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Equal Opportunity

Coppin State University, as an Equal Opportunity/Affirmative Action employer, complies with applicable federal and state laws prohibiting discrimination, including Title IX of the Education Amendment of 1972 (sex discrimination) and Section 504 of the Rehabilitation Act of 1973 (discrimination against the handicapped). It is the policy of Coppin State University that no person, on the basis of race, sex, color, religion, national origin, age, marital status, handicap, or veteran status, shall be discriminated against in employment, educational programs, activities, admissions, or financial aid.

Privacy Rights of Parents and Students

In accordance with "The Family Educational Rights and Privacy Act of 1974" (P.L. 93-380), popularly referred to as the "Buckley Amendment," disclosure of student information, financial and academic, is restricted. Release to anyone other than the student normally requires a written waiver from the student.

Accreditation

Coppin State University is accredited by the Middle States Association of Colleges and Schools. The undergraduate and graduate programs in teacher education are accredited by the National Council for the Accreditation of Teacher Education and the Maryland State Department of Education. The Nursing Program is approved by the Maryland Board of Nurses and accredited by the National League for Nursing. The Social Work Program is accredited by the National Council on Social Work Education. The Rehabilitation Counselor Education Program is accredited by the Council on Rehabilitation Education.

Coppin State University Catalog Policy Statement

The provisions of this publication are not to be regarded as an irrevocable contract between the student and Coppin State University. The University reserves the right to change any provision or requirement at any time during the student's tenure. However, any necessary changes will be made according to established procedures which protect the integrity of the institution and the student's interest and welfare.

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COPPIN STATE UNIVERSITY

CATALOG

2004 - 2006

2500 West North Avenue
Baltimore, Maryland 21216-3698

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Get to know
Coppin State University

MISSION

The primary mission of Coppin State University is to provide high quality undergraduate and graduate education in the arts and sciences and in preprofessional and professional areas, including teacher education and nursing. Within the University System of Maryland, Coppin State University has the unique mission of primarily focusing on the problems, needs and aspirations of the people of Baltimore's central city and its immediate metropolitan area. As a part of that community, the University faces and addresses many challenges. In order to meet these challenges, Coppin State University will continue to develop as a model comprehensive, urban, liberal arts university offering innovative, career-oriented instructional programs designed to serve the needs of the central city, the metropolitan area, the State, and the nation.

HISTORY OF THE UNIVERSITY

In 1900, at Douglass High School on Pennsylvania Avenue, the Baltimore City School Board initiated a one-year training course for the preparation of African American elementary school teachers. In 1902 the training program was expanded to a two year Normal Department within the high school, and seven years later it was separated from the high school and given its own principal.

In 1926 this facility for teacher training was named Fanny Jackson Coppin Normal School in honor of an outstanding African American woman who was a pioneer in teacher education. By 1930 the curriculum was lengthened to four years, authority was given for the granting of the Bachelor of Science degree, and the name of the Normal School was changed to Coppin Teachers College.

A twelve-year struggle for survival culminated in 1950 when Coppin became part of the higher education system of Maryland under the State Department of Education and was renamed Coppin State Teachers College. Two years later the University moved to its present 38-acre site on West North Avenue.

In acknowledgment of the goals and objectives of the University, the Board of Trustees ruled in 1963 that the institution's degree-granting authority would no longer be restricted to teacher education. Following this ruling, Coppin was officially renamed Coppin State College, and in 1967 the first Bachelor of Arts degree was conferred. In 1988, the College became part of the newly organized University of Maryland System (now the University System of Maryland). On April 13, 2004, the Governor of the State of Maryland signed legislation adopted by the Maryland General Assembly to change the name of Coppin State College to Coppin State University. This is just the latest recognition of Coppin's commitment to: Nurturing Potential….Transforming Lives.

Coppin provides students access to academic excellence through program offerings in the School of Arts and Sciences, School of Nursing, School of Professional Studies, School of Graduate Studies or the Division of Honors. Please review the Catalog to find the program that supports your aspirations.

INSTITUTIONAL GOALS

Within the framework of the University System of Maryland, and in accordance with the mission of the University, the University has identified a set of specific goals to serve as a point of reference for planning and implementing the programs of the University. They are as follows:

1) become a model comprehensive urban, liberal arts university offering programs at the undergraduate and graduate levels;
2) emphasize excellence in the academic program by improving the quality of existing programs and developing additional career-oriented programs as appropriate;
3) use all physical, human, and financial resource to implement the most effective educational and support programs possible;
4) provide educational opportunities and appropriate learning environments for all persons, regardless of race, sex, religion, national origin, socio-economic status, physical condition or age;
5) obtain adequate funding to provide instructional and support services essential for an urban commuter university;
6) use University resources to provide services and support to the community.

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These goals reflect the University's commitment to provide relevant, high caliber programs and services which are accessible to students and to the citizens of the metropolitan Baltimore area. They also underscore the fact that Coppin State University is willing to accept responsibility for providing resources which contribute to the improvement of the quality of life in the Baltimore metropolitan area.

FACILITIES

Miles Washington Connor Administration Building - Completed in 1978, the four-story Administration Building contains most of the major administrative offices of the University. It replaces the old Connor Hall, which was razed during the spring semester of 1979 for the construction of a quadrangle connecting the Moore Library, Johnson Auditorium, Tawes College Center, and Jacobs Office/Classroom Building.

J. Millard Tawes College Center - The renovation and expansion of the College Center, which was completed in 1978, more than doubled the space available for student activities on the campus. The new building houses a bookstore, a multi-purpose dining hall, faculty dining area, sweet shop, snack bar, and spacious student lounges, which include a TV lounge, a quiet lounge, and a conversation lounge with a wood-burning fireplace. In addition, there is a game center, an arts and crafts center, conference rooms, offices for the Student Government Association and student publications, and other facilities for student activities.

Grace Hill Jacobs Office/Classroom Building - Completed in 1977, the ten-story Jacobs Office/Classroom Building houses the School of Arts and Sciences, the School of Nursing, the School of Professional Studies, the School of Graduate Studies, the Honors Division and the offices for their respective deans, chairpersons, faculty, and staff. The building also contains twenty-five classrooms, five seminar/conference rooms, a large lecture hall, computer labs, and laboratories for art, psychology, and reading. On the lower levels is a television studio, a modern media center, a television control room, graphic production rooms, previewing rooms, computer labs and several other facilities to support the academic programs of the University.

James Weldon Johnson Auditorium Building - Completed in 1972, the Auditorium Building houses a 1,000-seat auditorium, classrooms, offices for faculty and staff, band rooms, special music rooms, and a gallery for art displays. In addition to serving the regular instructional program, the building is used for concerts, lectures, plays, and other cultural events.

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Percy Julian Science Building - This facility has been completely rebuilt. The expanded and renovated building includes new science laboratories, classrooms, faculty/staff offices, photography labs, a large lecture hall, art exhibition areas, art and photography studios, and other necessary support facilities. The new Julian building houses the Department of Natural Sciences, and the Fine Arts Department.

Parlett Longworth Moore Library - In addition to the regular volumes, periodicals, doc66uments, pamphlets, and audio-visual materials, the Library has special collections such as the Library of American Civilization, the Maryland Collection, the Juvenile Collection, and the Helene Fuld Collection, which are available to faculty and students. Computer applications update the Library's capability to provide improved access and its capacity to use advanced technology in its materials processing operations. In 1980 the Library went on-line with OCL and LIBS-100 terminals, which provide a fast, efficient means of ordering, organizing, locating, and disseminating needed information. The independent study areas, seminar rooms, audio-visual center, curriculum laboratory, and other features in the architectural design of the Library make it conducive to study, research, and relaxation.

Coppin Center - Erected in 1987, the Center provides modern facilities for both theoretical and practical instruction in health, physical education, and recreation. The Pullen Gymnasium, located within the Center, is the main facility, with bleacher seats to accommodate 2500 spectators. A swimming pool, handball/racquetball courts, dance studio, weight room, and offices for faculty and staff are also included in the new facility. The Library is now part of the University of Maryland System Library Resources.

Frances L. Murphy Research Center - Erected in 1961 as a laboratory school to provide professional experiences for prospective elementary education teachers, the Research Center currently houses the Center for Excellence in Urban Education, a UMS center designed to serve as a catalyst for interaction between UMS institutions and the Baltimore City Public Schools and other public school systems in the State.

Louise Fountain Perrin Promenade - The Promenade, consisting of shaded walks and stairs, roads and circles, and a fountain, is a connecting link between the campus and North Avenue.

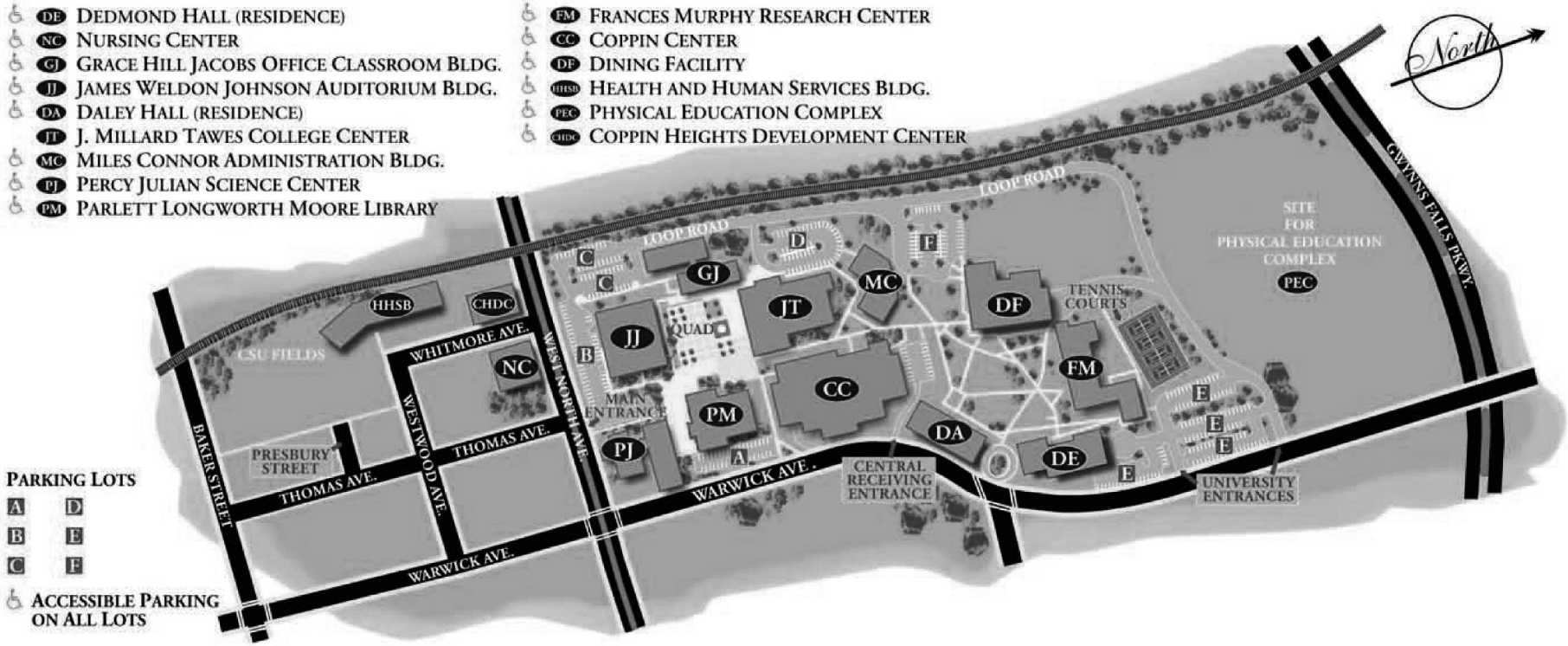
South Campus Multipurpose Athletic Fields - Constructed in 1983, the South Campus Multipurpose Athletic Fields include an NCAA regulation size baseball field and facilities for instructional, intramural, and athletic programs for use by students, faculty, staff, and members of the community.

Dedmond Hall (opened 1993) and Daley Hall (opened 2001) - These state-of-the-art living and learning facilities are designed like an all-suite hotel; three and four room clusters share a living room and a self-contained bath; fully furnished; manned 24-hour security desk; air conditioned; study areas, computers, laundry room, lounges, personal telephones.

COPPIN STATE UNIVERSITY

2500 WEST NORTH AVENUE

- DE DEDMOND HALL (RESIDENCE)
- NC NURSING CENTER
- GJ GRACE HILL JACOBS OFFICE CLASSROOM BLDG.
- JJ JAMES WELDON JOHNSON AUDITORIUM BLDG.
- DA DALEY HALL (RESIDENCE)
- JT J. MILLARD TAWES COLLEGE CENTER
- MC MILES CONNOR ADMINISTRATION BLDG.
- PJ PERCY JULIAN SCIENCE CENTER
- PM PARLETT LONGWORTH MOORE LIBRARY
- FM FRANCES MURPHY RESEARCH CENTER
- CC COPPIN CENTER
- DF DINING FACILITY
- HHSB HEALTH AND HUMAN SERVICES BLDG.
- PEC PHYSICAL EDUCATION COMPLEX
- CHDC COPPIN HEIGHTS DEVELOPMENT CENTER



PARKING LOTS

A D
B E
C F

ACCESSIBLE PARKING ON ALL LOTS

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2004 - 2007
University Calendars

FALL 2004

April 27-May 25.....Registration (Summer & Fall 2004)
June, July, August.....New Student Orientation and Registration
August 5.....Payment Due for Fall 2004 Registration
August 6.....Challenge Exam Application Due
August 11.....Last Day fir New Student Registration
August 21.....New Student Residence Hall Check-in
August 22.....Residence Hall Check-in Returning Students
August 24.....Signing of Direct Loan Promissory Notes
August 24.....Distribution of Book Vouchers
August 24-September 9.....ADD/DROP
August 24-27.....Arena Registration and Health Insurance Waivers
August 30.....Fall Semester Classes Begin
August 30-September 3.....Late Registration (Late Fee Assessed)
September 3.....Deadline for Submitting Change of Residency Form
September 3.....Last Date of Late Registration (Late Fee Assessed)
September 6.....Holiday (Labor Day)
September 9.....Last Day to ADD/DROP
September 9.....Last Day of Book Voucher Distribution
September 9.....Deadline for Inter-Institutional Registration (Host Approved)
September 24.....Academic Convocation
October 1.....Last Day to Correct Spring A-F and CS Grading Errors
October 11.....Mid-term Evaluations
October 19.....Mid-term Rosters Due
November 4.....Last Day to Pay Personal Deferments
November 15.....Last Day to Apply for May 2005 Graduation
November 6-December 9.....Winter and Spring 2005 Registration
November 9-December 20.....Winter and Spring 2005 On-line Registration
November 15.....Last Day to Withdraw from Course(s) or University
November 24.....Residence Hall Check-out
November 24-28.....Thanksgiving Recess
November 28.....Residence Hall Check-in
November 29.....Classes Resume
December 10.....Classes End
December 11.....Weekend Classes - Final Exams
December 13-17.....Weekday Classes - Final Exams
December 18.....Residence Hall Check-out
December 20.....Final Grades Due in Records Office by 4:00 p.m.
December 20.....Last Day for Faculty Submit to Incomplete Grades for Spring 2004

WINTER 2005

January 4.....Winter 2005 Late Registration
January 4.....Winter Classes Begin
January 4-28.....Spring 2005 On-line Registration ADD/DROP Resumes
January 17.....Dr. Martin Luther King's Birthday Observed
January 21.....Winter 2005 Classes End
January 25.....Deadline for Entering Winter 2005 Grades

SPRING 2005

January 4-28.....Spring 2005 On-line Registration and ADD/DROP Resume
January 4.....Challenge Examination Applications Deadline
January 16.....New and Returning Students Residence Hall Check-in
January 17.....Dr. Martin Luther King's Birthday Observed
January 19.....Distribution of Book Vouchers
January 19-25.....Arena Registration and Health Insurance Waivers
January 25.....Deadline for Submitting Smal Class Cancellations
January 26.....Spring Semester Begins
January 26-28.....Late Registration (Late Fee Assessed)
January 26-28.....ADD/DROP
January 28.....Deadline for Submitting Change of Residency Form
January 28.....Last Day of Late Registration (Late Fee Assessed)
January 31.....Deadline for Submitting Spring 2005 Cancelled Courses
February 3.....Last Day to DROP/ADD and Receive Book Vouchers
February 3.....Deadline for Reporting Challenge Exam Results
February 3.....Deadline for Inter-Institutional & Collaborative Registration
February 18.....Last Day to Input & Edit Fall & Summer 2005 Courses
March 1.....Last Day to Correct Fall 2004 A-F and CS Grading Errors
March 10.....Deadline for Fall and Winter 2005 Graduation Applications
March 11.....Mid-term Evaluations
March 18.....Deadline for Inputting Mid-term Grades
March 18.....Residence Hall Check-out
March 21-27.....Spring Recess (Students)

