectors and Matrices (3)**

(Recommended for students interested in the applications of mathematics.) Prerequisite: MATH 141 or MATH 221. A study of the algebra of vector spaces and matrices. Students may receive credit for only one of the following courses: MATH 240, MATH 400, or MATH 461.

## **MATH 401**

### **Applications of Linear Algebra (3)**

Prerequisite: MATH 240 or MATH 400. An exploration of the various applications of linear algebra. Topics include linear programming, theory of finite games, and matrix methods as applied to finite Markov chains. Other topics include random walk, incidence matrices, graphs and directed graphs, networks, and transportation problems.

## **MATH 402**

### **Algebraic Structures (3)**

(For students whose experience with rigorous mathematical proofs and parallels is limited.) Prerequisite: MATH 240 or equivalent. An overview of groups, rings, integral domains, and fields; detailed study of several groups; and exploration of properties of integers and polynomials. Emphasis is on the origin of the mathematical ideas studied and on the logical structure of the subject. Students may receive credit for only one of the following courses: MATH 402 or MATH 403.

## **MATH 403**

### **Introduction to Abstract Algebra (3)**

Prerequisites: MATH 240 and 241, or equivalent. A discussion of integers, groups, rings, integral domains, and fields. Students may receive credit for only one of the following courses: MATH 402 or MATH 403.

## **MATH 406**

### **Introduction to Number Theory (3)**

Prerequisite: MATH 141. An introduction to significant aspects of number theory. Discussion covers rational integers, divisibility, prime numbers, modules and linear forms, the unique-factorization theorem, Euler's function, Moebius's function, cyclotomic polynomials, Legendre's and Jacobi's symbols, congruences and quadratic residues, and the reciprocity law of quadratic residues. An introductory explanation of the method of algebraic number theory is included.

## **MATH 410**

### **Advanced Calculus I (3)**

(Not open to students who have completed MATH 250. The first semester of a yearlong course.) Prerequisites: MATH 240 and 241. An approach to advanced calculus. Subjects covered 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-function theorem.

## **MATH 411**

### **Advanced Calculus II (3)**

(Not open to students who have completed MATH 250 and MATH 251. The second semester of a yearlong course: a continuation of MATH 410.) Prerequisite: MATH 410. Further study of calculus.

### **MATH 417**

#### **Introduction to Fourier Analysis (3)**

Prerequisite: MATH 410. A study concentrating on Fourier series. Fourier and Laplace transforms are discussed.

### **MATH 430**

#### **Euclidean and Non-Euclidean Geometries (3)**

Prerequisites: MATH 140 and 141, or equivalent. A study of Hilbert's axioms for Euclidean geometry. Topics covered include neutral geometry; the consistency of the hyperbolic-parallel postulate and the inconsistency of the elliptic-parallel postulate with neutral geometry; models of hyperbolic geometry; and the existence and properties of isometries.

### **MATH 432**

#### **Introduction to Point Set Topology (3)**

Prerequisite: MATH 410 or equivalent. A survey of connectedness, compactness, transformations, and homomorphisms. The concepts are applied to various spaces. Particular attention is paid to the Euclidean plane.

### **MATH 445**

#### **Elementary Mathematical Logic (3)**

Prerequisite: MATH 141. Elementary development of propositional and predicate logic, including semantics and deductive systems. Discussion covers completeness and incompleteness, and the decision problem. Students may receive credit for only one of the following courses: CMSC 450, MATH 444, MATH 445, or MATH 450.

### **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 444, MATH 445, or MATH 450.

### **MATH 461**

#### **Linear Algebra for Scientists and Engineers (3)**

Prerequisites: MATH 141 and one course in mathematics or statistics for which MATH 141 is a prerequisite. A survey of the basic concepts of linear algebra, similar to MATH 240 but offering more extensive coverage of the topics needed in applied linear algebra. Topics include change of basis, complex eigenvalues, diagonalization, and the Jordan canonical form. Students may receive credit for only one of the following courses: MATH 240, MATH 400, or MATH 461.

### **MATH 462**

#### **Partial Differential Equations for Scientists and Engineers (3)**

Prerequisites: MATH 241 and 246. An exploration of linear spaces and operators, an examination of orthogonality, and an introduction to partial differential equations (including the heat equation, the wave equation, and Laplace's equation). Sturm-Liouville problems and eigenfunction expansions for ordinary differential equations, boundary-value problems, initial-value problems, and initial-boundary-value problems are investigated. Students may receive credit for only one of the following courses: MATH 415 or MATH 462.

### **MATH 463**

#### **Complex Variables for Scientists and Engineers (3)**

Prerequisite: MATH 241 or equivalent. 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 for only one of the following courses: MATH 413 or MATH 463.

### **MATH 464**

#### **Transform Methods for Scientists and Engineers (3)**

Prerequisites: MATH 246. A study covering application of Fourier series and application of Fourier and Laplace transforms. The complex-inversion integral is evaluated by means of the theory of residues. Exposition covers applications to ordinary and partial differential equations of solutions in mathematical physics that require transforms and separation of variables. Further topics, such as Bessel functions and calculus of variations, are also considered.

### **MATH 475**

#### **Combinatorics and Graph Theory (3)**

(Also listed as CMSC 475.) Prerequisites: MATH 240 and 241, or equivalent. 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

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*Courses in microbiology (designated MICB) may be applied toward*

- the general education requirement in the biological and physical sciences;
- a primary or secondary specialization in microbiology;
- electives.

UMUC offers only a limited number of courses each semester in this discipline. To complete a primary or 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 a counselor before selecting this discipline as a primary or secondary specialization.

### **MICB 200**

#### **General Microbiology (4)**

(Fulfills the laboratory science requirement. Lab fee required.) Prerequisite: BIOL 105. 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.

### **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. The types of disease and their modes of transmission are reviewed. Prophylactic, therapeutic, and epidemiological aspects of microbial diseases are investigated.

### **MICB 460**

#### **General Virology (3)**

Prerequisite: BIOL 222 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. Prerequisite or corequisite: BCHM 462. 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 or CHEM 245, 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

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*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)**

A study of the principles upon which music is based, along with an introduction to the musical repertoires performed in the United States today. Students may receive credit for only one of the following courses: MUSC 130 or MUSC 131.

### MUSC 140

#### **Music Fundamentals I (3)**

An introductory course in music theory. Notation, scales, intervals, triads, rhythm, form, and basic aural skills are covered.

### MUSC 210

#### **The Impact of Music on Life (3)**

(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.

### MUSC 436

#### **Jazz: Then and Now (3)**

An examination of the past 75 years of jazz, its major styles and its influential artists.

### MUSC 448B

#### **Special Topics in Music: The Musical Symphony (1)**

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.

## NUTRITION

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*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 NUTR 200.

## PARALEGAL STUDIES

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*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 a counselor, 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. 41.

### PLGL 101

#### **Introduction to Law for the Paralegal (3)**

(Prerequisite to all other paralegal courses. No prior legal knowledge needed.) A survey of the American 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, administrative law, and legislative history. 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.

## **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/Law Office Systems (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)**

Prerequisite: PLGL 201. An overview of the techniques of legal investigation used by paralegals during the processes of discovery in civil and criminal litigation. Techniques taught include those of interviewing and taking notes and statements, and using reports as testimony in court. Application of technical and scientific advances in investigative work is covered. Assignments include legal research and written and oral analysis. Students may receive credit for only one of the following courses: CJUS 220 or PLGL 223.

## **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 that a paralegal may be responsible for are introduced. Topics include the various intentional torts, negligence, strict liability, damages, workers' compensation, and civil procedures. Assignments include legal research and written and oral analysis.

## **PLGL 315**

### **Domestic Relations (3)**

Prerequisite: PLGL 201. A study of the legal aspects of divorce and separation. Emphasis is on Maryland law and 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 and oral analysis. Students may receive credit for only one of the following courses: FMCD 487 or PLGL 315.

## **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 and oral analysis. Students may receive credit for only one of the following courses: PLGL 216 or PLGL 316.

## **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 and oral analysis. Students may receive credit for only one of the following courses: CJUS 234 or PLGL 320.

## **PLGL 321**

### **Economic-Crime Investigation (3)**

Prerequisite: PLGL 201. An introduction to specific techniques for investigating white-collar crime. Presentation covers the recognition of fraud in such enterprises as real estate, purported business opportunities, planned bankruptcies, and arson, as well as classic frauds such as pyramid and Ponzi schemes. Statutory mechanisms for dealing with fraud are outlined and discussed. Assignments include legal research and written and oral analysis.

**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 and oral analysis. Students may receive credit for only one of the following courses: PLGL 222 or PLGL 322.

**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 and oral analysis.

**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 rule making, adjudication and due process, judicial review, the use and control of agency discretion, and disclosure of information. Assignments include legal research and written and oral analysis.

**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 and oral 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 and oral analysis.

**PLGL 350  
Income Tax Law (3)**

Prerequisite: PLGL 201. A presentation of the legal methods involved in preparing federal, state, and local income tax returns, for the prospective paralegal. The federal revenue system, tax accounting, types of income, and types of deductions are major topics. Assignments include legal research and written and oral analysis.

**PLGL 351  
Pension Law (3)**

Prerequisite: PLGL 201. A study of qualified retirement-plan arrangements, detailing the processes, procedures, and writings for which a paralegal may be responsible. General requirements for a plan to become qualified are covered, as well as relevant tax ramifications and the reporting, filing, and disclosure requirements of ERISA. Assignments include legal research and written and oral analysis.

**PLGL 360  
Computer Application in the Legal Environment (3)**

An overview of uses 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: CAPP 343 or PLGL 360.

**PLGL 363A  
Computer-Assisted Litigation Support (3)**

Prerequisite: PLGL 325. An exploration of the uses 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 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 398D  
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 and oral analysis.

**PLGL 398E  
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 and oral analysis.

**PLGL 398F  
Immigration Law (3)**

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 and oral analysis.

**PLGL 398G  
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.

**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 as well as 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 statements of facts for appellate briefs and selected litigation documents and writing.

**PLGL 411  
Consumer-Protection Law (3)**

Prerequisite: PLGL 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, strict liability, the regulation of consumer credit, determination of damages, restrictions on advertising, credit reporting, the obligations of insurers, and the writings involved in consumer-law litigation. Assignments include legal research and written and oral analysis.

**PLGL 431  
Government Information Practices (3)**

Prerequisite: PLGL 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 and oral analysis. Students may receive credit for only one of the following courses: PLGL 331 or PLGL 431.

**PLGL 432  
Environmental Law (3)**

Prerequisite: PLGL 330. An exploration of the statutory and regulatory bases of environmental law, for the prospective paralegal. Topics include the role of federal agencies in such undertakings as controlling various types of pollution, assessing and managing risk, and regulating toxic substances. Assignments include legal research and written and oral analysis. Students may receive credit for only one of the following courses: PLGL 332 or PLGL 432.

**PLGL 434  
Government Contracts (3)**

Prerequisite: PLGL 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, written and oral analysis, and writing related to government contract practices.

**PLGL 442  
Business Organizations (3)**

Prerequisite: PLGL 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 the sole proprietorship, the corporation, general and limited partnerships, and other forms of organization. Assignments include legal research and written and oral analysis. Students may receive credit for only one of the following courses: PLGL 342 or PLGL 442.

**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 and oral analysis.

## PHARMACOLOGY

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*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 systemic survey 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 systemic survey 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 dosage, and toxicity are considered. For each system, a review of relevant physiology is presented.

## PHILOSOPHY

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*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 the degree requirements. Students are advised to consult a counselor before selecting this discipline as a secondary specialization.

### PHIL 100

#### **Introduction to Philosophy (3)**

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.

### PHIL 140

#### **Contemporary Moral Issues (3)**

An exploration of how philosophical analysis can be a foundation for thinking clearly about moral issues. Problems approached analytically include such widely debated issues as cloning, abortion, euthanasia, the death penalty, homosexuality, pornography, reverse discrimination, business ethics, sexual equality, and economic equity.

### PHIL 170

#### **Introduction to Logic (3)**

A general introduction to the discipline of logic. Traditional and modern deductive techniques are demonstrated and used; informal fallacies are clarified.

### PHIL 173

#### **Logic and the English Language (3)**

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.

**PHIL 236****Philosophy of Religion (3)**

(Fulfills the international perspective requirement.) A philosophical study of some of the main problems in religious thought. Topics addressed 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.

**PHIL 245****Political and Social Philosophy (3)**

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: PHIL 245 or PHIL 345.

**PHIL 271****Symbolic Logic (3)**

An introduction to the formal analysis of deductive reasoning. The goal is to become familiar with techniques of formal deduction in propositional logic and quantification theory, as well as to gain some knowledge of basic concepts of formal semantics (truth tables, models). Students may receive credit for only one of the following courses: PHIL 271 or PHIL 371.

**PHIL 308****Studies in Contemporary Philosophy: Reason, Passion, and Desire (3)**

Prerequisite: 6 credits in philosophy. Examination of problems, issues, and points of view of current interest in philosophy. May be repeated to a maximum of 6 credits when topics differ.

**PHIL 310****Ancient Philosophy (3)**

(Fulfills the historical and international perspective requirements.) Prerequisite: 6 credits in philosophy or the classics. A study of the origins and development of philosophy and science in ancient Greece. Emphasis is on the pre-Socratics, Socrates, Plato, and Aristotle.

**PHIL 320****Modern Philosophy (3)**

(Fulfills the historical and international perspective requirements.) Prerequisite: 6 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.

**PHIL 340****Making Decisions (3)**

Prerequisite: 3 credits in philosophy. Analysis of various approaches to making decisions in personal, professional, and public life. The logic of decision making, moral aspects of making decisions, and the standard biases in judgment are considered.

**PHIL 341****Introduction to Ethical Theory (3)**

Prerequisite: 3 credits in philosophy. A critical examination of classical and contemporary systems of ethics. Works typically used are those of Aristotle, Kant, Mill, and Rawls. Students may receive credit for only one of the following courses: PHIL 142 or PHIL 341.

**PHIL 342****Moral Problems in Medicine (3)**

Prerequisite: PHIL 100 or PHIL 140. A critical exploration of the moral dimensions of decisions in health-related contexts. Readings are drawn from philosophical, medical, and other sources.

**PHIL 343****Sexual Morality (3)**

A critical examination of practical moral issues bearing on sexual conduct. The resources of moral and social philosophy are used as texts.

**PHIL 373****Analytical Writing (3)**

Prerequisite: PHIL 170, PHIL 173, or PHIL 371 (PHIL 173 recommended). A review of the techniques of deductive and nondeductive reasoning. An assessment of conceptual analysis is offered. Focus is on developing a prose style for writing clearly and critically about ideas.

**PHIL 385****Philosophy and Computers (3)**

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: PHIL 308C or PHIL 385.

**PHIL 428****Topics in the History of Philosophy (3)**

Prerequisites: PHIL 310 and 320. May be repeated to a maximum of 6 credits when topics differ.

## **PHIL 447**

### **Philosophy of Law (3)**

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.

## **PHYSICS**

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*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. Does not satisfy the requirements of the professional schools.) An overview of the role of physics in science, technology, and society today. Only minimal use of mathematics is required in this concepts-oriented course.

## **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 141, PHYS 161, PHYS 171, or PHYS 191.

## **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 142, PHYS 192, PHYS 262, or PHYS 272.

## **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 diffractions; special theory of relativity; and modern physics. Students may receive credit for only one of the following courses: PHYS 263, PHYS 273, or former PHYS 293.

## **PSYCHOLOGY**

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*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 a counselor; and
- electives.

A description of the curriculum begins on p. 42.

## **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: BEHS 101 or PSYC 100.

## **PSYC 200**

### **Statistical Methods in Psychology (3)**

Prerequisites: MATH 107 or MATH 115, and PSYC 100. An introduction to quantitative methods used in psychological research. Students may receive credit for only one of the following courses: BEHS 202, BEHS 302, BMGT 230, ECON 321, GNST 201, MGMT 316, PSYC 200, SOCY 201, STAT 100, or STAT 400.

## **PSYC 206**

### **Developmental Biopsychology (3)**

Prerequisite: PSYC 100. An exploration of the biological basis of behavioral development. Genetic, constitutional, anatomical, physiological, and environmental factors are taken into consideration. Emphasis is on the findings of both phylogenetic and ontogenetic research in biological psychology.

## **PSYC 221**

### **Social Psychology (3)**

(Also offered as BEHS 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, BEHS 421, BEHS 450, or PSYC 221.

## **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. 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 PSYC 309N.

## **PSYC 310**

### **Perception (3)**

(Not open to students who have completed PSYC 410.) Prerequisites: PSYC 100 and 305, or permission of teacher. 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 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.

## **PSYC 334**

### **Psychology of Interpersonal Relationships (3)**

Prerequisites: PSYC 100 and 305, or permission of teacher. 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. Another focus is 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)**

Prerequisites: PSYC 100 and 305, or permission of teacher. 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)**

(Formerly PSYC 309M.) Prerequisites: PSYC 100, 221, and 305, or permission of teacher. 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 309M, PSYC 345, or SOCY 447.

**PSYC 353****Adult Psychopathology (3)**

Prerequisite: PSYC 100. 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 331, PSYC 353, or PSYC 431.

**PSYC 354****Cross-Cultural Psychology (3)**

(Fulfills the international perspective requirement.) Prerequisites: PSYC 100 and 305, or permission of teacher. 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)**

Prerequisites: PSYC 100 and 305, or permission of teacher. 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 333, PSYC 355, or PSYC 433.

**PSYC 356****Psychology of Adolescence (3)**

Prerequisites: PSYC 100, 305, and 355, or permission of teacher. 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)**

Prerequisites: PSYC 100 and 305, or permission of teacher. 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)**

Prerequisites: PSYC 100 and 305, or permission of teacher. 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 402****Physiological Psychology (3)**

Prerequisites: PSYC 206 or PSYC 301, and PSYC 305 or permission of teacher. 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. Students may receive credit for only one of the following courses: PSYC 402 or ZOO 323.

**PSYC 403****Animal Behavior (3)**

Prerequisites: PSYC 100 and either PSYC 200, PSYC 206, PSYC 301, PSYC 305, or permission of teacher. 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 405****Applied Behavior Analysis (3)**

Prerequisites: PSYC 100 and either PSYC 200, PSYC 305, or permission of teacher. A review of various features of human behavior. Both theoretical and research-reporting literature are evaluated in the application of operant and respondent conditioning principles. Approaches to behavioral problems in school, home, and professional settings are analyzed.

**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, 200, and 305, or permission of the teacher. 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)**

Prerequisites: PSYC 100 and either PSYC 200, PSYC 305, or permission of teacher. 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, and either PSYC 200, PSYC 305, or permission of teacher. An introductory survey of topics on 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. Other 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 200, PSYC 305 or permission of teacher, and either PSYC 341 or PSYC 440. 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 451****Principles of Psychological Testing (3)**

Prerequisite: PSYC 100 and either PSYC 200, PSYC 305, or permission of teacher. 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 456****Research Methods in Developmental Psychology (3)**

Prerequisites: PSYC 100; either PSYC 200, PSYC 305, or permission of teacher; and either PSYC 355, PSYC 356, or PSYC 357. A presentation of major research designs used in developmental psychology. Focus is on studying the methodology used in developmental research. Examples covered are observational research, evaluation of programs, and experimentation in a laboratory.

**PSYC 458****Applied Developmental Psychology (3)**

Prerequisites: PSYC 100 and either PSYC 355, PSYC 356, or PSYC 357. An examination of some topic in developmental psychology that is central to developmental theories and has been evaluated in the laboratory. The analyses are extended to practical and social issues in the daily life of the developing individual. Topics may vary each semester. May be repeated to a maximum of 6 credits when topics differ.

## **PSYC 460**

### **Psychological Foundations of Personnel Selection and Training (3)**

Prerequisites: PSYC 100 and 361, and either PSYC 200, PSYC 305, or permission of teacher. An examination of the processes of designing and evaluating programs for selecting and training personnel in various organizational settings. Foundational issues are emphasized: analysis of the job, the person, and the organization; choice in organizations; the development of predictors; the evaluation of instructional and training systems; and criteria for training and promoting workers, as well as evaluating their performance.

## **PSYC 463**

### **Psychology of Motivation and Attitudes in Organizational Settings (3)**

Prerequisites: PSYC 100 and 361, and either PSYC 200, PSYC 305, or permission of teacher. An examination of theories, research, and practice in assessing, understanding, and predicting motivation on the job. The theories, the assessment, and the consequences of various work-related attitudes are explored. Integration of theory, research, and practice is the objective.

## **PSYC 464**

### **Psychology of Leaders in Work Organizations (3)**

Prerequisites: PSYC 100 and 361, and either PSYC 200, PSYC 305, or permission of teacher. 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)**

Prerequisites: PSYC 100 and 361, and either PSYC 200, PSYC 305, or permission of teacher. 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.

## **PSYC 466**

### **Environmental and Ecological Psychology (3)**

Prerequisites: PSYC 100 and either PSYC 200, PSYC 305, or permission of teacher. 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.

## **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 a counselor; and
- electives.

A description of the curriculum begins on p. 44. A description of the curriculum for a specialization in sociology/anthropology appears on p. 44.

## **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 102 or SOCY 100.

## **SOCY 201**

### **Introductory Statistics for Sociology (4)**

Prerequisites: MATH 111 and 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 may receive credit for only one of the following courses: BEHS 202, BEHS 302, BMGT 230, ECON 321, GNST 201, MGMT 316, PSYC 200, SOCY 201, STAT 100, or STAT 400.

## **SOCY 202**

### **Introduction to Research Methods in Sociology (4)**

Prerequisite: SOCY 201. An explanation of the underlying logic, major strategies, specific techniques, and special skills of sociological research. Topics discussed include designing research; making measurements; collecting, analyzing, and interpreting data; sampling; conducting field research experiments and surveys; using indexes and scales correctly; and writing reports.

**SOCY 203****Sociological Theory (3)**

Prerequisite: SOCY 100. An exploration of the development of the science of sociology. Historical background and recent theories of society are considered and correlated.

**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 SOCY 327.

**SOCY 230****Sociological Social Psychology (3)**

A study of the theories of socialization and their applications. Topics include socialization through the life span, self-concept, attitudes, emotion, attribution, interpersonal relations, group processes, deviance, and social change.

**SOCY 241****Inequality in American Society (3)**

A study of the dynamics of inequality and its social production, politics, future, and ideological bases. Utopian communities and efforts to eliminate inequality are covered.

**SOCY 243****Sociology of Marriage and Family (3)**

A study of demographic trends in family and marriage, including child-bearing 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 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 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 333****Technology and Society (3)**

Prerequisite: 3 credits in sociology. An examination of human evolution and of the interplay between technological discoveries and change in human societies. Topics include the industrial revolution; the effects of technology on agriculture; the interactions of politics and economics; and the demands of health, education, and welfare. The power of these aspects of modern life to change social organizations is analyzed. Also discussed are problems of policy that arise in dealing with the development of small cities, the utilization of energy, wealth and abundance in relation to the division of labor, and the role of technology in shaping new forms of political and economic organization.

**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 410****Social Demography (3)**

Coverage includes types of demographic analysis, demographic data, characteristics of populations, migration, mortality, fertility, population theories, world population growth, and population policy.

**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 covered 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 433****Social Control (3)**

A study of the forms, mechanisms, and techniques of the influence of the group structure on human behavior. Problems of social control in contemporary society are analyzed.

**SOCY 440****Sociology of the Self-Concept (3)**

An examination of the nature of the self-concept and the social forces that mold it. The major sociological, psychological, and psychoanalytic theories of the self-concept traced include study of motives, mechanisms of self-defense, and the nature of a healthy self-concept. Empirical research into the bearing of social interaction, social structure, social context, and social institutions on the self-concept is reviewed.

**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 447****Small-Group Analysis (3)**

Prerequisite: SOCY 201 or equivalent. An analysis of the structures and dynamics of small groups, with review of research on small groups in real settings and in laboratories. Techniques used in small groups are presented. Students may receive credit for only one of the following courses: PSYC 309M, PSYC 345, or SOCY 447.

**SOCY 457****Sociology of Law (3)**

A study of the social, political, and cultural sources of legal norms and concepts (such as property, privacy, contract, institution, and liability), as well as the role of law in resolving interpersonal and intergroup disputes. Emphasis is on civil law.

**SOCY 460****Sociology of Work (3)**

An analysis of the American work world, emphasizing the effects of social change and occupational conflicts on the worker. Professionalization, career patterns, problems of minority groups, and the future of work are considered.

## **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.

## **SOCY 466**

### **Sociology of Politics (3)**

Prerequisite: 6 credits in sociology. An introduction to the sociology of political phenomena, involving the basic concepts and major findings in the field. Topics for analysis are the relationship of the polity to other institutional orders of society and the relationship of political activity in America to the theory of democracy.

## **SOCY 474**

### **Post-Soviet Societies (3)**

An analysis of the changes in social institutions and daily life in countries making the transition from socialism to capitalism. Emphasis is on differences in work, household tasks, and leisure activities by gender, age, and ethnic groups and on historical, cultural, and political differences across republics in the former Soviet Union and its satellites.

## **SOCY 498**

### **Selected Topics in Sociology (1–3)**

(Offered in response to students' requests and faculty members' interest.) Topics of special interest to advanced undergraduates specializing in sociology. May be repeated to a maximum of 6 credits when topics differ.

## **SPANISH**

*Courses in Spanish (designated SPAN) may be applied toward*

- the foreign language requirement for the B.A.;
- the general education requirement for 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 functions and structures of the Spanish language, with emphasis on the four skills of listening, speaking, reading, and writing.

## **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, with emphasis on the four skills of listening, speaking, reading, and writing.

## **SPAN 201**

### **Intermediate Spanish (4)**

(Fulfills the international perspective requirement.) Prerequisite: SPAN 102, SPAN 103, 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. Students may receive credit for only one of the following courses: SPAN 201 or SPAN 203.

## **SPAN 315**

### **Commercial Spanish I (3)**

(Fulfills the international perspective requirement.) Prerequisite: At least 6 credits of Spanish, or equivalent. A study of business terminology, vocabulary, and practices. Emphasis is on everyday spoken and written Spanish, using readings and discussion of Spanish commercial topics. Exposure to Spanish business environments may be included.