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March 23.....Last Day for Graduate Incomplete Grade Changes for Fall '05
March 27.....Residence Hall Check-in
April 7.....Last Day to Pay Personal Deferments
April 12-August 31.....On-Line Registration for Fall 2005
April 14.....Graduation Clearance
April 21.....Last Day to Withdraw from Course(s) or University
April 22.....Fannie Jackson Coppin Day
May 12.....Classes End
May 13.....Study Day
May 16-20.....Final Examinations
May 20.....Commencement – Graduate Students
May 21.....Baccalaureate
May 22.....Commencement – Undergraduate Students
May 23.....Spring Semester Ends
May 23.....Residence Hall Check-out
May 23.....Deadline for Inputting Spring 2005 Final Grades
May 23.....Last Day to Submit Fall '04 Incomplete Grade Changes

SUMMER 2005

April 12-May 31.....Registration
May 25-30.....New Student Summer Registration
May 31.....Summer 2005 Classes Begin
May 31.....Late Registration Summer 2005
August 2.....Deadline for entering Summer 2005 Grades

FALL 2005

April 12-August 29.....Fall 2005 Registration and Add/Drop On-line
August 5.....Deadline to submit Challenge Exam Application
August 20-August 21.....Residence Hall Check-in
August 23.....Distribution of Bookstore Coupon Vouchers
August 23-August26.....Arena Registration
August 23-August 26.....Health Insurance Waivers
August 29-August 26.....Late Registration
September 2.....Deadline for Submitting Change of Residency Form for Continuing Students
September 2.....End of Late Registration Deadline for Inter-Institutional Registration with the Approval of Host Institution
September 5.....Labor Day Holiday - University Closed
September 6.....Fall Classes Resume
September 8.....Last Date for Add/Drop
September 8.....Deadline for Reporting Challenge Exam Results
September 23.....Academic Convocation
October 7.....Last Day to Change Spring 05 "A" Through "F" and "CS" Grading Errors
October 10.....Mid-semester Evaluations
October 13.....Last Day to apply for Spring & Summer 2006 Graduation
October 18.....Deadline for Entering Mid-Term Grades
October 24.....Deadline for Submitting Incomplete Grades from Spring 2005 for Graduate Students
November 2.....Last Day to Pay Personal Deferments
November 8-December 23.....Spring and Winter 2006 On-line Registration
November 17.....Last Day to Withdraw from Course(s) or University
November 22.....Residence Hall Check-Out
November 23-November 27.....Thanksgiving Recess
November 27.....Residence Hall Check-In
November 28.....Fall 2005 Classes Resume
December 9.....Classes End
December 10-December 16.....Final Examinations
December 17.....Residence Hall Check-out
December 20.....Deadline for Entering Fall 2005 Final Grades
December 20.....Last Day for Faculty to submit "Incomplete" Grade Changes for Spring 2005 Undergraduate Students
December 21.....Fall Semester Ends
December 22.....Holiday Recess

WINTER 2006

November 8-December 23.....Winter 2006 Registration
January 3.....Late Registration
January 3.....Classes Begin
January 20.....Classes End
January 26.....Deadline for Entering Winter 2006 Grades

SPRING 2006

January 3-January 27.....Spring 2006 Registration and Add/Drop On-line
January 6.....Challenge Exam Applications Due
January 16.....Dr. Martin Luther King's Birthday Observed University Closed
January 22.....Residence Hall Check-In
January 24.....Distribution of Bookstore/Declining Balance Vouchers
January 24-January 27.....Arena Registration
January 30.....Spring 2006 Classes Begin
January 30-February 3.....Late Registration for Spring 2006 for Continuing and New Students
February 3.....Deadline for Submitting Change of Residency Forms
February 3.....Last Day of Late Registration

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February 7.....Last Day to Add/Drop for Registered Students
February 7.....Deadline for Reporting Challenge Exam Results
February 7.....Deadline for Inter-institutional & Collaborative Registration
February 28.....Last Day to Correct Fall 2005 A-F and CS Grading Errors
March 9.....Deadline for Fall 2006 and Winter 2007 Graduation Applications
March 10.....Mid-Term Evaluations
March 17.....Resident Hall Check-Out
March 19-26.....Spring Recess (Students)
March 21.....Deadline for Entering Spring 2006 Mid-Term Grades
March 22.....Last Day for Faculty to Submit "Incomplete" Grade Changes for Fall 2005 Graduate Students
March 26.....Residence Hall Check-In
March 27.....Spring 2006 Classes Resume
April 6.....Deadline to Pay Personal Deferments
April 11-May 26.....Summer 2006 Registration On-Line
April 11-September 1.....Fall 2006 Registration On-Line
April 13.....Graduation Clearance
April 20.....Last Day to Withdraw from Courses or University
April 21.....Fannie Jackson Coppin Day
May 16.....Classes End
May 17.....Study Day
May 18.....Graduation Rehearsal Graduate Students
May 18-24.....Final Examinations
May 19.....Graduation Rehearsal for Undergraduate Students
May 19.....Commencement for Graduate Students
May 21.....Commencement for Undergraduate Students
May 24.....Residence Hall Check-out
May 25.....Spring Semester Ends
May 29.....Memorial Day Holiday – University Closed
May 30.....Deadline for Entering Spring 2006 Grades
May 30.....Last Day for Faculty to Submit "Incomplete" Grade Changes for Spring 2006 Undergraduate Students

SUMMER 2006

April 11-May 26.....2006 Summer Session I Registration
May 29.....Memorial Day Holiday University Closed
May 30.....Late Registration Summer Session I
May 30-August 4.....9-Week Summer Session I Classes Begin
May 30-July11.....6-Week Mini-Session Summer I Classes Begin
May 30-June 19.....1st 3-Week Mini-Session Summer I Classes Begin
June 20-July 11.....2nd 3-Week Mini-Session Summer I Classes Begin
June 22.....Deadline for Entering Grades for 1st 3-Week Mini Session Summer I
July 12-July 14.....2006 Summer Session II Registration
July 14.....Deadline for Entering Grades for 6-Week Session and 2nd 3-Week Session
July17.....2006 Summer Session II Late Registration
July 17-August 4.....Summer 2006 Session II 3rd 3-Week Classes Begin
August 9.....Deadline for entering Grades for the 9-Week and 3rd 3-Week Summer Session II

FALL 2006

April 11-September 1.....Fall 2006 Registration Add/Drop On-line
August 4.....Challenge Exam Applications Due
August 19.....Residence Hall Check-In
August 22.....Distribution of Bookstore/Declining Balance Vouchers
August 22-25.....Arena Registration & Add/Drop
August 22-25.....Health Insurance Waivers
August 22-Sept 6.....Add/Drop
August 28.....Fall 2006 Semester Classes Begin
August 28-September 1.....Late Registration
September 1.....Last Day of Late Registration for Continuing and New Students
September 1.....Deadline for Submitting Change of Residency Applications
September 4.....Labor Day Holiday University Closed
September 6.....Last Date to Add/Drop for Registered Students
September 6.....Deadline for Inter-Institutional Registration with the Approval of Host Institution
September 22.....Academic Convocation
October 6.....Last Day to Change Spring 06 "A" Through "F" and "CS" Grading Errors
October 9.....Mid-semester Evaluations
October 12.....Last Day to Apply for Spring and Summer 2007 Graduation
October 18.....Deadline for Entering Fall 2006 Mid-Term Grades
October 20.....Last Day for Faculty to Submit Spring 2006 "Incomplete" Grade for Graduate Students

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November 2 .....Last Day to Pay Personal Deferments
November 7-December 22 .....Spring and Winter 2006 Registration On-line
November 16 .....Last Day to Withdraw from Course(s) or University
November 21 .....Residence Hall Check-Out
November 22-November 26 .....Thanksgiving Recess
November 26 .....Residence Hall Check-In
November 27 .....Classes Resume
December 11 .....Classes End
December 12 .....Study Day
December 13-19 .....Final Examinations
December 19 .....Residence Hall Check-Out
December 22 .....Deadline for Entering Fall 2006 Final Grades
December 22 .....Last Day for Faculty to Submit "Incomplete" Grade Changes for Spring 2006
December 25 .....HOLIDAY RECESS Begins

WINTER 2007

January 3 .....Late Registration Winter 2007
January 3 .....Winter 2007 Classes Begin
January 19 .....Classes Ends
January 24 .....Deadline for Entering Winter 2007 Grades

SPRING 2007

January 3-January 27 .....Spring 2007 Registration and Add/Drop On-line
January 5 .....Challenger Exam Application Deadline
January 15 .....Dr. Martin Luther King's Birthday Observed University Closed
January 21 .....Residence Hall Check-In
January 23 .....Distribution of Bookstore/Declining Balance Vouchers
January 23-January 26 .....Arena Registration & Add/Drop
January 29 .....Spring 2007 Classes Begin
January 29-February 2 .....Late Registration for Spring 2007 for Continuing and New Students
February 2 .....Deadline for submitting Change of Residency Applications
February 2 .....Last Day of Late Registration
February 6 .....Last Day to Add/Drop for Registered Students
February 6 .....Deadline for Reporting Challenge Exam Results
February 6 .....Deadline for Inter-Institutional and Collaborative Registration with Approval of Host Institution
February 26 .....Last Day to Correct Fall 2006 A-F and CS Grading Errors
March 8 .....Deadline for Fall 2007 and Winter 2008 Graduation Applications
March 9 .....Mid-Term Evaluations
March 18 .....Residence Hall Check-Out
March 18-25 .....Spring Recess (Students)
March 20 .....Deadline for Entering Mid-Term Grades
March 21 .....Last Day for Faculty to Submit "Incomplete" Grade Changesfor Graduate Students
March 25 .....Residence Hall Check-In
April 5 .....Deadline to Pay Personal Deferments
April 10-May 25 .....Summer 2007 Registration On-line
April 10-August 31 .....Fall 2007 Registration On-line
April 12 .....Graduation Clearance
April 19 .....Last Day to Withdraw from Courses or University
April 20 .....Fannie Jackson Coppin Day
May 15 .....Classes End
May 16 .....Study Day
May 17 .....Graduation Rehearsal for Graduate Students
May 17-May23 .....Final Examinations
May 18 .....Graduation Rehearsal for Undergraduate Students
May 18 .....Commencement for Graduate Students
May 20 .....Commencement for Undergraduate Students
May 23 .....Residence Hall Check-out
May 23 .....Spring Semester Ends
May 28 .....Memorial Day Holiday University Closed
May 29 .....Deadline for Entering Spring 2006 Grades

SUMMER 2007

April 10-May 25 .....Summer I - Registration
May 28 .....Memorial Day Holiday University Closed
May 29 .....Late Registration Summer 2007 Session I
May 29-August 3 .....9-Week Summer Session I Classes Begin
May 29-July 10 .....6-Week Mini-Session Classes Begin
May 29-June 18 .....1st 3-Week Mini-Session I Classes Begin
June 19-July 10 .....2nd 3-Week Mini-Session I Classes Begin
June 21 .....Deadline for Entering Grades for 1st 3-Week Mini-Session
July 11-July 13 .....Summer Session II – Registration
July 13 .....Deadline for Entering Grades for 6-Week Mini-Session and 2nd 3-Week Session
July16 .....Summer Session II Late Registration
July 16-August 3 .....3rd 3-Week Summer Session II Classes Begin
August 8 .....Deadline for Entering Grades for the 9-Week and 3rd 3-Week Summer Session II

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Undergraduate Admissions

MILES W. CONNOR ADMINISTRATION BUILDING, First Floor
(410) 951-3600 or (800) 635-3674
Fax: (410) 523-7351 • www.coppin.edu

Admission to Coppin State University is granted to applicants whose academic potential and personal qualifications indicate their ability to succeed at the University without regard to race, color, religion, national origin, age, sex, marital status, disability, or veteran status according to the admissions policies of the Board of Regents and the University System of Maryland (see Appendix A).

ADMISSIONS PROCEDURES

Applications

To apply for admission to Coppin State University, students must secure an admissions application. An application can be obtained from the guidance offices at high schools, the transfer offices at community colleges or the Admissions Office at Coppin State University. It is preferred that students submit applications online. The on-line address is www.coppin.edu/admissions.

Application Deadline

Students seeking admission to the University should submit an application by June 15th for the fall semester and by December 15th for the spring semester. However, priority consideration is given to those completed applications received by March 15th for the fall semester. The international applicants deadline: October 15th for Spring & April 15th for Fall admission.

Application Fee

All applicants should return the required completed forms with the non-refundable application fee (check or money order only) to the Admissions Office. Be certain to include the applicant's name on the check or money order.

Transcripts

Freshman applicants are required to submit all official high school transcripts directly to the Admissions Office. Applicants must arrange to have all official final grades with verification of high school graduation submitted to the Admissions Office as each becomes available. Transfer, Readmit & International applicants should review the appropriate guidelines that follow.

Standard Admission Test Scores

Freshman applicants must submit their official Scholastic Aptitude Test (SAT-I) or American College Testing (ACT) scores directly to the Admissions Office. Coppin State University applicants should indicate ETS Code 5122 on the SAT or Code 1688 on the ACT to have scores automatically forwarded to CSU Admissions Office. Students are strongly encouraged to take these tests during the junior year of high school or by November of the senior year.

GUIDELINES FOR FRESHMAN ADMISSIONS

A freshman student is a student who is currently enrolled in high school or has graduated from high school within three (3) years of intended enrollment and has never enrolled in college as a degree seeking student. Freshman applicants who have successfully completed and satisfied the academic profile are granted admissions.

High School Academic Requirements

Each freshman applicant must have earned a high school diploma or equivalency from an accredited institution to include:

- 4 units of English
- 3 units of Social Sciences/ History
- 3 units of Biological & Physical Sciences
- 3 units of Mathematics (Algebra I or Applied Math I&II; Geometry or Formal Logic; & Algebra II)
- 2 units of Foreign Language or Technology units of Electives

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In addition to transcripts and standardized test scores, an essay, interview, recommendations, extra-curricular activities, special talents, evidence of leadership, achievements and/or other assessments may be required for admissions consideration.

Guaranteed Admissions ***(Based on Class Size Limits)***
Freshman applicants whose high school average is a B or better and whose SAT critical reading, writing and mathematics scores are each 490 or greater or whose ACT composite score is 21 or greater are assured admissions to the University. All other students are admitted based upon space availability and/or other prerequisites. Admission will be granted to no more than 15% of all freshmen whose projected freshman year GPA is less than 2.0.

High School Equivalency (GED)
Maryland residents who are at least 16 years old and who have not received a high school diploma may be considered for admissions provided that they have earned the approved high school General Education Development (GED) equivalency and satisfied other prerequisites such as SAT scores and other assessments.

High School Course Requirements
An applicant whose high school transcript does not include the aforementioned High School academic requirements may be admitted with the understanding that deficiencies and high school phase-in requirements must be completed as stipulated by the Academic Advisement Office.

Admission of Students from Non-Accredited High Schools
Freshman applicants who are graduates of non-accredited or non-approved high schools will be reviewed individually. Admissions consideration will be based upon standardized tests, academic curriculum, essays, recommendations, interview, performance of students with similar academic preparation, secondary-level assessments and other criteria as deemed appropriate. A home schooled student must demonstrate compliance with state and local education regulations coupled with the requirements of nationally standardized examination such as the SAT or ACT test.

GUIDELINES FOR TRANSFER STUDENTS

A transfer student is a student who has earned twelve (12) or more credits from an accredited institution.

All transfer students must submit an admissions application and official transcripts to Coppin State University from all colleges or universities attended. Applicants who have attended multiple institutions will have each transcript evaluated on an individual basis.

Admission Criteria
Transfer students who have a 2.0 cumulative grade point average or greater in course work from all previously attended institutions and who are in good academic standing at the most recently attended institution will be admitted and awarded transferable credits.

Generally, transfer students with fewer than 25 transferable credits or lacking prerequisite courses must adhere to the criteria established by the Academic Advisement Office. Admitted transfer students seeking to enroll at the university will receive a transfer evaluation detailing awarded transfer credit and its equivalence to courses offered at CSU. Admission will be granted to no more than 15% of all transfer applicants whose combined GPA is less than 2.0.

Freshman Transfer
A freshman transfer student is a student who has earned less than twelve (12) credits from an accredited institution.

Applicants seeking admission as a freshman transfer must:

- have fewer than 12 attempted transferable credit hours,
- possess at least a 2.0 collegiate average,
- satisfy requirements for freshman students including standardized test scores.

Maryland Community College Transfers
Admissions priority will be granted to Maryland Community and Junior College students who have earned at least 56 transferable credits or have earned an Associate of Arts degree.

Maryland resident transfer students who have attended two or more institutions may be considered for transfer admission if transfer applicants have a combined GPA of 2.0 or greater and are in good academic standing at the last institution attended.

Transfer Credits
Transfer credit will be accepted at Coppin State University for course work completed at any regionally accredited college or university. Students transferring

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from community colleges, junior colleges or 4-year institutions are not awarded transfer credits for remedial or developmental courses. Credits are awarded for all courses that have been articulated by the appropriate academic department as approved by the established guidelines of the Academic Affairs Division or designated body.

Transfer credit is granted if a student has earned a grade of "C" or better. The grade of "D" is transferable only if it is part of a granted Associate of Arts degree or if the overall cumulative average from all sending institutions is 2.0 or greater. However, the grade of "D" in English courses or in courses required for the major is not transferable. All transfer credits from the institution not on the semester system will be converted to semester credits.

Coppin State University will accept up to 60 credits from two-year colleges and 90 credits from four-year colleges. In all cases, the applicant must complete the final 30 credit hours in residence at the CSU.

Evaluation of Transfer Credits
The Office of Admissions will provide a preliminary evaluation of transfer credits. The final transfer evaluation is available through the Admissions Office prior to enrollment and the Records Office after enrollment. After the first semester of enrollment, students should consult the Records Office regarding transfer evaluation updates.

GUIDELINES FOR READMISSION

Any previously matriculated student who does not attend the University for one or more semesters must apply for readmission to the University. Application forms are available in the Admissions Office. The priority deadlines for an admissions application for re-enrollment are June 15th for Fall and December 15th for the Spring semesters.

Students who have been suspended, withdrawn or on probation should apply in the same manner. However, readmit applicants should submit a letter explaining the relevant circumstances to the Student Academic Review Committee. Readmit applicants should submit all relevant documentation at least one month prior to the application deadline.

Readmit students must adhere to the criteria and guidelines of the Academic Advisement Office.

GUIDELINES FOR ADMISSION AS A NON-DEGREE STUDENT

A Non-Degree student is a student who is taking courses but is not formally admitted to degree-seeking status. Non-Degree seeking applicants must submit:

- A Non-Degree admissions application, and
- An official high school transcript verifying graduation or
- high school diploma or document,
- GED or high school equivalency or,
- a college transcript from an accredited institution verifying high school graduation Non-Degree Students are allowed to take courses not to exceed 55 credits before changing to degree-seeking status.

GUIDELINES FOR ADMISSION OF NON-DEGREE TO DEGREE-SEEKING STATUS

To obtain degree-seeking status, the Non-Degree student must follow the same procedures for admission as required for applicants seeking general admission to the University.

To be considered for admissions in a degree-seeking program, a non-degree student must:

- submit a complete admission application
- have a 2.0 or better GPA
- earn 12 credits
- re-apply for admissions consideration

GUIDELINES FOR INTERNATIONAL STUDENT ADMISSIONS

An international student applying for admission should submit a complete application with all documentation no later than April 15th for the fall semester or October 15th for the spring semester for priority processing. The following procedures should be followed by students applying for their bachelor's degree:

1. Obtain and complete an international application packet from the Office of Admissions.
2. Submit a non-refundable admissions application fee in U.S. dollars. A check from U.S. Bank or U.S. money order must accompany all applications.

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3. Submit the following documentation:
   a. Official or notarized secondary school academic records showing grades received annual mark sheets, examination certificates, and leaving certificate as they apply to the educational system in the student's home country. Records must be received for each of the last four years of secondary school or Advanced Level Scores.
   b. Official or notarized record (transcripts) of all colleges, universities, post-secondary or professional schools attended.
   c. A notarized English translation of all documents. Translations must be as literal as possible with no attempts to translate information into the United States System of Education. The University requires the use of American Association of Collegiate Registrars and Admissions Officers (AACRAO), or Association of International Educator (NAFSA) for course evaluation and admissions guidelines purposes.
   d. Proof of English language proficiency of non-native English speakers by submitting either:
      1. An official Test of English as a Foreign Language (TOEFL) results. All international applicants from countries whose native language is not English are required to take the TOEFL and earn a score of at least 500 (paper based) or 173 (computer based). Applicants must make their own arrangements for taking the TOEFL test. Inquiries should be made to TOEFL/TSE Services, P.O. Box 6151, Princeton, New Jersey 08561-6151, USA. The TOEFL website is www.toefl.org. The completed TOEFL form and the application fee must be sent to the ETS Office to insure timely receipt for processing at Coppin State University. The Coppin State University ETS code is 5122.
      2. An official Scholastic Aptitude Test (SAT-I) or American College Testing (ACT) result as established by the University System of Maryland and Maryland Higher Education Commission. All students, who have not completed one full year of post-secondary school course work, i.e., 25 United States credit hours, must take SAT-I or ACT.
   e. Financial certification. Applicants are required to provide official financial statements (i.e. bank statements) verifying that approximately US $22,000* is available annually in U.S. dollars to cover tuition, fees and living expenses. International students are required to pay out of state fees. (*Tuition and fees amount are subject to change. Contact the Office of Admissions for updated information.)
4. Visa Status

International students admitted to the University will receive from the Admissions Office the immigration forms needed to secure a student visa from the American Consulate. All admitted international students must notify the Counseling Center and Record's Office of his or her new local, campus (if applicable) and permanent mailing addresses. International students may only attend Coppin State University as a full-time degree-seeking student. Admitted international students should be prepared to pay all of their expenses for a minimum of one year prior to receiving an I-20. The University does not provide federal financial assistance for international students.

Applicants who have been accepted for admission will receive the Certificate of Eligibility I-20 form. This document is used by the student to apply for an F-1 student visa at an American Embassy or Consulate overseas. An I-20 is used for transferring from one institution in the United States to another. Undergraduate F-1 students will be expected to enroll as full-time degree-seeking students with a minimum of 12-semester hour credits. Immigration regulations forbid persons on student visas from accepting paid employment during their first year in the United States.

Applicants who hold permanent residence or parole visa status must list their alien registration number (A#) in the space indicated on the undergraduate application. They are processed for fee purposes as State residents if it is proven that they have established legal domicile in Maryland for one year. A copy of the applicant's alien registration card for verification must be submitted to the Office of Admissions.

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GUIDELINES FOR NON-TRADITIONAL ADMISSIONS

Early Admissions Program

Coppin State University conditionally admits a limited percentage of students at the completion of the junior year in high school. Interested juniors must request an application for early admission from the Admissions Office. Although such applicants follow the normal freshman application process, they must also submit a letter of recommendation from the high school counselor or principal and a permission form from the parent(s).

Mature Adults

A mature adult applicant may be defined as one who is older than the traditional undergraduate, and meets one or more of the following criteria:

- the applicant is financially independent;
- the applicant's primary responsibility is to duties other than being a student;
- the applicant has not been enrolled in an educational institution for three years or more.

A mature applicant is a student who has earned a high school diploma or equivalent with a GPA of "C" or better and is more than three years beyond high school enrollment. Mature applicants must:

- submit documentation proving financial independence (i.e.: dependant's birth certificate, active military enlistment, or other documentation requested by the Admissions Department.)

Students with a high school diploma or equivalency and at least three years in education are not required to submit SAT-I or ACT scores. Students are, however, required to submit a formal application and give official transcripts of all academic work completed. An interview with a member of the Admissions Staff is encouraged, and students must meet placement testing requirements.

CREDIT BY EXAMINATION

Advanced Placement and Credit for Entering Students

Freshmen who have had the opportunity to complete advanced-level work and would like academic credit as well as advanced placement are encouraged to take the Advanced Placement Tests of the University Entrance Examination Board during their senior year of secondary school. Arrangements to take the tests are made through the high school counselor or Advance Placement (AP) Services, P.O. Box 6671, Princeton, New Jersey 08541-6671. Consult www.collegeboard.com for Advanced Placement information.

COLLEGE LEVEL EXAMINATION PROGRAM (CLEP)

Coppin State University accepts credits for qualifying scores on the General Examination and Subject Examinations of the College Level Examination Program (CLEP). For the University's credit by examination policy, contact the Academic Affairs Office.

ADMISSIONS TO A MAJOR

Admission to the university is not an automatic guarantee of admission to a major program or school. All degree seeking students must officially declare a major. Each major department or school screens and accepts its own students, (i.e., School of Arts and Sciences, School of Professional Studies, School of Nursing or School of Graduate Studies). Contact the Academic Advisement Office and Academic Chairperson to learn the procedures to declare a major.

MARYLAND RESIDENCY

A determination of in-state status for purposes of admission, tuition and fees is made upon admission and remains in effect until successfully challenged according to the petition and academic calendar guidelines. Students may request re-evaluation of residency status by filing a petition and providing documentation by the last day of late registration for the semester for which the student wishes to be classified as in-state resident. A student can submit only one petition per semester. Appendix B includes the policy governing eligibility for in-state status.

NOTE: The University is continuously evaluating its admissions requirements. All applicants are encouraged to check with the Admissions Office for the most current admissions policy and procedures.

***APPEAL PROCESS:** If a student believes he or she has not been treated fairly in the application of these policies, the student may contact the Director of Admissions at Coppin State University who will provide information on the appeal process.

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2004 - 2005 Tuition, Fees & Course Related Expenses

	Maryland Resident			Non-Maryland Resident		
Full-Time Undergraduate (12 or more credits)	**Fall 2004**	**Spring 2005**	**Total**	**Fall 2004**	**Spring 2005**	**Total**
Tuition	$ 1,665.00	$ 1,665.00	$ 3,330.00	$ 4,751.00	$ 4,751.00	$ 9,502.00
Fees:						
Accident/Sickness Insurance	$ 67.00	$ 78.00	$ 145.00	$ 67.00	$ 78.00	$ 145.00
Technology Fee	$ 60.00	$ 60.00	$ 120.00	$ 60.00	$ 60.00	$ 120.00
Student Activity	$ 37.00	$ 37.00	$ 74.00	$ 37.00	$ 37.00	$ 74.00
College Center	$ 205.50	$ 205.50	$ 411.00	$ 205.50	$ 205.50	$ 411.00
Auxiliary Construction	$ 97.00	$ 97.00	$ 194.00	$ 97.00	$ 97.00	$ 194.00
Athletic	$ 162.50	$ 162.50	$ 325.00	$ 162.50	$ 162.50	$ 325.00
Total Tuition and Mandatory Fees	$ 2,294.00	$ 2,305.00	$ 4,599.00	$ 5,380.00	$ 5,391.00	$ 10,771.00

Part-Time Students (11 or fewer credits) Tuition per credit hour	**Maryland Resident**	**Non-Maryland Resident**
Undergraduate	$ 142.00	$ 327.00
Fees:		
Athletic (per credit hour)	$ 21.00	$ 21.00
Activity	$ 19.00	$ 19.00
Technology-flat fee	$ 20.00	$ 20.00
College Center	$ 56.50	$ 56.50
Auxiliary Construction (undergraduate)	$ 51.00	$ 51.00

Other Fees

Acceptance	$ 25.00
Accident/Sickness	
Fall (Sep-Dec)	$ 67.00
Spring (Jan-Aug)	$ 78.00
Application	$ 35.00
Art Studio	$ 30.00
Challenge Exam	$ 25.00
Deferment Fee	$ 12.00
Graduation	$ 35.00
ID Replacement	$ 15.00
Late Deferment Fee	$ 12.00
Late Registration	$ 30.00
Lost Book Fee	$ 12.00
Non-Validation Fee	$ 100.00
Parking Permit	$ 65.00

Returned Check Fee	$ 25.00
Transcript	
– Regular	FREE
– Emergency	$ 10.00
Nursing Teacher Education	
Accident and Hospitalization	TBA
Achievement Test	$3 -8 per test
Nurses Liability Insurance	TBA
Uniform and Accessories	$ 250.00
Laboratory Fee (per course)	$ 10.00
Teacher Education	
Student Teaching	$ 250.00
Professional Exams	TBA

Residence Life	
Rooms (Dedmond) Hall	
- Triple Occupancy	$ 2,985.00
- Double Occupancy	$ 3,805.00
- Single Occupancy	$ 4,119.00
Daley Hall	
- Double Occupancy	$ 3,924.00
Board - 14 Meal Plan	$ 2,030.00
Board - 19 Meal Plan	$ 2,312.00

"Coppin State University reserves the right to make changes in tuition, fees, and other charges at any time such changes are deemed necessary by the University and the University System of Maryland Board of Regents."

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2005 - 2006 Tuition, Fees & Course Related Expenses

	Maryland Resident			Non-Maryland Resident		
Full-Time Undergraduate (12 or more credits)	**Fall 2005**	**Spring 2006**	**Total**	**Fall 2005**	**Spring 2006**	**Total**
Tuition	$ 1,763.00	$ 1,763.00	$ 3,527.00	$ 5,024.00	$ 5,024.00	$ 10,048.00
Fees:						
Accident/Sickness Insurance	$ 82.00	$ 83.00	$ 165.00	$ 82.00	$ 83.00	$ 165.00
Technology Fee	$ 60.00	$ 60.00	$ 120.00	$ 60.00	$ 60.00	$ 120.00
Student Activity	$ 38.00	$ 38.00	$ 76.00	$ 38.00	$ 38.00	$ 76.00
College Center	$ 213.50	$ 213.50	$ 427.00	$ 213.50	$ 213.50	$ 427.00
Auxiliary Construction	$ 113.00	$ 113.00	$ 226.00	$ 113.00	$ 113.00	$ 226.00
Athletic	$ 169.00	$ 169.00	$ 338.00	$ 169.00	$ 169.00	$ 338.00
Total Tuition and Mandatory Fees	$ 2,439.00	$ 2,440.00	$ 4,879.00	$ 5,699.50	$ 5,700.50	$ 11,400.00

Part-Time Students (11 or fewer credits) Tuition per credit hour	**Maryland Resident**	**Non-Maryland Resident**
Undergraduate	$ 151.00	$ 347.00
Fees:		
Athletic (per credit hour)	$ 22.00	$ 22.00
Activity	$ 19.00	$ 19.00
Technology-flat fee	$ 20.00	$ 20.00
College Center	$ 58.50	$ 58.50
Auxiliary Construction (undergraduate)	$ 52.50	$ 52.50

Other Fees

Acceptance	$ 25.00
Accident/Sickness	
Fall (Sep-Dec)	$ 82.00
Spring (Jan-Aug)	$ 83.00
Application	$ 35.00
Art Studio	$ 30.00
Challenge Exam	$ 25.00
Deferment Fee	$ 12.00
Graduation	$ 35.00
ID Replacement	$ 15.00
Late Deferment Fee	$ 12.00
Late Registration	$ 30.00
Lost Book Fee	$ 12.00
Non-Validation Fee	$ 100.00
Parking Permit	$ 65.00

Returned Check Fee	$ 25.00
Transcript	
– Regular	FREE
– Emergency	$ 10.00
Nursing Teacher Education	
Accident and Hospitalization	TBA
Achievement Test	$3 -8 per test
Nurses Liability Insurance	TBA
Uniform and Accessories	$ 250.00
Laboratory Fee (per course)	$ 10.00
Teacher Education	
Student Teaching	$ 250.00
Professional Exams	TBA

Residence Life	
Rooms (Dedmond) Hall	
- Triple Occupancy	$ 3,045.00
- Double Occupancy	$ 3,881.00
- Single Occupancy	$ 4,201.00
Daley Hall	
- Double Occupancy	$ 4,002.00
Board - 14 Meal Plan	$ 2,071.00
Board - 19 Meal Plan	$ 2,358.00

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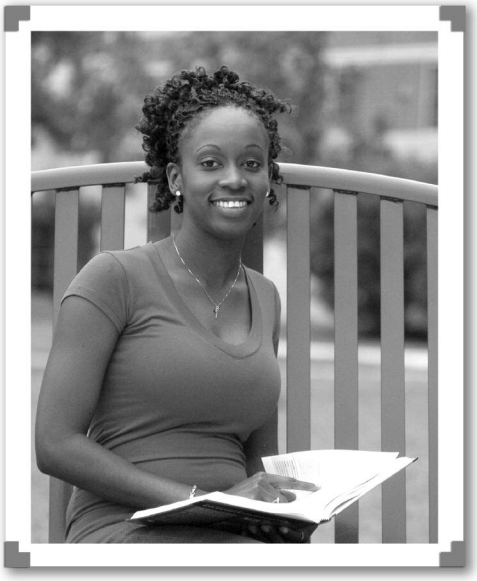

TEXTBOOKS

Students are expected to buy textbooks for their courses. The cost of books and supplies ranges from $400 to $600 per semester.