## SPEECH

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*Courses in speech (designated SPCH) may be applied toward*

- the general education requirement in communications;
- a primary or a secondary specialization in communication studies;
- a secondary specialization in speech;
- supporting credit for a management-related primary or secondary specialization as approved by a counselor; 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 the 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 SPCH 422.

### **SPCH 230 Argumentation and Debate (3)**

A presentation of the fundamental principles of reasoning, analysis, and preparation of evidence for debate briefs. The method of presentation used in standard academic debate is also covered.

### **SPCH 250 Introduction to Speech Communication Inquiry (3)**

An introduction to the field of speech communication. Definitions, models, and contexts of communications are presented. Theory of rhetoric and rhetorical criticism of disclosure are introduced.

### **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 330 Argumentation in Society (3)**

A presentation of contemporary theories of argument. Special emphasis is on the role of argument in resolving disputes and influencing society.

### **SPCH 383 Urban Communication (3)**

A study of various types of communication in the urban setting. Emphasis is on the communication problems of inter-ethnic relations and on strategies for improving communication. Students may receive credit for only one of the following courses: SPCH 383 or SPCH 483.

### **SPCH 402 Communication Theory and Process (3)**

Prerequisite: SPCH 250. Philosophical and conceptual analysis of communication theories in speech.

### **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 470**

#### **Theories of Listening (3)**

A survey of theories of the listening process. Emphasis is on functional analysis of listening behavior.

### **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**

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*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 199A, MATH 199M, MATH 107, or MATH 110. 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: MATH 111 or STAT 100.

### **STAT 400**

#### **Applied Probability and Statistics I (3)**

Prerequisite: MATH 141. An intermediate study of statistical theory. Topics include random variables and standard distribution theorem, moments, estimation of parameters, and testing of hypotheses. Students may receive credit for only one of the following courses: ENES 324 or STAT 400.

### **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.

### **STAT 460**

#### **Applied Nonparametric Statistics (3)**

Prerequisite: A statistics course other than STAT 100. A review of basic statistical ideas. Topics include significance tests and ranking methods for one and two samples, one-way and two-way layout, correlation and regression, nonparametric confidence intervals, robust-point estimates, goodness of fit, and contingency tables. The exact test and the chi-square test for homogeneity and independence are clarified. Techniques are illustrated by means of data from the biological, behavioral, and social sciences.

## TECHNOLOGY AND MANAGEMENT

*Courses in technology and management (designated TMGT) may be applied toward*

- a primary or a secondary specialization in 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.

A description of the curriculum begins on p. 45. Descriptions of other management-related curricula may be found on the following pages: accounting (p. 16), business and management (p. 18), health services management (p. 32), hotel and restaurant management (p. 35), management (p. 38), and management studies (p. 40).

### **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 (for example, word-processing and database) is included. Students may receive credit for only one of the following courses: CAPP 101, CAPP 300, IFSM 201, or TMGT 201.

### **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, TEMN 202, TEMN 300, TMGT 301, or TMGT 302.

### **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 the 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. Prepares managers to assume higher-level corporate positions or to undertake 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: MGMT 398D or TMGT 320.

### **TMGT 322 Principles of Marketing (3)**

(Also listed as MGMT 322.) An overview of the field of marketing, with special attention paid to marketing research, consumer behavior, and strategies of marketing. Areas covered include services and nonprofit marketing as well as international marketing. Strategies for selecting target markets are presented and appraised. Methods of developing, pricing, distributing, and promoting products are explained. Discussion also covers social and ethical issues in marketing. Students may receive credit for only one of the following courses: BMGT 350, MGMT 322, or TMGT 322.

### **TMGT 340 The Business/Government Relationship (6)**

An investigation of the relationship between business and government. The relationship is assessed as important because the largest corporations and the government dominate the nation's economic and political life; it is characterized as complex because of the variety of their interactions. Major topics include areas of regulation such as antitrust, transportation, and the environment; management of the economy; political techniques of business; and the future of the business/government relationship.

**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, MGMT 398K, MGMT 465, or TMGT 350.

**TMGT 360****Human Resource Management (6)**

A consideration of the management of human resources as a frontier of improvement in quality and growth in productivity. Topics covered include traditional personnel functions (such as recruitment, compensation, and training) as well as issues in human resource management (management of diversity, assessment of the external environment, and job enrichment). Students may receive credit for only one of the following courses: BMGT 360 or TMGT 360.

**TMGT 380****Strategic Management (6)**

An exploration of the continuous and systematic process of planning and implementing strategic decisions. The objective is to help managers collectively stretch their thinking to recognize strategic opportunities and threats. Topics include definition of mission, environmental forecasting, analysis of issues, formulation of strategy, and implementation and control of policies. Students may receive credit for only one of the following courses: BMGT 495, HMGT 430, MGMT 495, or TMGT 380.

**TMGT 390****Management in a Global Context (6)**

(Fulfills the international perspective requirement.) A survey of international business management in the context of the increasing economic interdependence of nations. Issues in strategic planning, intercultural factors, and political risk analysis are examined as they are affected by that increasing interdependence. Foreign techniques of management are also explored. Students may receive credit for only one of the following courses: BMGT 392, MGMT 305, or TMGT 390.

**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 covered 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)**

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, system 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)**

(Also listed as BEHS 444.) 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: BEHS 444 or TMGT 444.

## **TMGT 480**

### **Exploring the Future (6)**

(Also listed as BEHS 480. Fulfills the historical and international perspective requirements.) An examination of how to analyze and develop alternative 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, MGMT 398H, TMGT 401, or TMGT 480.

## **TMGT 490**

### **International Management in the Global Economy (6)**

(Fulfills the international perspective requirement.) An advanced study of international management. Topics include international trade and financial issues and policy, multinational corporations and economic factors (e.g., labor, capital, and technology), and the evolution of emerging economies. The impact of environmental, financial, and political actions on the world economy is explored. Actual case studies are used to thoroughly examine the issues.

## **TMGT 491**

### **Executive Leadership in the Multinational Financial and Economic Environment (6)**

(Fulfills the international perspective requirement.) Recommended: TMGT 490 or equivalent. A study of multinational business leadership in the global financial and economic environment. Emphasis is on economic theories and the application of those theories to the analysis of current international business and economic issues. Topics include trade theories, protectionism, export promotion, multilateral trade liberalization, regional integration, international movements of capital and labor, multinational corporations, balance of payments, accounting and foreign exchange rates, and issues related to developing countries and socialist transformation. Assignments include analysis of current international business, economic, and finance issues.

## **THEATRE**

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*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)**

An introduction to the people of the theatre: actors, directors, designers, and backstage personnel. Subjects explored include the core and characteristics of a script, theatrical forms and styles, and theatre history.

## **THET 120**

### **Acting I (3)**

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.

## **WOMEN'S STUDIES**

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*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 themselves.

## **WMST 250**

### **Introduction to Women's Studies: Women, Art, and Culture (3)**

An exploration of women's creativity. Topics include traditional and alternative women's cultures; art, myth, literature, and theology by women; women's heroic journeys; and emerging feminist art and culture.

## WMST 498F

### **Paths to Power: Women in Management (3)**

A comprehensive overview of the difficulties that women face in entering a business world dominated by men. Study centers on theory and practice in developing a repertoire of skills women need to understand and prepare for those difficulties, and on illustrations of the importance of a support network in negotiating the paths to power. Focus is on distinguishing personal issues from organizational ones in evaluating the requirements for each level of management and in developing the skills necessary for success.

## ZOOLOGY

*Courses in zoology (designated ZOOLOGY) may be applied toward*

- the general education requirement in the biological and physical sciences; and
- electives.

## ZOOL 181

### **Life in the Oceans (3)**

Prerequisite: An introductory college-level course in principles of biology. An exploration of the major groups of animals and plants in various marine environments. Both the present and the potential uses and misuses of the ocean are discussed.

## ZOOL 211

### **Cell Biology and Physiology (4)**

(Fulfills the laboratory science requirement. Lab fee required.) Prerequisites: BIOL 105 and CHEM 103. A study of biochemical and physiological mechanisms underlying cellular function. Topics covered include the properties of cells that make life possible and the mechanisms by which cells provide energy, reproduce, and integrate with and regulate each other and their environment.

## ZOOL 301

### **Biological Issues and Scientific Evidence (3)**

Prerequisite: An introductory college-level biology course. A survey of the process of scientific inquiry in biology. Two areas in which socially significant scientific data are subject to divergent interpretations are used as models: the theory of evolution versus creationism, and the measurement of human intelligence. The provisional nature of scientific truth is expounded. Intelligence testing is viewed in historical perspective, from its origins in 19th-century craniometry through the development of intelligence tests.



# Academic and Administrative Requirements

## 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
AUD	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 is eligible (by means of having 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 averages.

### Satisfactory/D/Fail

This grading method is available only on a limited basis. It is used in higher-level experiential courses and practicums (especially in the education disciplines).

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 AUD. 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, AUD, P, S, I, and W. The mark of AUD is explained in the preceding section. The grades and marks of P, S, F, I, and W are explained on the following page.

### ***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.
- The mark of I cannot be removed by means of credit by examination.
- The mark of I cannot be replaced by a mark of W (defined below).
- A mark of I not made up within six months becomes permanent unless a written request for an extension has been approved by the dean of Undergraduate Programs or his designee.

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 the reasons for 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 a counselor.

### **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. 167). 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 Student Services office 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 after being 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 a counselor.
- Meet with a counselor 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 counselor'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.

### *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, an international English honor society, is open to qualified UMUC students. Qualifications include a GPA of 3.6 or higher in at least 12 semester hours of English beyond ENGL 101. All 12 semester hours must have been completed at UMUC; 6 semester hours must be upper level. Students who qualify will have also completed at least 45 semester hours toward the bachelor's degree, at least 30 of which must have been taken at UMUC, including the required English courses beyond ENGL 101 or its equivalent. A cumulative GPA of 3.5 or higher in all coursework completed with UMUC is also required.

#### **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**

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### **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 only cover 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 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, by grading submitted work promptly and adequately, and by 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.

\* *The UMUC policy on religious holidays is stated in the appendices.*

### **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.

### **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.

There is a time limit for appealing a grade. Therefore, students who want to appeal a grade should initiate the process promptly.

### **Nonacademic Disciplinary Matters**

Students are subject to the UMUC Code of Student Conduct. 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 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  
University Boulevard at Adelphi Road  
College Park, MD 20742-1682

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 (details below). To pay by fax, students must use VISA or MasterCard; credit card information must include the expiration date.

Students who were last enrolled in the European Division or the Asian Division should mail requests for transcripts directly to the Office of Admissions and Registrations of the division or campus 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 Division  
Attn.: Transcripts  
Unit 29216  
APO AE 09102

University of Maryland University College  
Asian Division  
Unit 5060, Box 0100  
APO AP 96328-0100

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 Division 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. 174).

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 \$25). 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 above 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.

# Services to Students

## GENERAL INFORMATION AND ORIENTATION

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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 Team at 301-985-7000. Offices are open from 8:30 a.m. to 5 p.m.; the Information 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

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Some services to students are provided by multiskilled teams. These services include admission, academic advising, career counseling, financial aid, and veterans' benefits. Disabled student services are provided through the Support Team.

### Prospective or New Students

The Enrollment Team serves individuals who are inquiring about becoming a UMUC student 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 have attended one of UMUC's overseas divisions.

Students should contact the Enrollment Team between 8:30 a.m. and 5 p.m., Monday through Friday, 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 counselor, students need to call their resource teams between 8:30 a.m. and 5 p.m., Monday through Friday. The resource teams are as follows:

BASED AT COLLEGE PARK (STUDENT AND FACULTY SERVICES CENTER)	
Rock Creek	301-985-7939
Liberty	301-985-7960
St. James	301-985-7662
Wingate	301-985-7353

### BASED AT ANNAPOLIS

Chesapeake 410-266-3774 or 301-261-8199

### BASED AT SHADY GROVE

Potomac 301-738-6000

### BASED AT WALDORF

Patuxent 301-645-4303 or 301-870-6013

### BASED AT ANDREWS AIR FORCE BASE

Seneca 301-981-3123

### BASED AT FORT MEADE

Seneca 410-551-0431 or 301-621-9882

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

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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 tentative evaluation of their potential transfer credit prepared by an Enrollment Team counselor. The tentative (unofficial) evaluation is an estimate of the academic credit UMUC might accept toward a particular degree and of the requirements remaining to be fulfilled. (Sources of credit are described on p. 48.) A tentative evaluation can be prepared without official documents, although official records are preferred. This evaluation 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 on the World Wide Web at [www.umuc.edu/studserv/credeval.html](http://www.umuc.edu/studserv/credeval.html) or 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/granted. UMUC may deny transfer credit from any institution not listed on the application for admission. Any sources of transfer credit not listed at the time of admission or approved by a counselor 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  
University Boulevard at Adelphi Road  
College Park, Maryland 20742-1636

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

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### Bookstores

Textbooks and supplies are available at several bookstores 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* contains information about obtaining texts.

### Career Services

Resource teams can help students make career decisions and develop job-search strategies. Services include decision-making courses offered for credit. Additional programs, such as job-search seminars, are announced regularly in *Directions*, the newsletter for students. Some services have fees.

### Academic Courses

CAPL 171 Personal Career Planning and Development (3 credits) covers the career-planning process, from the assessment of a student's skills, values, and interests to job-search techniques.

EDCP 108D Career Development and Decision Making (1 credit) helps students clarify their career goals by assessing their skills, values, and vocational interests; identifying career options; and using career-information resources.

### Student Resource Center

Information about career fields and suggestions for job-seekers are available on a self-service basis at the Student and Faculty Services Center in College Park. Materials do not circulate. The number to call for information is 301-985-7000.

### Job Listings

Employment opportunities are posted at the UMUC Student Resource Center. Additional job listings are available through Jobtrak, UMUC's job listing service. The Web site is [www.jobtrak.com](http://www.jobtrak.com). Students may access the site from a UMUC lab without a password. Resource teams will supply the password for current students' use from a computer not connected to UMUC.

### 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.

### LIBRARY SERVICES

The UMUC Office of Library Services facilitates access to the vast array of library resources and materials available to students. The office promotes the use of library technology, coordinates courses in information technology, and distributes guides and other printed materials.

Services to students include direct borrowing privileges at all University System of Maryland (USM) campus libraries; access to VICTOR, the online catalog of the USM; inter-library loan services; access to library resources via the Internet; guides to area libraries; and a reference librarian available at McKeldin Library and at the Shady Grove Library to assist with research needs.

For information on library services, students may send an e-mail message to [library@info.umuc.edu](mailto: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. The Office of Library Services, located in room 2201 of the Student and Faculty Services Center, is open from 8:30 a.m. to 5 p.m. Monday through Friday. The library at the University System of Maryland Shady Grove Center provides library services and assistance Monday through Saturday.

### Direct Borrowing Privileges

Currently enrolled students have borrowing privileges at the following libraries. To borrow materials, students must have a current validation sticker and bar code on their student identification cards.

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Bowie State University

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Coppin State College

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Frostburg State University

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Morgan State University

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Salisbury State University

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St. Mary's College of Maryland

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Towson University

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University of Baltimore

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University of Maryland, Baltimore

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University of Maryland, Baltimore County

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University of Maryland Center for Environmental Science

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University of Maryland, College Park

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University of Maryland Eastern Shore

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University of Maryland University College

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### Library Resources

The USM online catalog, VICTOR, provides access to the System's books and several journal databases. The databases offer journal citations, abstracts, and some full-text articles. All USM libraries; UMUC centers at College Park, Shady Grove, Annapolis, and Waldorf; and other UMUC regional sites offer access to VICTOR. VICTOR can also be accessed through remote dial-in with a PC and modem, via the Internet or through Tycho.

Books reserved through VICTOR 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 register at any USM library or by contacting the Office of Library Services at 301-985-7209 or by e-mail at [library@info.umuc.edu](mailto:library@info.umuc.edu).

An extensive array of online journal databases and national and international newspapers is available through the Library Services Web page at [www.umuc.edu/library](http://www.umuc.edu/library). The Web page offers access to 30 databases, half of which are full text, in the business, management, and computing areas.

### 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. The Office of Library Services provides two sources of assistance: in-class instruction and individualized research assistance.

At the request of a faculty member, the Office of 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 located in the McKeldin Library at College Park and at 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 the Office of Library Services at 301-985-7209, the McKeldin reference office at 301-405-9115, or the Shady Grove Library at 301-738-6020.

## TUTORING

Tutoring is available at College Park for mathematics and statistics courses. There is no charge for this service. A list of private tutors is available for some (but not all) academic disciplines. Students may call 301-985-7000 for general tutoring information.

## ALUMNI ASSOCIATION

The University of Maryland University College Alumni Association was established in 1990. The association's mission is to support current students and promote the excellence of UMUC.

All UMUC graduates are automatically enrolled as members of the Alumni Association. With a membership of more than 65,000, the association offers programs and services that are beneficial to both alumni and students. In addition to funding scholarships for current UMUC students, the association seeks to involve volunteers in supporting students and faculty. It provides benefits for alumni that include career development opportunities; educational, cultural, and recreational events; an affinity credit card; and other services. Students are invited to participate in many of these alumni activities.

All association members receive an alumni magazine, *The Achiever*, which highlights the accomplishments and successes of UMUC students and alumni. *The Achiever* also reports on UMUC's varied educational and cultural activities.

Additional information about the Alumni Association is available on the World Wide Web at [www.umuc.edu/alum](http://www.umuc.edu/alum) or from the Office of Alumni Relations, University of Maryland University College, University Boulevard at Adelphi Road, College Park, MD 20742-1608 (phone 301-985-7179). Student inquiries are particularly welcome.

\* Residency status is defined in the appendices.

# Financial Information

## TUITION AND FEES

All tuition and applicable fees must be paid in full at the time of registration. Students using the Interactive Registration and Information System (IRIS) for touch-tone registration are given a due date by which their payments must be received. UMUC does not offer a deferred-payment plan or an installment-billing plan. 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. A student who might qualify for tuition assistance, financial aid, or veterans' benefits should consult the appropriate sections that follow. The fees below were in effect at the time of publication, but are subject to change.

### Current Tuition

The following tuition rates are current as of the publication date. Changes are listed in each *Undergraduate Schedule of Classes*. All amounts listed are per semester hour.

Resident of Maryland*	\$183
Nonresident	\$222

## Fees

### Application for Admission

All new students must pay a nonrefundable fee of \$30 when they apply for admission to UMUC. Students previously enrolled in a UMUC undergraduate program, either in the United States or in one of the overseas divisions of UMUC, are not required to pay this fee.

### Registration

#### CHANGES IN REGISTRATION

Substituting one course for another (or one section of a course for another) costs \$15.

#### LATE REGISTRATION

A fee of \$30 is charged for registering after the regular registration period.

#### LABORATORY SCIENCE

A \$40 laboratory science fee is required for BIOL 105, CHEM 103, CHEM 113, CHEM 233, CHEM 243, MICB 200, MICB 440, ZOOL 201, ZOOL 202, and ZOOL 211.

### ***Examinations to Establish Credit***

The cost for each examination taken to obtain credit for a course (i.e., a course-challenge examination) is the regular tuition rate per semester hour of credit. (The various ways of earning college credit are described on pp. 5–6.) Payment must accompany the application.

### ***Vehicle Registration***

Parking regulations differ at each site. Check the current *Undergraduate Schedule of Classes* for information.

### ***Cooperative Education***

Credit for Co-op is charged at the current tuition rate plus an administrative fee each time a student registers. If a student chooses to earn Co-op credit in a new position obtained through the Co-op job development program, there is a \$75 charge for the required seminar.

### ***EXCEL Through Experiential Learning***

Fees charged to participate in the EXCEL program vary. Prospective students may call 301-985-7755 for detailed information.

### ***Application for Graduation***

An official evaluation of degree status (p. 74) must have been completed before a student may apply for a diploma. A nonrefundable fee of \$25 is due at the time of application.

### ***Transcripts***

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 Division transcripts by fax, students must pay a \$15 fee. Checks should be made payable to University of Maryland University College.

### ***Service Charge for 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.

### ***Withdrawals and Refunds***

A student who withdraws from a course before the first class meeting will receive a full tuition refund, less the withdrawal fee of \$15 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 is returned to the employer or the federal government. If the aid was a partial payment, the aid is returned to the employer or the government, and excess payments are 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.

### ***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

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Financial aid is money available to help students pay the costs of college. 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 Student Services office.

UMUC attempts to assist all adult students, particularly those studying part time, who would otherwise be unable to afford a college education. Regardless of their income, all students are encouraged to apply for assistance; many financing alternatives are available.

UMUC 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.

### Completing the Forms

Students must complete the Free Application for Federal Student Aid (FAFSA) to qualify for any type of financial aid. There is no cost to the student to use this form. The FAFSA must be completed for a student to be considered for need-based Maryland state scholarships. In addition, students must meet the Maryland state scholarships' March 1 application deadline to be considered for most state scholarship programs.

As the first step in the application process, the student (and the student's family, if applicable) must complete application forms. In addition to the FAFSA, UMUC requires completion of an institutional financial aid form.

Approximately four weeks after mailing the FAFSA, students will receive the Federal Pell Grant Student Aid Report (SAR). The SAR must be signed, dated, and forwarded to UMUC. In submitting the SAR, students must be sure to include all additional information requested and any necessary corrections. Student Services processes the additional information and corrections electronically to save time. Student Services will send a corrected Institutional Student Information Report (ISIR) to students whose information has been electronically corrected.

## Programs for Financial Aid

Most aid programs are available to both full- and part-time students. UMUC offers several kinds of aid, including grants, scholarships, work, and loans. In most cases, at least half-time enrollment (6 semester hours) is required of the recipients. Most institutional scholarships are open to students who register for as few as 3 semester hours.

Each applicant for financial aid must request an official evaluation from a counselor in the first period of enrollment and study at UMUC.

### Grants

Gift assistance, for which no repayment is required, is awarded by the federal government, the state of Maryland, and UMUC. Student Services provides four types of gift assistance: Federal Pell Grants, Federal Supplemental Educational Opportunity Grants, UMUC scholarships and grants, and Maryland state scholarships and grants. Students should contact their resource team for information about scholarships.

The **Federal Pell Grant Program** provides aid to students who demonstrate financial need. Awards range from \$400 to \$2,400 per academic year, depending on government funding levels.

The **Federal Supplemental Educational Opportunity Grant (SEOG)** provides aid to students who demonstrate extraordinary financial need by means of eligibility for a Federal Pell Grant. The amount of each award is based on the student's degree of need and the level of federal funds allocated to the institution for the year. Awards are typically \$125 to \$250 each semester.

The **UMUC President's Grant** provides aid to undergraduates who demonstrate financial need and are in good academic standing. Since funds are limited, students are urged to apply early. Awards (renewable) provide \$1,000 per academic year.

The **Maryland State Scholarship programs** provide financial assistance to Maryland residents based primarily on financial need. Senatorial and Delegate Scholarship awards are also based on criteria established by the elected official.

- High school seniors may qualify for the Guaranteed Access Grant if they meet specific criteria.
- Educational Assistance Grants are need-based and replaced the General State Scholarship program.

**Maryland Part-Time Grants** are awarded to part-time students. Funds for these grants are allocated to state colleges on an annual basis and are administered by the institution. A student's eligibility for this program is based on financial need as determined by the institution.

The direct contact of UMUC students with elected state officials (senators or delegates) is essential to increasing the pool of state aid available to the adult population of the university.

### ***Employment Programs for Students***

UMUC recognizes the importance of flexible, part-time employment opportunities for students who are in transition or who have financial need. Employment focuses on positions in the university setting; some community-service positions are available. The Student Services office coordinates information and publicity for the programs.

The **Federal Work-Study Program** provides part-time jobs to help students pay for college studies. The amount of each initial award is based on financial need and preset estimates. The final award is based on the nature of each job and its hourly pay scale, the student's financial need, and the availability of funds. It is adjusted at the time of placement in an appropriate position. Payment is calculated on an hourly basis. Checks are issued every two weeks.

### ***Loans***

Students who receive loans for a college education are expected to repay the principal and interest according to a scheduled repayment plan.

The **Federal Perkins Loan Program** (formerly the National Direct Student Loan, or NDSL, Program) offers need-based, low-interest federal loans. The lender is UMUC. The amount of each loan depends on the student's financial need and the availability of funds. As much as \$3,000 per year, or \$15,000 for the entire undergraduate program, may be awarded. As long as the borrower is enrolled at least half-time (6 semester hours of credit per semester), no interest is charged nor is repayment required. Interest (currently at 5 percent) begins to be charged nine months after the borrower leaves school or when attendance drops below half-time (6 semester hours). The minimum monthly payment is typically \$40 plus interest, depending on the outstanding balance of the loan. The loan must be repaid within 10 years.

**Federal William D. Ford Direct Loans** are low-interest loans made to students attending school at least half-time.

Students may qualify for a subsidized Federal Direct Loan, which is based on financial need. Students can also obtain an unsubsidized Federal Direct Loan regardless of need—that is, regardless of their personal or family income. It is possible for a student to have a Federal Direct Loan based only in part on financial need.

The federal government pays the interest on a need-based Federal Direct Loan (subsidized) while the recipient is in school or in deferment. These types of loans are called subsidized student loans because the federal government

pays the interest and, therefore, subsidizes or supports these loans. Students with a non-need-based Federal Direct Loan (unsubsidized) are responsible for the interest during in-school and deferment periods.

Independent undergraduates may borrow up to

- \$6,625 as a first-year student in a program of study (at least \$4,000 of this amount must be in unsubsidized Federal Direct Loans),
- \$7,500 after completing the first year of study (at least \$4,000 of this amount must be in unsubsidized Federal Direct Loans), and
- \$10,500 a year after completing two years of study (at least \$4,000 of this amount must be in unsubsidized Federal Direct Loans).

Dependent undergraduate students may borrow up to

- \$2,625 as a first-year student,
- \$3,500 after completing the first year of study, and
- \$5,500 after completing two years of study and having reached junior level.