PAYMENT POLICY

All tuition and fees are payable at registration unless a student elects to use the Deferred Payment Plan. Veterans are subject to the same payment requirements as non-veteran students.

All checks or money orders should be made payable to Coppin State University for the exact amount of the charges. To ensure proper credit, the student must write his Social Security number on all checks and money orders submitted to the University.

All previous balances must be paid prior to registration for the following academic semester.

A non-refundable application fee of $20 must accompany the application for admission. This fee will not affect student charges.

If accepted, each applicant must pay a non-refundable acceptance fee of $25.00.

All students are responsible for all charges incurred for the semesters in which they enroll. Any student who withdraws (from the University or a course) must withdraw in accordance with the policies and procedures set forth in the University Catalog and schedule of classes for the semester in which he enrolls in order to have charges adjusted or not be held liable for charges. If a student does not adhere to the proper withdrawal procedures, he forfeits the right to any refund and waiver of a liability to the university. See discussion of refund policy.

If a student's account becomes delinquent, the University will pursue collection of all outstanding balances under regulations of the State of Maryland. Accounts not paid to the University will be referred to the Central Collection Unit of the State of Maryland for possible legal action. The student is liable for the outstanding balance and collection costs in an amount approximately equal to 17% of the unpaid balance. The student's credit rating will be affected.

DEFERRED PAYMENT PLAN

In order to qualify for a Deferred Payment Plan, a student must sign the Deferred Payment Agreement available in the Controller's Office. A third of the total charges must be paid at Registration in cash, certified check, money order, VISA/MasterCard, American Express or Discover. Refer to the down payment chart in the course schedule booklet for exact amount of down payment. A deferment fee is assessed. Initial down payments and payments made after the due date must be made in cash, by certified check, money order, or credit card.

If the total outstanding charges are not paid in full by the due date, a late fee is assessed and the student may be administratively withdrawn from University and will still be responsible for the outstanding balance.

REFUND POLICY

The following schedule indicates the University's refund/charge reduction policy for fall and spring semesters, subject to revision. Please see the Office of the Controller for details.

- Before the end of each registration period, and before classes start – all tuition will be refunded.
- Before the fifteenth calendar day after the official beginning of classes each semester – 80 percent of tuition will be refunded.

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- Beginning with the fifteenth day until the end of the third week after the official beginning of classes for the semester – 60 percent of tuition will be refunded.
- During the fourth week after the official beginning of classes for the semester – 40 percent of tuition will be refunded.
- During the fifth week after the official beginning of classes for the semester – 20 percent of tuition will be refunded.
- After the fifth week of the official beginning of classes for the semester – no tuition will be refunded.
- Fees are not refundable after the official beginning of classes (including the summer session).
- Students who register for a full-time schedule and who drop courses such that after the beginning of classes they have a part-time schedule are not entitled to a refund or charge reduction based on a credithour charge.

REFUND POLICY FOR WINTER MINIMESTER AND SUMMER UNIVERSITY SESSIONS

- The following indicates the University's policy for refunds for the Winter Minimester and Summer University sessions:
- Prior to the first day of the Winter Minimester or Summer University session – all tuition will be refunded.
- Prior to the end of one-fifth of the length of the session, but in no case beyond the 7th calendar day of the session – 80 percent of tuition will be refunded.
- Prior to the end of two-fifths of the length of the session, but in no case beyond the 14th calendar day of the session – 40 percent of tuition will be refunded
- Following the end of two-fifths of the length of the session, but in all cases beginning with at least the 15th calendar day of the session – no tuition will be refunded.

In the case of special courses of short duration (e.g. three-weeks or less) this policy will be applied on a pro-rate basis.

REFUND POLICY FOR FINANCIAL AID RECIPIENTS

Financial Aid recipients who withdraw during the refund period are not entitled to funds in excess of the cost of tuition and fees. Remaining award funds are returned to the respective grant/loan program(s).

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Financial Aid Policies & Programs

INTRODUCTION

Financial Aid is a federally supported program which assists students in meeting their educationally related expenses as authorized by the Higher Education Act of 1965 and its subsequent revisions. As mandated by this law, a student must meet all eligibility criteria and follow all steps in the application process. In addition, applicants must complete a needs analysis form in order to be considered for the various financial aid programs. Those programs and the appropriate needs analysis form that must be used are as follows:

I. Eligible financial aid applicants who complete a **FREE APPLICATION FOR FEDERAL STUDENT AID (FAFSA)** may be considered for one or more of the following financial aid programs:
   A. Federal Pell Grant Program
   B. Federal Supplemental Educational Opportunity Program
   C. Federal Perkins Student Loan Program (formerly National Direct Student Loan)
   D. Federal Work Study Program (Including America Reads and Community Service)
   E. Coppin State University Diversity Grant (Undergraduate and Graduate)
   F. William D. Ford Federal Direct Loan Program

The Free Application for Federal Student Aid (FAFSA) is available to complete online at www.fafsa.ed.gov. This form must be filed each January for the next academic year. Example: for the academic year 2005-2006, the application is available online as of January 2005. However, students may apply for aid at any time during the academic year as long as all requested documents are received six (6) weeks prior to the last day of the enrollment term.

ELIGIBILITY CRITERIA

To be eligible for aid, students must meet the following minimum eligibility criteria:

1. **Demonstrate financial need** (Need represents the difference between the cost of attending Coppin State University and the amount of resources available to the student and his/her family);
2. **Be admitted to the University as a degree-seeking student** and enrolled on at least a half-time basis (six (6) credits for undergraduate students and five (5) credits for graduate students. Students enrolled less than half time may be eligible for Federal Pell Grant)
3. **Be a citizen** of or a permanent resident of the United States or be in the U.S. for other than a temporary purpose and provide evidence from the Department of Homeland Security of permanent residency;
4. **Maintain satisfactory academic progress** (See Academic Regulations in this catalog);
5. **Must not be in default** on any Title IV funds such as the National Direct Student Loan, Federal Perkins Loan, Federal Direct Student Loans, or Guaranteed Student Loans or owe a repayment to the Federal Pell Grant Program, Federal Supplemental Educational Opportunity Grant, or Federal Work Study Program at any postsecondary institution.
6. **Must be pursuing his or her first** bachelor's degree to receive Federal Pell Grant.

FINANCIAL AID APPLICATION PROCESS

IT IS THE POLICY OF THE FINANCIAL AID OFFICE THAT AWARDING PRIORITY BE GIVEN TO STUDENTS HAVING **NEED** BASED ON A FIRST-COME FIRST-SERVED RECEIPT OF ALL REQUIRED DOCUMENTATION. REQUIRED DOCUMENTATION ALSO INCLUDES:

1. OFFICIAL ACCEPTANCE TO THE UNIVERSITY. NEWLY ADMITTED FRESHMEN, TRANSFERS OR GRADUATE STUDENTS WHO HAVE NEVER APPLIED FOR AID AT COPPIN STATE UNIVERSITY SHOULD CONTACT THE ADMISSIONS OFFICE FOR INFORMATION.
2. OFFICIAL READMITTANCE TO THE UNIVERSITY. THIS IS REQUIRED OF STUDENTS BEING READMITTED FOLLOWING A PERIOD OF NON-ATTENDANCE.
3. PLEASE BE ADVISED THAT IF SOCIAL SECURITY NUMBERS ARE PROVIDED ON THE ADMISSIONS APPLICATION, THE FINANCIAL AID STAFF IS UNABLE TO REVIEW THE FEDERAL FINANCIAL AID APPLICATION.

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AWARDING PRIORITIES

Maximum funding consideration is given to completed applications received on or before March 1 for the upcoming fall semester and on or before November 1 for the upcoming spring semester. Later applications will be considered **ONLY** after all required documents are received.

REAPPLICATION PROCESS

Students must reapply each January for financial aid and must follow steps #2 and #3 above.

INDEPENDENT STUDENT

A student will be considered independent if he or she is twenty-four years of age or older; or is an orphan or ward of the court; or is a veteran; or is a graduate student, or married student; or has legal dependents. Financial aid administrators may document determination of independence by reason of other unusual circumstance allowed by the Federal regulations.

EVALUATION OF NEED

Once the Financial Aid Office has received all required documentation, the information on file is reviewed for accuracy and completeness. Provided that no additional information is required, the office staff evaluates the student's need on the basis of the following formula:

Cost of Attendance - Expected Family Contribution - Outside Resources = Fundable Need

COST OF ATTENDANCE

The typical expenses included in establishing the cost of attendance are:

1. Tuition & Fees
2. Room & Board costs (or Home Maintenance)
3. Transportation
4. Personal Expenses
5. Books and Supplies

NOTE: Coppin is primarily a commuter college; therefore, room and board expenses are determined by the established cost of living in the Baltimore area and the average costs paid by the student body.

A sample 20005-2006 guideline for a full-time dependent, in-state, on-campus undergraduate student's costs are as follows:

Tuition and Fees	$ 4,880
Books & Supplies	$ 800
Travel, Room and Board	$ 6,840
Personal	$ 2,786
	$ 15,306

NOTIFICATION AND ACCEPTANCE OF AWARDS

Following the evaluation of the student's need, the student is then mailed an award notification which lists the financial aid programs and the amounts that the student is offered for the academic year. This award notification must be signed and returned to the Financial Aid Office if it includes a student loan or work study award. If the award letter is not returned by the specified deadline, the award will be subject to cancellation. Award notices will reflect a distribution of aid in accordance with the financial aid packaging policy.

Students may accept, reject or reduce any portion of their award, and no penalty is imposed. However, students who reject loans or Federal Work Study may not receive institutional gift aid as a substitute.

FINANCIAL AID AWARDS ARE CONTINGENT ON FEDERAL GOVERNMENT ALLOCATIONS, RULES, AND REGULATIONS. FOR THIS REASON, THE FINANCIAL AID OFFICE MUST RESERVE THE RIGHT TO ADJUST OR CANCEL ANY OR ALL FINANCIAL AID AWARD(S) DUE TO BUDGETARY CONSTRAINTS OR STUDENTS' NON-COMPLIANCE WITH FEDERAL REGULATIONS OR COPPIN STATE UNIVERSITY POLICIES AND PROCEDURES.

FINANCIAL AID PACKAGING/ REBATE POLICIES

The institutional policy for packaging grant, loan, and employment aid for students assumes that all students and their parents will contribute to their education. The University recommends that students apply for as many outside scholarships for which they may be eligible. Financial aid packages are a combination of self-help (loan/work), and gift aid (grant/scholarship). The self-help program includes institutional employment, Federal Work Study Program, Federal Perkins Loan, Wm. D. Ford Direct Loan Program. Gift aid comprises Federal, State, institutional and private grants and scholarships. Students who reject a loan or employment will not have

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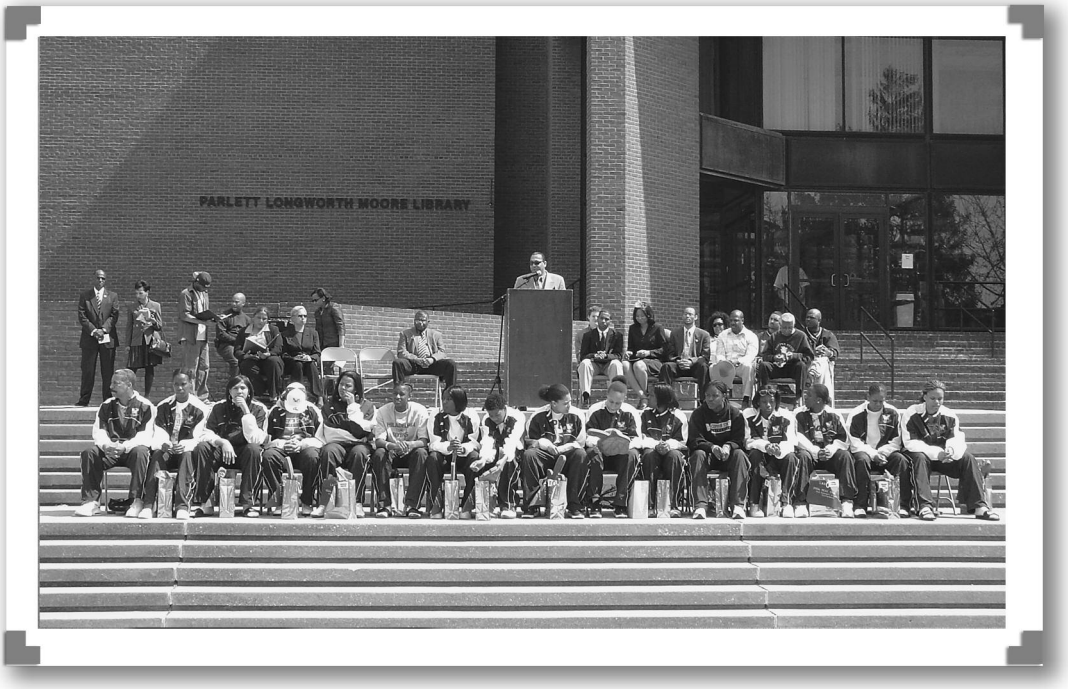

an equivalent amount of gift aid substituted in its place. The type of package offered to a student depends on the availability of funds allocated to the University.

In order to distribute the various types of financial aid equitably, the University may award more than one type of aid to each applicant. The award can be a combination of scholarships, grants, loans, and employment. Financial Aid awards are credited to the student's account in increments of one-half the total award per semester (with the exception of Federal Work Study earnings).

If all semester charges are satisfied and there is a remaining balance, the Student Accounts office will order a refund check. Checks are mailed to the student's local address approximately two (2) weeks after the funds have been credited to the student's account. It is the student's responsibility to make necessary address changes in the Registrar's Office.

Students who withdraw or stop attending classes before the end of the semester may be liable for repayment of any amount of financial aid received. Please contact the Financial Aid Office staff prior to withdrawing or dropping classes.

FINANCIAL AID POLICY GOVERNING READMITTED STUDENTS

Students suspended for academic reasons who are readmitted to the University as degree-seeking students will not be eligible for financial aid until they meet the Satisfactory Academic Progress requirements. Contact the Financial Aid Office for further information.

FINANCIAL AID FOR TRANSFER STUDENTS

Campus-based financial aid program awards (FSEOG, Federal Perkins Loan, CSCDG, CSCDS, FWS) do not transfer from one college to another. Any student in default on the Federal Perkins Loan (National Direct Student Loan), Federal Direct Loan or Federal Guaranteed Student Loan or who owes a repayment on a Federal Pell Grant, FSEOG or Federal Work Study will be denied aid.

FINANCIAL AID FOR FOREIGN STUDENTS

In order to be eligible for financial aid, a student must be a U.S. citizen or national, a U.S. permanent resident, or an eligible non-citizen who intends to become a U.S. citizen or permanent resident. Students on a student visa are not eligible to receive financial aid.

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GRANTS

Federal Pell Grant

The Federal Pell Grant program is federally funded to provide a basic amount of aid to those who are eligible. The grant is an entitlement award, guaranteeing that all eligible students receive the award. In order to qualify for this program, a student must 1) have established financial need by authorizing Coppin State College to receive the electronic results of the free application for federal student aid, 2) be enrolled in a degree-seeking undergraduate course of study and have not previously received a bachelor's degree from any institution, 3) be enrolled for at least 3 credits in an eligible program, and 4) be a U.S. citizen or be in the United States for other than a temporary purpose. Federal Pell Grants may range from approximately $400 to $4,050.

Federal Supplemental Educational Opportunity Grant (FSEOG)

Federal Supplemental Educational Opportunity Grant is funded entirely by the federal government and requires no repayment by the recipient. The student must demonstrate exceptional financial need. The awarded amount varies, based on need, and may range from $100 to $4000 per academic year. However, the institution may set lower limits based on availability of funds. The recipient must be a U.S. citizen enrolled for at least half-time in a degree seeking program.

Coppin State University Diversity Grant (CSUDG)

The Coppin State University Diversity Grant is available to any first generation minority student, graduate or undergraduate, who can demonstrate financial need, and is a legal Maryland resident. Awards can range from $200 to $1,000 per semester.

LOANS

Federal Perkins Loan (formerly National Direct Student Loan)

The Federal Perkins Loan is a loan available in amounts of $500 to $1500 per year for undergraduates and graduate students. The interest rate is 5%. Federal Perkins Loan is awarded first to students with exceptional need. Repayment of the loan is deferred until six to nine months after the student graduates or discontinues attendance. The minimum monthly repayment for new loans is $40 and repayment is made to Coppin State University. Information regarding deferments is available at the time of completing the promissory note. A student who discontinues attendance ("drops out") and then returns to the University may apply for a renewed deferment.

William D. Ford Federal Direct Student Loan

The William D. Ford Federal Direct Student Loan Program, established by the Student Loan Reform Act of 1993, provides a new way for students to borrow money directly from the U.S. Department of Education. The student must be enrolled at least half-time. The federal government pays the interest for the student while the student is enrolled and for a grace period of six (6) months after graduation, dropping below half-time or discontinued attendance. A student who discontinues attendance ("drop out") and returns to the University may apply for a renewed deferment.

There are four types of direct loans:

Federal Direct Subsidized Loan - These loans are subsidized, which means that the Federal Government pays the interest on these loans if a student is enrolled at least on a half-time basis. Interest is also paid by the Federal Government during grace periods and deferments. You have to demonstrate financial need to receive this type of loan.

Federal Direct Unsubsidized Loan - The Federal Government does not pay interest on these loans while you are in school, interest payments may be postponed while in school; however, The interest will be capitalized and added to the principle of the loan. Unsubsidized loans are non-need based.

Federal Family Education PLUS loans (parent loan for undergraduate students) - This loan is for the parent of dependent students. This loan is non-need based and a credit check is required.

Federal Direct Consolidation Loan - One or more Federal education loans can be combined into a new consolidated student loan. Only one payment is made to the U.S. Department of Education or loan consolidator.

FEDERAL WORK-STUDY PROGRAM (FWS)

The Federal Work-Study Program (FWS) makes jobs available to undergraduate and graduate students with demonstrated financial need. Federal Work Study jobs may be on or off campus. Recipients are paid on a bi-weekly basis. Those who demonstrate the need may work up to 20 hours per week while school is in session. Students are not

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allowed to work during scheduled class time unless approved by their supervisors. Federal Work-study awards generally are not to be used to meet registration costs.

The Financial Aid Office must provide opportunities for students to work in community service jobs. These opportunities exist at neighboring primary and secondary institutions. The America Reads program is designed to provide literacy tutoring. Please contact the Financial Aid Office for more information.

BOOKSTORE DECLINING BALANCE VOUCHER

The purpose of the bookstore declining balance voucher is to allow CSU financial aid recipients to use their Eagle Card identification card as a "debit card" to purchase goods and services on campus. Only students due refund monies from their scholarships, grants, or loans after their semester charges have been paid are eligible. The book voucher form is available in the Financial Aid Office. Undergraduate and graduate students are limited to a $450.00 charge per semester. Nursing students are limited to a $600.00 charge per semester.

OTHER SCHOLARSHIP AND ASSISTANCE OPPORTUNITIES

Presidential and Honors Scholarships

Each year the University awards a limited number of Presidential Scholarships to high achieving entering freshmen and new transfer students who meet specific criteria. The scholarships cover students' tuition and fees. Honors Scholarships, which are awarded only to Honors Program participants covers funds for tuition and fees. Interested students request information and application forms from the Dean of the Honors Division.

Private-Donor Scholarships

Coppin State University offers one-year and renewable private-donor scholarships to currently enrolled students. Students should obtain application forms from the Office of Institutional Advancement.

The Coppin State University Merit Scholarship

The University awards scholarships for incoming freshmen and transfer students who meet specific criteria. Interested students should request information and application forms from the Office of Admissions

Vocational Rehabilitation Program

Grants are available to students with physical handicaps. Applications may be obtained from Vocational Rehabilitation, 1515 Mount Royal Avenue, Baltimore, Maryland 21217.

Maryland State Scholarships

Each year the State of Maryland awards Guaranteed Access Grant, Educational Assistance Grant, House of Delegates, Senatorial, and Distinguished Scholar Teacher Scholarships etc. applicants who are legal residents of the State. Interested high school students may obtain information from their high school counselors or the Maryland Higher Education Commission at www.mhec.state.md.us

Student Emergency Loan Fund (SELF)

The Student Emergency Loan Fund is designed to ensure that students attending Coppin State University will have access to some emergency aid in time of need. The fund works on a rotating basis. When previously loaned money is repaid, it goes back into the fund to be loaned out again. In the past, loan funds have been contributed by several organizations, including Alpha Kappa Alpha Sorority, National Headquarters; Louise F. Perrin Fund; Morris Goldseker Real Estate, Sylvia Martin Foundation, and Zeta Phi Beta Sorority, Alpha Zeta Chapter.

The loan is specifically earmarked to cover emergencies such as rent evictions, gas and electric turn-off notices, transportation cost, child care, and food.

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Support Services for Students

The University provides a number of services and activities designed to meet students' total needs for personal and academic growth and development.

FRESHMAN SEMINAR

The major purpose of the Freshman Seminar is to articulate to new students that the university experience is most appropriately one of self-direction and stimulation. To aid in this process, the University requires that each newly admitted student take a one-semester Freshman Seminar course. The course objectives are to:

1) help entering students develop a sense of community,
2) present to students the University's academic policies and procedures,
3) clarify the purpose and structure of the General Education Requirements (GER),
4) provide opportunities for new students to assess and refine their own vocational interests and to develop the skill to use those skills in the marketplace,
5) explain the testing, placement, and retention programs requirements,
6) describe the functions of various academic support services and key administrative offices.

COUNSELING PROGRAM

The Coppin Counseling Center, located in the Miles W. Connor Administration Building, is staffed by professional counselors and paraprofessional peer counselors, to assist students in developing perspectives which will enable them to take full advantage of their experiences at Coppin. Counseling services are provided directly, via referral, and/or in collaboration with other professionals to assure that students receive the following:

1) individual counseling, in areas of personal/interpersonal relationships, attendance family, and social problems;
2) group counseling, to help them establish satisfying personal relationships and to become more effective in areas of interpersonal processes, communication skills, decision making, and establishment of personal values;
3) specialized programming and support services for freshmen, international, disabled and residential student populations;
4) assessment testing and interpretation of data to foster student self-understanding and decision making;
5) outreach services to address developmental concerns;
6) crisis intervention and emergency support; and
7) other support services as necessary to assure a positive university experience.

ACADEMIC ADVISEMENT PROGRAM

The Office of Freshman and Undeclared Major Advisement coordinates a program of academic advising which includes individual advising by both professional

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and peer advisors. Students not officially accepted in major programs are assigned advisors by the Coordinator of Freshman and Undeclared Major Advisement. Advisors from the Office of Freshman and Undeclared Major Advisement advise students until they officially declare their majors.

FACULTY ADVISORS

A student who has officially declared a major and who has been accepted into a major program is assigned an individual advisor, usually a faculty member, who works with no more than 25 students. Students should confer with their faculty advisors at least twice during a semester to assist them in planning their course schedule, and to discuss academic performance and career goals.

ADVISEMENT PROCEDURES

Since the primary purpose of academic advising is to assist students in planning their course schedules each semester in accordance with the University's academic regulations and requirements and individual departmental requirements, students should meet with their advisors at least twice each semester. In addition, they should confer with their advisors to discuss any of the following concerns:

1) the lack of satisfactory achievement in any course,
2) the relationship between career goals and past and present academic performance,
3) the possible effects on academic performance of assuming a major extracurricular responsibility.

A student sometimes needs advice about how to improve his/her performance in a course. The first step for handling such a problem is to contact the instructor of the class, preferably during the instructor's office hours.

Some problems are so serious or complex that they affect the student's overall achievement or standing in several classes. Depending upon the nature of the problem, there are a number of persons with whom the student may discuss problems confidentially and seek referral, if needed:

1) the student's official advisor,
2) the counselors in the Office of Counseling,
3) the Office of Freshman and Undeclared Major Advisement,
4) the chairperson of the student's major department.

TUTORIAL SERVICES

Tutorial centers, whose services are free to Coppin students, are open daily. These centers specialize in serving students with needs in designated types of courses.

THE ACADEMIC RESOURCE CENTER

The Academic Resource Center, located in the Jacobs Classroom Building, provides tutoring for day and evening students who are placed in developmental math and English courses. The staff conducts individual and group tutoring sessions, lab classes, and special workshops and provides materials for self study. Services are also offered to students who need individualized testing or study skills advice or who have disabilities or handicaps requiring specialized materials, equipment, or instructional style accommodation.

THE READING LABORATORY

The Reading Laboratory, located in the Jacobs Classroom Building, provides services to all students. Tutorial services are provided to individuals and small groups by experienced peer tutors.

Students are assisted with study skills, test-taking skills, and reading skills pertinent to success in academic subjects. Faculty referrals are accepted.

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CAREER DEVELOPMENT AND COOPERATIVE EDUCATION CENTER

The Coppin State University Career Development Center, located in the Tawes University Center, views career planning as a developmental process that must be fostered during the entire period of a student's involvement with the University. The Center provides career planning and placement services that enable students to:

1) Identify interests, skills, personal and work values and career goals;
2) Explore occupations and careers;
3) Make decisions relating to school, work, and career;
4) Prepare resumes and cover letters;
5) Learn job search strategies;
6) Locate summer and part-time jobs;
7) Explore and apply to graduate and professional schools;
8) Set-up credential files;
9) Identify Internships and Cooperative Education placements;
10) Interview with employers on campus.

The Center's staff is also responsible for the provision of university work-study and graduate follow-up services as well as the administration of the Cooperative Education Program.

COOPERATIVE EDUCATION PROGRAM

The Cooperative Education Program, which is housed in the Career Development and Cooperative Education Center, provides an integration of university study with planned and supervised periods of relevant and meaningful employment. Co-op students work part-time, a maximum of twenty hours per week (parallel), or full-time, a minimum of thirty-five hours per week (alternating semesters), with pay. They earn academic credits for knowledge and skills acquired from work performed on the job.

Students must enroll in the Cooperative Education Field Placement through the regular registration process. The Department chairperson's approval is required. The required courses are:

COOP 383	Field Placement I	3 credits
COOP 384	Field Placement II	3 credits
COOP 483	Field Placement III	3 credits
COOP 484	Field Placement IV	3 credits

The specific four-letter prefix will vary according to the academic department in which the student is enrolled, e.g., MNSC for Management Science, COSC for Computer Science.

Students interested in the Cooperative Education Program or the Cooperative Education Field Placement may obtain additional information from the Career Development and Cooperative Education Center.

HOUSING/RESIDENCE LIFE

On-Campus

The Office of Housing and Residence Life has spaces available for living on campus in the Flossie M. Dedmond and the Guilbert A. Daley Centers for Living and Learning. These residence halls, are designed with all the conveniences of home. Utilizing the "suite" concept, the state-of-the-art facilities are designed in three and four room clusters with each having a common living room as its hub and self contained bathroom facilities for each suite. Each room is fully furnished, having individually controlled air conditioning and heat. The hall offers eight suites on each floor that are handicap accessible.

To apply for residence hall accommodations, you must be admitted to the University and you must contact the Office of Housing and Residence Life at (410) 383-5846 to receive a housing application or write to: Office of Housing and Residence Life, Coppin State University, 2500 W. North Avenue, Baltimore, Maryland 21216-3698. Assignments are on a first come, first served basis given space availability and receipt of your housing application and $150.00 application/damage fee.

Off-Campus

The Office of Housing and Residence Life is located on the first floor of the Miles W. Connor Administration Building, Area of Student Development. The Housing Office maintains an up-to-date listing of rooms, apartments, and houses available for rent in neighboring communities. Referral and informational services are provided for students and landlords.

The listings are provided as a service to students; they do not create a landlord-tenant relationship between Coppin State University and any parties entering into a housing agreement. Furthermore, the University assumes no responsibility for situations that may arise between landlord and tenant and is not liable for any damages that may occur to person or property.

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HEALTH AND WELLNESS SERVICES

The Coppin State University Counseling Center is staffed by professionals and paraprofessionals who will provide health and wellness services in cooperation with the Coppin State University Division of Nursing Community Health Center. However, the primary focus of the Center will be to promote a healthier lifestyle among students through the use of creative and innovative but proven preventive health practices and programming. Specific activities will include but will not be limited to the following:

1) Targeted workshops in areas such as stress, smoking, substance abuse, nutrition, safety, exercise and illness prevention,
2) Referral to off-campus community agencies and individual health care providers (i.e., private practitioners, CSC PPO Physicians Network, etc.),
3) Use of student peer educators to provide educational and awareness training sessions as an outreach service to the community. The "each-one-teach-one, train-the-trainer" model will be used to introduce topics such as hypertension, substance abuse, parenting, and STD's including AIDS.
4) Provision of part-time mental health consultation services.

SUPPORT SERVICES FOR STUDENTS WITH DISABILITIES

The Disabled Student and Referral Services Coordinator is located in the Counseling Center on the first floor of the Miles W. Connor Administration Building within the (Area of Student Development). The Coordinator provides a variety of services to students with disabilities including information, referrals, and making special arrangements for on/off-campus services.

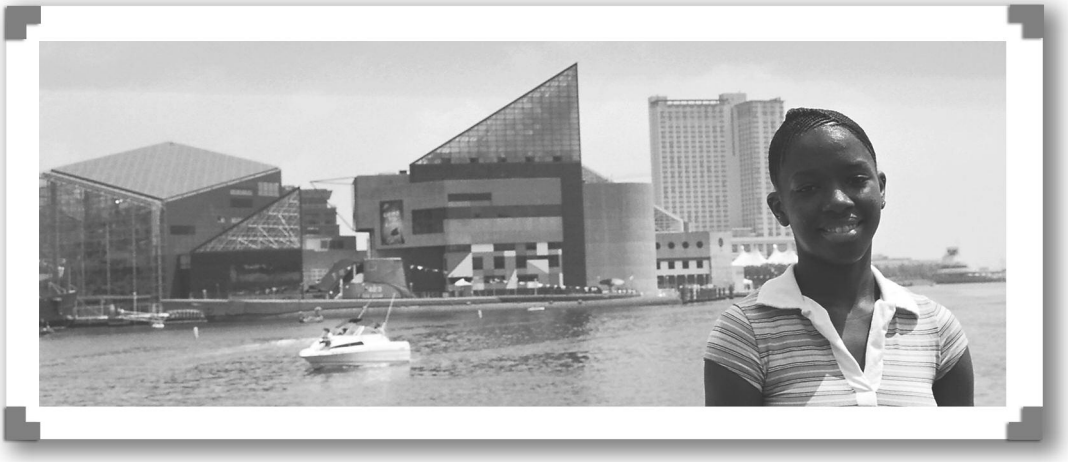
The Coordinator also provides support and serves as advocate for disabled students. These support services will enable them to access campus and community resources, such as, counseling, academic advisement, assistance with registration, financial aid, library acquisitions, and other services as appropriate. Readers, note-takers, interpreters, and other special aids can be provided, if requested at least six (6) weeks prior to the beginning of a semester. Students with disabilities are encouraged to contact the Coordinator.

INTERNATIONAL STUDENT SUPPORT SERVICES

The philosophy of the Coppin State University Counseling Center's International Student Services Program is to provide an information and support system that will establish and/or enhance the physical, social, emotional, and intellectual growth and development of the international student population.

Specialized programming is designed to promote the academic and personal growth development via activities such as informative workshops, supplemental orientation, individual/group counseling, publications, etc.

The International Student Services Coordinator is located in the Counseling Center, within the Area of Student Development on the first floor of the Miles W. Connor Administration Building.



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ATHLETICS

The Coppin State University Department of Athletics' mission is to assume an active role in providing equal opportunity for both men and women by developing and sustaining programs which help student athletes achieve their maximum potential – both academically and athletically.

The Department is an integral part of the University, and it strives to achieve the same standards of excellence as exist in the University's teaching, research and public service efforts. The Department believes in the concept that the student athlete is first and foremost a student possessing individual rights, academic abilities, personal interests and ambitions comparable to those of other members of the general student body.

The Department of Athletics is committed to maintaining integrity and institutional control by observing and adhering to all rules and regulations governing its programs.

This statement is consistent with the mission of the University, which is to provide high quality undergraduate and graduate education and to continue its development as a model comprehensive, urban, liberal arts university.

Coppin State University is a member of the National Collegiate Athletic Association, Division I and the Eastern Collegiate Athletic Association. Intercollegiate athletics is a part of the total educational program and are consistent with the philosophy and purposes of the University, which selects and maintains a variety of athletic activities. The University fields varsity teams in baseball, basketball, tennis, track, wrestling, bowling, cross country and volleyball. The intramural athletic program sponsors competition in basketball, volleyball, softball, and a variety of other athletic activities.

The objectives of both the intercollegiate program and the intramural program are to help students to develop and maintain excellence in character, to provide opportunities for students in wholesome recreation and competition, to encourage the ideal of good sportsmanship, to help students develop a spirit of togetherness as an outgrowth of team work, and to help students master the fundamental skills which contribute to physical fitness and vocational potential.