Graduate students may borrow \$18,500 a year (at least \$10,000 of this amount must be in unsubsidized Federal Direct Loans).

The interest rate on the Federal Direct Loan (both subsidized and unsubsidized) is variable, with a ceiling of 8.25 percent. Interest rates are set each June. The organization holding the loan will notify the student of interest rate changes.

The **Federal Parent Loan for Undergraduate Students (Federal PLUS)** enables parents with good credit histories to borrow for each dependent student enrolled at least half-time. The yearly loan limit is the cost of education minus any estimated financial aid for which the student is eligible.

For PLUS loans first disbursed on or after July 1, 1994, the interest rate is variable but will not exceed 9 percent. Interest rates are set each June. More information on this loan program is available from resource teams. Note: All information about federal programs is subject to change.

### **General Eligibility Requirements**

#### ***Eligibility for Need-Based Assistance***

Eligible applicants for UMUC need-based assistance must be

- Admitted to UMUC as degree-seeking students.
- U.S. citizens or classified as eligible noncitizens (i.e., permanent residents).
- Enrolled at least half-time as defined by UMUC for undergraduate or graduate students. Some federal programs and merit-based scholarships and other institutional awards require enrollment for only 3 credits. (Credit earned by examination, audited courses, and some repeated courses cannot be counted.)

- Demonstrating satisfactory academic progress toward a degree according to UMUC financial aid guidelines.
- Registered with the Selective Service, if required to do so.
- In good financial standing at all colleges and universities previously attended, not in default on any loan (or having borrowed in excess of loan limits), or not owing a refund on any grant under Title IV federal student aid programs.

Students who have attended some other postsecondary school or schools (even if the student received no financial aid there) must arrange for the previous institution(s) to send a financial aid transcript to UMUC's Student Services office. No application for financial aid at UMUC will be processed until the transcripts are received.

### ***Eligibility for Federal Financial Aid***

To apply for or to continue to receive federal financial aid (Federal Pell Grant, Federal SEOG, Federal Work-Study, Federal Perkins Loan, Federal Direct Loan, or Federal PLUS), a student must demonstrate satisfactory academic progress. "Satisfactory academic progress" encompasses two measures of academic progress: completion rate and grade-point average (GPA).

To demonstrate a satisfactory grade-point average, a student is required to maintain a 2.0 grade-point average.

To maintain a satisfactory completion rate, the student must complete a percentage of credits attempted. Percentages differ depending on the student's status. (More information can be acquired from Student Services.) Credits completed are credits for courses in which the student received a passing grade of A, B, C, D, S, or P.

Only one repetition of a course completed with an unsatisfactory grade (F, I, or W) will be allowed for students receiving financial aid. No federal financial aid will be awarded for courses taken with the grading method of audit (AUD).

Students receiving financial aid may take no more than 18 semester hours with the grading method of pass/fail. To take courses on a pass/fail basis, students are required to fulfill the pass/fail requirements detailed on p. 167. Recipients of financial aid must take the rest of their credits with the standard grading method.

At the beginning of each award period, Student Services reviews the records of all students who are receiving federal financial aid. Reviewers examine each student's completion rate and grade-point average to determine whether the student is making satisfactory academic progress. Further requirements for qualifying to receive financial aid (and to continue receiving it) are specifically outlined in the application kit, which is available from Student Services. Additional information is typically sent to award recipients during each enrollment period.

### **Cancellation of Financial Aid**

Students who fail to maintain the standards for receiving financial assistance will be sent a written warning. UMUC allows students one semester of grace to come into compliance with the academic-progress requirements listed in the previous section. Students who fail to do so by the end of the probationary semester will have all of their federal financial aid suspended. No further aid will be awarded until the student reestablishes a record of satisfactory progress or successfully completes at least 12 semester hours at his or her own expense.

In cases of unsatisfactory academic progress caused by extraordinary circumstances beyond the student's control, the student may appeal in writing to the Financial Aid Appeals Board for a waiver. Documentation explaining the reason(s) for the lack of progress should be included. The technical director, financial aid, will notify the student and the student's counselor of the board's decision.

If they meet all the other requirements, readmitted students who were denied funding because of lack of satisfactory academic progress will be eligible for automatic reinstatement of financial aid after three years of not being enrolled.

### **Application Deadlines**

The most important aspect of financial aid is to apply for assistance as early as possible. The application deadlines listed below are the dates for high-priority consideration in the most desirable assistance programs. Students who meet those deadlines will also enjoy the security of having their award authorizations ready for registration. Students who do not meet those deadlines cannot expect to receive financial aid in time for registration. However, students who apply late may receive aid retroactively, depending on their eligibility and the availability of funds.

Late applications are processed continually, so students are encouraged to follow through. Eligibility for both loans and grants can be authorized even after the enrollment period has begun.

The application process takes at least 10 weeks. Students who wish their applications for financial aid to receive high priority, and who want their eligibility to be determined early enough that funds can be reserved by registration, should meet the deadlines on the following chart:

<b>Enrollment Period Being Applied for</b>	<b>Priority Deadline for Filing Financial Aid Forms</b>
Academic year (for Maryland State Scholarships)	March 1
Academic year or fall semester only (for other financial aid)	June 1
Spring semester only	November 1
Summer trimester	April 1

## For Further Information

Information and applications are available from Student Services. Students can obtain current financial aid kit by contacting their resource team.

## VETERANS' BENEFITS

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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 (VEAP) (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 VEAP 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 agree 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.
- 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 (REPS) 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 8 to 10 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.

Anyone who plans to be a half-time student and who did not receive benefits the previous semester may be eligible to apply for advance payment. Advance payment will cover the first fractional or full month and the following month of a student's enrollment. A check is mailed to UMUC before classes begin. However, since the advance check may not arrive in time for registration, the student is directly responsible for immediate tuition costs. There is no provision for delayed or deferred payment.

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. (Types of training that qualify are listed on p. 49; 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 AUD (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, or P 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 also. 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  
University Boulevard at Adelphi Road  
College Park, MD 20742-1634

# Graduate Programs

## INTRODUCTION

UMUC offers eight master's degree programs through the Graduate School of Management & Technology. Established in 1978 to prepare business, industry, government, and not-for-profit sector midlevel managers, the school now has more than 3,600 students. Faculty members are distinguished by their extensive professional managerial experience as well as by their advanced education and teaching ability. All eight degree programs consist of 36–39 semester hours of graduate study.

## PROGRAMS

The following eight degree programs are offered:

- 1. Master of Science in Management**  
with eight optional tracks and one executive program:
  - Financial Management\*
  - Health Care Administration\*
  - Human Resource Management\*
  - Interdisciplinary Studies in Management\*
  - Management Information Systems\*
  - Marketing\*
  - Not-for-Profit Management\*
  - Procurement and Contract Management\*
  - Executive Master of Science in Management
- 2. Master of Science in Computer Systems Management**  
with four optional tracks:
  - Applied Computer Systems
  - Database Systems and Security
  - Information Resources Management\*
  - Software Development Management
  - Executive Program in Information Technology
- 3. Master of Science in Engineering Management**  
(joint program with University of Maryland, Baltimore County) with five optional tracks:
  - Bioengineering Management
  - Environmental Engineering Management
  - Manufacturing Engineering Management
  - Systems Engineering Management
  - Traditional Engineering Management
- 4. Master of Science in Environmental Management**
- 5. Master of International Management**  
with three optional tracks and one executive program:
  - International Commerce\*
  - International Finance\*
  - International Marketing\*
  - Executive Master of International Management

\* Also offered in a distance format.

## 6. Master of Software Engineering

(joint program with University of Maryland, College Park)

## 7. Master of Science in Technology Management

with three optional tracks and one executive program:

- Basic Program\*
- Biotechnology Management
- Technology Systems Management
- Executive Master of Science in Technology Management

## 8. Master of Science in Telecommunications Management

- Executive Program in Information Technology

### LOCATIONS

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Aberdeen, MD  
Annapolis, MD  
Baltimore, MD  
Catonsville, MD  
College Park, MD  
Olney, MD  
Patuxent River, MD  
Rockville, MD  
Waldorf, MD  
Washington, DC

### COLLOQUIUM SERIES

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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

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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 800-888-UMUC, ext. 4617. The fax number is 301-985-4611. Written inquiries should be sent to

*gradschool@info.umuc.edu* via e-mail

or

Graduate School of Management & Technology  
University of Maryland University College  
University Boulevard at Adelphi Road  
College Park, MD 20741-0869

\* Also offered in a distance format.

## *Noncredit Programs*

### NATIONAL LEADERSHIP INSTITUTE

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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 affiliation with the Center for Creative Leadership, the preeminent education and research institution devoted to the development of creative leadership and effective management.

#### *Leadership Development Program (LDP)*

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 LDP include comprehensive leadership assessment, high-performance team building, one-to-one feedback and coaching, action planning, and follow-up activities.

#### *Foundations of Leadership (FOL)*

FOL 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 and Counseling*

Highly individualized coaching and counseling 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

- High-Performance Teaming
- Leading with Vision
- Creating Life Balance
- Managing Organizational Transitions
- Women's Advancement in the Workplace

## PROFESSIONAL DEVELOPMENT

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The Professional Development office provides education, training, and contract services to meet the needs of cost-conscious organizations. It brings the full services of the University System of Maryland to national and international clients by offering unique delivery and contracting opportunities. Its Web page is available at [www.umuc.edu/prog/wkforce/inst.html](http://www.umuc.edu/prog/wkforce/inst.html).

### 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 Washington, D.C.; 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 and Workforce Development

The Professional and Workforce Development (PWD) office provides noncredit educational and training programs and services to individuals and organizations. Drawing upon resources of the university, professional, corporate, and governmental communities, PWD identifies ongoing and emerging needs and then develops and delivers timely, high-quality, university-level programs to meet those needs.

PWD also develops and conducts customized training programs on a contract basis. Program topics include leadership and supervisory skills development, management practices, total quality management, written and oral communication, and computer applications. Programs are tailored to meet a particular organization's objectives. Consultation is available to assist organizations in developing their own in-house training programs.

Many programs are conducted at the UMUC Inn and Conference Center, conveniently located in College Park, Maryland. Training programs may also be held at another location convenient to the client.

PWD may be reached by phone at 301-985-7644 or via e-mail at [umuc-at-work@nova.umuc.edu](mailto:umuc-at-work@nova.umuc.edu); the fax number is 301-985-7887.

### Management Skills Development

Many corporations, government agencies, businesses, and other organizations have contracted with PWD to augment their own human-resource-development units. Other organizations have hired PWD as their primary training service. In both cases, PWD conducts technical and management skills programs that meet the unique needs of an organization in areas such as

- Computer Applications
- Report Writing
- Conflict Resolution and Negotiation
- Public Speaking in Business
- Strategic Planning and Budgeting
- Planning and Forecasting
- Problem Solving and Decision Making
- Stress Management
- Communication and Listening Skills
- Managing Organizational Change

PWD provides advanced technical training designed to give students "real world" skills to stay competitive in the ever-changing information technology industry. Programs are offered in Rockville, Maryland, or can be customized and delivered on-site at an organization. Available offerings are

- Microsoft Certified Systems Engineer Certificate Program
- Java
- C/C++ Programming
- UNIX
- Oracle
- Object-Oriented Programming
- Software and Systems Engineering
- Systems Analysis and Design
- Security
- Networking
- Telecommunications

### ***Professional Training Seminars***

PWD offers training seminars designed for professionals in accounting, finance, and information systems. The one-, two-, and five-day seminars provide participants with professional development opportunities focusing on the most up-to-date issues and technologies relevant to the workplace. Seminars are held throughout the year; many of them offer continuing professional education (CPE) credits or continuing education units (CEUs).

### ***Test Preparation Workshops***

Throughout the year, PWD offers Test Preparation Workshops for the LSAT, GMAT, and GRE. These workshops help participants learn critical test-taking techniques, reduce test anxiety, and gain hands-on experience through practice testing.

### ***Tax Institute***

PWD sponsors the Annual Maryland Federal and State Tax Institute to update, clarify, and explain federal and state income tax requirements. Specialists from the Delaware–Baltimore District of the Internal Revenue Service and from the Revenue Administration Division of the Maryland State Comptroller's Office conduct the sessions at five sites throughout the state.

### **National Center for Hazard Communication**

The National Center for Hazard Communication offers professional development courses in

- Occupational Health and Safety
- Hazardous Materials Regulations and Compliance
- Environmental Management
- Mixed Waste Management

The National Center for Hazard Communication may be reached by phone at 301-985-7881; the fax number is 301-985-7887.

### **Office of Special Programs**

The Office of Special Programs (OSP) provides degree and noncredit course opportunities for professionals in nuclear science, radiation protection, and health physics. Courses are offered on site in the workplace for organizations in the Baltimore–Washington region and across the country. For more information about OSP, inquirers may call 301-985-7881 or, from outside the Washington, D.C., metropolitan area, 800-444-6853.

## ***Other Supporting Programs***

### **OFFICE OF INSTRUCTIONAL DEVELOPMENT**

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The Office of Instructional Development is one of the largest integrated course development units in the country. With capabilities encompassing instructional design, editing, educational technology, document production, and video production, the department is unique in offering comprehensive distance education services.

The Office of Instructional Development uses a team approach to design and develop award-winning course guides, Web-based course materials, faculty manuals, and related instructional materials, as well as videotapes and other multimedia products that support UMUC's distance education programs. The department also creates materials and workshops to train faculty and students on technologies used in distance education and operates a cable television channel that carries instructional, student service, and public service programming.

Along with providing these services to UMUC faculty and students, the department serves the education community with a variety of programs. It manages the International University Consortium, a membership organization that develops and offers course packages for distance education programs and brings together distance education professionals to share ideas and form partnerships. Instructional Development provides the leadership for and staff support to the University System of Maryland Institute for Distance Education, which coordinates and facilitates the growth of distance education capabilities within the System through faculty development activities, publications, and research.

More information about course development and the various distance education programs may be obtained by calling 301-985-7897. Additional information about video production or cable television programs is available at 301-985-7777.

## INSTITUTE FOR RESEARCH ON ADULTS IN HIGHER EDUCATION

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The Institute for Research on Adults in Higher Education (IRAHE) seeks, through research, to generate knowledge that will lead to improvements in higher education for adults. IRAHE's action/research programs enable UMUC and partner institutions to achieve immediate improvements through the implementation and evaluation of new practices.

IRAHE's initial research projects, funded by grants from The Pew Charitable Trusts and an anonymous donor, have been directed toward equity of access and success for students of color (the Diverse Students Program) and making the delivery of college-level learning more efficient both for students and for higher-education institutions (the Effectiveness in Learning Program). A third research component, College-Employer Partnerships, has sought the collaboration of employers with UMUC in designing and assessing the results of flexible curricula that enhance workforce development.

While the focus of IRAHE's research is on serving the needs of adult, part-time students, its findings can be used to advantage by colleges serving younger students as well. IRAHE will disseminate its findings among other institutions of higher education and interested individuals. IRAHE may be reached by phone at 301-985-7031 or by e-mail at [irahe@listserv.umuc.edu](mailto:irahe@listserv.umuc.edu). Information can also be obtained by visiting its Web site at [www.umuc.edu/irahe](http://www.umuc.edu/irahe).

## INSTITUTE FOR ENVIRONMENTAL MANAGEMENT

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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 and by publishing proceedings and a newsletter. 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 301-985-7200 or by e-mail at [rbeauch@nova.umuc.edu](mailto:rbeauch@nova.umuc.edu).

## INSTITUTE FOR GLOBAL MANAGEMENT

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The Institute for Global Management conducts research and provides training on topics central to the management of international enterprises. The institute offers customized seminars and consulting services, and conducts 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 for Global Management via e-mail at [Clarence\\_Mann@admin.umuc.edu](mailto:Clarence_Mann@admin.umuc.edu) or by calling 301-985-7200.

## ARTS PROGRAM

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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 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.

## *International Programs*

UMUC has been providing educational programs around the world under contract to the Department of Defense since 1949. Administered through the university's European and Asian Divisions, by 1995 courses were being delivered to students on seven continents.

Initially, these overseas programs were available only to members of the U.S. armed forces, to 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 programs overseas for a wider, global audience. In Germany, UMUC maintains a traditional, residential campus with an international student body. Russian students can partake of joint American and Russian programs that have been established at two universities in Russia. Students in all three programs earn a UMUC bachelor's degree upon successful completion of their studies.

### **Schwäbisch Gmünd, Germany**

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, and psychology. Another option is the Study Abroad experience, which enables students to enhance their studies for a semester or an academic year.

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 International Programs office at College Park or the Schwäbisch Gmünd campus.

### **Administration**

Willard Martin, *Dean*

#### ***United States***

Jennifer Kist, *International Admissions Counselor*

#### **ADDRESS**

International Programs  
University of Maryland University College  
University Boulevard at Adelphi Road  
College Park, MD 20742-1644

#### **TELEPHONE**

301-985-7442

#### **FAX**

301-985-7959

#### **E-MAIL**

*international\_programs@admin.umuc.edu*

#### ***Germany***

#### **ADDRESS**

Office of Admissions  
University of Maryland University College  
Universitätspark  
73525 Schwäbisch Gmünd  
Germany

#### **TELEPHONE**

011-49-7171-18070

#### **FAX**

011-49-7171-37525

#### **E-MAIL**

*enroll@admin.sg.umuc.edu*

#### **WEB SITE**

*www.umuc.edu/internat/germany.html*

## **Irkutsk and Vladivostok, Russia**

UMUC conducts joint undergraduate programs in management with two Russian universities: Irkutsk State University (ISU) in Irkutsk and Far Eastern State University (FESU) in Vladivostok, both cities of historical significance.

During the first two years of the program, Russian faculty members teach courses delivered in the Russian language as well as intensive courses in English as a foreign language. UMUC faculty members teach third- and fourth-year courses in English. Students who have successfully completed the four-year course of study receive a bachelor's degree from UMUC. Students may attend for a fifth year, delivered in Russian, to receive a Russian university diploma.

Most Russian students are supported by Russian businesses or the regional governments. Both programs are also open to students from the United States and other countries. Prospective students whose first language is not English must achieve a TOEFL score of 550 or higher for admission to the programs.

The programs provide an opportunity to obtain a U.S. degree while studying in Russia. Both ISU and FESU are major universities with long traditions of academic excellence. Russian and U.S. faculty members and administrators provide a high-quality university experience combined with strong student support services.

### **Administration**

Richard Schreck, *Director*  
*International Programs*

Rosemary Hoffmann, *Director*  
*Russian Undergraduate Programs*

### **United States**

#### **ADDRESS**

International Programs  
University of Maryland University College  
University Boulevard at Adelphi Road  
College Park, MD 20742-1644

#### **TELEPHONE**

301-985-7442

#### **FAX**

301-985-7959

#### **E-MAIL**

*overseas\_programs@admin.umuc.edu*

#### **WEB SITE**

*www.umuc.edu/internat/russia.html*

## **EUROPEAN DIVISION**

Eligibility to enroll in UMUC European Division courses is governed by contractual obligations to the Department of Defense. Inquiries concerning eligibility should be directed to the UMUC European Division headquarters in Heidelberg or to the campus in Mannheim, Germany.

### **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 for these courses, but for the first term 1,850 students enrolled. Classes were held at six Armed Forces Education Centers in Germany: Berlin, Frankfurt, Heidelberg, Munich, Nuremberg, and Wiesbaden. In the European Division today, more than 11,000 students register each year. UMUC now offers courses at about 100 centers in more than 20 countries.

At most locations, the European Division offers five eight-week terms each year, on the following schedule:

- August–October
- October–December
- January–March
- March–May
- June–July

A semester-based program for full-time students at the Mannheim campus serves freshman and sophomore family members of U.S. military and government civilian personnel stationed in Europe.

### **Undergraduate Courses**

The courses of study in the European Division 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, area studies, business and management, and computer studies.

## Graduate Courses

Courses of study leading to master's degrees are offered through the UMUC European Division by Bowie State University (BSU) and the 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 in counseling and personnel services.

## Cooperation with Military Education Offices

The European Division benefits 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 Division 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

Paula A. Harbecke, *Vice President and Director*  
*European Division*

### Heidelberg

#### 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 SITE

*www.ed.umuc.edu*

## Mannheim Campus

Mary Baron, *Resident Dean*

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 Division, 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 the degree of Associate of Arts 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.

#### ADDRESSES

- From overseas U.S. military installations or from the United States:  
University of Maryland University College  
Mannheim Campus  
Unit 24560  
APO AE 09183
- International (civilian from outside the United States):  
University of Maryland University College  
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

*admissions@admin.mc.umuc.edu*

### **London Office**

LeAnn Cragun, *Director*  
*United Kingdom/Atlantic*

The London office coordinates classes and other educational activities at locations in the United Kingdom and Iceland.

#### **ADDRESSES**

- From overseas U.S. military installations or from the United States:  
University of Maryland University College  
European Division  
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  
0181-868-9638/7689 (within the United Kingdom)  
+44-181-868-9638/7689 (outside the United Kingdom)

#### **FAX**

+44-181-868-7637

### **Catalogs**

Requests for European Division 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, College Park, MD 20742-1642.

### **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**

Bedrock

Colt

Demi

Dobol

Guardian

McGovern

Tuzla Main

Tuzla West

#### **CROATIA**

Slavonski Brod

#### **EGYPT**

Cairo

Sinai

#### **GERMANY**

Ansbach

Babenhausen

Bad Aibling

Bad Kreuznach

Bamberg

Baumholder

Böblingen

Bonn

Büchel

Büdingen

Darmstadt

Dexheim

Friedberg

Garmisch-

Partenkirchen

Geilenkirchen

Giebelstadt

Giessen

Grafenwöhr

Hanau

Heidelberg

Hohenfels

Illesheim

Kaiserslautern

Kitzingen

Landstuhl

Mainz-

Wackernheim

Mannheim

Miesau

Münchweiler

Oberursel

Pirmasens

Ramstein

Rhein-Main

Schweinfurt

Schwetzingen

Sembach

Spangdahlem

Stuttgart

Vaihingen

Vilseck

Wiesbaden

Würzburg

#### **GREECE**

Souda Bay

#### **HUNGARY**

Kaposvar Air Field

Taszar

#### **ICELAND**

Keflavik

#### **ITALY**

Aviano

Ghedi

La Maddalena

Livorno

Naples

Sigonella

U.S. Embassy, Rome

Verona

Vicenza

#### **KUWAIT**

Kuwait City

#### **MACEDONIA**

Skopje

#### **NETHERLANDS**

AFCENT

Rotterdam

#### **NORWAY**

Stavanger

#### **PANAMA \***

Fort Clayton

Fort Kobbe

Fort Sherman

#### **PORTUGAL**

Lajes

Lisbon

#### **RUSSIA**

U.S. Embassy, Moscow

#### **SAUDI ARABIA**

Riyadh

Taif

#### **SPAIN**

Rota

#### **TURKEY**

Incirlik

Izmir

#### **UNITED KINGDOM**

Alconbury

Croughton

Fairford

Harrogate

Lakenheath

London

Mildenhall

Molesworth

St. Mawgan

\* Served by distance education program.

## ASIAN DIVISION

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Eligibility to enroll in Asian Division courses is governed by contractual obligations to the Department of Defense. Inquiries concerning eligibility should be directed to the UMUC Asian Division headquarters in Yokota, Japan.

### History

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. Over the years, classes have also been offered in Taiwan, the Philippines, Vietnam, Thailand, Laos, Guam, Midway Island, Diego Garcia, Hong Kong, Australia, Singapore, New Zealand, and the Marshall Islands. The far-flung division now averages about 9,000 students each year, with classes at more than 50 sites in 10 countries and territories. Its distance education program serves students at additional remote locations as far away as Antarctica. The UMUC Asian Division operates on an eight-week-term basis, with five terms each year. Classes usually meet two evenings each week.

The administrative offices of the Asian Division are located at Yokota Air Base, on the outskirts of Tokyo, Japan.

### Undergraduate Courses

The courses of study available through the Asian Division 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. The Asian Division offers certificates in accounting, computer studies, management, Japanese studies, and Korean studies.

### Graduate Study

The College of Education and the Graduate School of the University of Maryland, College Park cooperate with the UMUC Asian Division in offering a graduate program in counseling and personnel services. This program, which is available on Okinawa, leads to the M.Ed. degree.

Students enrolled in the master's program must meet the same entrance requirements as those enrolled in graduate work at the University of Maryland, College Park.

### Cooperation with Military Education Offices

The programs of the Asian Division 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 Division 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 Division*

### Yokota

#### ADDRESSES

- From overseas U.S. military installations or from the United States:  
University of Maryland University College  
Asian Division  
Unit 5060, Box 0100  
APO AP 96328-0100
- International (civilian from outside the United States):  
University of Maryland University College  
Asian Division  
Building 526, Yokota Air Base  
Fussa, Fussa-shi  
Tokyo (197) Japan

#### TELEPHONES

- Military  
DSN: 225-3680/81/82/83/84
- Civilian  
From the continental United States:  
011-81-3117-55-3680/81/82/83/84  
From elsewhere:  
81-425-52-2511, ext. 5-3680/81/82/83/84

#### FAX

- Military  
DSN: 225-8485
- Civilian  
From the continental United States:  
011-81-425-51-8305  
From elsewhere:  
81-425-51-8305

### ***Japan Office***

Bernard T. Franck, *Director*  
*Japan*

#### **ADDRESSES**

- From overseas U.S. military installations or from the United States:  
University of Maryland University College  
Asian Division  
Unit 5060, Box 0100  
APO AP 96328-0100
- International (civilian from outside the United States):  
University of Maryland University College  
Asian Division  
Building 526, Yokota Air Base  
Fussa, Fussa-shi  
Tokyo (197) Japan

#### **TELEPHONES**

- Military  
DSN: 225-3690
- Civilian  
From the continental United States:  
011-81-3117-55-3690  
From elsewhere:  
81-425-52-2511, ext. 5-3690

### ***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  
Seoul (140) Korea

#### **TELEPHONES**

- Military or United States  
DSN: 723-7141/7142/7143
- Civilian  
From the continental United States:  
011-82-2-7913-7141  
From elsewhere:  
82-2-7913-7141

#### **FAX**

82-2-797-8843

*\* Served by distance education program.*

### ***Okinawa Office***

Edward B. Davis, *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  
Okinawa-shi,  
Okinawa-ken (904) Japan

#### **TELEPHONES**

- Military  
DSN: 634-0400/0458
- Civilian  
From the continental United States:  
011-81-6117-34-0400  
From elsewhere:  
81-98-938-1111, ext. 0400

#### **FAX**

81-98-939-5429

### **Catalogs**

An Asian Division catalog may be obtained by writing to the UMUC Asian Division, Unit 5060, Box 0100, APO AP 96328, or to the Assistant to the President for Overseas Programs, University of Maryland University College, University Boulevard at Adelphi Road, College Park, MD 20742-1642.

### **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.

ANTARCTIC	Tokyo (Sanno Hotel)
McMurdo Station*	Yokohama
AUSTRALIA	Yokosuka
Alice Springs	Yokota
Woomera	Zama
CENTRAL JAPAN	GUAM
Atsugi	Andersen
Camp Fuji	Covington
Iwakuni	Naval Activities
Misawa	Naval Hospital
Sasebo	NCTAMS

HONG KONG  
 U.S. Consulate General\*  
 MARSHALL ISLANDS  
 Kwajalein  
 Roi Namur  
 NEW ZEALAND  
 Christchurch\*  
 OKINAWA  
 Camp Butler  
 Camp Courtney  
 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 East  
 Camp Casey West

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  
 Camp Stanton  
 Cheju Do  
 Chinhae  
 K-16  
 Kunsan  
 Osan  
 Pilsong Range  
 Suwon  
 Yongsan  
 THAILAND  
 JUSMAG-T/U.S. Embassy

## PDP INTERNATIONAL

UMUC's 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  
 University of Maryland University College  
 University Boulevard at Adelphi Road  
 College Park, MD 20742-1644

#### TELEPHONE

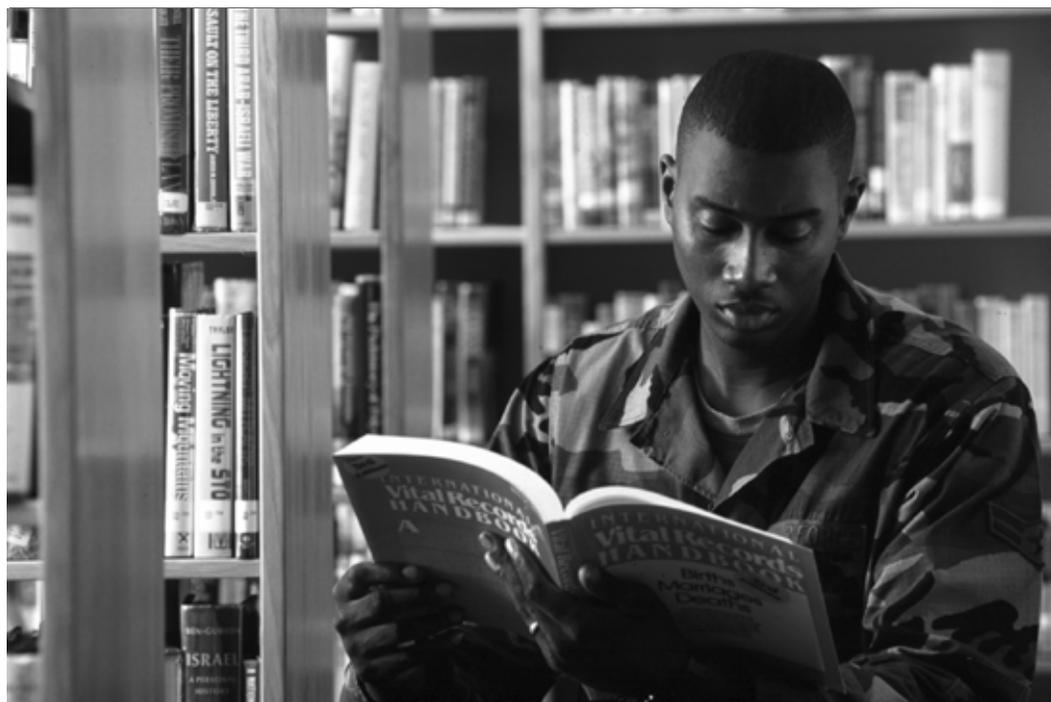
301-985-7442

#### FAX

301-985-7959

#### E-MAIL

[gradpdp@nova.umuc.edu](mailto:gradpdp@nova.umuc.edu)



\* Served by distance education program.

# Administration

## UNIVERSITY SYSTEM OF MARYLAND

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## **Undergraduate Programs**

### ***Office of the Dean***

Paul H. Hamlin, *Dean*  
Mary Ellen Hrutka, *Associate Dean*  
Bonnie Rich, *Assistant to the Dean*  
Nanette Mack, *Assistant to the Dean*

### ***Behavioral, Social, and Natural Sciences, and Paralegal Studies***

John W. Gustafson, *Assistant Dean*  
Hannah Kaufman, *Program Manager, Paralegal Studies*  
Steven Kronheim, *Director, Psychology*  
Adelaide A. Lagnese, *Director, Paralegal Studies*  
Stanley O. Onye, *Director, Government and Politics*

### ***Business and Management***

Nicholas Brockunier, *Assistant Dean*  
Nathaniel Calloway, *Curriculum Specialist, Accounting*  
Catherine Campbell, *Director, Marketing*  
Melvin B. Cummins, *Chair, General Business and Management*  
Francis Dong, *Director, Technology and Management, Fire Science*  
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Kevin Michel, *Director, Accounting*  
Motee Persaud, *Director, Business Law*  
Thomas G. Thompson, *Director, General Business and Management*  
Joseph M. Whelan, *Chair, Accounting and Finance*

### ***Computer and Mathematical Sciences***

Richard A. Austing, *Assistant Dean*  
S.K. Bhaskar, *Director, Computer and Information Science*  
Jeanann Boyce, *Director, Information Systems Management*  
Earl V. Chavis, *Chair, Computer and Information Science and Information Systems Management*  
Nicholas Duchon, *Director, Computer Science*  
Carol Henley, *Director, Computer Science, Teaching Assistants*  
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### ***Cooperative Education***

Mary W. Schwanky, *Director*  
Theodora J. Fitzsimmons, *Assistant Director*  
Sondra Tepper, *Assistant Director*

### ***Communication, Arts, and Humanities***

Cynthia Davis, *Assistant Dean*  
James Gillin, *Director, Communication Studies*  
Lucinda Hart-Gonzalez, *Director, English, Humanities, and Modern Languages*

### ***Distance Education***

Kathleen Burke, *Assistant Dean*  
Inez Giles, *Director, Distance Education Technologies*  
Ruth Newbern, *Online Specialist*

### ***Distance Education Support Services***

Rita Tschiffely, *Technical Director*  
Anne Kennedy, *Coordinator, Examination Services*  
Clara Taylor, *Coordinator, Syllabus Distribution*

### ***Effective Writing Program***

Robert McDonald, *Director*

### ***Faculty Development***

Barbara Kaplan, *Director*  
Sabrina Marschall, *Assistant Director*

### ***Faculty Services and Scheduling***

Mary Anne Muney, *Director*  
Perpetua Lechoco, *Coordinator*  
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### ***Instructional Technology***

Enid Bank, *Director*

### ***Prior Learning***

Theresa A. Hoffmann, *Director*  
Su Flickinger, *Coordinator*  
Jay LeMaster, *Assistant Director*

### ***Undergraduate Enrollment Management***

Marilyn Eisenstadt, *Director*  
Deborah Johnson, *Assistant Director, Inquiry Database Management*  
Cara McCandless, *Assistant Director, Marketing*  
Alice Skarda, *Coordinator, Marketing*  
Angela D. Thompson, *Assistant Director, Student Database Management*

## **Regional Programs**

### ***Resource Team (Western Region): Potomac***

Harley Cloud, *Regional Director*  
Louise Berns, *Counselor*  
Lisa Covell, *Assistant Coordinator*  
Lori Dougherty, *Counselor*  
James Hartsock, *Assistant Director*  
Joanne Mann, *Team Associate*  
Cathy Silvestri, *Counselor*

**Resource Team (Eastern Region–South): Patuxent**

Frederick Powers, *Regional Director*  
Monica Arthur, *Team Assistant*  
Joan Gorney, *Counselor*  
Laura Miller, *Assistant Coordinator*  
Juanita Russell, *Assistant Coordinator*  
Shelley Weicker, *Coordinator*

**Resource Team (Eastern Region–North): Chesapeake**

Frederick Powers, *Regional Director*  
Shirley Arthur, *Team Associate*  
Phyllis Donnelly, *Coordinator*  
Svend Thomas, *Counselor*

**Resource Team (Central Region): Seneca**

Vacant, *Regional Director*  
Elizabeth Bajis, *Coordinator*  
Joyce Boudreaux, *Assistant Coordinator*  
Tamara Crain, *Team Associate*  
Stanley Lacienski, *Counselor*  
Beatrice Lambert, *Counselor*  
Eileen Richards, *Coordinator*  
Sandra Stein, *Assistant Coordinator*  
Lisa Stilke, *Counselor*  
Ramona Weber, *Coordinator*

**Student Services**

**Staff Support Team**

Noelle L. Atwell, *Technical Director, Veteran and Disabled Student Services*  
J. Matthew Gaglione, *Assistant Vice President, Student Services and Registrar*  
Dee Houston, *Assistant to the Assistant Vice Presidents*  
R. Diane Lampe, *Assistant Vice President, Student Services and Academic Counseling*  
Judith Livingston, *Executive Assistant*  
Ruth Markulis, *Technical Director, Productivity and Staff Development*  
Angela B. Miotto, *Facilitator*  
Anne L. Rahill, *Technical Director, Admissions and Information*  
Sharon M. Spencer, *Facilitator*  
Sharon Thomas-Parker, *Facilitator*  
Angela D. Thompson, *Assistant Director, Student Data Management*  
Rita Tschiffely, *Technical Director, Distance Education*  
Pershail C. Young, *Facilitator*

**Enrollment Team**

Nichole Baker, *Counselor*  
Thomas Bednarsky, *Counselor*  
Janet Thomas, *Counselor*  
Dina Walker, *Counselor*  
Angela White, *Counselor*

**Information Team**

LeVern Cotton, *Counselor*  
Melissa Hamilton, *Counselor*  
Janice Holland, *Counselor*  
Steven Humphrey, *Counselor*  
Monica L. Perry, *Counselor*  
Maurice Ward, *Counselor*

**Operations Team**

Lori S. Dinkins, *Counselor*  
Linda Limberger, *Technical Coordinator, Registration and Information*  
Cynthia Lyons, *Counselor*

**Process Team**

Maurice Brown, *Counselor*  
Thomas J. Farrell, *Technical Coordinator, Financial Aid*  
Jocelyn Haye, *Technical Coordinator, Financial Aid*  
Joyce Nemmers, *Counselor*

**Resource Team: Liberty**

Doris Asbury, *Team Associate*  
Ronda Barouty, *Counselor*  
Marnell Cooper, *Counselor*  
Lisa A. Crowe, *Counselor*  
Rhonda Lewinson, *Counselor*  
Robyn Ridgway, *Counselor*  
Scott T. Wibbert, *Counselor*

**Resource Team: Rock Creek**

Heidi Baumgartner, *Counselor*  
Andrea Bellis, *Counselor*  
Lynn Crabb, *Counselor*  
Mary Miller, *Counselor*  
Michael Putts, *Counselor*  
Jeri Rayon, *Counselor*  
Reem Saba, *Counselor*  
Jennifer Wilson, *Counselor*

**Resource Team: St. James**

Christine Bridgman, *Counselor*  
Arnold Clark, *Counselor*  
Venus Henriques, *Counselor*  
Donald L. Houck, *Counselor*  
Daryl Minus, *Counselor*  
Dawn Ulley, *Counselor*  
Denise Wright, *Counselor*

**Resource Team: Wingate**

Frances D. Hallinan, *Counselor*  
John Hammett, *Counselor*  
Lisa Lynk, *Counselor*  
Jacqueline Maisel, *Counselor*  
Sevgi Rochford, *Counselor*  
Nicole Roop, *Counselor*  
Vyan Smith, *Counselor*  
Melissa Zupancic, *Counselor*

## **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)

### ***USM Shady Grove Center***

9640 Gudelsky Drive  
Rockville, MD 20850  
301-738-6000

### ***CCCC-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

### ***Charles County***

CCCC-UMUC Waldorf Center

### ***Harford County***

Aberdeen Proving Ground  
Higher Education & Applied Technology (H.E.A.T.)  
Center

### ***Howard County***

Howard High School

### ***Montgomery County***

USM Shady Grove Center

### ***Prince George's County***

Andrews Air Force Base  
Prince George's Community College  
UMUC Inn and Conference Center  
University of Maryland, College Park

### ***St. Mary's County***

Patuxent River Naval Air Warfare Center  
Southern Maryland Higher Education Center

### ***Washington County***

Fort Ritchie  
Hagerstown Junior College

### ***District of Columbia and Virginia***

Bolling Air Force Base  
Fort Belvoir  
U.S. Department of Justice  
U.S. Department of Labor  
Walter Reed Army Medical Center

# Faculty

## **Abdul, Khaled A.**

### *Computer Applications*

B.S., Pittsburg State University (Kansas), 1984  
M.S., Rochester Institute of Technology, 1990

## **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

## **Ade, Ann Marie**

### *Communication Studies*

B.A., Utica College, Syracuse University, 1986  
M.S., State University of New York College at Cortland, 1990

## **Agrella, Lisa K.**

### *Business and Management*

B.A., University of Maryland, College Park, 1977  
M.Ed., University of Maryland, College Park, 1988

## **Agresti, William W.**

### *Computer and Information Science*

B.S., Case Western Reserve University, 1968  
M.S., New York University, 1971  
Ph.D., New York University, 1973

## **Agudo, Michael E.**

### *Computer and Information Science*

B.S., U.S. Naval Academy, 1980  
M.E.E., Catholic University of America, 1989  
D.Sc., George Washington University, 1995

## **Albright, Daphne G.**

### *Behavioral and Social Sciences*

B.A., Mississippi University for Women, 1972  
M.S., Mississippi State University, 1973  
M.A., University of Arizona, 1975  
Ph.D., University of Arizona, 1977

## **Aldrich, Charles D.**

### *Technology and Management*

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

## **Alfalaj, 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

## **Anderson, Mary W.**

### *Computer and Information Science*

B.S., Virginia Polytechnic Institute and State University, 1986  
M.S., University of Wisconsin-Madison, 1987

## **Armknacht, Paul A.**

### *Economics*

B.S., Loyola University Chicago, 1967  
M.A., Catholic University of America, 1971  
Ph.D., Catholic University of America, 1982

## **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

## **Babcock, James F.**

### *Computer and Information Science*

B.S., University of Michigan, 1966  
M.Div., Trinity Evangelical Divinity School, 1970

## **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

## **Baldi, Renee A.**

### *Psychology*

B.A., Alma College, 1989  
M.A., University of Richmond, 1993

## **Baldwin, Stuart W.**

### *Computer and Information Science*

B.E.S., Johns Hopkins University, 1983  
M.S., Florida Institute of Technology, 1992

## **Ballal, Prateeti P.**

### *Communication Studies*

B.A., Alliance Française de Bangalore (India), 1984  
B.A., Bangalore University (India), 1986  
M.A., Northeastern University, 1988  
M.A., Northeastern University, 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 University, 1976

## **Banks, David**

### *Behavioral and Social Sciences*

B.A., LeMoyne 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
- 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
- Barkley, Bruce T.**  
*Management*  
B.A., Wittenberg University (Ohio), 1960  
M.A., University of Cincinnati, 1962  
M.P.A., University of Southern California, 1972
- 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, Robert C.**  
*Business and Management*  
B.S., Morgan State University, 1978  
M.B.A., Morgan State University, 1980
- 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
- Batey, H. Josseph**  
*Paralegal Studies*  
B.A., University of Mississippi, 1980  
J.D., University of Mississippi, 1982  
LL.M., Judge Advocate General's School, U.S. Army, 1993
- Bauer, Shirley A.**  
*English*  
B.A., University of Maryland, College Park, 1965  
M.A., University of Maryland, College Park, 1969
- Baume, Lawrence I.**  
*Humanities*  
B.A., University of Northern Colorado, 1970  
M.A., Colorado State University, 1984
- Bayliss, Everett H.**  
*Accounting*  
B.S., University of Maryland, College Park, 1960  
M.B.A., American University, 1965
- 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
- Becich, Raymond B.**  
*Health Services Management*  
B.A., Indiana University, 1966  
M.S., Columbia University, 1968
- 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.**  
*Sociology*  
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
- Beckles, Frances N.**  
*Information Systems Management*  
B.S., Morgan State University, 1962  
M.S., Howard University, 1975  
Ph.D., University of Pennsylvania, 1975  
M.S., American University, 1985
- 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, Belinda R.**  
*Management*  
B.A., Glassboro State College, 1979  
M.S., Johns Hopkins University, 1992  
M.R.E., Loyola University New Orleans, 1995
- Belenker, Jerry**  
*Experiential Learning*  
B.A., Brooklyn College, 1951  
M.A., University of Minnesota, 1953  
J.D., Salmon P. Chase College of Law, Northern Kentucky University, 1959
- Bell, Edith Faith**  
*Information Systems Management*  
B.S., State University of New York at Albany, 1989  
M.S., Troy State University, 1991
- Beller-Simms, Nancy**  
*Behavioral and Social Sciences*  
B.S., University of Maryland, College Park, 1978  
M.S., University of Michigan, 1981
- Benbury, Karen Zak**  
*Mathematics*  
B.S., University of Massachusetts, 1969  
M.S., University of Massachusetts, 1971  
Ph.D., University of Massachusetts, 1979
- Bensimon, Simon**  
*Business and Management*  
B.S., Columbia University, 1967  
M.A., New York University, 1968  
Ph.D., University of Chicago, 1975
- Berger, Robert J.**  
*Information Systems Management*  
B.S., University of Wisconsin-Superior, 1975  
M.S., Central Michigan University, 1989

**Berkowitz, Murray***Computer and Information Science*

B.S., Polytechnic Institute of Brooklyn, 1973  
 M.A., Columbia University, 1974  
 M.S., Columbia University, 1975

**Berlin, Elliott***Biochemistry*

B.S., Johns Hopkins University, 1957  
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 Ph.D., University of Maryland, College Park, 1966

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B.A., Loyola University Chicago, 1970  
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 J.D., DePaul University, 1983  
 Ph.D., Loyola University Chicago, 1985

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B.A., Florida Atlantic University, 1973  
 M.A., University of Washington, 1975  
 Ph.D., University of North Carolina at Chapel Hill, 1980

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 M.Ed., University of Maryland, College Park, 1990

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B.A., University of Northern Colorado, 1965  
 M.A., Colorado State University, 1969

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B.A., Queens College (New York), 1974  
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B.S., University of Maryland, College Park, 1990  
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B.S., University of Maryland University College, 1981  
 M.G.A., University of Maryland University College, 1990

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B.S., Iowa State University, 1969  
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B.A., Northwestern University, 1977  
 M.S., University of Maryland, College Park, 1980  
 Ph.D., University of Maryland, College Park, 1985

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B.S., University of Maryland, College Park, 1974  
 M.S., Pennsylvania State University, 1977  
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B.A., Villanova University, 1988  
 M.S., Rutgers University, 1991  
 Ph.D., Rutgers University, 1993

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B.S., University of Baltimore, 1972  
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 LL.M., Georgetown University, 1983

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 M.A., University of Delaware, 1970

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B.A., University of Delaware, 1986  
 M.A., University of Virginia, 1989

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 Ph.D., University of Texas at Austin, 1966

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 M.A., University of Maryland, College Park, 1966  
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 M.A., American University, 1985  
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 Ph.D., Clayton University, 1982

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*Mathematics*  
B.S., University of Maryland, College Park, 1966  
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*Business and Management*  
B.A., University of Maryland, College Park, 1958  
J.D., George Washington University, 1961  
LL.M., George Washington University, 1970
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*English*  
B.A., George Mason University, 1977  
M.A., Catholic University of America, 1983  
Ph.D., Catholic University of America, 1992
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*Communication Studies*  
B.A., Loyola College in Maryland, 1975  
M.A., Oxford University (England), 1978  
Ph.D., University of Maryland, College Park, 1989
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*Information Systems Management*  
B.A., Georgetown University, 1977  
M.B.A., Marymount College, 1982
- Burns, James D.**  
*Computer Science*  
B.S., University of South Carolina, 1981  
M.S., Naval Postgraduate School, 1987
- Burson, Phyllis J.**  
*Psychology*  
B.S., Valparaiso University, 1961  
M.A., University of Chicago, 1965  
Ph.D., University of Chicago, 1974
- Buszuwski, James A.**  
*Economics*  
B.S., St. Bonaventure University, 1974  
Ph.D., Boston College, 1978
- Butler, John J.**  
*Accounting*  
B.S., Pennsylvania State University, 1969  
M.B.A., Pennsylvania State University, 1971
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*Communication Studies*  
B.A., St. Mary's College of Maryland, 1983  
M.A., University of Maryland, College Park, 1985
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*Business and Management*  
B.S., University of Maryland University College, 1982  
J.D., Southland University, Pasadena, 1983
- Callahan, Barbara J.**  
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B.A., State University of New York at Albany, 1962  
M.A., Teachers College, Columbia University, 1965  
Ed.D., Lehigh University, 1973
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*Accounting*  
B.A., Oberlin College, 1968  
M.S.A., Southeastern University, 1977  
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*Gerontology*  
B.S., Concordia University (Canada), 1976  
M.A., University of Maryland, College Park, 1978  
Ph.D., University of Maryland, College Park, 1987
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*Business and Management*  
B.S., Kent State University, 1972  
M.B.A., Florida Atlantic University, 1981
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*German*  
B.A., University of Maryland, Baltimore, 1987  
M.A., University of Maryland, College Park, 1992
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*Paralegal Studies*  
B.A., University of Maryland, College Park, 1974  
J.D., University of Maryland, Baltimore, 1979
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*Accounting*  
B.S., University of Maryland, College Park, 1972  
J.D., Emory University, 1976  
LL.M., Georgetown University, 1980
- Capasso, John**  
*Health Services Management*  
B.S., Geneva College, 1979  
M.S., George Washington University, 1990
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B.A., University of Maryland, College Park, 1985  
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*Paralegal Studies*  
B.S., LeMoyne College, 1974  
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*Management*  
B.F.A., Syracuse University, 1971  
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*Psychology*  
B.A., University of Maryland, College Park, 1962  
M.A., George Washington University, 1966
- Case, Vera L.**  
*Business and Management*  
B.S., Pennsylvania State University, 1983  
J.D., University of Maryland, Baltimore County, 1993
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*Computer Applications*  
B.S., University of Maryland University College, 1992  
M.A., Webster University, 1994
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*Mathematics*  
B.S., Ohio State University, 1954  
M.A., Marycrest College, 1974
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B.A., Brandeis University, 1972  
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*English*  
B.A., Michigan State University, 1984  
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*Health Services Management*  
B.S., Fayetteville State University, 1971  
M.S., Oklahoma State University, 1973  
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M.S., California State University, Bakersfield, 1979
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*Information Systems Management*  
B.S., University of Maryland University College, 1990  
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B.S., University of Maryland, College Park, 1972  
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*Economics*  
A.B., Catholic University of America, 1966  
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B.S., University of Madras (India), 1977  
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M.S., University of Texas at Dallas, 1984  
Ph.D., George Mason University, 1994

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Ph.D., Howard University, 1979

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*Accounting*

B.S., National Taiwan University, 1981  
M.A.S., Johns Hopkins University, 1985

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*Health Services Management*

M.H.A., University of Pittsburgh, 1985  
M.S.S.M., University of Southern California, 1989  
D.R.P.H., Johns Hopkins University, 1996

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*Information Systems Management*

B.A., University of Pennsylvania, 1972  
M.A., Pennsylvania State University, 1973

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*Communication Studies*

B.A., Smith College, 1988  
M.S., Rensselaer Polytechnic Institute, 1989

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*Business and Management*

B.S., Saint Francis College (Pennsylvania), 1962  
M.E.A., George Washington University, 1967  
M.P.A., University of Southern California, 1989

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*Mathematics*

B.A., Reed College, 1967  
M.S., Case Western Reserve University, 1969

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*Computer and Information Science*

B.S., Northern Michigan University, 1965  
M.B.A., Golden Gate University, 1979  
B.S., University of Maryland University College,  
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*English*

B.A., Meredith College, 1975  
M.A., University of Maryland, College Park, 1977  
Ph.D., University of Maryland, College Park, 1983

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*Health Services Management*

B.A., Providence College, 1965  
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B.A., Western Maryland College, 1959  
M.B.A., Loyola University Chicago, 1980

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*Business and Management*

A.B., Kenyon College, 1959  
M.A., Duke University, 1962  
Ph.D., New York University, 1972

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*Management*

B.A., Kentucky State University, 1960  
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B.S., Wayland Baptist University, 1986  
M.A., Midwestern State University, 1988  
M.S., State University of New York College at  
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*Business and Management*

B.A., Western Reserve University, 1964  
M.P.A., Syracuse University, 1966  
Ph.D., Syracuse University, 1973

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*Computer Applications*

B.A., Fayetteville State University, 1983  
M.S., Florida State University, 1994

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*Business and Management*

B.S., George Washington University, 1977  
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B.A., Georgetown University, 1978  
M.B.A., University of Texas at Austin, 1984  
J.D., Catholic University of America, 1988

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B.A., Marshall University, 1969  
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Ph.D., University of Maryland, College Park, 1978

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M.P.A., University of Southern California, 1976  
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B.A., University of Maryland, College Park, 1971  
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Ph.D., University of Maryland, College Park, 1976

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*Journalism*

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B.S., University of Maryland, College Park, 1981  
M.S., Hood College, 1984  
Ph.D., American University, 1995

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B.A., Oberlin College, 1981  
M.S., Pennsylvania State University, 1987  
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B.F.A., Western Michigan University, 1974  
M.F.A., University of Cincinnati, 1976