OFFICE OF STUDENT ACTVITIES

The Office of Student Activities is responsible for the development and implementation of a co-curricular activities program that will complement the academic program of studies and enhance the overall educational experience of students through exposure to and participation in social, cultural, intellectual, recreational, and governance programs. The Office is also responsible for the coordination of activities sponsored by student groups and the provision of administrative assistance and advice to classes, clubs, and organizations, and the student government body.

Among the clubs and organizations are the following:

- Adapted Physical Education Club
- Alpha Kappa Alpha Sorority, Inc.
- Alpha Kappa Delta Sociology Honor Society
- Alpha Kappa Mu Honor Society
- Alpha Phi Alpha Fraternity, Inc.
- Baptist Student Union
- Beta Kappa Chi Scientific Honor Society
- Book Club
- Cheerleaders
- Coppin Dancers
- Coppin Models
- Coppin Players
- Coppin State University Gospel Choir
- Council for Exceptional Children
- The Courier (University Newspaper)
- Criminal Justice Club
- Delta Sigma Theta Sorority, Inc.
- History Club
- International Students Association
- Iota Phi Lambda Sorority, Inc.
- Kappa Alpha Psi Fraternity, Inc.
- Management Science Society
- Nursing Students Association
- Pan African Students Club
- Pan Hellenic Council
- Phi Alpha Social Work Honor Society
- Phi Beta Sigma Fraternity, Inc.
- Pi Gamma Mu Social Sciences Honor Society
- Psychology Club
- Sigma Gamma Rho Sorority, Inc.
- Social Work Association
- Student Honors Association
- Student Senate
- Video Production Club
- Zeta Phi Beta Sorority, Inc.

For additional information about these organizations and clubs, contact the Director of Student Activities, Tawes University Center.

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Placement & Retention

TESTING AND PLACEMENT

The following students must take the Accuplacer Placement Test: new freshmen, readmit students with fewer than 25 credits who are returning to the University after 5 years or more and who have not completed all refresher requirements, transfer students with fewer than 25 credits and do not have acceptable transfer credits in English and/or mathematics, and international students from countries where instruction is not in English. The placement test in English and mathematics are recommended for any transfer student who has not earned college level credit in these areas.

After students have been admitted to the University, any student meeting the criteria above must take the Accuplacer Placement Test before registering for classes. This test is used to determine whether a student is ready to enroll in regular college level courses.

Students who have earned scores of 470 or more on the SAT verbal and/or math tests are exempt from the reading and/or math sections test but must take the English section of test.

REFRESHER COURSES

All students scoring below the mandated standards on the Accuplacer Placement Test must take refresher courses designed to help them improve their skills. At the end of these courses, students must take a post-test to determine whether they have met the required standards. Students may not begin college level work in any subject in which they need refresher level courses until they have completed appropriate courses, including post-test requirements. The credits earned in refresher courses are designated as "institutional credits" and do no count toward graduation.

RETENTION

A full-time student placed in one or more refresher courses must meet the prescribed post-test standard within three regular semesters, counting from the student's first semester at Coppin. Any student who fails to pass one or more of the post-tests within the allotted time will be required to submit a letter to the Student Academic Review Committee requesting an extension to complete any required refresher courses.

A part-time student placed in one or more refresher courses must meet the prescribed post-test standard by the time they have attempted 36 credit hours. Any student who fails to pass one or more of the post-tests within the allotted time will be required to submit a letter to the Student Academic Review Committee requesting an extension to complete any required refresher courses.

GENERAL STUDIES HONORS PROGRAM

All students whose scores on the SAT and/or placement tests are exceptionally high may be referred for placement in the General Studies Honors Program (see p.46).

ADVANCED PLACEMENT

College Level Examination Program (CLEP)
In accordance with the policies of the Maryland Higher Education Commission, credit for the CLEP General Examination is considered only for scores at or above the 51st percentile of the combined national men-women sophomore norms. The qualifying percentiles required for receiving credit for CLEP Subject Examinations are determined by the appropriate departments at Coppin.

The scaled score, percentile rank, and type of CLEP Examination (General or Subject) are posted on the transcript when credit is awarded. At Coppin no more than thirty credits towards the number required for graduation may be granted by examination. The regulations for granting CLEP Examination credits are the same for all students. Information regarding the administration of CLEP Examinations may be obtained from the College Level Examination Program, P.O. Box 592, Princeton, New Jersey 08540.

Advanced Placement in the General Education Program
The appropriate academic departments determine advanced placements for entering freshmen who have earned qualifying scores on any of the College Entrance Examination Board's Advanced Placements Tests. In these cases, the department chairperson directs the Registrar to record challenge examination credits for the courses out of which the students have tested.

Students seeking advanced placement should take the Advanced Placement Tests during the senior year of high school. For information contact the College Entrance Examination Board, P.O. Box 592, Princeton, New Jersey 08540.

Advanced Placement in Nursing Courses
(see School of Nursing section)

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Course Numbers, Credit Hours, Student Classification, and Grading System

HEGIS (HIGHER EDUCATION GENERAL INFORMATION SURVEY) DISCIPLINE CODES

DISCIPLINES	CODES	DISCIPLINES	CODES
Adapted Physical Education	ADPE	Mass Communications	MCOM
Adult Education	ADLT	Management Science	MNSC
Anthropology	ANTH	Mathematics	MATH
Applied Psychology	APPL	Mathematics Education	MAED
Art	ART	Military Service	MISC
Biology	BIOL	Music (Applied)	MUSA
Chemistry	CHEM	Music	MUSC
Computer Science	COSC	Nursing	NURS
Creative Writing	CRWR	Orientation & Career Development	ORIE
Criminal Justice (Law Enforcement)	CRJU	Physical Education	PHED
Developmental English	DVWR	Philosophy	PHIL
Developmental Reading	DVRD	Physical Science	PHSC
Developmental Mathematics	DVMT	Physics	PHYS
Early Childhood Education	ECED	Political Science	POSC
Economics	ECON	Psychology	PSYC
Education, General	EDUC	Reading	READ
Educ. Test Evaluation & Measurement	EDEM	Reading Education	REED
		Recreation	RECR
Elementary Education	ELED	Science Education	SCIE
English	ENGL	Secondary Education	SCED
French	FREN	SocialFoundations of Education	SFED
Geography	GEOG	Social Sciences	SOSC
German	GERM	Social Work	SOWK
Health	HLTH	Sociology	SOCI
Health Education	HEED	Spanish	SPAN
History	HIST	Special Education	SPED
Honors Interdisciplinary Studies	HONS	Speech	SPCH
International Studies	INST	Sports Management	SPMT
Interdisciplinary Studies	IDIS	Theatre	THEA
Journalism	JRNL	Urban Art Production	URPR
Latin	LATN	World Literature	WLIT

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COURSE NUMBERS

Courses numbered 100 - review courses designed to eliminate basic skills deficiencies and to prepare freshmen for university-level course work.

Courses numbered 101 to 199 - primarily for freshmen, with odd numbered courses offered in the fall semester and even numbered courses offered in the spring semester, unless otherwise indicated.

Courses numbered 200 to 299 - primarily for sophomores, with odd numbered courses offered in the fall semester and even numbered courses offered in the spring semester, unless otherwise indicated.

Courses numbered 300 to 399 - primarily for juniors, with odd numbered courses offered in the fall semester and even numbered courses offered in the spring semester, unless otherwise indicated. These courses are also open to qualified seniors and may, with the permission of the chairperson of the appropriate department, be elected by second semester sophomores who have completed all prerequisites.

Courses numbered 400 to 499 - primarily for seniors, with odd numbered courses offered in the fall semester and even numbered courses offered in the spring semester, unless otherwise indicated. These courses are also open, with the permission of the chairperson of the appropriate department, to qualified juniors and graduate students. However, no 400 level courses will be accepted for graduate credit.

SEMESTER CREDIT HOUR

A semester credit hour is defined as one 50-minute period per week (or its equivalent) for fifteen weeks (one semester). A three-hour class meets for three 50-minute periods per week or two 80-minute periods per week for one semester. Laboratory and studio classes normally require two or three hours in class for the equivalent of one semester hour. For the average student two hours of preparation are usually necessary for each hour in class.

CLASSIFICATION OF STUDENTS

Matriculating students are classified according to the number of credits earned. The classifications are as follows:

Credits Earned	Classification
00-29	Freshman
30-59	Sophomore
60-89	Junior
90 or more	Senior

GRADING SYSTEM

The grade of "A" designates work of superior quality, "B"-work of good quality, "C"-work of satisfactory quality, "D"-work of less than satisfactory quality, but allowable for credit, and "PT"-credit by examination. The grade of "F" designates work of failing quality.

The grade of "PS" is given to students who, at the end of the semester have satisfactorily completed all course requirements for Mathematics (DVMT 108 and DVMT 109).

The grade of "CS" is given to students who, at the end of the semester, have not satisfactorily completed all course requirements for English (ENGL 101 and ENGL 102), or Mathematics (DVMT 108 and DVMT 109). Students who receive a "CS" require continuing study and must register again for the course in the next regular semester.

Only auditing students may receive the "AU" grade, which has no grade value. Such students pay the appropriate fees and register for the course(s) to be audited.

At each mid-semester period, instructors submit interim grades of "S" (satisfactory), "U" (unsatisfactory), "D" (barely passing), or "F" (failing) to indicate the quality of the student's work at that time. These mid-semester grades are used only for advising students and for referring them to appropriate academic support services. They do not become part of a student's permanent record.

GRADE POINT AVERAGE

In determining grade point averages the following computation is used:

A = 4 quality points	D = 1 quality point
B = 3 quality points	F = 0 quality points
C = 2 quality points	

The current semester grade point average is computed by following three steps. First, find the sum of the quality points obtained by multiply the hours assigned to each course by the quality points assigned to the grade earned in the course. Second, find the total number of quality hours by

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adding the total number of hours for all courses taken during the semester. Third, divide the total number of quality points by the total number of quality hours. For example:

4 credit (quality) hours of A (4 points)=16 quality points
4 credit (quality) hours of B (3 points)=12 quality points
3 credit (quality) hours of C (2 points)=06 quality points
3 credit (quality) hours of D (1 point)=03 quality points
2 credit (quality) hours of F (0 points)=00 quality points
16 total credit (quality) hours=37 quality points
Current semester grade point average=2.31

The student's grade point average for this semester, 2.31, is the result of dividing 37 by 16. The student's cumulative grade point average is found by dividing the total quality points earned in all courses completed at Coppin by the total number of quality hours at Coppin. Quality hours are associated only with courses that earn graduation credit.

INCOMPLETE GRADES

Under extenuating circumstances, an instructor may submit a grade of "I" for a student who has failed to complete one or more requirements of a course by the end of the semester if 1) the student has successfully completed most of the course requirements and 2) the instructor believes that the student has a legitimate reason for not completing all assignments. The student is allowed one semester after the semester in which the "Incomplete" ("I") grade is incurred (not including the summer session) to complete the work and remove the incomplete grade. When submitting a grade of "I", the instructor of the course sends to the department head, the appropriate dean, Office of Records and Registration, and the student an explanation of the incomplete grade and the requirements that must be met to complete the course satisfactorily, along with the student's academic history in the course. If the work has not been satisfactorily completed by the end of the following semester, the student will receive a grade of "F".

CHANGE OF GRADE

An instructor may change a grade already submitted to the Office of Records and Registration only after approval by the department head and the appropriate dean. A grade change, along with a written justification, must be submitted not later than four weeks into the semester after the semester in which the grade was originally submitted.

ACADEMIC GRIEVANCE

A student who believes he/she has a legitimate complaint or dissatisfaction in connection with his or her academic studies may initiate an academic grievance within fifteen (15) days of learning the basis of the grievance. Such grievances could include disputes regarding evaluation of scholarship, suspension or dismissal from an academic major or from the University. Students should refer to their Student Handbook for the steps for filing the process.

Regulations Governing Academic Standing

SATISFACTORY ACADEMIC PROGRESS

Academic Grade Warning, Probation, Suspension, and Dismissal

Academic Standing	Cumulative Grade Point Average	Term
Academic Alert	< 1.50	1st Year
Academic Probation	< 1.80	2nd Year
Academic Suspension	< 2.00	3rd Year & thereafter,
Academic Dismissal	< 2.00	

Academic Alert

An incoming freshman who earns less than a 1.50 grade point average during the first semester of enrollment is considered to be on **Academic Alert** and will be notified by letter. A student on Academic Alert may enroll for the subsequent semester but is required to meet with his/her advisor in the major department or the Office of Academic Advising to develop a prescriptive plan to assist him/her in improving the grade point average.

Probation

A student who earns less than a 1.8 cumulative grade point average by the beginning of his/her second year of enrollment will be placed on **Academic Probation**. A student who earns less than a 2.0 cumulative grade point average by the beginning of the third year of *enrollment will be placed on **Academic Probation.** A student who is on probation must meet with his/her advisor in the major department or the Office of Academic Advising to develop a prescriptive plan to assist him/her in improving the grade point average. A notation of Academic Probation is placed on the permanent record.

Suspension

A student who does not earn a 2.0 cumulative grade point average by the beginning of his/her third year of enrollment will be placed on **Academic Suspension.** A student who has been suspended must remain out of the University for one semester. A suspended student who has been absent from the University for one or more semesters must follow the procedures for reinstatement outlined below. A notation of Academic Suspension is placed on the permanent record.

A student on probation will not be suspended at the end of a semester if he/she attains a semester grade point average of 2.0 or higher and shows progression toward raising his/her cumulative grade point average to 2.0.

Procedures for Reinstatement of Suspended Students

A student who has been suspended for academic and who wishes to be reinstated to the University must apply to the Office of Admissions by August 1 for the fall semester or December 1 for the spring semester. A student on Academic Suspension who attends another institution and completes 12 academic credits with a grade point average of 2.00 or above will be reinstated to Coppin State University upon receipt of an application for reinstatement. A student on academic suspension who does not meet these conditions will be required to file a formal Petition for Reinstatement to the Student Academic Review Committee which must include a comprehensive plan for attaining good academic standing within a year. After reinstatement, a student must meet with his/her advisor in the major department or the Office of Academic Advising to develop a prescriptive plan to assist him/her in improving the grade point average. A previously suspended student must earn a 2.0 semester grade point average and show progression toward raising his/her cumulative grade point average to 2.0. A reinstated student who fails to earn a 2.0 semester grade point average and whose cumulative grade point is below 2.0 will be dismissed from the University.

Dismissal

A student who is reinstated to the University after being suspended and fails to earn a 2.0 semester grade point average and whose cumulative grade point average is below 2.0 will be **Academically Dismissed** from the University. A student who has been Academically Dismissed may be considered for reinstatement after an absence from the University of five years or more. A student who has been dismissed for academic reasons and who wishes to be reinstated to the University must apply to the Office of Admissions by August 1 for the fall semester or by December 1 for the spring semester. The student will be required to file a formal Petition for Reinstatement to the Student Academic Review Committee which must include a comprehensive plan for attaining good academic standing within a year. After reinstatement, a student must meet with his/her advisor in the major department or the Office of Academic Advising to develop a prescriptive plan to assist him/her in improving the grade point average.

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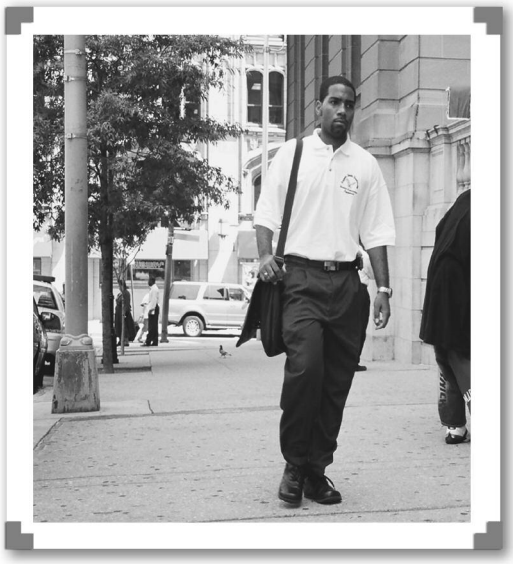

Appeal Process

A student who feels he/she has been wrongfully Academically Suspended or Dismissed from the University may appeal to the Student Academic Review Committee. The decision of the Student Academic Review Committee may be appealed to the Provost/Vice President for Academic Affairs.

NOTE: A student must have at least a 2.0 cumulative grade point average to receive a degree from Coppin State University.

*Enrollment

A minimum of 12 credits is equal to one semester of full time enrollment. Two semesters of full-time enrollment are equal to one year of enrollment. Two semesters of part-time enrollment are equal to one semester of full-time enrollment. Four semesters of part-time enrollment are equal to one year of enrollment. Previous semesters of enrollment at a transferring institution will be used to determine the years of enrollment at the University as it relates to satisfactory academic progress.