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B.A., State University of New York at Buffalo, 1982  
M.S., Arizona State University, 1983  
Ph.D., Arizona State University, 1988

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B.S., University of Chile, 1974  
M.S., University of Iowa, 1981  
Ph.D., University of Iowa, 1981
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*Communication Studies*  
B.A., Valparaiso University, 1962  
M.A., American University, 1968
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B.S., Zhejiang University (China), 1982  
M.S., University of Maryland, College Park, 1985  
Ph.D., University of Maryland, College Park, 1989
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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
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*Behavioral and Social Sciences*  
B.A., Gannon University, 1984  
M.A., George Washington University, 1988  
Ph.D., George Washington University, 1992
- Danner, Horace G.**  
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B.A., University of the Philippines, 1955  
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Ph.D., American University, 1973
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*Computer and Information Science*  
B.S., University of Houston, 1986  
M.S., University of Maryland, College Park, 1990
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*Behavioral and Social Sciences*  
B.A., Glenville State College, 1964  
M.A., American University, 1968  
M.A., University of Maryland, College Park, 1973  
Ph.D., University of Maryland, College Park, 1973
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*Business and Management*  
B.A., Duke University, 1976  
M.A., University of Maryland, College Park, 1978  
M.B.A., University of Maryland, College Park, 1980  
M.S., University of Maryland, College Park, 1987
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B.E.E., Catholic University of America, 1962  
M.S., George Washington University, 1969  
M.B.A., University of Maryland, College Park, 1973
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*Mathematics*  
B.S., Boston University, 1980  
M.B.A., Boston University, 1982
- Davis, Gregory M. P.**  
*Technology and Management*  
B.A., University of North Carolina at Chapel Hill, 1967  
M.A., Webster University, 1978  
M.A., Georgetown University, 1983
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*Business and Management*  
B.S., University of Maryland, College Park, 1975  
J.D., Thomas M. Cooley Law School, 1979
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*Information Systems Management*  
B.S., Christian Brothers University, 1971  
M.S., University of Arkansas, 1978
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*Computer and Information Science*  
B.S., University of Maryland, College Park, 1968  
B.S., University of Maryland, College Park, 1976  
M.A., University of Maryland, College Park, 1982
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*History*  
B.A., St. Bonaventure University, 1967  
M.A., Villanova University, 1968  
Ph.D., Miami University, 1974
- Dent, Eric B.**  
*Technology and Management*  
B.S., Emory University, 1983  
M.S., Emory University, 1983  
M.B.A., George Washington University, 1986  
Ph.D., George Washington University, 1996
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*Business and Management*  
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M.A., American University, 1964  
Ph.D., American University, 1977
- Deppe, John B.**  
*Mathematics*  
B.S., Drexel University, 1986  
M.S., University of California, Irvine, 1990  
Ph.D., University of California, Irvine, 1990
- Derr, Nancy R.**  
*History*  
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Ph.D., George Washington University, 1979
- Desjardins, Cynthia M.**  
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*Communication Studies*  
B.A., University of Toledo, 1977  
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M.A., Bowling Green State University, 1983
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*Computer Applications*  
B.S., Baldwin Wallace College, 1966  
M.S., Naval Postgraduate School, 1971
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*Art*  
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Ph.D., University of Maryland, College Park, 1971
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M.S., Troy State University, 1976  
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*Computer Applications*  
B.S., State University of New York at Albany, 1977  
M.S., University of Maryland, College Park, 1979
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*Computer and Information Science*  
B.S., Technical University of Aachen (Germany), 1987  
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M.S., Pennsylvania State University, 1990  
Ph.D., Pennsylvania State University, 1993
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B.S., University of California, Berkeley, 1974  
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B.S., Old Dominion University, 1973  
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Ph.D., University of Massachusetts, 1980
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*Humanities*  
B.A., Washington University, 1967  
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Ph.D., Fordham University, 1988
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*Fire Science*  
B.S., University of Maryland University College, 1983  
M.G.A., University of Maryland University College, 1991
- Ehresmann, Elaine C.**  
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B.S., Salve Regina University, 1984  
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Ph.D., George Mason University, 1995
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*Paralegal Studies*  
B.A., Brandeis University, 1985  
J.D., Cornell University, 1988
- Emershaw, Gerard M.**  
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*Information Systems Management*  
B.S., Pennsylvania State University, 1958  
M.Ed., Pennsylvania State University, 1964  
Ed.D., Temple University, 1984
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B.S., Grambling State University, 1982  
M.P.A., Grambling State University, 1987  
M.A., University of Illinois, 1995
- Ericson, Mark D.**  
*History*  
B.A., University of Washington, 1970  
M.A., University of Hawaii at Manoa, 1972  
Ph.D., University of Hawaii at Manoa, 1978
- Evans, Ward R.**  
*Mathematics*  
B.A., University of California, Berkeley, 1970  
M.A., University of Maryland, College Park, 1978  
Ph.D., University of Maryland, College Park, 1980
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- Ezeka, Hyacinth A.**  
*Accounting*  
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*Management*  
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B.S., University of Massachusetts, 1983  
M.A., Northwestern University, 1988
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J.D., Antioch School of Law, 1984
- Files, William E.**  
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B.S., Lincoln Memorial University, 1968  
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Ed.S., College of William and Mary, 1986
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*Accounting*  
B.S., Temple University, 1961  
M.B.A., Southern Illinois University, 1983
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*Behavioral and Social Sciences*  
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Ph.D., University of Maryland, College Park, 1990
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B.A., Virginia Polytechnic Institute and State University, 1988  
M.A., George Mason University, 1997
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*Gerontology*  
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*Humanities*  
B.S., Loyola University Chicago, 1976  
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Ph.D., University of Maryland, College Park, 1990
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*General Science*  
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- Fretz, Bruce**  
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B.A., Gettysburg College, 1961  
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B.A., Purdue University, 1973  
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A.A., Prince George's Community College, 1984
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B.S., Pennsylvania State University, 1979  
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M.A., George Washington University, 1972
- Gannon, Michael**  
*Journalism*  
B.S., South Dakota State University, 1971  
M.A., Oklahoma University, 1976
- Garcia, Graciela**  
*Spanish*  
B.A., Universidad Católica de Nuestra Señora de Asunción (Paraguay), 1983  
M.A., Catholic University of America, 1993
- Gardner, Leland L.**  
*Business and Management*  
B.S., University of Maryland, College Park, 1970  
M.B.A., University of Maryland, College Park, 1976
- Gates, John L.**  
*Computer Applications*  
B.S., University of Maryland, College Park, 1973  
M.B.A., Southeastern University, 1983
- Gaudiosi, John A.**  
*Business and Management*  
B.A., Temple University, 1965  
M.A., Wharton School, University of Pennsylvania, 1967
- Gay, Billy F.**  
*Information Systems Management*  
B.S., Morehouse College, 1962  
M.S., American University, 1973  
Ph.D., University of California, Santa Barbara, 1980
- Gentile, Thomas A.**  
*Paralegal Studies*  
B.A., University of Maryland, College Park, 1972  
J.D., George Washington University, 1975  
LL.M., George Washington University, 1986
- Georgiou, George C.**  
*Economics*  
B.A., Drew University, 1973  
M.Ph., George Washington University, 1978  
Ph.D., George Washington University, 1979
- Gerum, Marguerite**  
*French*  
B.A., University of Delaware, 1994  
M.A., University of Delaware, 1994
- Ghosh, Teesta**  
*Government and Politics*  
B.A., Calcutta University (India), 1985  
B.A., St. Xavier's College (India), 1985  
M.A., Jadavpur University (India), 1987  
M.A., Tulane University, 1991  
Ph.D., Tulane University, 1995
- Giacomozzi, Denise**  
*Humanities*  
B.A., Wesleyan University, 1979  
M.Div., Wesleyan Theological Seminary, 1986
- Gibson, Sidney**  
*Information Systems Management*  
B.S., Northrop University, 1984  
M.S., Creighton University, 1990
- Gifford, Diane M.**  
*Computer and Information Science*  
B.A., University of South Florida, 1975  
M.S., Barry University, 1982  
M.S., Naval Postgraduate School, 1985
- Gilden, Lawrence Paul**  
*Mathematics*  
B.S., State University of New York at Albany, 1978  
M.A., University of Maryland, College Park, 1984
- Gill, Janet A.**  
*Computer and Information Science*  
B.S., University of West Florida, 1985  
M.S., Naval War College, 1989  
M.S., Naval Postgraduate School, 1990
- Gillin, James O.**  
*Communication Studies*  
B.A., Glassboro State College, 1966  
M.A., Montclair State College, 1968
- Gilson, John P.**  
*Computer Applications*  
B.A., University of Maryland University College, 1973  
M.B.A., Long Island University, 1976
- Gittelman, Richard C.**  
*Accounting*  
B.S., Temple University, 1961  
M.S., American University, 1990
- Glass, James M.**  
*Government and Politics*  
B.A., University of California, Berkeley, 1961  
M.A., University of California, Berkeley, 1964  
Ph.D., University of California, Berkeley, 1970
- Glick, Susan I.**  
*English*  
B.A., University of Maryland, College Park, 1976  
M.A., University of Maryland, College Park, 1982
- Glowa, John R.**  
*Psychology*  
B.S., University of Maryland, College Park, 1972  
M.S., University of Maryland, College Park, 1976  
Ph.D., University of Maryland, College Park, 1979

**Gogue, Alex S.***Computer Applications*

B.S., University of Maryland University College, 1986

M.G.A., University of Maryland University College, 1995

**Gonzalez, Joe F.***Statistics and Probability*

B.S., Saint Mary's University of San Antonio, 1970

M.S., George Washington University, 1982

**Gordon, Diane R.***History*

B.A., Valparaiso University, 1959

M.A., University of Wisconsin–Madison, 1964

Ph.D., University of Wisconsin–Madison, 1968

**Gottschalk, Paul A.***Engineering Management*

B.A., University of Michigan, 1977

M.A., University of Maryland, College Park, 1984

Ph.D., University of Maryland, College Park, 1988

**Goyal, Shiv N.***Accounting and Business and Management*

B.S., Agra University (India), 1957

M.S., Agra University (India), 1959

LL.B., Agra University (India), 1961

M.B.A., University of Maryland, College Park, 1980

Ph.D., University of Maryland, Baltimore, 1993

**Grabowsky, Norman S.***Accounting*

B.S., Fairleigh Dickinson University, 1966

M.S., Fairleigh Dickinson University, 1968

M.B.A., George Mason University, 1981

**Gray, Christine R.***Humanities*

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 at Bloomington, 1982

M.S., Indiana University at Bloomington, 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

**Greenblatt, Lonnie***Business and Management*

B.A., University of Maryland, College Park, 1979

J.D., Widener University, 1982

LL.M., George Washington University, 1988

**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

J.D., Boston College, 1993

**Groce, Thomas C.***Business and Management*

B.S., Delaware State University, 1956

M.S., University of Wisconsin–Milwaukee, 1968

M.B.A., Naval Postgraduate School, 1971

Ph.D., American University, 1976

**Gudsnuk, Joseph***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

**Gupta, Subhash C.***Botany*

B.S., Punjab University (India), 1974

M.S., Punjab University (India), 1976

Ph.D., Flinders University (Australia), 1980

**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

**Guthrie, Stacey***Gerontology*

B.A., University of Maryland, Baltimore County, 1974

M.A., University of Maryland University College, 1990

**Hadjipantelis, Savvas A.***Computer and Information Science*

B.S., University of Maryland, College Park, 1988

M.S., University of Maryland, College Park, 1990

Ph.D., University of Maryland, College Park, 1995

**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

B.S., State University of New York at Stony Brook, 1974

M.P.S., Long Island University, 1977

**Hallion, Marie E.***Government and Politics*

B.A., University of Maryland, College Park, 1963

M.A., University of Maryland, College Park, 1964

Ph.D., University of Maryland, College Park, 1968

**Hammond, Herbert Chandler***Health Services Management*

B.S., California State Polytechnic University, Pomona, 1970

M.P.A., University of Southern California, 1977

**Hankin, Samuel F.***English*

B.A., University of Maryland, College Park, 1980

M.A., University of Maryland, College Park, 1991

**Hanley, Susan***General Science*

B.S., University of Maryland, College Park, 1984

M.S., University of Maryland, College Park, 1987

**Hanson, Timothy R.***History*

B.A., Gonzaga University, 1987

M.A., Eastern Washington University, 1991

**Hargan, Joan E.***Information Systems Management*

B.A., University of Massachusetts, 1972

M.Ed., Worcester State College, 1977

A.S., Bristol Community College, 1985

B.S., Roger Williams College, 1990

- Harrell, William W.**  
*Communication Studies*  
B.A., University of North Carolina at Chapel Hill, 1983  
M.A., University of Georgia, 1986
- Harris, Edward A.**  
*Communication Studies*  
B.S., Memphis State University, 1961  
M.A., Memphis State University, 1966  
Ph.D., Vanderbilt University, 1972
- Harris, Kendra L.**  
*Business and Management*  
B.S., American University, 1983  
M.B.A., Duke University, 1985
- Harrison, Gregory A.**  
*Fire Science*  
B.S., University of Maryland, College Park, 1966  
M.S., University of Maryland, College Park, 1970  
M.S., George Washington University, 1979  
Ph.D., Kennedy-Western University, 1994
- Hart, Clyde J.**  
*Paralegal Studies*  
B.S., Saint Peter's College, 1972  
J.D., Catholic University of America, 1975  
M.A., George Washington University, 1988
- Hart, John J.**  
*Computer Applications*  
B.S., Northeastern University, 1958  
M.S., Northeastern University, 1960  
M.S., American University, 1984
- Hart-Gonzalez, Lucinda**  
*English*  
B.A., University of Massachusetts, 1975  
M.S., Georgetown University, 1978  
Ph.D., Georgetown University, 1980
- Harvey, L. James**  
*Business and Management*  
B.A., Hope College, 1952  
M.A., Michigan State University, 1953  
Ph.D., Michigan State University, 1960
- Haseltine, Reginald Y.**  
*Computer and Information Science*  
B.S., Cornell University, 1972  
M.S., George Washington University, 1976
- Hassig, Ralph C.**  
*Psychology*  
B.A., Albion College, 1968  
Ph.D., University of California, Los Angeles, 1974  
M.B.A., University of San Francisco, 1987
- Hauch, Shirley L.**  
*English*  
B.A., University of Maryland, College Park, 1981  
M.A., University of Maryland, College Park, 1984
- Hause, Spedden A.**  
*Business and Management*  
B.A., Hood College, 1984  
M.S., Johns Hopkins University, 1986  
Ph.D., University of Maryland, College Park, 1993
- Hautt, Lori Lee**  
*Management*  
B.B.A., New Mexico State University, 1979  
M.B.A., Columbus College, 1985
- Hawkins, Anita S.**  
*Health Services Management*  
B.S., Georgetown University, 1976  
M.H.S., Lincoln University (Pennsylvania), 1985
- Hawkins, Catherine H.**  
*Computer Applications*  
B.S., Auburn University, 1968  
M.Ed., Mercer University, 1976  
B.S., University of West Florida, 1981
- Hawkins, Gordon S.**  
*Computer and Information Science*  
B.E., Manhattan College, 1958  
M.S., Adelphi University, 1965  
M.B.A., Pace University, 1975
- Hazra, Tushar K.**  
*Computer Science*  
B.S., University of Burdwan (India), 1981  
B.Eng., University of Calcutta (India), 1985  
M.S., University of Bradford (England), 1986  
Ph.D., University of Bradford (England), 1990
- Hedges, Harold T.**  
*Business and Management*  
B.C.S., Strayer College of Accountancy, 1948  
B.S., American University, 1954  
M.B.A., American University, 1968
- Heller, Henry B.**  
*Government and Politics*  
B.A., Frostburg State College, 1977  
M.A., Virginia Polytechnic Institute and State University, 1981  
Ed.D., Virginia Polytechnic Institute and State University, 1986
- Hendricks, Frederica M.**  
*Psychology*  
B.A., Vassar College, 1988  
M.Ed., Antioch University, 1990
- Hendrzak, Gary E.**  
*Computer and Information Science*  
B.S., University of Toledo, 1985  
M.S., George Washington University, 1990
- Henley, Carol D.**  
*Computer and Information Science*  
B.A., Fisk University, 1969  
M.S., University of Miami, 1976
- Henley, D. Eugene**  
*Business and Management*  
B.S., University of Maryland, College Park, 1969  
M.B.A., University of Maryland, College Park, 1970
- Hennessey, J. Thomas**  
*Technology and Management*  
B.A., Eastern Kentucky University, 1965  
M.P.A., Eastern Kentucky University, 1973  
Ph.D., George Mason University, 1996
- Herman, Eugene H.**  
*Pharmacology*  
B.A., University of California, Berkeley, 1959  
M.S., University of California, San Francisco, 1963  
Ph.D., University of California, San Francisco, 1965
- Herrell, James M.**  
*Psychology*  
B.A., University of Texas at Austin, 1963  
M.A., University of Maryland, College Park, 1965  
Ph.D., University of Maryland, College Park, 1967  
M.P.H., Johns Hopkins University, 1992
- Herrmann, Douglas**  
*Psychology*  
B.S., U.S. Naval Academy, 1964  
M.S., University of Delaware, 1970  
Ph.D., University of Delaware, 1972
- Heydari, Farhad**  
*Computer and Information Science*  
B.S., Indiana State University, 1981  
M.S., Southern Illinois University, 1984
- Higgins, Cheryl S.**  
*Business and Management*  
B.S., Norfolk State University, 1980  
M.B.A., Monmouth College (Illinois), 1983
- Hildebrand, Joanne F.**  
*Fire Science*  
B.A., University of Maryland, College Park, 1978  
M.A., University of Maryland, College Park, 1984
- Hill, James W.**  
*Government and Politics*  
B.A., University of Louisville, 1987  
J.D., University of Kentucky, 1990

- Hill, Randolph L.**  
*Technology and Management*  
B.A., University of California, San Diego, 1983  
M.P.P., University of California, Berkeley, 1986  
J.D., University of California, Berkeley, 1987
- Hiller, Cheryl**  
*Education: Counseling and Personnel Services*  
B.A., University of Maryland, College Park, 1968  
M.A., University of Maryland, College Park, 1988
- Hockenberry, William E.**  
*Business and Management*  
A.B., Gettysburg College, 1961  
M.A., Colgate University, 1969  
J.D., American University, 1971  
D.Ed., American University, 1975  
LL.M., Georgetown University, 1977
- Hoferek, Mary**  
*Computer and Information Science*  
B.A., Trenton State College, 1965  
M.A., University of Michigan, 1969  
Ph.D., University of Wisconsin–Madison, 1978
- Hoffman, Christina Lee**  
*Behavioral and Social Sciences*  
B.S., Ball State University, 1987  
M.A., San Jose State University, 1994
- Hoffmann, Theresa A.**  
*Behavioral and Social Sciences*  
B.G.S., University of Maryland, College Park, 1982  
M.A., University of Maryland, College Park, 1986
- Holden, Charlotte S.**  
*Paralegal Studies*  
B.S., Tufts University, 1967  
J.D., Catholic University of America, 1974
- Holden, Dennis W.**  
*Journalism*  
B.A., Ohio University, 1969  
M.A., Ohio University, 1972
- Holt, Timothy**  
*Computer and Information Science*  
B.S., Howard University, 1987  
B.S., Bowie State University, 1987  
M.A.S., Johns Hopkins University, 1991  
M.S., Johns Hopkins University, 1995
- Hood, Chalmers R.**  
*Humanities*  
B.S., U.S. Naval Academy, 1969  
M.A., University of Maine, 1972  
Ph.D., University of Maryland, College Park, 1979
- Hooker, Martha A.**  
*Library Skills*  
B.S., University of Arizona, 1962  
M.L.S., University of Arizona, 1978
- Horkitz, Peter D.**  
*Business and Management*  
B.A., Wesleyan University, 1985  
J.D., George Washington University, 1992
- Horn, Irving**  
*Computer Science*  
B.E.E., City College of New York, 1954  
M.S., University of Pennsylvania, 1958  
M.S., University of Connecticut, 1972
- Horn, Robert C.**  
*Behavioral and Social Sciences*  
B.A., University of Massachusetts, 1956  
M.S., University of Massachusetts, 1957  
Ed.S., New Mexico State University, 1963  
Ed.D., New Mexico State University, 1971
- Horton, Clifton N.**  
*Accounting*  
B.A., University of Maryland University College, 1976  
B.S., University of Maryland University College, 1978  
M.S., George Washington University, 1978  
M.B.A., George Washington University, 1982
- Howard, Robert P.**  
*Health Services Management*  
B.A., California State University, 1973  
M.A., University of California, Los Angeles, 1976  
M.S., California State University, 1980
- Hrutka, Joseph M.**  
*Business and Management*  
B.S., Northwestern University, 1962  
M.B.A., Roosevelt University, 1970
- Hrutka, Mary Ellen**  
*Experiential Learning*  
B.A., Southern Connecticut State University, 1968  
M.A., University of Maryland, College Park, 1970  
Ph.D., University of Miami, 1983
- Hudak, Seth**  
*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  
M.P.A., Princeton University, 1952
- Hughes, Leonard H.**  
*English*  
B.A., University of Maryland, College Park, 1970  
M.A., University of Maryland, College Park, 1973
- Hundemer, Mary Sue**  
*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, Larry**  
*Sociology*  
B.S., Ball State University, 1961  
A.M., Indiana University at Bloomington, 1964  
Ph.D., Indiana University at Bloomington, 1968
- Hunter, Alain E.**  
*Information Systems Management*  
B.S., Pennsylvania State University, 1973  
M.Ed., Pennsylvania State University, 1974  
Ed.D., University of Illinois, 1980
- Huq, Mohammad S.**  
*Computer and Information Science*  
M.A., Jahangirnagar University (Bangladesh), 1977  
M.A.S., Johns Hopkins University, 1986  
M.S., Johns Hopkins University, 1989
- Huseonica, Arthur K.**  
*Computer Applications*  
B.S., University of Maryland University College, 1987  
M.S., University of Southern California, 1989
- 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

**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  
M.A., San Diego State University, 1975  
Ph.D., University of Maryland, College Park, 1986

**Jackson, Linda A.***Health*

B.S., James Madison University, 1977  
M.Ed., James Madison University, 1979  
Ed.D., University of Virginia, 1985

**Jackson, Michael J.***Information Systems Management*

B.S., Columbia College (Missouri), 1982  
M.S., George Washington University, 1992

**Jacobson, Jay A.***Mathematics*

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

**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

**Jarc, Duane J.***Computer and Information Science*

B.S., Case Western Reserve University, 1970  
M.S., Case Western Reserve University, 1979

**Jarratt, Jennifer***Management*

B.A., Goddard College, 1974  
M.S., University of Houston–Clear Lake City, 1989

**Jayaram, Jayasree***Computer and Information Science*

B.S., University of Maharashtra (India), 1989  
M.S., George Mason University, 1995

**Jenkins, Joe***Accounting*

B.S., University of Maryland, College Park, 1981  
M.B.A., University of Maryland, College Park, 1986

**Jennings, Donald***Astronomy*

B.S., Northern Arizona University, 1970  
M.S., University of Tennessee, 1971  
Ph.D., University of Tennessee, 1974

**Johnson, David Patrick***Computer Applications*

B.A., University of Maryland, College Park, 1982  
M.S., University of Maryland University College,  
1996

**Johnson, Eric M.***Criminology/Criminal Justice*

B.S., University of Maryland University College,  
1973  
J.D., University of Maryland, Baltimore, 1981

**Johnson, Halvard***English*

B.A., Ohio Wesleyan University, 1958  
M.A., University of Chicago, 1960

**Johnson, Jack B.***Government and Politics*

B.S., Benedict College, 1970  
J.D., Howard University, 1975

**Johnson, Jenny K.***Behavioral and Social Sciences*

B.A., Pennsylvania State University, 1952  
Ph.D., University of Maryland, College Park, 1976

**Johnson, Patricia A.***English*

B.A., University of Georgia, 1959  
M.A., Duke University, 1965  
M.A., University of Illinois, 1976  
Ph.D., University of Illinois, 1980

**Johnston, Amy Ann***Business and Management*

B.A., Saint Mary's College (Indiana), 1977  
M.B.A., Loyola University Chicago, 1982  
A.M., University of Chicago, 1986

**Jones, Casey***English*

B.S., Winston-Salem State University, 1955  
M.Ed., University of Maryland, College Park, 1964  
Ph.D., University of Maryland, College Park, 1969

**Jones, Charles L.***Business and Management*

B.A., Swarthmore College, 1953  
M.B.A., Columbia University, 1959

**Jones, Dionne J.***Behavioral and Social Sciences*

B.S., Howard University, 1974  
M.S.W., Howard University, 1976  
Ph.D., Howard University, 1987

**Jones, Thomas L.***Business and Management*

B.S., Tougaloo College, 1963  
J.D., Howard University, 1971

**Jou, Emery D.***Computer and Information Science*

B.A., Tsing Hua University (Taiwan), 1972  
M.A., University of Texas at Austin, 1979  
Ph.D., University of Maryland, College Park, 1989

**Joyce, John J.***Government and Politics*

B.A., Kent State University, 1982  
J.D., Georgetown University, 1985

**Jurich, Steven J.***Gerontology*

B. S.W., Adelphi University, 1988  
M.S.W., Adelphi University, 1989

**Kachura, Boris L.***Business and Management*

B.S., City University of New York, 1969  
M.S., George Washington University, 1974

**Kajs, Stanley***Management*

B.A., University of Dallas, 1968  
M.A., University of Dallas, 1972  
Ph.D., University of Dallas, 1976

**Kaleyias, George P.***German*

B.A., University of Maryland, College Park, 1974  
M.A., University of Maryland, College Park, 1976  
Ph.D., University of Maryland, College Park, 1979

**Kammel, Frank J.***Mathematics*

B.S., St. John's University (New York), 1957  
M.A., Georgetown University, 1960

**Kaplan, Barbara***History*

B.A., University of Chicago, 1965  
M.A., University of Chicago, 1966  
Ph.D., University of Maryland, College Park, 1979

**Kargbo, Ibrahim***History*

B.A., Saint Augustine's College, 1978  
M.A., Howard University, 1980  
Ph.D., Howard University, 1989

**Kariotis, Theodore C.***Economics*

B.A., University of Calgary (Canada), 1972  
M.A., American University, 1974  
Ph.D., Aristotelian University (Greece), 1989

**Karos, Manuel***Technology and Management*

B.S., University of Maryland, College Park, 1979  
M.S., University of Southern California, 1981

**Kashatus, Gerard P.***Geology*

B.S., Pennsylvania State University, 1984  
M.S., Texas A&M University, 1986

**Kasper, Marvin***Statistics and Probability*

B.S., Brooklyn College, 1963  
M.A., University of Maryland, College Park, 1970

**Kavoossi, Masoud***International Management*

B.A., Bowie State University, 1974  
M.A., American University, 1976  
Ph.D., Catholic University of America, 1982

**Kaye, William G.***Business and Management*

B.A., Haverford College, 1954  
M.B.A., Harvard College, 1956

**Keaton, Kevin W.***Information Systems Management*

B.S., University of Maryland University College,  
1990  
M.S., Johns Hopkins University, 1995

**Keck, Lois T.***Behavioral and Social Sciences*

B.A., Queens College, City University of New  
York, 1969  
M.A., Hunter College, City University of New  
York, 1976  
Ph.D., State University of New York at  
Binghamton, 1986  
M.P.H., Johns Hopkins University, 1994

**Keene, Jennifer D.***Humanities*

B.A., George Washington University, 1984  
M.A., George Washington University, 1987  
Ph.D., Carnegie Mellon University, 1991

**Keller, William K.***Technology and Management*

B.A., University of Colorado, 1981  
M.P.A., University of Baltimore, 1984

**Kenkel, James E.***Paralegal Studies*

B.A., University of Maryland, College Park, 1955  
J.D., Georgetown University, 1962

**Kiddy, Kevin D.***Computer and Information Science*

B.A., Frostburg State University, 1990  
M.S., Johns Hopkins University, 1995

**Killian, Randall W.***Health Services Management*

B.S., State University of New York at Albany, 1983  
M.B.A., Temple University, 1990  
M.S., Temple University, 1990

**King, Michelle Davis***Paralegal Studies*

B.A., Boston University, 1974  
J.D., State University of New York at Buffalo, 1977

**Klank, Richard E.***Art*

B.Arch., Catholic University of America, 1962  
M.F.A., Catholic University of America, 1964

**Kleine, Don W.***English*

B.A., University of Chicago, 1951  
M.A., University of Chicago, 1953  
Ph.D., University of Michigan, 1961

**Kliman, Todd H.***English*

B.A., University of Maryland, College Park, 1991  
M.A., Hollins College, 1993

**Knight, William E.***Technology and Management*

B.S., Old Dominion University, 1973  
M.A., Old Dominion University, 1974  
M.A., University of Maryland, College Park, 1982

**Knoll, John Alexander***English*

B.A., University of Illinois, 1989  
M.S., University of Illinois, 1991

**Knott, Bradley T.***Business and Management*

B.A., University of Iowa, 1981  
M.A., University of Iowa, 1982  
J.D., Catholic University of America, 1990

**Koester, Catherine M.***Paralegal Studies*

B.A., Carthage College, 1967  
J.D., Catholic University of America, 1975

**Kohl, John E.***Computer Science*

B.A., State University of New York at Buffalo,  
1968  
M.S., University of Maryland, College Park, 1978

**Kopka, Richard W.***Computer and Information Science*

B.S., University of Pittsburgh, 1961  
M.S., University of Pittsburgh, 1967

**Korjack, Thomas A.***Information Systems Management*

B.S., Kean College, 1973  
M.S., New Jersey Institute of Technology, 1974  
Ph.D., New Jersey Institute of Technology, 1978

**Kovach, Kenneth A.***Business and Management*

B.A., Ohio University, 1968  
M.B.A., Ohio University, 1972  
Ph.D., University of Maryland, College Park,  
1975

**Kreger, Alan K.***Business and Management*

B.S., Temple University, 1959  
M.B.A., Temple University, 1965

**Kreiser, Jeanette***Behavioral and Social Sciences*

B.A., University of Chicago, 1965  
M.A.T., University of Chicago, 1969  
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  
M.A., University of Maine, 1979  
Ph.D., American University, 1990

**Kudel, John Patrick***Paralegal Studies*

B.A., University of Maryland, College Park, 1977  
J.D., American University, 1980

- Kulamer, Betsy**  
*Communication Studies*  
B.A., University of Virginia, 1979  
M.A., University of Maryland, College Park, 1989
- Kulansky, Michael A.**  
*Management*  
B.S., Towson State University, 1970  
M.Ed., University of Maryland, College Park, 1972  
M.B.A., University of Maryland, College Park, 1981
- Kushner, Michael P.**  
*Technology and Management*  
B.S., University of Pittsburgh, 1969  
M.B.A., University of Dayton, 1979
- 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
- Lacienski, Stanley J.**  
*Experiential Learning*  
B.S., American International College, 1984  
M.G.A., University of Maryland University College, 1995
- Lagnese, Adelaide A.**  
*Paralegal Studies*  
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
- 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, 1966  
Ph.D., Columbia University, 1971
- 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
- Laska, William D.**  
*Information Systems Management*  
B.S., Kent State University, 1974  
M.S., Virginia Polytechnic Institute and State University, 1993
- Lathrop, Elizabeth Laura**  
*Humanities*  
B.A., Hollins College, 1957  
M.A., Inter-American University of Puerto Rico, 1966  
Ph.D., University of Maryland, College Park, 1982
- Lauver, J. Roderick**  
*Technology and Management*  
B.A., Syracuse University, 1974  
M.P.A., Syracuse University, 1977  
Ph.D., Syracuse University, 1982
- Lazarus, Ferdinand F.**  
*Computer Applications*  
B.E.E., City University of New York, 1951  
M.S., Florida Institute of Technology, 1979
- Leach, Walter D.**  
*Technology and Management*  
B.A., Lehigh University, 1958  
M.S.I.A., Carnegie-Mellon University, 1964
- Leahy, Ronald A.**  
*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
- Leary, William F.**  
*Accounting*  
B.A., College of Wooster, 1973  
J.D., University of Toledo, 1979  
M.S.T., DePaul University, 1982
- Leerburger, Marian**  
*Technology and Management*  
B.A., Colby College, 1984  
M.A., American University, 1986  
M.A., Georgetown University, 1988
- Lehrman, Adele**  
*English*  
B.A., George Washington University, 1968  
M.A., Catholic University of America, 1971  
Ph.D., George Washington University, 1987
- LeMaster, John D.**  
*German*  
B.A., Indiana University of Pennsylvania, 1985  
M.A., University of Maryland, College Park, 1989
- Lengermann, Joseph J.**  
*Sociology*  
B.A., University of Notre Dame, 1958  
S.T.L., Gregorian University, 1962  
M.A., University of Notre Dame, 1964  
Ph.D., Cornell University, 1969
- Lessans, Michael A.**  
*Computer and Information Science*  
B.S., University of Maryland University College, 1985  
M.S., George Washington University, 1991
- Lesser, Lawrence M.**  
*Business and Management*  
B.S., American University, 1965  
M.B.A., American University, 1968
- Leusch-Carnaroli, Herbert G.**  
*Business and Management*  
B.S., North Carolina State University, 1991  
M.B.A., University of Maryland, College Park, 1993
- Levin, Sharon L.**  
*Accounting*  
B.S., University of Maryland, Baltimore County, 1979  
M.B.A., Loyola College in Maryland, 1992
- Levine, Leonard F.**  
*Computer Systems Management*  
B.A., Columbia University, 1972  
M.A., Columbia University, 1976  
Ph.M., 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
- Lewis, Ambrose J.**  
*Computer and Information Science*  
B.S., Towson State University, 1989  
M.S., George Mason University, 1995

- Lichtenstein, Cecile M.**  
*Computer Applications*  
B.A., University of North Carolina at Greensboro, 1962  
M.A.T., Niagara University, 1968  
B.T., University of North Florida, 1985  
M.S., University of North Florida, 1991
- Liebermann, Roxanne J.**  
*Information Systems Management*  
B.S., University of Pittsburg, 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
- Lombardo, Joseph P.**  
*Computer Applications*  
B.S., Frostburg State University, 1992  
M.B.A., Frostburg State University, 1993
- Long, Anna**  
*Computer Applications*  
B.S., University of Louisville, 1982  
M.S.E.E., University of Louisville, 1983
- Loss, Roderick**  
*Information Systems Management*  
B.S., Rollins College, 1967  
M.B.A., Roosevelt University, 1978
- Loughlin, Brian C.**  
*Accounting*  
B.B.A., Manhattan College, 1965  
M.B.A., University of Maryland, College Park, 1988
- 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, 1984
- Lupica, Carmela Lena**  
*Behavioral and Social Sciences*  
B.A., Cleveland State University, 1971  
M.S., University of Houston, 1977
- Lutz, Blanche Sefton**  
*Information Systems Management*  
B.A., University of California, Berkeley, 1982  
J.D., University of California, Berkeley, 1985
- Lyke, Robert F.**  
*Accounting*  
B.A., Swarthmore College, 1963  
M.A., Yale University, 1965  
M.A., Balliol College, Oxford University (England), 1966  
Ph.D., Balliol College, Oxford University (England), 1967  
Ph.D., Yale University, 1968  
M.A., U.S. Department of Agriculture Graduate School, 1986  
Ph.D., University of the District of Columbia, 1989
- Lynch, Michael E.**  
*Computer Applications*  
B.A., College of William and Mary, 1988  
M.A., George Mason University, 1996
- Lynk, Julie A.**  
*Health Services Management*  
B.S., University of Detroit, 1980  
M.S.P.H., Meharry Medical College, 1982
- Lyons, Cynthia**  
*Experiential Learning*  
B.S., University of Maryland, College Park, 1970  
M.Ed., University of Maryland, College Park, 1975
- Mack, Nanette G.**  
*Mathematics*  
B.A., Michigan State University, 1978  
M.S., Michigan State University, 1980
- Macknis, Carol E.**  
*Computer and Information Science*  
B.A., Saint Joseph College (Connecticut), 1968  
M.S., University of Connecticut, 1969  
M.S., University of Maryland, College Park, 1974
- Madison, John J.**  
*Technology and Management*  
B.S., Catholic University of America, 1959  
M.S., American University, 1981  
Ph.D., George Mason University, 1994
- Magnetti, Charles**  
*Communication Studies*  
B.A., University of Maryland, College Park, 1983  
M.A., University of Maryland, College Park, 1986
- Maher, Theodore J.**  
*Business and Management*  
B.A., Tufts University, 1962  
M.A., University of Maryland, College Park, 1967  
Ph.D., University of Maryland, College Park, 1970
- Malcolm, John G.**  
*Business and Management*  
B.A., University of Maryland, College Park, 1970  
M.B.A., University of Maryland, College Park, 1971
- Mallory, Linda D.**  
*Experiential Learning*  
B.A., University of Maryland University College, 1985  
M.S.A., Central Michigan University, 1993
- Malloy, Dorothea C.**  
*Accounting*  
B.S., University of Massachusetts, 1987  
M.S., University of Baltimore, 1993
- Malone, Beatrice A.**  
*Management*  
B.A., Ohio State University, 1971  
M.A., Marymount University, 1991
- Mangold, Sanford D.**  
*Business and 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
- Manion, James J.**  
*Communication Studies*  
B.A., Trinity College (Connecticut), 1948  
M.A., Harvard College, 1950  
Ph.D., Harvard University, 1986
- Mannina, Debra**  
*Mathematics*  
B.S., University of Maryland, College Park, 1987  
M.Ed., University of Maryland, College Park, 1989
- Manno, Joseph R.**  
*Cooperative Education*  
B.A., Pennsylvania State University, 1949  
M.A., American University, 1958  
Ph.D., University of Maryland, College Park, 1989
- Margulies, Laura J.**  
*Paralegal Studies*  
B.S., Yeshiva University, 1977  
J.D., University of Baltimore, 1988
- Mark, Winifred A. N.**  
*Communication Studies*  
B.A., Trinity College (Ireland), 1952  
M.A., Niagara University, 1975  
Ph.D., Catholic University of America, 1978

**Marlatt, F. Patrick***Fire Science*

B.S., University of Baltimore, 1977  
M.P.A., University of Baltimore, 1988

**Marquina, Allison A.***Business and Management*

B.S., Columbia Union College, 1987  
J.D., University of Baltimore, 1991

**Marr, Timothy W.***Computer and Information Science*

B.S., Northwestern University, 1987  
M.S., University of Maryland University College,  
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**Martin, Sandra O.***English*

B.S., Saint Louis University, 1964  
M.A., Saint Louis University, 1967

**Mashon, Mike***Communication Studies*

B.S., Louisiana State University, 1982  
M.A., University of Texas at Austin, 1989

**Matthews, Robert C.***Technology and Management*

B.S., Boston State College, 1970  
M.A., Salem State College, 1973  
Ph.D., Virginia Polytechnic Institute and State  
University, 1986

**Mayer, Michael E.***Business and Management*

B.S., Loyola College in Maryland, 1968  
M.A., Central Michigan University, 1981

**Mayeske, Betty Jo***Humanities*

B.A., University of Illinois, Urbana, 1956  
M.A., University of Illinois, Urbana, 1958  
Ph.D., University of Maryland, College Park, 1972

**McCabe, Matthew S.***Philosophy*

B.A., University of California, Santa Barbara, 1992  
M.A., California State University, Long Beach, 1995

**McCauley, Susan Diane***Communication Studies*

B.A., University of Maryland, College Park, 1982  
B.S., University of Maryland, College Park, 1984  
M.A., Saint Louis University, 1985

**McDonald, Georgiana C.***English*

B.A., Oberlin College, 1971  
M.A., University of Maryland, College Park, 1975

**McDonald, Leo***Experiential Learning*

B.S., University of Maryland, College Park, 1971  
M.Ed., University of Maryland, College Park, 1975  
Ed.D., University of Maryland, College Park, 1986

**McGinty, Patrick***Government and Politics*

B.A., University of Omaha, 1961  
M.A., Georgetown University, 1975  
Ph.D., Georgetown University, 1983

**McIntosh, Wayne V.***Government and Politics*

B.A., University of South Carolina, 1973  
M.A., Wichita State University, 1974  
Ph.D., Washington University (Missouri), 1981

**McKenzie, Ross A.***Computer Applications*

B.S., Lock Haven State University, 1982  
M.S., Missouri State University, 1985

**McLaughlin, Debra F.***Psychology*

B.S., Clark College (Georgia), 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

**Meersman, Roger L.***Theatre*

B.A., St. Ambrose College, 1952  
M.A., University of Illinois, 1959  
Ph.D., University of Illinois, 1962

**Meiring, Jeffery A.***Business and Management*

B.A., Ohio State University, 1988  
M.P.A., Ohio State University, 1990  
M.L.H.R., Ohio State University, 1990

**Mejza, Michael C.***Business and Management*

B.A., University of Connecticut, 1978  
M.B.A., University of Maryland, College Park, 1990

**Mellin, Robert***Criminology/Criminal Justice*

B.A., University of Maryland University College,  
1982  
J.D., University of Maryland, Baltimore, 1990

**Mericle, Linda S.***Paralegal Studies*

B.S., University of Maryland University College,  
1987  
J.D., University of Baltimore, 1991

**Merkel, Janet R.***Psychology*

B.A., Alverno College, 1966  
M.S., Purdue University, 1972  
M.P.S., Loyola University Chicago, 1987  
M.S., Loyola College in Maryland, 1988  
Ph.D., Loyola College in Maryland, 1992

**Michaels, Anne E.***Psychology*

B.S., Lamar University, 1986  
M.S., Brown University, 1989  
Ph.D., Brown University, 1992

**Michelotti, Gregory A.***Microbiology*

B.S., Pennsylvania State University, 1986  
Ph.D., University of South Carolina, 1992

**Mihall, John***Education: Counseling and Personnel Services*

B.S., University of Maryland, College Park, 1976  
M.A., Antioch University, 1979

**Milke, James A.***Fire Science*

B.S., Ursinus College, 1974  
B.S., University of Maryland, College Park, 1976  
M.S., University of Maryland, College Park, 1981  
Ph.D., University of Maryland, College Park, 1991

**Miller, Barbara A.***Philosophy*

B.A., University of India, 1960  
M.A., Kansas State University, 1963  
M.A., Howard University, 1971  
Ph.D., Catholic University of America, 1982

**Miller, David F.***Accounting*

B.S., University of Maryland, College Park, 1967  
M.B.A., George Washington University, 1976

**Miller, Laura M.***Health*

B.S., University of Maryland, College Park, 1989  
M.S., Miami University of Ohio, 1993

**Miller, Levi B.***Health Services Management*

B.S., Morgan State University, 1962  
J.D., University of Baltimore, 1976

- Miller, Vernease H.**  
*Health Services Management*  
B.A., Chatham College, 1973  
J.D., American University, 1976  
M.A., Saint Joseph's University (Pennsylvania), 1983
- Milman, Frank L.**  
*Business and Management*  
B.S., University of Maryland, College Park, 1970  
M.B.A., University of Maryland, College Park, 1973
- Minetree, James L.**  
*Fire Science*  
B.G.S., University of Nebraska, 1971  
M.A., University of Southern California, 1973
- Minetree, Peter**  
*Experiential Learning*  
B.G.S., University of Nebraska, 1971
- Modjeski, Richard B.**  
*Psychology*  
B.S., University of Wisconsin, 1971  
M.A., University of Hawaii, 1973  
M.Ed., University of Hawaii, 1974  
Ph.D., University of Southern California, 1982
- Moehrle, Thomas G.**  
*Economics*  
B.S., Widener University, 1984  
M.A., Temple University, 1986  
Ph.D., Temple University, 1994
- Moghadam, Linda L. Z.**  
*Sociology*  
B.A., University of Maryland, College Park, 1976  
M.A., University of Maryland, College Park, 1981  
Ph.D., University of Maryland, College Park, 1989
- Mohran, Hesham E.**  
*Computer Science*  
B.S., Cairo University (Egypt), 1986  
M.S., University of Maryland, College Park, 1989
- Montano, Robert F.**  
*Computer Applications*  
B.S., Syracuse University, 1974  
M.A., Loyola College in Maryland, 1984
- Moolten, Marjorie S.**  
*Psychology*  
B.A., Boston University, 1986  
Ph.D., Boston University, 1990
- Moonesinghe, Ramal**  
*Statistics and Probability*  
B.S., University of Colombo (Sri Lanka), 1979  
M.S., Bowling Green State University, 1985  
M.A., Bowling Green State University, 1988  
Ph.D., University of Missouri, 1991
- Moore, Thomas**  
*English*  
B.A., Towson State University, 1973  
M.A., Pennsylvania State University, 1975  
Ph.D., University of Maryland, College Park, 1983
- Moran, John L.**  
*Business and Management*  
B.S., University of Illinois, 1969  
M.B.A., DePaul University, 1977  
M.A., Georgetown University, 1989
- Morris, Jon R.**  
*Information Systems Management*  
B.S., Illinois Wesleyan University, 1963  
M.A., University of Denver, 1965  
Ph.D., University of Colorado–Boulder, 1971
- Morrissey, Daniel P.**  
*Business and Management*  
B.S., Rockhurst College, 1966  
M.B.A., Indiana University, 1968
- Morrison, Philip Joseph**  
*Astronomy*  
B.A., College of the Holy Cross, 1969  
M.S., Johns Hopkins University, 1974  
Ph.D., University of Maryland, College Park, 1979
- Morrow, William E.**  
*Business and Management*  
B.S., Waynesburg College, 1948  
M.A., University of Pittsburgh, 1953
- Morse, Gordon A.**  
*Business and Management*  
B.A., American International College, 1962  
M.B.A., University of Miami, 1966
- Moumen, Fouad**  
*Behavioral and Social Sciences*  
B.A., Cairo University (Egypt), 1971  
M.S., Cairo University (Egypt), 1974  
M.S., University of Waterloo (Canada), 1976  
M.S., Florida State University, 1979  
Ph.D., Florida State University, 1981
- Moumena, Lhadj**  
*Computer and Information Science*  
B.S., University of Sciences & Technology (Algeria), 1983  
M.S., University of Maryland, College Park, 1986  
Ph.D., University of Maryland, College Park, 1991
- Mounds, James A.**  
*Business and Management*  
B.A., Washington and Jefferson College, 1953  
J.D., University of Pennsylvania, 1958  
M.S., Michigan State University, 1967
- Mueller, Robert C.**  
*Business and Management*  
B.A., University of South Dakota, 1968  
J.D., Duke University, 1971  
LL.M., George Washington University, 1975
- Multari, Nicholas J.**  
*Information Systems Management*  
B.S., Manhattan College, 1976  
M.S., Trinity University (San Antonio), 1980  
Ph.D., University of Texas at Austin, 1989
- Muri, Diane S.**  
*Health Services Management*  
B.A., University of Hawaii at Honolulu, 1973  
M.P.H., University of Hawaii at Honolulu, 1975  
D.P.A., University of Southern California, 1994
- Musavi, Hamid**  
*Computer and Information Science*  
B.S., Clemson University, 1980  
M.S., Johns Hopkins University, 1992
- Muse, Herbert E.**  
*Information Systems Management*  
B.S., Frostburg State College, 1972  
M.M.S., Loyola College in Maryland, 1975  
M.S., University of Maryland University College, 1990
- Musembi, Agnes M.**  
*Computer Applications*  
B.S., Egerton University, 1990  
M.S., Strayer College, 1994
- Myers, John D.**  
*Computer Science*  
B.S., U.S. Naval Academy, 1976  
M.S., Naval Postgraduate School, 1990
- Nacev, Vladimir**  
*Psychology*  
M.A., California School of Professional Psychology, 1974  
Ph.D., U.S. International University, 1977
- Namasivayam, Girirajan**  
*Computer Applications*  
B.S., Anna University (India), 1984  
M.S., Iowa State University of Science and Technology, 1987

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B.A., University of North Carolina at Chapel Hill, 1967

M.A., George Washington University, 1974

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B.B.A., Banaras Hindu University (India), 1971

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Ph.M., Himachal Pradesh University (India), 1976

Ph.D., Himachal Pradesh University (India), 1982

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B.S., Cairo University (Egypt), 1958

M.B.A., New York University, 1965

Ph.D., Lawrence University, 1975

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B.S., University of Maryland, College Park, 1968

M.A., University of Maryland, College Park, 1970

Ph.D., University of Maryland, College Park, 1973

**Neuder, Stanley M.***Mathematics*

B.S., Brooklyn College, 1955

M.S., University of Maryland, College Park, 1960

Ph.D., Catholic University of America, 1978

**Newhouse, Franklin George***Business and Management*

B.A., University of Maryland University College, 1972

M.B.A., University of Hawaii at Honolulu, 1974

**Newman, John M.***Humanities*

B.A., George Washington University, 1973

M.A., George Washington University, 1978

Ph.D., George Washington University, 1991

**Neyens, Ruth Lane***Business and Management*

A.B., Boston University, 1963

M.B.A., Boston University, 1976

**Ngam, Frida N.***Computer Applications*

B.A., University of the District of Columbia, 1988

M.B.A., University of the District of Columbia, 1990

**Nichols, Louisa G.***Computer Applications*

B.S., University of Maryland, College Park, 1991

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**Nichols, Phillip R.***Management*

B.S., South Dakota State University, 1983

M.B.A., Old Dominion University, 1995

**Nickens, Shelton***History*

B.A., North Carolina Wesleyan College, 1966

M.A., East Carolina University, 1967

M.A., University of London (England), 1971

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B.A., North Carolina Wesleyan College, 1970

M.A., University of Maryland, College Park, 1974

Ph.D., University of Maryland, College Park, 1981

**Nicolaou, Andreas I.***Accounting*

B.A., Athens University of Economics and Business (Greece), 1981

M.A., Southern Illinois University at Carbondale, 1983

D.B.A., Southern Illinois University at Carbondale, 1993

**Niestrath, Harry E.***Technology and Management*

B.S., Chaminade University of Honolulu, 1985

M.S., Florida Institute of Technology, 1991

**Nilles, John C.***Computer and Information Science*

B.S., Catholic University of America, 1987

M.S., University of Maryland University College, 1996

**Nnadili, Anthony O.***Government and Politics*

B.A., Howard University, 1976

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Ph.D., Howard University, 1984

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B.A., University of Baltimore, 1972

J.D., University of Baltimore, 1975

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B.A., University of Maryland, College Park, 1980

M.A., University of Maryland, College Park, 1985

**Northrop, Albert W.***Paralegal Studies*

B.A., University of Maryland, College Park, 1969

J.D., University of Maryland, Baltimore, 1974

**Nwankwo, Adam Felix***Business and Management*

B.S., University of Ibadan (Nigeria), 1972

M.S., Boston College, 1982

M.B.A., Suffolk University, 1984

**Nwosu, Carolyn C.***Health Services Management*

B.B.A., Howard University, 1986

M.H.A., Central Michigan University, 1992

M.S.A., Central Michigan University, 1992

B.S.N., Catholic University of America, 1993

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B.A., Eastern Washington University, 1978

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M.A., American University, 1984

B.S., University of Maryland University College, 1990

**O'Connell, Walter R.***Technology and Management*

B.S., Rutgers University, 1964

M.B.A., University of Virginia, 1972

**O'Donnell, Nancy E.***English*

B.S., St. John Fisher College, 1977

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**Okigbo, Vincent C.***Speech*

B.A., Texas Southern University, 1990

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**Okoh, Chitua Ada***Gerontology*

B.S., University of Nigeria, 1974

M.S., Howard University, 1982

Ph.D., Howard University, 1988

M.P.H., George Washington University, 1994

**Olden-Stahl, Susan K.***History*

B.A., University of Wisconsin-Madison, 1971

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B.S., University of Maryland, College Park, 1981

M.Ed., Boston University, 1984

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B.A., University of New Orleans, 1969