Course Repetition

Semester hours for a repeated course will be counted only once in calculating a student's GPA. All repeated courses count toward registered hours.

Incomplete Grades

If the number of incomplete grades causes the total number of completed credits to be fewer than 12, the student will be placed on temporary warning until the "I" grades have been removed. The satisfactory removal of the "I" grades will remove the student from the warning category.

Academic Grievance

A student who believes he/she has a legitimate complaint or dissatisfaction in connection with his or her academic studies may initiate an academic grievance within fifteen (15) days of learning the basis of the grievance. Such grievances could include disputes regarding evaluation of scholarship, suspension or dismissal from an academic major or from the University. Students should refer to their Student Handbook for the steps for filing the process.

TRANSFER STUDENTS

At the end of the first semester of attendance, the rules for continuing students are applied to transfer students. The cumulative grade point average for transfer students generally does not include the transferred credits and quality points.

ACADEMIC CLEMENCY POLICY

A returning undergraduate student who has not enrolled at the University for five (5) consecutive years or more may reduce the burden of unsatisfactory or failing grades (D or F) earned previously by excluding not more than sixteen (16) semester hours of previously attempted credits. Prerequisite to academic clemency, a readmitted student must complete at least twelve (12) semester hours with a grade point average of 2.5. To be eligible for academic clemency, the student must submit a written request to the Office of Records and Registration during the first semester following the successful completion of twelve (12) semester hours as a readmitted student. This procedure may be implemented by an individual student one time only.

CATALOG OPTION

Students have six years in which to graduate from Coppin following academic regulations and descriptions of academic programs in the catalog in effect at the time of their initial registration. Students with continuous matriculation who do not graduate in 6 years must follow the catalog in effect at the end of the six-year period. Students who have been absent for a period of time which will prevent their graduating within the six-year period must follow the catalog in effect upon their return.

*Any readmitted student who left the University in poor standing will, at the time of his/her return, be governed by the current policy on academic standing.

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VETERANS AFFAIRS

A veteran is defined as a current or former member of any branch of the U.S. Armed Services with twelve months (one year) or more of active duty served, and with no intervening college or university attendance since discharge from the service. In addition to the application form and academic credentials, veterans must also provide the Office of Veterans Affairs with a copy of the DD Form 214 verifying military service.

The Coordinator of Veteran Affairs provides coordination between veteran/dependent students and the Baltimore regional office of the Veterans Administration. The VA Coordinator establishes procedures and prepares forms and correspondence for eligible students to receive educational benefits.

Persons desirous of receiving veteran benefits register and pay University fees using the same procedures as non-veterans. Education reimbursement is made by the Veterans Administration, based upon the veteran's course load and (if applicable) the number of dependents. The normal time for processing an enrollment certification is six weeks. Certification is not automatic. The proper VA forms must be completed for each semester.

Students may visit the office daily from 9:00 a.m. to 3:00 p.m. without appointments.

Change in Enrollment Status

When students must decrease credit load during the course of the semester, they must notify the Office of Veteran Affairs. Failure to do so will result in termination of benefits and a financial debt to the Veterans Administration.

Approved Program

The VA will pay the veteran only for the courses listed in the University Catalog that are required for a degree. If students take courses in addition to those listed for their curriculum, they will not be entitled to receive VA benefits for them.

Reporting Unsatisfactory Progress

Veterans are not eligible to receive educational benefits for courses in which a grade of "CS" has been assigned. A "CS" grade in a course will reduce the veteran's total number of credit hours pursued for any given semester. Should the reduction result in a change in enrollment status reported in his original certification, the Veterans Administration will be duly notified of the credit hours change.

Academic Action

Veterans who are placed on Academic Probation or who are officially dropped from the University for any reason will be reported to the Veterans Administration within 30 days of the University action.

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Academic Regulations and Requirements

REGISTRATION

Registration includes the selection and key-in of courses to be taken during a particular semester. Students are admitted to classes only after they have officially registered. Registration is an on-line process by which students enter their classes into the student information system (EagleLinks). Students access EagleLinks with assigned IDs and passwords, which are created after they have taken the placement examination or transfer credits have been posted.

Entering freshmen, as well as entering transfer students with fewer than 25 credits, are required to take placement tests before registering. These students should also participate in scheduled orientation sessions before the first registration. Students should confer with faculty or staff advisors when planning their schedule of courses for each semester.

EARLY REGISTRATION

Students are encouraged to consult with their faculty or staff advisor prior to early registration to select courses for the following semester. On-line registration is most convenience means to register for courses. The on-line registration process is available to students 24-hours a day 7 days a week during the registration period. During early registration, students register in the following manner:

Graduate Students	1st three days of early registration thru last date of late registration
Seniors and Junior	1st three days of early registration thru last date of late registration
Sophomores & Freshmen	4th day of early regis tration thru last date of late registration

Early-registered students complete registration merely by paying the assessed tuition and fees.

STUDENT CREDIT HOUR LOAD

The normal load of work a student is permitted to carry ranges from 15 to 19 credit hours per semester. Fewer than 12 credit hours is considered less than a full load. Full-time students who have a cumulative average of at least 3.0 may take work above the normal load, not to exceed 21 credit hours in any given semester.

POLICY ON DUPLICATION OF CREDIT

Students may not duplicate for credit courses for which they have earned a grade of "C" or higher, nor may they receive credit for courses which substantially duplicate any for which they have earned credit. If a student receives a grade lower than the original grade when repeating a course, the most recently earned grade will take precedence.

INDEPENDENT STUDY

A student who has accumulated 64 or more credits and has a cumulative grade point average of 3.00 or higher may apply through his/her respective department and the office of the appropriate division dean to take courses on independent study. The course load may not exceed 18 credit hours during the semester in which independent study is attempted. Only one course per semester may be taken on independent study, and no more than 12 credits hours of independent study will be granted to any one student during his/her course of study at the University.

Because of the time and work requirements involved in independent study, a limited number of such opportunities are offered during any semester and only in exceptional cases. To initiate independent study, when granted, the supervising instructor must submit for review to the department chairperson and division dean a plan of work to be followed, conforming in scope, level, and quality to work required in a regular classroom course. A student who has been given permission to pursue a course through independent study is required to enroll in the course at the time of registration.

DEAN'S LIST

The criteria for inclusion in the Dean's List are as follows:

- Semester grade point average of 3.25 or higher
- Completion of as least 12 graduation credits
- No grades of "D", "F", "CS", or "I"

The Dean's List is compiled as soon as grades are posted to students' records. Students who receive grade changes after the list has been compiled will not be added to the list unless the grade change was the result of instructor error.

AUDITING

A student may audit certain courses upon payment of the required fee and with the consent of the instructor. Students

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auditing a course may not take the final examination or receive credit unless the course is later repeated for credit. A record is maintained in the Registrar's Office of all students auditing courses.

WITHDRAWAL FROM A COURSE

A student may withdraw from a course during the first ten weeks of any given semester, in which case the student will receive a "W," indicating official withdrawal. Exact dates governing withdrawal from a course appear in the University Calendar. Students failing to meet the deadline for withdrawing from a class for which they are or are not attending will receive whatever final letter grade the instructor deems appropriate. In cases of extreme emergency or of serious illness documented by a doctor's certificate, instructors may consider assigning an "Incomplete" ("I") grade.

To withdraw from a course, a student must complete and sign the official withdrawal form available in the Office of Records and Registration. The form must be submitted for processing to the Office of Records and Registration in compliance with the dates indicated in the University Calendar. A student failing to comply with this regulation will receive grades of "F" instead of "W" in all courses. The "W" grade is not reversal.

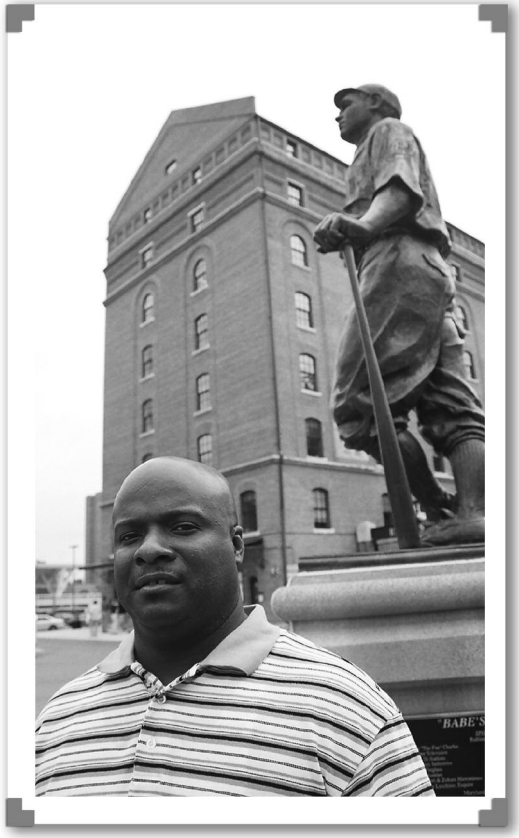
WITHDRAWAL FROM THE UNIVERSITY

A student withdrawing from the University must complete and sign the official University withdrawal form available in the Office of Records and Registration. The form must be submitted for processing to the Office of Records and Registration in compliance with the dates indicated in the University Calendar. A student failing to comply with this regulation will receive grades of "F" instead of "W" in all courses. The "W" grade is not reversal.

CHALLENGE EXAMINATIONS

Full-time matriculating undergraduates who have completed at least 12 semester hours of regular course work at Coppin with a cumulative grade point average of at least 2.00 are eligible to take Coppin-administered challenge examinations to establish credit toward graduation. No more than 30 credit hours can be granted by examination, and no student may challenge a course in which he/she has previously registered. In the case of the transfer students, credit by examination will not be accepted for any part of the final 30 credit hours. The final 30 credit hours must be completed in residence. The passing grade (PT) for credit by examination is not used in computing the student's average and will not be applied toward the minimum number of Coppin credits required for honors at graduation. The lists of courses that can be challenged by examination for each discipline are maintained in the following offices: the chairpersons, the division deans and in the Office of Records and Registration. The form maybe obtained in the Office of Records and Registration.

Applications for a fall semester challenge examination must be completed by the first week in August, and for a spring semester examination by the first week in January. In each case, the reporting of examination results must be completed prior to the end of the "Drop/Add" period so that the student has a reliable basis for making any indicated changes in his or her current registration. A fee for each examination is assessed. Examination results must be reported before the end of the schedule adjustment period so that students have a reliable basis for making



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any indicated changes in their registration. Applications for the exam may be obtained from the Office of Records and Registration.

CLASS ATTENDANCE

Students are expected to attend class regularly and punctually. However, the Institutional Undergraduate Class Attendance Policy (IUCAP) allows students to have a specified number of **unexcused** absences: students are allowed unexcused absences up to two times the number of lecture hours for a course. A student who has unexcused absences exceeding two times the number of lecture hours for a course has surpassed the number of allowable unexcused absences and is in violation of the class attendance policy. The student who exceeds the allowable number of unexcused absences may receive a grade of AW or FX based on unsatisfactory class attendance. The course instructor determines whether a student's absences are excused or unexcused. The number of allowable unexcused absences is based on the number of class **lecture hours per week,** not on the number of class meetings.

STUDENT ABSENCE TO PARTICIPATE IN OFFICIAL UNIVERSITY ACTIVITIES

Students who are absent from classes to participate in official University activities shall be deemed to be excused from those classes. Students are responsible for making up any work missed as assigned by the instructors. Students shall not be excused from more classes than the University attendance policy allows for unexcused absences. Official University activities include the following: required instructional activities, scheduled athletic competitions, dance or theatrical or musical performances, and scheduled academic competitions. Student club meetings and rehearsals or practice sessions are not included.

TRANSFER CREDITS

A student enrolled at Coppin State University who wishes to take courses at other institutions for the purpose of receiving transfer credit must place on file in the Registrar's Office a completed permission form prior to enrolling for such courses. The form may be obtained from the Registrar's Office. Students are encouraged to carefully read the instruction for completing this form.

PROGRAM TRANSFER

Students in good academic standing in one undergraduate school may apply for transfer to another school and major by filing the appropriate form in the Office of Academic Advising. The appropriate department chairperson usually gives final approval for all such program transfers. However, the Dean of Nursing must approve all requests for entry into the School of Nursing and the Teacher Education Council must approve all requests for entry into any Teacher Education program.

CREDIT LIMITATIONS FOR SPECIAL STUDENTS

A special student will receive credit toward a degree for no more than 55 undergraduate credits taken at Coppin or a total of 55 credits taken at Coppin and any other institution before he/she officially applies for admission as a degree-seeking student and declares a major course of study. It is the student's responsibility to make application to the Admissions Office early enough to be accepted as a degree-seeking student before accumulating more than 55 credits.

ACADEMIC DISHONESTY

Appropriate disciplinary action will be taken in cases of dishonesty in academic work. (For details, see the STUDENT HANDBOOK.)

STUDENT ACADEMIC DUE PROCESS

The University reserves the right to suspend or dismiss any student for academic reasons or for failure to conform to the regulations of the University. An appellate process in provided for any student who received notification of suspension or dismissal. (For details, see the STUDENT HANDBOOK.)

TRANSCRIPTS OF ACADEMIC RECORD

The University requires at least 48-hour notice to issue a transcript. Transcript service is free. Transcripts are sent only upon receipt of a written and signed request from the student. A student with an outstanding indebtedness to the University is not eligible to receive transcripts of his record. Transcript request forms may be obtained from the Office of Records and Registration. Written and signed requests are also accepted.

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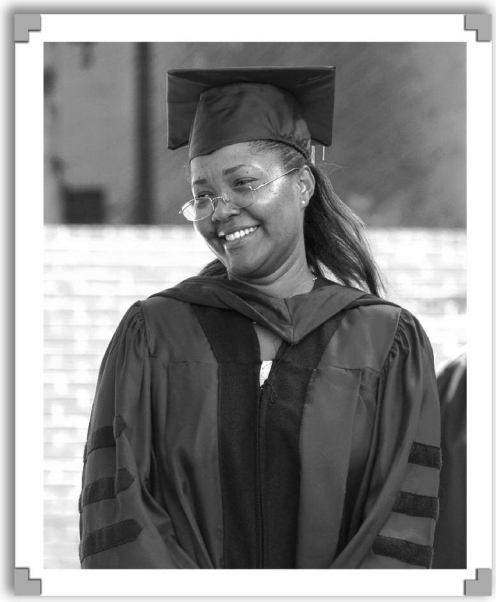
Requirements for Graduation

Requirements for graduation at Coppin vary according to the character of work in the different shools, departments, and other academic units. It is the responsibility of the schools, departments, and other academic units to establish and publish clearly defined degree requirements. These requirements must be approved by the President. The responsibility for knowing and meeting all degree requirements for graduation in a particular curriculum rests with the student. Specific degree requirements are listed in the Undergraduate and Graduate Catalogs, with the description of each program. General requirements for undergraduate programs at Coppin are outlined below. Students must submit an application for graduation and pay the application fee in compliance with the dates indicated in the University's calendar. Applications for graduation are available in the Office of Records and Registration.



UNDERGRADUATE DEGREE REQUIREMENTS

In addition to completing the General Education Requirements (GER) as described in the catalog, candidates for either the Bachelor of Science or the Bachelor of Arts degree must have completed MNSC 150 (Technology Fluency) or its departmentally approved equivalent and specific course and subject area requirements of their majors and of their minors (if a minor is required), which are listed under the program descriptions of individual academic departments.

1. **Residency Requirement –** Final Thirty-Hour Rule
   a. All candidates for undergraduate degrees from Coppin must take their final thirty credits at Coppin. Included in these thirty semester hours will be a minimum of fifteen semester hours in courses numbered 300 or above. At least twelve of the fifteen semester hours must be in the major field. Exceptions or exemptions are made by the department chairperson, dean and vice president.
   b. A student who, at the time of graduation, will have completed thirty hours in residence at Coppin may, under unusual circumstances, be permitted to take a maximum of six of the final thirty credits of record at another institution. In such cases, written permission must be obtained in advance from the Vice President for Academic Affairs. This requirement will be relaxed in the instance of students in dual-degree programs.
2. **Enrollment in Majors –** A student must be enrolled in the major program from which he/she plans to graduate when registering for the final fifteen hours of the baccalaureate program.
3. **Credit Requirements –** No baccalaureate degree will be awarded in instances where fewer than 120 credits have been earned. Many undergraduate curricula at Coppin require more than 120 credits. It is the responsibility of the student to become familiar with the requirements of particular curricula.
4. **Grade Point Average –** A minimum of 2.0 grade point average is required for graduation in all curricula. A higher average may be required by the individual department, school or program. Such requirements are stated in the catalog under the major.
5. **Departmental Assessment Requirement for Graduation –** All seniors must satisfy any departmental assessment requirements set forth by their major departments.
6. **Additional Requirements for the Bachelor of Arts Degree –** Besides meeting all other baccalaureate degree requirements, candidates for the Bachelor of Arts degree must have passed an upper level philosophy course in addition to the GER philosophy option and must have completed the intermediate level (or the equivalent) in at least one foreign language.