M.A., Louisiana State University, 1980

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*Journalism*

B.A., University of Maryland University College, 1989  
M.A., University of Maryland, College Park, 1991

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B.A., Saint Anselm College, 1977  
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B.A., Alfred University, 1970  
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*Computer and Information Science*

B.S., University of Texas at Austin, 1983  
M.S., George Washington University, 1986

**Ostrowski, Kathleen D.**

*Information Systems Management*

B.S., University of Baltimore, 1980  
M.S., University of Baltimore, 1986

**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

**Ottesen, Bodil B.**

*Art History*

B.A., Goucher College, 1979  
M.A., University of Maryland, College Park, 1980  
Ph.D., University of Maryland, College Park, 1987

**Pandit, Vijay A.**

*Accounting*

B.S., Bombay University (India), 1966  
M.S., Bombay University (India), 1968  
M.B.A., University of Maryland, College Park, 1979

**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, Jerome A.**

*Business and Management*

B.S., Columbia University, 1968  
J.D., Georgetown University, 1972  
M.B.A., George Washington University, 1977

**Patterson, Tom**

*Behavioral and Social Sciences*

B.A., University of Maryland, College Park, 1974  
M.A., University of Maryland, College Park, 1977

**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

**Payne, Joan**

*Gerontology*

B.A., Howard University, 1968  
M.A., Ohio State University, 1969  
Ph.D., Howard University, 1976

**Peabody, Richard M.**

*English*

B.A., University of Maryland, College Park, 1973  
M.A., American University, 1975

**Pease, John**

*Sociology*

B.S., Western Michigan University, 1960  
M.A., Michigan State University, 1963  
Ph.D., Michigan State University, 1968

**Peavey, Sandra S.**

*Paralegal Studies*

B.A., Cornell University, 1959  
J.D., Duke University, 1962  
LL.B., 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., Westminster College, 1960  
M.A., University of Maryland, College Park, 1963

**Pennington, Clarence R.**

*Paralegal Studies*

B.S., U.S. Air Force Academy, 1972  
J.D., University of Denver, 1979  
LL.M., George Washington University, 1983

**Persaud, Motee**

*Business and Management*

B.A., University of Wisconsin-LaCrosse, 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

**Petry, Patti**

*Communication Studies*

B.A., University of Maryland, 1975  
M.A., University of Maryland, 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

**Pierre, Lori**

*Business and Management*

B.S., Pennsylvania State University, 1989  
J.D., Dickinson School of Law, Pennsylvania State University, 1992

**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

**Plude, Dana J.***Psychology*

B.A., State University of New York at Buffalo, 1976  
M.A., Syracuse University, 1979  
Ph.D., Syracuse University, 1980

**Poggio, Sara***Sociology*

Lic., Universidad de Buenos Aires (Argentina),  
1972  
Ph.D., University of Maryland, College Park, 1991

**Pomietto, Robert J.***Information Systems Management*

B.S., Duquesne University, 1970  
M.S., University of Maryland, College Park, 1989

**Ponds, Laveen***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  
M.F.A., University of Oregon, 1965

**Porter, Ronald P.***Computer and Information Science*

B.S., University of Maryland University College,  
1993  
M.S., Johns Hopkins University, 1995

**Porter, Yvette T.***Information Systems Management*

B.S., University of Maryland University College,  
1988  
M.S., Johns Hopkins University, 1996

**Post, Todd H.***Communication Studies*

B.A., Old Dominion University, 1984  
M.F.A., George Mason University, 1988

**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

**Power, Paul W.***Gerontology*

M.S., San Diego State University, 1971  
Sc.D., Boston University, 1975

**Powroznik, Daniel L.***Management*

B.A., Allegheny College, 1971  
M.A., University of Maryland, College Park, 1972  
Ph.D., University of Maryland, College Park, 1980  
M.B.A., George Washington University, 1982

**Prasannappa, Raju***Computer and Information Science*

B.S., University of Mysore (India), 1981  
M.S., University of Maryland, College Park, 1986

**Protzman, William***Computer and Information Science*

B.S., U.S. Coast Guard Academy, 1961  
M.S., Air Force Institute of Technology, 1968  
A.A., Prince George's Community College, 1984

**Pugh, Marilyn B.***Economics*

B.S., Ohio State University, 1969  
M.A., Ohio State University, 1971  
Ph.D., George Mason University, 1994

**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

**Qiang, Li***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

**Quinn, John P.***Paralegal Studies*

B.A., Duke University, 1974  
J.D., Georgetown University, 1982  
LL.M., George Washington University, 1989

**Rabinovich, Beth***Psychology*

B.A., George Washington University, 1973  
M.A., George Washington University, 1975  
Ph.D., University of Maryland, College Park, 1983

**Radja, James E.***Business and Management*

B.S., Virginia Polytechnic Institute and State  
University, 1983  
M.B.A., George Mason University, 1989

**Rajaram, Balasubramanian (Raju)***Computer Science*

B.S., University of Madras (India), 1976  
M.S., University of Madras (India), 1978  
M.S., Illinois Institute of Technology, 1981

**Ramhoff, Ralph E.***Computer and Information Science*

B.S., Frostburg State College, 1980  
M.Eng., Loyola College in Maryland, 1993

**Randall, Gail A.***Paralegal Studies*

B.A., Wichita State University, 1972  
J.D., Washington University (Missouri), 1984  
LL.M., George Washington University, 1992

**Randolph, Belinda Evans***Business and Management*

B.S.W., Virginia Commonwealth University, 1977  
M.S., Johns Hopkins University, 1993

**Ray, James D.***Business and Management*

B.S., U.S. Military Academy, 1966  
M.B.A., Harvard University, 1974

**Ray, Loye L.***Information Systems Management*

B.S., University of Alabama, 1983  
M.B.A., Embry-Riddle Aeronautical University,  
1987  
M.S., LaSalle University, 1996

**Redding, John L.***Computer Science*

B.S., Antioch College, 1966  
M.S., University of Maryland, College Park, 1973

**Reed, Dale R.***Information Systems Management*

B.A., Hope College, 1972  
M.S., Frostburg State College, 1977

**Reeder, Ralph***Technology and Management*

B.A., Hastings College, 1952  
M.A., University of California, Berkeley, 1957

**Reeves, Robert F.***Computer and Information Science*

B.S., State University of New York at Buffalo, 1979  
A.A., Charles County Community College, 1982  
M.S., University of Maryland University College,  
1989

**Reeves, St. Clair***Accounting*

B.S., University of South Carolina, 1949  
LL.B., Georgetown University, 1960

**Reis, Richard***Computer and Information Science*

B.Eng., State University of New York at Stony Brook, 1967  
M.S., California State University, Northridge, 1975  
M.S., Johns Hopkins University, 1987

**Reston, Russell T.***Technology and Management*

B.S., U.S. Air Force Academy, 1966  
M.A., University of Hawaii at Manoa, 1968  
M.B.A., Auburn University, 1978

**Reston, Victor F.***Technology and Management*

B.S., U.S. Naval Academy, 1968  
M.S., University of Southern California, 1972  
J.D., Southwestern University, 1981

**Reynolds, Carolyn B.***English*

B.A., University of Maryland, Baltimore County, 1977  
M.A., University of Maryland, College Park, 1981

**Rhoads, Thomas B.***Management*

B.A., Ursinus College, 1963  
M.S., George Washington University, 1968

**Rhodes, Thurman H.***Paralegal Studies*

B.A., Morgan State University, 1972  
J.D., Catholic University of America, 1975

**Richardson, Emily***Humanities*

B.A., Sweet Briar College, 1957  
M.A., American University, 1979  
Ph.D., American University, 1987

**Richmond, Brian D. F.***Health*

B.S.P.H., Indiana University, 1979  
M.A., University of North Carolina at Chapel Hill, 1985  
M.P.H., University of North Carolina at Chapel Hill, 1985

**Riddick, Carol C.***Gerontology*

B.A., Florida State University, 1970  
M.S., Florida State University, 1972  
Ph.D., Pennsylvania State University, 1980

**Rider, Donald G.***Business and Management*

B.S., Cornell University, 1969  
M.A., University of Maine, 1973  
J.D., American University, 1987

**Rider, Joshua S.***Philosophy*

B.A., Yale University, 1988  
M.S., American University, 1992

**Rigsby, Robert R.***Business and Management*

B.S., San Jose State University, 1983  
J.D., University of California, San Francisco, 1986

**Riley, James B.***Business and Management*

B.S., University of Maryland, College Park, 1954  
J.D., University of Maryland, Baltimore, 1962

**Rinaldi, James V.***Accounting*

B.S., University of Scranton, 1966  
M.P.A., American University, 1972

**Rio, Daniel***Mathematics*

B.A., University of South Florida, 1974  
M.A., University of South Florida, 1981  
Ph.D., University of Florida, 1984

**Ritter, Bruce***Career Planning*

B.A., Rutgers University, 1958  
M.A., University of Maryland, College Park, 1976

**Robinson, Eugene S.***Journalism*

B.A., University of Maryland University College, 1973  
M.A., University of Maryland, College Park, 1975  
Ph.D., University of Maryland, College Park, 1984

**Robson, Gwyn N.***Communication Studies*

B.A., Sacramento State University, 1970  
M.A., University of California, Davis, 1975  
Ph.D., American University, 1985

**Roddy, Robert***Management*

B.S., University of Maryland University College, 1978  
M.A., Central Michigan University, 1980

**Rode, Meredith E.***Humanities*

B.A., George Washington University, 1958  
M.F.A., University of Maryland, College Park, 1974  
Ph.D., Union Institute, 1994

**Roling, Duane G.***Technology and Management*

B.S., University of Maryland, College Park, 1975  
M.S., Johns Hopkins University, 1978

**Rose, David S.***Psychology*

B.A., Boston University, 1976  
M.A., American University, 1984  
Ph.D., American University, 1987

**Rosenberg, Diane S.***Paralegal Studies*

B.S., University of Maryland, College Park, 1987  
J.D., University of Richmond, 1991

**Rosman, Martin***Statistics and Probability*

B.E.E., City College of New York, 1963  
M.S., Johns Hopkins University, 1969

**Roth, Ellen***Communication Studies*

B.A., University of London (England), 1953  
M.S., Catholic University of America, 1971  
Ph.D., University of Maryland, College Park, 1978

**Rott, Christopher A.***Business and Management*

B.S., Flagler College, 1989  
M.A., Nova Southeastern University, 1994

**Rowe, Donna L.***Women's Studies*

A.B., Mount Holyoke College, 1991  
M.A., University of Maryland, College Park, 1994

**Rubin, Samuel B.***Speech*

B.A., University of Maryland, College Park, 1978  
M.A., University of Maryland, College Park, 1980  
B.S., University of Maryland, College Park, 1987

**Ruh, Lawrence A.***Computer Science*

B.S., Pennsylvania State University, 1965  
B.A., Pennsylvania State University, 1966  
M.S., Pennsylvania State University, 1973  
Ph.D., University of Maryland, College Park, 1974

**Rumberg, Morton M.***Information Systems Management*

B.S., Arizona State University, 1964  
M.A., National College of Education, 1972  
Ed.D., Catholic University of America, 1985

**Russow, Robyn Allen***Mathematics*

B.S., Virginia Polytechnic Institute and State University, 1983  
B.A., Roanoke College, 1985  
M.S., University of Maryland, College Park, 1990

**Sachidananda, Geet***Computer Science*

B.S., Bangalore University (India), 1988  
M.S., George Mason University, 1994

**Sagar, Vidya***Computer and Information Science*

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

**Salevsky, V. Henry***Information Systems Management*

B.S., Kutztown University of Pennsylvania, 1973  
M.Ed., Kutztown University of Pennsylvania, 1983

**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  
M.B.A., George Mason University, 1992

**Salomon, Jay B.***Business and Management*

B.A., University of Pennsylvania, 1961  
M.B.A., University of Pennsylvania, 1963

**Samuels, Angela E.***Mathematics*

B.S., University of West Indies, 1977  
M.Ed., University of Maryland, College Park, 1990  
Ed.M., Columbia University, 1993

**Sander, Kathleen W.***Humanities*

B.S., Ohio State University, 1969  
M.A., University of Maryland, College Park, 1981  
Ph.D., University of Maryland, College Park, 1994

**Sapp, Edwin G.***Communication Studies*

B.A., University of North Carolina at Chapel Hill, 1960  
J.D., University of North Carolina at Chapel Hill, 1962  
M.L.A., Johns Hopkins University, 1973

**Satin, Karen W.***Communication Studies*

B.A., University of Connecticut, 1958  
M.A., University of Maryland, College Park, 1984

**Scally, William A.***Communication Studies*

B.A., Maryknoll College, 1969  
M.A., University of Maine, 1975  
Ph.D., University of Maryland, College Park, 1981

**Scarpinato, F. J. (Scarp)***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  
J.D., Northwestern University, 1967

**Schildknecht, William R.***Mathematics*

B.S., Washington and Lee University, 1972  
M.A., University of Maryland, College Park, 1974  
Ph.D., University of Maryland, College Park, 1989

**Schmeissner, Joanna F.***Communication Studies*

B.A., Agnes Scott College, 1960  
M.A., Yale University, 1962

**Schmitter, Anthony V.***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

**Schwartz, Lisa K.***Psychology*

B.A., Vassar College, 1985  
Ph.D., University of Maryland, College Park, 1996

**Schwartz, Rod***Speech*

B.A., University of Maryland, College Park, 1981  
M.A., University of Maryland, College Park, 1987

**Scime, Anthony***Information Systems Management*

B.S., Clarkson University, 1974  
M.S., Boston University, 1983

**Sekaran, Chandra***Computer Science*

B.S., Birla Institute of Technology and Science (India), 1980  
M.S., Indian Institute of Technology (India), 1982  
M.S., Johns Hopkins University, 1988

**Sellers, Cheryl A.***Computer and Information Science*

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, Michele L.***Accounting*

B.A., Benjamin Franklin University, 1978  
M.S., American University, 1984

**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  
M.A., California State University, Los Angeles, 1971

**Shandell, Andrea T.***Paralegal Studies*

B.A., University of Pennsylvania, 1979  
J.D., Duke University, 1982

**Sheehan, Thomas T.***Computer and Information Science*

B.S., Colorado State University, 1968  
M.S., George Mason University, 1993

**Shevlin, Eleanor F.***English*

A.B., Georgetown University, 1978  
M.A., University of Maryland, College Park, 1992

**Shore, Nina A.***Paralegal Studies*

B.A., Alfred University, 1976  
J.D., Antioch School of Law, 1984

**Shuman, Carolyn R.**

*Psychology*

B.S., Baptist College at Charleston, 1978  
M.S., East Texas State University, 1990

**Siegel, Michael E.**

*Humanities*

B.A., American University, 1972  
M.A., Tufts University, 1975  
Ph.D., Tufts University, 1976

**Silva, Magdolah R.**

*Business and Management*

B.A., Boston University, 1982  
M.A., University of Maryland University College,  
1995

**Silvain, Allison L.**

*Paralegal Studies*

B.A., Mount Saint Mary's College, 1990  
J.D., University of Baltimore, 1995

**Silverman, Tina S.**

*Technology and Management*

B.A., George Washington University, 1978  
M.B.A., George Washington University, 1980

**Simson, Sharon P.**

*Gerontology*

B.A., University of Michigan, 1966  
M.A., Tufts University, 1970  
Ph.D., University of Pennsylvania, 1973  
M.S.H.A., Saint Joseph's University  
(Pennsylvania), 1990

**Sivaprakash, Chilin**

*Geology*

B.S., Bangalore University (India), 1972  
M.S., Bangalore University (India), 1974  
Ph.M., Bangalore University (India), 1975  
Ph.M., Aston University (England), 1977  
Ph.D., Cambridge University (England), 1980

**Skomal, Susan**

*Anthropology*

B.A., Scripps College, 1974  
Ph.D., University of California, Los Angeles, 1983

**Slowikowski, William**

*Mathematics*

B.S., U.S. Naval Academy, 1962  
M.S., Florida State University, 1967

**Saldone, Joseph P.**

*Behavioral and Social Sciences*

B.A., College of the Holy Cross, 1967  
M.A., Northwestern University, 1969  
Ph.D., Northwestern University, 1970

**Smart, Donald D.**

*Business and Management*

B.A., Michigan State University, 1963  
M.B.A., Michigan State University, 1964

**Smathers, John E.**

*Business and Management*

B.A., Catholic University of America, 1980  
J.D., Columbia University, 1984

**Smerin, Lawrance B.**

*Management*

B.A., Knox College, 1972  
M.A., Columbia University, 1976  
M.B.A., Rutgers University, 1979

**Smit, Patrick D.**

*Computer and Information Science*

B.S., Rhodes University (South Africa), 1972  
B.S., Rhodes University (South Africa), 1976  
M.S., Johns Hopkins University, 1988

**Smith, Barry D.**

*Psychology*

B.A., Pennsylvania State University, 1962  
M.A., Bucknell University, 1964  
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  
Ed.D., University of Rochester, 1983

**Smith, Judith M.**

*Communication Studies*

B.A., Mississippi State University, 1985  
M.S., Trinity College (Washington, D.C.), 1994

**Smith, Timothy S.**

*Technology and Management*

B.S., University of Maryland, College Park, 1982  
M.S., University of Southern California, 1984

**Smith, Tuwanda M.**

*Business and Management*

B.S., University of Maryland University College,  
1985  
J.D., University of Baltimore, 1994

**Smith, William E.**

*Music*

B.A., Howard University, 1994  
M.M., Howard University, 1995

**Smith-Kennedy, Carolyn Ann**

*Communication Studies*

B.S., Towson State University, 1978  
M.S., Johns Hopkins University, 1980

**Snyder, Donald C.**

*Economics*

B.A., Alma College, 1966  
M.A., Miami University, 1968  
Ph.D., University of Maryland, College Park,  
1981

**Solomon, Gerald D.**

*Business and Management*

B.A., University of Massachusetts, 1969  
M.B.A., New York University, 1971

**Somers, Jeri K.**

*Paralegal Studies*

B.A., George Mason University, 1983  
J.D., American University, 1986

**Sondervan, William W.**

*Criminology/Criminal Justice*

B.S., Trenton State College, 1974  
Ed.M., Boston University, 1976  
M.P.A., Jacksonville State University, 1980  
Ed.D., Virginia Polytechnic Institute and State  
University, 1995

**Sonner, Andrew L.**

*Behavioral and Social Sciences*

B.A., American University, 1957  
J.D., American University, 1963

**Spaulding, Jeff**

*Art*

B.A., Central Michigan University, 1970  
M.F.A., Pennsylvania State University, 1974

**Spear, Mary Helen C.**

*Behavioral and Social Sciences*

B.S., Saint Louis University, 1967  
M.A., University of Maryland, College Park, 1969  
Ph.D., University of Maryland, College Park,  
1971

**Spicer, Tracy H.**

*Business and Management*

B.A., University of Maryland, Baltimore County,  
1987  
J.D., University of Maryland, Baltimore County,  
1990

**Stafford, James C.**

*Computer and Information Science*

B.A., Gettysburg College, 1984  
M.S., Johns Hopkins University, 1991

**Stafford, Richard**

*Mathematics*

B.A., Rutgers University, 1974  
M.S., Rutgers University, 1975  
Ph.D., Rutgers University, 1977

**Stairs, Allen***Philosophy*

B.A., University of New Brunswick, Saint John (Canada), 1973

M.A., University of Western Ontario (Canada), 1975

Ph.D., University of Western Ontario (Canada), 1978

**Stangor, Charles G.***Psychology*

B.A., Beloit College, 1973

M.A., New York University, 1985

Ph.D., New York University, 1986

**Steele, Shari***Paralegal Studies*

B.A., Widener University, 1980

M.S., West Chester University, 1984

J.D., Widener University, 1989

**Stein, Peter B.***Hotel and Restaurant Management*

B.S., Florida International University, 1975

M.B.A., Hood College, 1989

**Stein, Shelly***Education: Counseling and Personnel Services*

B.A., University of Georgia, 1985

M.A., San Jose State University, 1988

**Steinberg, Stanley M.***Management*

B.A., University of Maryland, College Park, 1966

M.C.R.P., Catholic University of America, 1975

M.B.A., University of Baltimore, 1988

**Stephens, Gregory J.***General Science*

B.S., Ohio University, 1990

M.S., Syracuse University, 1993

**Sternheim, Charles E.***Psychology*

B.S., City College of New York, 1961

Ph.D., University of Rochester, 1967

**Stiffler, William M.***Communication Studies*

B.A., Eastern Washington University, 1970

M.A., Eastern Washington University, 1971

**Stover, Merrily***Behavioral and Social Sciences*

B.A., Kansas State University, Manhattan, 1970

M.A., University of Hawaii at Manoa, 1974

M.A., University of Hawaii at Manoa, 1983

Ph.D., University of Hawaii at Manoa, 1990

**Strahs, Roanne P.***Accounting*

B.S.B.A., Georgetown University, 1977

M.B.A., George Washington University, 1986

**Straub, John M.***Computer Applications*

B.A., University of Wisconsin-Madison, 1968

M.S., University of Wisconsin-La Crosse, 1971

Ph.D., Indiana University at Bloomington, 1978

**Strauss, Barry L.***Management*

B.S., DePaul University, 1977

M.B.A., George Washington University, 1985

**Streusand, Douglas E.***History*

B.A., Duke University, 1976

M.A., University of Chicago, 1978

Ph.D., University of Chicago, 1987

**Sullivan, Charles T.***Behavioral and Social Sciences*

B.A., Swarthmore College, 1955

M.A., New York University, 1968

Ph.D., New York University, 1973

M.P.A., Pennsylvania State University, 1978

**Sullivan, Joseph H.***Botany*

A.B., Erskine College, 1978

M.S., Western Carolina University, 1980

Ph.D., Clemson University, 1985

**Sullivan, William***Mathematics*

B.A., City University of New York, 1961

M.A., University of California, 1965

**Summons, Terry G.***History*

B.S., Kutztown University of Pennsylvania, 1965

M.Ed., Bowie State University, 1975

**Susman, Jack***Criminology/Criminal Justice*

B.S., University of Pittsburgh, 1940

B.A., George Washington University, 1950

Ph.D., University of Maryland, College Park,

1991

**Sussan, Sidney M.***Accounting*

B.S., University of Maryland, College Park, 1966

M.B.A., University of Maryland, College Park,

1968

**Swaney, Michael L.***Mathematics*

B.A., Johns Hopkins University, 1967

M.A., University of Maryland, College Park, 1970

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

**Swatski, Joseph C.***English*

B.S., Duquesne University, 1984

M.A., Duquesne University, 1986

**Szporer, Michael M.***Communication Studies*

B.A., Hunter College, 1969

M.A., Indiana University, 1980

Ph.D., Indiana University, 1980

**Szymonik, Krzysztof***History*

B.A., Catholic University of America, 1977

M.A., University of Maryland, College Park, 1981

Ph.D., University of Maryland, College Park, 1984

**Takacs, George J.***Technology and Management*

B.A., Mount Carmel College (Canada), 1966

M.A., University of Notre Dame, 1971

**Takacs, Linda***Education: Counseling and Personnel Services*

B.A., Frostburg State College, 1968

M.Ed., University of Maryland, College Park,

1970

**Tamialis, James***Mathematics*

B.S., Michigan State University, 1971

M.A., Michigan State University, 1975

**Tansky, Leo***Business and Management*

B.S., Syracuse University, 1950

M.S., Columbia University, 1951

Ph.D., American University, 1964

- Tarquinio, Michael**  
*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, 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
- Teach, Joseph**  
*Behavioral and Social Sciences*  
B.S., Cheyney State College, 1976  
M.Ed., University of the District of Columbia,  
1982
- Tengel, Patricia**  
*Gerontology*  
B.S., Bowling Green State University, 1961  
M.S., Cornell University, 1964  
Ph.D., Pennsylvania State University, 1976
- Tepper, Sondra R.**  
*Education: Counseling and Personnel Services*  
B.A., University of Maryland, College Park, 1963  
M.Ed., University of Maryland, College Park,  
1976
- Terry, Raymond**  
*Gerontology*  
B.S., Morgan State University, 1972  
Ph.D., University of Maryland, College Park,  
1983
- Theison, David**  
*Humanities*  
B.S., University of Wisconsin–Milwaukee, 1972  
M.S., University of Maryland, College Park, 1980
- 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, 1978  
M.A., University of Maryland, Baltimore, 1991
- Thompson, Michael D.**  
*Gerontology*  
B.A., Lafayette College, 1981  
M.B.A., Howard University, 1985  
M.P.A., Howard University, 1985
- 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, Michael E.**  
*Behavioral and Social Sciences*  
B.A., Pennsylvania State University, 1965  
M.B.A., Pennsylvania State University, 1975  
M.S., University of Southern California, 1985
- Thorn, Virgelean J.**  
*Information Systems Management*  
B.S., Bowie State University, 1989  
M.S., Bowie State University, 1990
- Tiberino, Ernest**  
*Computer Applications*  
B.S., University of Notre Dame, 1980  
M.S., University of Texas at Austin, 1983
- Timko, Thomas J.**  
*Computer and Information Science*  
B.A., University of Dayton, 1965  
M.A., Georgetown University, 1969  
A.A., Montgomery College, 1981
- Toback, B. Fred**  
*Business and Management*  
B.A., Lafayette College, 1962  
M.P.A., Syracuse University, 1965
- Toler, Wesley H.**  
*Technology and Management*  
B.A., College of William and Mary, 1962  
M.S., George Washington University, 1967
- 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
- Tucker, Irving**  
*Psychology*  
B.A., University of Massachusetts, 1959  
M.A., University of Iowa, 1961  
Ph.D., University of Iowa, 1962
- Twardzik, Barbara S.**  
*Paralegal Studies*  
B.A., Immaculata College, 1967  
J.D., University of Baltimore, 1989
- Upadhyay, Shiv R.**  
*Communication Studies*  
B.A., Tribhuvan University (India), 1976  
M.A., Tribhuvan University (India), 1979  
M.A., Ohio University, 1989
- Urman, Sheila**  
*Experiential Learning*  
B.S., University of Connecticut, 1968  
M.S., University of Maryland, College Park, 1983
- Vallario, Angela M.**  
*Accounting*  
B.S., University of Florida, 1985  
J.D., University of Baltimore, 1991  
LL.M., Georgetown University, 1995
- Van Brunt, John E.**  
*Experiential Learning*  
B.S., Fairleigh Dickenson University, 1965  
Ph.D., University of Maryland, College Park,  
1972
- Van Camp, Gwendolyn**  
*Behavioral and Social Sciences*  
B.A., University of Maryland, College Park, 1974  
M.A., University of Maryland, College Park, 1983
- Van Hamont, John E.**  
*Biology*  
B.A., Saint Anselm College, 1972  
M.S., Long Island University, 1977  
Ph.D., Cornell University, 1981  
M.A.S., Johns Hopkins University, 1985

**Vowels, Eleanor E.**

*Health Services Management*  
B.S., Howard University, 1962  
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  
Ph.D., Fletcher School of Law and Diplomacy,  
Tufts University, 1970

**Waldman, Jean M.**

*English*  
B.A., University of Maryland, College Park, 1981  
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, Thomas L.**

*Business and Management*  
B.S., Hampton University, 1979  
M.B.A., Florida Institute of Technology, 1981

**Wallach, Hal**

*Gerontology*  
B.S., University of Bridgeport, 1957  
M.A., University of Michigan, 1958

**Walton, Judy R.**

*Technology and Management*  
B.A., Federal City College, 1973  
M.A., Howard University, 1977

**Wappel, Joseph**

*English*  
B.A., Eastern Illinois University, 1977  
M.A., Southern Illinois University, 1980

**Watkins-Fife, Lisa S.**

*Management*  
B.S., Mary Washington College, 1985  
M.G.A., University of Maryland University  
College, 1988

**Weatherford, Claudine**

B.S., Pennsylvania State University, 1986  
M.A., New York University, 1989  
Ph.D., New York University, 1991

**Weatherly, Julia B.**

*Paralegal Studies*  
B.S., University of Michigan, 1975  
J.D., George Washington University, 1978

**Weaver, John J.**

*Communication Studies*  
B.A., St. Francis College (New York), 1964  
M.A., University of Denver, 1974

**Wei, Kun-Yao**

*Computer Applications*  
B.A., National Central University (Taiwan), 1975  
M.A., National Taiwan University, 1979

**Weidmann, Frank R.**

*Hotel and Restaurant Management*  
B.S., University of Baltimore, 1972  
M.B.A., University of Baltimore, 1990

**Weinberg, Joseph A.**

*Psychology*  
B.S., City College of New York, 1972  
M.S., City College of New York, 1977  
Ph.D., University of Georgia, 1985

Weiner, Kenneth S.

*Mathematics*  
B.S., Brooklyn College, 1966  
M.A., University of Maryland, College Park, 1969  
Ph.D., University of Maryland, College Park,  
-1975

**Weinstein, David M.**

*Humanities*  
B.A., Brandeis University, 1989  
M.A., University of Maryland, College Park, 1992

**Weir, Gary E.**

*History*  
B.A., Manhattan College, 1973  
M.A., University of Tennessee, 1975  
Ph.D., University of Tennessee, 1982

**Weissman, Robert A.**

*Paralegal Studies*  
B.S., Swarthmore College, 1973  
J.D., Georgetown University, 1976

**Wellens, Tracy**

*Psychology*  
B.S., Pennsylvania State University, 1986  
M.A., New York University, 1989  
Ph.D., New York University, 1991

**Wennar, Jeffrey T.**

*Paralegal Studies*  
B.A., Ricker College, 1972  
J.D., Potomac School of Law, 1979

**West, Anthony D.**

*Information Systems Management*  
B.A., Bowie State University, 1974  
M.S., Central Michigan University, 1991

**Whalen, Michael P.**

*Paralegal Studies*  
B.A., University of Maryland, College Park, 1969  
J.D., University of Baltimore, 1973

**Wheeler, Frederick O.**

*Information Systems Management*  
B.S., University of Baltimore, 1969  
M.B.A., Loyola College in Maryland, 1971

**Whelan, Joseph M.**

*Accounting*  
B.S., University of Maryland, College Park, 1977  
M.B.A., George Washington University, 1980  
M.S., George Washington University, 1988

**White, Donald A.**

*Business and Management*  
B.S., Hofstra University, 1953  
M.R.E., Southern Theological Seminary  
(Kentucky), 1961  
M.A., Central Michigan University, 1983

**Whitesel, Cynthia H.**

*Communication Studies*  
B.A., University of Maryland, College Park, 1970  
M.A., University of Maryland, College Park, 1973

**Whiting, Wayne D.**

*Health Services Management*  
B.A., State University of New York College at  
Oswego, 1968  
M.A., University of Iowa, 1970

**Whitlock, Jerry M.**

*Communication Studies*  
B.A., Emory University, 1968  
M.A., Rice University, 1973

**Widhelm, William B.**

*Business and Management*  
B.S., Johns Hopkins University, 1959  
M.S.E., Johns Hopkins University, 1960  
M.S., Johns Hopkins University, 1965  
Ph.D., Johns Hopkins University, 1969

**Wilding, Marcella**

*Mathematics*

B.S., St. Joseph's College (Maryland), 1959  
M.S., University of Maryland, College Park, 1979  
Ph.D., University of Maryland, College Park,  
1987

**Wilson, Alvin W.**

*Information Systems Management*

B.S., University of Maryland University College,  
1985  
M.S., Johns Hopkins University, 1992  
M.S., Defense Intelligence College, 1993

**Wilson, David J.**

*Business and Management*

B.S., U.S. Naval Academy, 1974  
M.S., Naval Postgraduate School, 1989

**Wilson, Philicia**

*Behavioral and Social Sciences*

B.A., Eastern Washington University, 1984  
M.A., Eastern Washington University, 1987

**Winkler, Ira S.**

*Information Systems Management*

B.A., Syracuse University, 1984  
M.S., Bowie State University, 1989

**Winters, Benjamin H.**

*Mathematics*

B.S., Saint Peter's College, 1955  
M.S., University of Delaware, 1957  
Ph.D., Catholic University of America, 1963

**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

**Wolff, William M.**

*Technology and Management*

B.A., Tufts University, 1966  
M.A., University of Pennsylvania, 1968  
Ph.D., Tufts University, 1978

**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, Marjorie A.**

*Mathematics*

B.S., Drexel University, 1968  
M.S., University of Southern California, 1986

**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

**Wortman, Odin D.**

*Humanities*

B.A., University of Maryland, Baltimore County,  
1982  
M.G.A., University of Maryland University  
College, 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 Institute of Technology (China), 1984  
M.S., University of Massachusetts, 1986  
Ph.D., University of Maryland, College Park,  
1991

**Yancey, William E.**

*Mathematics*

B.A., Oberlin College, 1970  
M.A., University of Maryland, College Park, 1976  
Ph.D., University of Maryland, College Park,  
1981

**Yao, Andy S.**

*Computer and Information Science*

B.S., Old Dominion University, 1983  
M.S., Old Dominion University, 1984

**Young, Leon R.**

*Experiential Learning*

B.A., Roanoke College, 1965  
M.A., University of Maryland, College Park, 1969

**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.**

*Technology and Management*

B.A., Villanova University, 1974  
M.B.A., Fordham University, 1981

**Zylwitis, Francis**

*Criminology/Criminal Justice*

B.S., University of Maryland, College Park, 1974  
M.S., American University, 1977

# Appendices

## APPENDIX A

### Policy of University of Maryland University College on Residency Classification for Admission, Tuition, and Charge Differentials

#### I. Policy

It is the policy of University of Maryland University College to recognize the categories of in-state and out-of-state students for purposes of admission, tuition, and charge differentials. The student is responsible for providing the information necessary to establish eligibility for in-state status.

A. Students who are financially independent or financially dependent, as hereinafter defined, shall have their residency classification determined on the basis of permanent residency. For purposes of this policy, a permanent residence is a person's permanent place of abode as determined by the following criteria. Such students will be assigned in-state status for admission, tuition, and charge-differential purposes only if the student (if financially independent) or the student's parent, guardian, or spouse (in the case of a financially dependent student)

1. Owns or rents and occupies 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. Maintains within Maryland substantially all personal property;
3. Pays Maryland income tax on all earned taxable income, including all taxable income earned outside the state;
4. Registers all owned motor vehicles in Maryland in accordance with Maryland law;
5. Possesses a valid Maryland driver's license, if licensed, in accordance with Maryland law;
6. Is registered in Maryland, if registered to vote;
7. Receives 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;
8. Has a legal ability under federal and Maryland law to reside permanently without interruption in Maryland.

- B. In addition to meeting all of the criteria set forth in the preceding section, to qualify for in-state status on the basis of permanent residence a student (or, if the student is financially dependent, the parent, legal guardian, or spouse) must have resided in Maryland for at least 12 consecutive months immediately prior to and including the last date available for late registration for the forthcoming semester or session and must have continuously resided in Maryland during that period.
- C. If a student is financially dependent as hereinafter defined, the permanent residence of the parent, guardian, or spouse on whom he/she is dependent shall determine in-state status. If a student is financially independent, the permanent residence of the student shall determine in-state status.
- D. In-state status based on permanent residence is lost at any time a financially independent student establishes a permanent residence outside the state of Maryland. If the parent, guardian, or spouse through whom a financially dependent student has attained in-state status establishes a permanent residence outside the state of Maryland, the in-state status is lost. In each instance, the student will then be assessed out-of-state tuition and charges beginning the next semester or session.
- E. In addition, the following categories of students shall have in-state status:
  1. A full-time or part-time (at least 50 percent time) permanent 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) permanent employee of the University System of Maryland;
  3. A full-time, active-duty member of the armed forces of the United States or the spouse of such a person;
  4. Financially dependent children of full-time, active-duty members of the U.S. armed forces who are stationed in Maryland; and
  5. A graduate assistant in the University System of Maryland.
- 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.
- G. Residency status for any given semester shall be determined as of the last date of late registration for that semester.

## II. Procedures

- A. The date on which conditions for in-state classification must be met is the last published date to register for the forthcoming semester or session. In instances where an entering class size is established and where an application deadline is stated, conditions for in-state classification must be satisfied as of the announced closing application date.
- B. A change in status must be requested in writing by the student prior to the last published date of registration in order to be effective for that semester or session. Students applying for a change to in-state status must furnish appropriate documentation as required by University of Maryland University College.
- C. The student shall notify University of Maryland University College in writing within 15 days of any change of circumstances that might alter in-state status.
- D. In the event incomplete, false, or misleading information is presented, University of Maryland University College may, at its discretion, revoke an assignment of in-state status, in addition to invoking other disciplinary actions provided for by the policy of University of Maryland University College.
- E. On request by a student as provided hereinafter, the president or his designee has the authority to waive any residency requirement as set forth in I.A. and I.B., if it is determined that the student is indeed a permanent resident and application of the criteria creates an unjust result. A student may request such a determination by the president or his designee if the student has met all applicable requirements of II.A. and II.B. and if, within 20 days of the determination that the student has out-of-state status, the student appeals to the president or his designee using the Systemwide petition form. Pending the result of such an appeal, the student shall pay University of Maryland University College all fees and charges as due on the basis of the determination of out-of-state status. If the president or his designee determines that the student should have in-state status, University of Maryland University College shall refund the differential(s) to the student.

## 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 or legal guardian and/or spouse, the student shall be considered financially dependent on the person providing the greater amount of support.

- 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-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 law of the state of Maryland, an adoptive parent.
- D. **Guardian:** A guardian is a person so appointed by a court order recognized under the law of the state of Maryland.
- E. **Spouse:** A spouse is a partner in a legally contracted marriage.
- F. **Support:** (1) Except as set forth in (2) below, support shall mean financial or material support, including gifts, services, and trusts, including income or benefits derived from one's family. (2) Support shall not include grants, stipends, awards, and benefits (including federal and state student aid, grants, and loans) received for the purpose of education or by virtue of an individual's status or prospective status as a student. Such resource shall not be considered in calculating a student's financial dependence or independence.

## APPENDIX B

### **Policies of the Maryland Higher Education Commission on Academic Regulations, General Education Requirements, and Transfer of Undergraduates**

#### 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 life-long 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 regard-

ing 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 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 a counselor on their resource team. (More information is given on pp. 173–174.)

#### *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. 48).

#### *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. 47).
- 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 p. 47).
- 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. 47). 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. 49).
- 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. 49).
- 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. 49).
- An unlimited amount of credit through UMUC's distance education courses (details on p. 5).

#### ***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 a counselor for details.

## **APPENDIX D**

### **Policy of University of Maryland University College on 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 human relations officer.

## **APPENDIX E**

### **Policy of the University System of Maryland on 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

### Policy of University of Maryland University College on 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  
College Park
  - b. For the Graduate School of Management & Technology:  
Director of Graduate Student Services  
University of Maryland University College  
College Park
  - c. For Europe (except Mannheim campus):  
Director of Student Services  
European Division
  - d. For Mannheim:  
Assistant to the Dean  
Mannheim Campus
  - e. For Asia:  
Director of Admissions and Registrations  
Asian Division

### 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, 400 Maryland Avenue SW, Washington, DC 20202-4605.

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## Link to campus map:

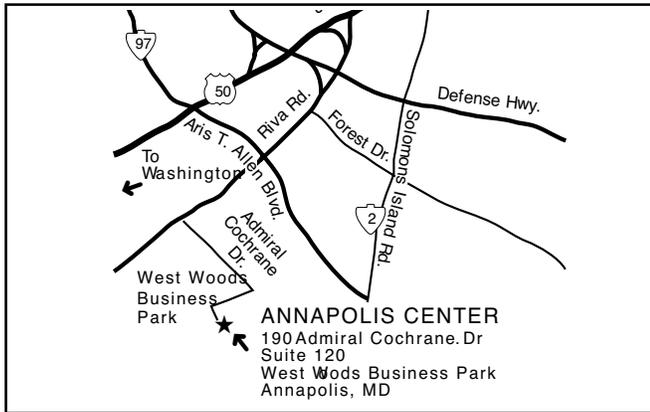
[http://www.inform.umd.edu/CampusInfo/About\\_UMCP/Maps/](http://www.inform.umd.edu/CampusInfo/About_UMCP/Maps/)

## *Key to Map of UMUC and College Park Facilities*

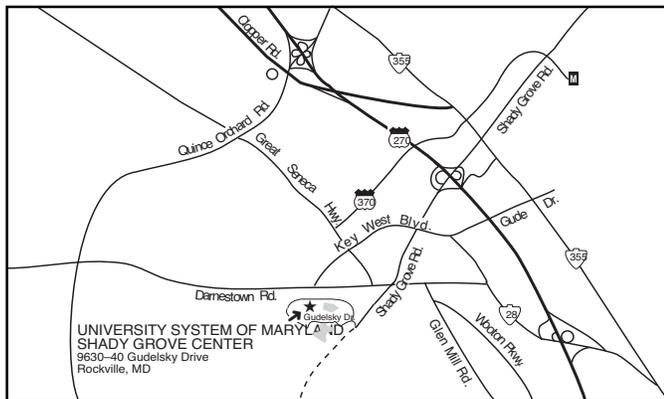
ANS	Animal Sciences Bldg.	H5	JRN	Journalism Bldg.	F3
ARC	Architecture Bldg.	F2	KEY	Francis Scott Key Hall	E3
ASY	Art-Sociology Bldg.	F2	LEF	LeFrak Hall	E3
CHE	Chemical Engineering Bldg.	H5	MCB	Microbiology Bldg.	G4
CHM	Chemistry Bldg.	G5	MCK	McKeldin Library (Graduate)	F3
CLB	Classroom Bldg.	H6	MMH	Marie Mount Hall	E4
COL	Cole Student Activities Bldg.	G3	MTH	Mathematics Bldg.	G5
CSS	Computer and Space Sciences Bldg.	I4	PHY	Physics Bldg.	G5
EDU	Benjamin Education Bldg.	G3	PLS	Plant Sciences Bldg.	G4
EGR	Martin Engineering Classroom Bldg.	G5	SQH	Susquehanna Hall	D3
GEO	Geology Bldg.	G4	SFC	Student and Faculty Services Center (UMUC)	G1
HAR	Harrison Lab	E6	SHR	Shriver Laboratory	E3
HBK	Hornbake Library (Undergraduate)	G4	SKN	Skinner Bldg.	E4
HHP	Health and Human Performance Bldg.	J4	SSU	Stamp Student Union Bldg.	G3
HJP	H.J. Patterson Bldg.	F4	SYM	Symons Hall	F4
HZF	Holzapfel Hall	F4	TLF	Taliaferro Hall	E3
ICC	Inn and Conference Center (UMUC) (formerly Center of Adult Education)	G1	TWS	Tawes Fine Arts Bldg.	F2
ITV	Instructional Television Facility	G5	TYD	Tydings Hall	E3
JMP	J.M. Patterson Hall	H5	WDS	Woods Hall	E4
JMZ	Jimenez Foreign Language Bldg.	F3	ZOP	Zoology-Psychology Bldg.	G4

## Maps of the Centers

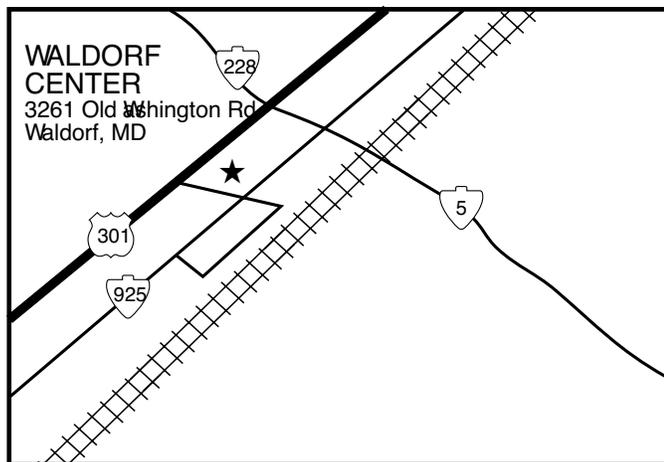
### UMUC ANNAPOLIS CENTER



### USM SHADY GROVE CENTER



### CCCC-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)
- Transfer students from the UMUC European or Asian Divisions

*This application form may not be used by the following:*

- 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 graduate school of another University System of Maryland institution

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:

Undergraduate Enrollment Team  
University of Maryland University College  
University Boulevard at Adelphi Road  
College Park, MD 20742-1628

# Undergraduate Application for Admission

UNIVERSITY OF MARYLAND UNIVERSITY COLLEGE  
COLLEGE PARK, MD 20742-1628

Check semester for which you are applying, and fill in the year.			
<input type="checkbox"/> Fall	19 ____	<input type="checkbox"/> Standard or Trimester	
<input type="checkbox"/> Spring	19 ____	<input type="checkbox"/> Mid Semester	
<input type="checkbox"/> Summer	19 ____	<input type="checkbox"/> Term I	<input type="checkbox"/> 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): \_\_\_\_\_

Former or maiden name: \_\_\_\_\_

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 (Federal regulations require that we record the following data. It is not used to determine your admissibility to UMUC.)

African American  Asian/Pacific Islander  Hispanic  Native American  White  Other \_\_\_\_\_

9. Have you ever served in the military?  No  Yes *If yes, complete service information below and attach a copy of most recent assignment orders.*

Active duty  Veteran  Veteran, disabled  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 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): \_\_\_\_ / \_\_\_\_ / \_\_\_\_

—DO NOT WRITE BELOW THIS LINE—

MS  Citiz  Res  Geog CD  Race  FA  DS  GID  DE

# Undergraduate Application for Admission

Name \_\_\_\_\_ SSN \_\_\_\_\_

12. Are you applying for any of the following types of aid?

Financial aid  Yes  No      Veteran benefits  Yes  No      Golden ID benefits  Yes  No

13. 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 \_\_\_\_\_

14. What is your academic goal in attending UMUC?

I plan to earn a bachelor's degree at UMUC.       I am undecided about my academic goal.  
 I am currently interested in taking classes, but I am definitely not seeking a degree at UMUC or anywhere else.       I plan to earn a bachelor's degree at some other institution, not at UMUC.

15. If you plan to earn a degree at UMUC, please indicate which degree and specialization below.

A.A. (for active-duty military only)     B.A. (requires foreign language)     B.S.

Primary specialization (or general area of study, e.g., computing or business): \_\_\_\_\_

Team

Secondary specialization (first degree only): \_\_\_\_\_

16. 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): \_\_\_\_\_ / \_\_\_\_\_

17. 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.

Name of institution	City, State	From	To	Number of credits earned	Type of degree earned	Date awarded	Official transcript received
Example: UMCP	College Park, MD	6/88	12/90	18	none	N/A	

—DO NOT WRITE BELOW THIS LINE—

New       Re-admit       Regular       Provisional       Temp. Pass       Spec. Int'l.       Spec. Act. Int'l.  
 Owes Fee       Fee Not Required       Fee Paid \$ \_\_\_\_\_  
Sign \_\_\_\_\_ Date \_\_\_\_\_ Letter \_\_\_\_\_ Type  Decis.     
Sign \_\_\_\_\_ Date \_\_\_\_\_ Letter \_\_\_\_\_ Change of Decision

# Undergraduate Application for Admission

Name \_\_\_\_\_ SSN \_\_\_\_\_

18. If you have previously attended University of Maryland University College, 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:

19. Are you currently admitted to another institution in the University System of Maryland or to the UMUC Graduate School of Management & Technology?  No       Yes If yes, indicate which institution: \_\_\_\_\_

20. Indicate your academic standing at the last institution you attended:

In good standing       Academically dismissed within the last two years

21. Do you have at least a 2.0 grade-point average from your last institution?  Yes       No

22. **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 #34.

*The University reserves the right to request additional information, if necessary. In the event the University discovers that you have supplied false or misleading information, the University 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, the University 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.*

23. On whom will you be financially dependent for your educational and living expenses while attending UMUC?

Self       Other (If other, specify provider in #25, below.)

24. Have you received any type of financial aid (loan, scholarship, grant) from a state other than Maryland within the last 12 months?

No       Yes If yes, from which state? \_\_\_\_\_

25. 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 *a* or *b* is yes, *the provider must complete the following information and sign the application.*

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):    /    /

*If you provided more than half of your own support, you must answer the following questions (#26–34). Otherwise, the person named in #25c above must answer them.*

26. Is all, or substantially all, of your personal property in Maryland?  No       Yes

27. Are you currently registered to vote?  No       Yes      If yes, in which state? \_\_\_\_\_

# Undergraduate Application for Admission

Name \_\_\_\_\_ SSN \_\_\_\_\_

28. 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): \_\_\_\_\_

29. 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): \_\_\_\_\_

30. Do you own (or rent) and occupy living quarters in Maryland on a year-round basis?  No  Yes

31. 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): \_\_\_\_\_

32. If you are employed in Maryland, is Maryland income tax being withheld?  No  Yes

33. 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: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

34. 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 University of Maryland University College 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

Customer acct. no.: \_\_\_\_\_ Exp. date (Mo/Day/Yr): \_\_\_\_\_

# 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 1998

#### *Undergraduate Schedule of Classes*

available	Early July
Mail-in registration	July 1–August 14
Touch-tone registration	July 1–September 8
Walk-in touch-tone registration	August 25–27
Late walk-in touch-tone registration	August 31; September 1, 8
Standard semester and Term I begin at most locations	August 31
Term II and mid-fall mail-in registration ends	October 9
Term II and mid-fall touch-tone registration	July 1–October 15
Term II and mid-fall walk-in touch-tone registration	October 15
Term I ends at most locations	October 19
Term II and mid-fall begin at most locations	October 20
Holidays	November 27–30
Standard semester and Term II end at most locations	December 14
Mid-fall ends	February 2, 1999

### January Term 1999

Touch-tone registration	November 1–January 8
Term begins	January 5
Term ends	January 26

### Spring 1999

#### *Undergraduate Schedule of Classes*

available	Early November
Mail-in registration	November 1–January 8
Touch-tone registration	November 1–February 4
Walk-in touch-tone registration	January 21, 25
Standard semester and Term I begin at most locations	January 28
Term II and mid-spring mail-in registration ends	March 12
Term II and mid-spring touch-tone registration	November 1–March 18
Term I ends at most locations	March 18
Term II and mid-spring begin at most locations	March 20
Holidays	March 23–29
Standard semester and Term II end at most locations	May 17
Commencement	May 22
Mid-spring ends	July 3

## Summer 1999

### *Undergraduate Schedule of Classes*

available	Early April
Mail-in registration	April 1–May 14
Touch-tone registration	April 1–July 19
Walk-in touch-tone registration	May 25, 26
Late walk-in touch-tone registration	May 28, June 7
Trimester and Term I begin at most locations	June 1
Holiday	July 4
Term II mail-in registration ends	June 25
Term II touch-tone registration	April 1–July 19
Term II walk-in touch-tone registration	July 8
Term I ends at most locations	July 12
Term II begins at most locations	July 13
Trimester and Term II end at most locations	August 23

An *Undergraduate Schedule of Classes* is available from

Undergraduate Enrollment Management  
University of Maryland University College  
University Boulevard at Adelphi Road  
College Park, MD 20742-1663  
301-985-7800

## OVERSEAS

### Asian Division

1998–99	
Term I	August 24–October 17
Term II	October 26–December 19
Term III	January 18–March 13
Term IV	March 29–May 22
Term V	May 31–July 24
Commencement	April 17

### European Division

1998–99	
Term I	August 24–October 16
Term II	October 28–December 18
Term III	January 18–March 12
Term IV	March 29–May 21
Term V	June 7–July 30
Commencement	May 30

Catalogs for the overseas divisions are available from

Assistant to the President for Overseas Programs  
University of Maryland University College  
University Boulevard at Adelphi Road  
College Park, MD 20742-1642  
301-985-7070



*Undergraduate Programs*  
**University of Maryland University College**  
*University Boulevard at Adelphi Road, College Park, MD 20742-1660*

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Walter Bohanan, *Untitled* (1929)

The untitled artwork on the cover was painted in 1929 by Walter Bohanan, using oils on composition board. It was a gift to UMUC's Maryland Artists Collection from Esta and Herman Maril.