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Second Bachelor's Degree Taken Simultaneously

A student who wishes to receive simultaneously two baccalaureate degrees from Coppin must satisfactorily complete a minimum of 150 credits. The regularly prescribed requirements of both degree programs must be completed. As early as possible, and in any case, no later than one full semester before the expected date of graduation, the student must file completed Declaration of Major forms with the Office of Academic Advising.

Second Bachelor's Degree - Not Taken Simultaneously

Coppin State University will issue a second baccalaureate degree to graduates of Coppin State University or any accredited college or university who:

Satisfactorily complete a minimum of 30 credit hours in residence beyond the first awarded baccalaureate degree that include at least half of the major credit requirements for the second degree at Coppin State University.

Second Major

A student who wishes to complete a second major concurrently with a primary major of record must obtain written permission in advance from the appropriate chairpersons. As early as possible, but in no case later than one full semester before the expected date of graduation, the student must file a completed Declaration of Major form with the Office of Academic Advising. Courses taken for one major may be counted as part of the degree requirements of the other and toward general education requirements as appropriate. If two departments are involved in the double major program, the student must designate which department is the primary. The primary major department will be responsible for the maintenance of the advisory status records.

Financial Clearance

All candidates for graduation are required to obtain clearance from the Business Office, which certifies that they have met all of their financial obligations to the University, and from the Financial Aid Office if they have NDSL or NSL loans. Clearance must also be obtained from other offices.

Application for Graduation

Written application must be made for graduation, and a non-refundable application fee must be paid. The application form, which is available in the Office of Records and Registration, must be filed in accordance with the dates appearing on the University Calendar. The application is good for one semester only.

Graduation with Honors

To graduate **Summa Cum Laude** ("Highest Honors"), a student must be eligible for graduation from the University, must have earned at least 48 credit hours at the University, and must have earned a cumulative grade point average of 3.75 to 4.00 in all university work.

To graduate **Magna Cum Laude** ("High Honors"), a student must be eligible for graduation from the University, must have earned at least 48 hours at the University, and must have earned a cumulative grade point average of 3.50 to 3.74 in all University work.

To graduate **Cum Laude** ("Honors"), a student must be eligible for graduation from the University, must have earned at least 48 hours at the University, and must have earned a cumulative grade point average of 3.49 to 3.25 in all University work.

Consideration for honors at graduation for any Coppin undergraduate student (transfer or non-transfer) will be determined by the cumulative grade point average of all University work entered into the undergraduate student's permanent academic record, regardless of where the work was pursued. In addition to meeting the appropriate grade point average, any student graduating with honors shall have earned not more than one grade of "D" or "F". Academic clemency for purposes of honors shall apply to students who have not attended any college or university for a period of ten years or more immediately prior to the current period of attendance at Coppin.

Attendance at Commencement

Candidates for a baccalaureate degree are required to be present at the Commencement in prescribed regalia.

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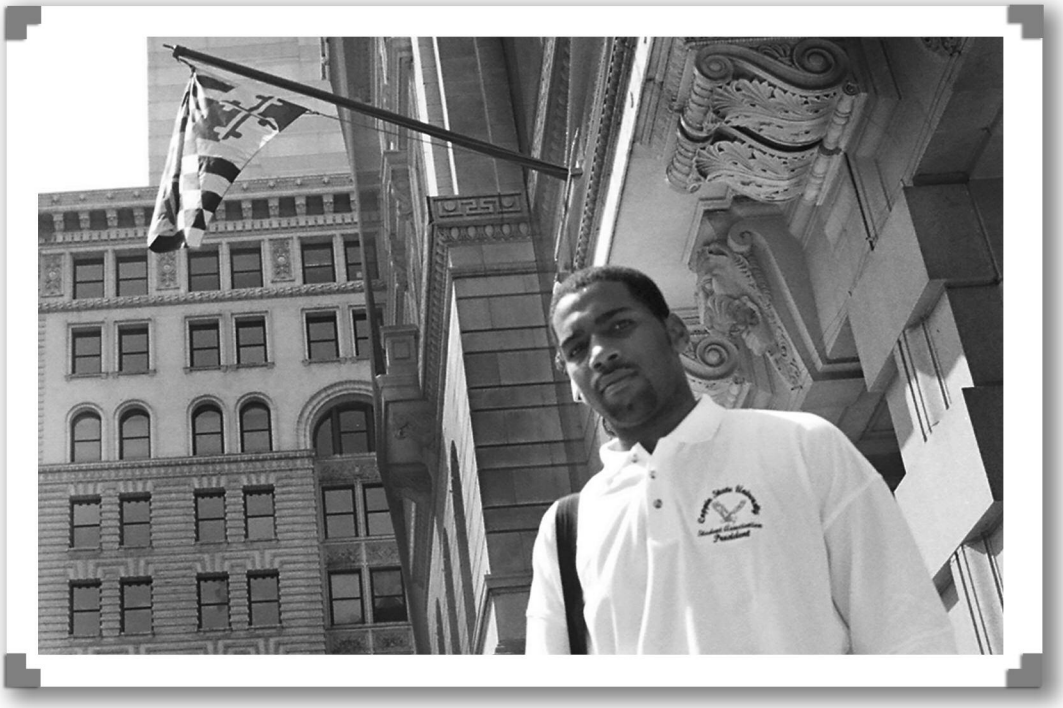
Undergraduate Curriculum

The General Education Program



The General Education Requirements (GER) serve as the core of the undergraduate curriculum. The program consists of a sequence of required courses in communications, the humanities and fine arts, the natural and physical sciences, mathematics, the behavioral and social sciences, health and physical education, designed to expose every undergraduate to the broad range of disciplines essential to the development of a liberally educated person. The program helps students to develop the skills necessary for advanced study and for lifelong learning; to obtain some understanding of themselves, of others, and of our social and physical environment; to acquire the ability to think analytically, critically, and creatively and to use the scientific method in problem solving; to develop the capability to integrate their learning with past and present experiences, and to strengthen their potential for contributing to society.

ORIENTATION COURSE

Freshman Seminar (ORIE 101), a course developed as a major part of the University's retention efforts, helps students to become assimilated into the university community and to take full advantage of their educational opportunities. While technically not a GER course, it is required of all entering freshmen, of readmitted students who left as a result of academic difficulty, and transfer students with fewer than 25 credits. It is offered for graduation credit.

TECHNOLOGY FLUENCY REQUIREMENT

In accordance with the Board of Regents mandate, all graduates of the University of System of Maryland must be technologically fluent. Students are required to take a technology course (MNSC 150 or its departmentally approved equivalent) designed to equip them with the necessary skills to manage personal computing devices, efficient use of their operating and file management systems, use word processing, understand and navigate networks, communicate with others and management their time using messaging servers, use spread sheets to analyze data, use databases systems to map real life systems and digitize information.

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OBJECTIVES OF THE GENERAL EDUCATION REQUIREMENTS

The objectives of the General Education Requirements may be divided into three categories: fundamental skills, knowledge base, and attitudes and values.

Fundamental Skills

The GER should help the student to develop the following skills necessary for advanced study and lifelong learning.

- **Communications -** The ability to think and read analytically, critically, and creatively in a wide variety of areas; the ability to express himself critically and affectively in writing and in speech, in both formal and informal situations.

- **Quantification -** The ability to perform mathematical computations, to reason quantitatively, and to apply basic mathematical processes to daily work and everyday living; the ability to use a computer to acquire and process information.

- **Health Science and Physical Education -** The ability to use the principles and practices underlying optimal health and physical fitness to demonstrate a degree of skill in recreational activities.

Knowledge Base

- The GER should help the student to acquire a significant introductory body of knowledge about both the western and non-western traditions broad enough to ensure an educational balance among the major areas of knowledge: the arts, the humanities, mathematics, the natural sciences, and the social and behavioral sciences.

- The GER should help the student to develop an aesthetic understanding and an appreciation of creative works in the fine arts, music, theatre, and dance.

- The GER should help the student to develop the knowledge, understanding, and skills necessary for interpreting the human condition and the values inherent in it. Through the study of language, literature, and history, the student is expected to develop insights into and a critical evaluation of life in its everyday details as well as in its historical and universal dimensions.

- The GER should help the student to develop knowledge of the nature and importance of mathematics in both the scientific and the everyday worlds.

- The GER should help the student to acquire knowledge and understanding of the nature of science and a sensitivity to the ecological balance of nature.

- The GER should help the student to develop the knowledge, understanding, and skills necessary to use, control, and make sound decisions about technology.

- The GER should help the student to understand the psychological and social determinants of human behavior through the scientific study of the behavioral and social sciences.

Attitudes and Values

The GER should encourage the student to develop the following attitudes and values:

1. an open, critical approach to study, to professional involvement, and to the society and world we live in;
2. a sense of civic responsibility;
3. a sensitivity to and an appreciation for:
   a. the significance and relevance of the aesthetic imperative and for the various means of its expression;
   b. the complex nature of history and the values of history for contemporary problem-solving;
   c. the psychological and social factors in human development;
   d. the roles of science and technology in human development;
   e. the importance of optimal heath and satisfying recreational activities;
   f. the significance of philosophy, religion, and social mores related to ethical issues and their expression in human values; and
   g. the significance and relevance of a multidimensional education and its continuation in lifelong learning.

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General Education Requirements (GER)

Category I

ENGLISH COMPOSITION

Total Credits = 6

Course Title	Course Number	Credits
English Composition I	ENGL 101	*3*
and		
English Composition II	ENGL 102	*3*

Category II

ARTS AND HUMANITIES

Total credits = 18

Course Title	Course Number	Credits
World Literature I or II	WLIT 203 or 204	*3*
and		
English	Any ENGL, JRNL or WLIT 200 level or Higher	*3*
and		
Introduction to Logic or Introduction to Philosophy	PHIL 102 or 201	*3*
and		
World History I & II	HIST 201 & 202	
or		
U.S. History I & II	HIST 203 & 204	*6*
or	**or**	
African American History I & II	HIST 205 & 206	
and		
Visual Arts and Theatre	IDIS 103	
or	**or**	
Music and Dance	IDIS 102	*3*
or		
Foreign Language	Any Foreign Language	
or	**or**	
Introduction to Ceramics	ART 105	
or	**or**	
Survey of Jazz Music	MUSC 201	
or	**or**	
Fund. of Choreography	PHED 225	
or	**or**	
Fund. of Acting	THEA 211	

Category III

SOCIAL & BEHAVIORAL SCIENCE

Total Credits = 6

Course Title	Course Number	Credits
Two of the following courses according to Major Requirements		
Cultural Anthropology	ANTH 207	
or	**or**	
Intro. to Economics	ECON 201	*3*
or	**or**	
Intro to Bus. & Ent.	ECON 103	
or	**or**	
U.S. Government	POSC 301	
or	**or**	
Gen. Psychology	PSYC 201	
or	**or**	
Intro. to Sociology	SOCI 201	
or	**or**	
Intro. to Soc. Sci.	SOSC 200	

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Category IV

MATHEMATICS

Total Credits = 3

According to Major

Course Title	Course Number	Credits
College Algebra: Concepts and Applications	MATH 101	
or	**or**	
Mathematics for Elementary Teachers	MATH 103	*3*
or	**or**	
Mathematics for the Liberal Arts	MATH 125	

Category V

NATURAL SCIENCES

Total Credits = 7-8

One course from each of two disciplines (BIOL or CHEM or PHSC)

Course Title	Course Number	Credits
Biological Science	BIOL 101	
or	**or**	
Comp. Review of Life Sciences	BIOL 107	*3-4*
or	**or**	
General Chemistry (Prerequisite MATH 101)	CHEM 101	
or	**or**	
Physical Science	PHSC 101	*3-4*
or	**or**	
Technology and Human Affairs	PHSC 103	

Category VI

INTERDISCIPLINARY & EMERGING ISSUES

Total Credits = 6

Course Title	Course Number	Credits
Personal Health	HLTH 101	*3*
or		
and three (3) hour health course		
and	**and**	
Introduction to Speech Communication	SPCH 105	
or	**or**	
Principles and Practices of Interviewing	SPCH 202	*3*
or	**or**	
Critical Listening	SPCH 204	

TOTAL GENERAL EDUCATION REQUIREMENTS **46**

* Students must complete ENGL 101 and 102 before taking WLIT 203, WLIT 204, or any 200-level English course and must complete WLIT 203 or 204 before taking any 300- or 400-level English or World Literature course. Students in Early Childhood Education, Elementary Education, and Special Education meet the English Option requirement by completing ENGL 321 Children's Literature (not available to other majors).

Special Variations in the GER

1) Veterans of U. S. military service; law enforcement, correctional, and fire officials; and students in the advanced R.O.T.C. program may be exempted from the physical education requirement. These students should submit proof of military service to the Office of Records and Registration.
2) Nursing majors are exempted from several requirements. (See School of Nursing, p. 201.)
3) Dual-degree Engineering, Pre-Pharmacy, Pre-Dental, and Pre-Physical Therapy majors complete an abbreviated GER series, as specified in the catalog description of those programs.
4) Students in the General Studies Honors Program complete five honors versions of courses. (See University's Honors Program, page 65.)
5) Other students with special needs may apply to the appropriate department chairperson prior to registration for written permission to substitute an equivalent or advanced course for a GER.

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Plans (Majors and Minors)

Every degree-seeking student must complete a prescribed sequence of courses in a particular field for which an approved plan exists. A major normally consists of from 30 to 40 credit hours, as designated.

Students in many plans are also required to complete a selected secondary sequence of courses for either a minor (usually 18-21 credits) or an area of concentration.

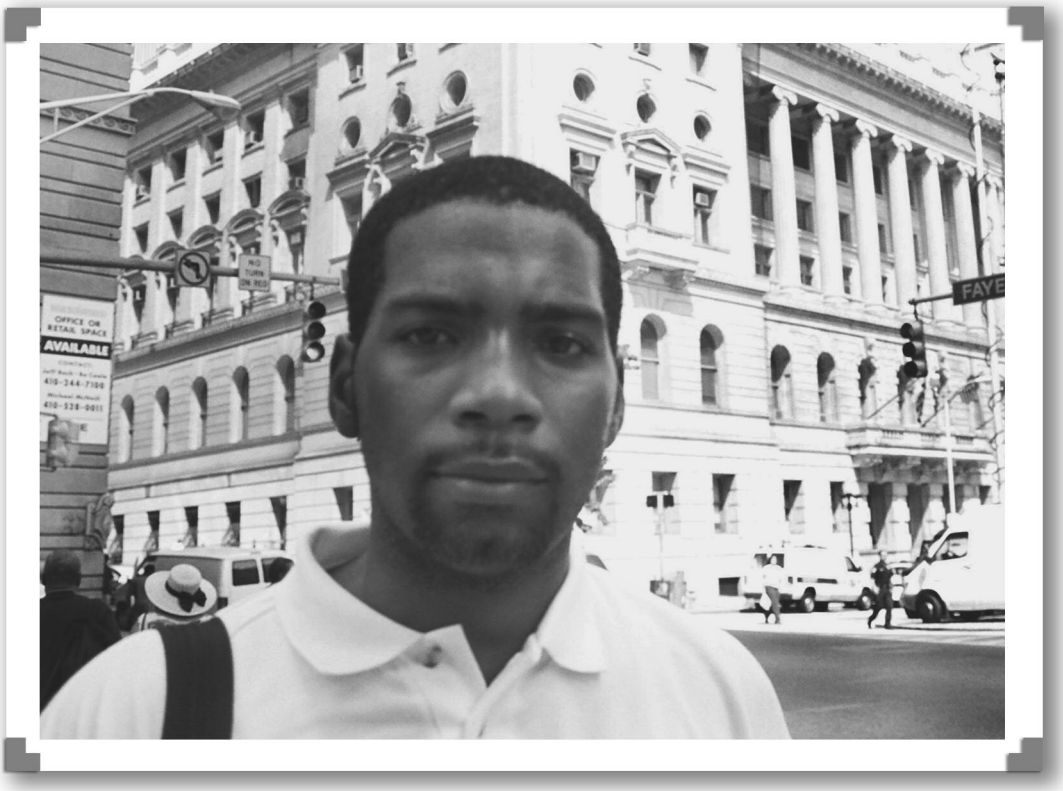
With careful collaboration between departments and with systematic advisement, students majoring in some departments are able to complete a second major in a different department. All students are responsible for fulfilling the requirements of their majors in consultation with the head of the major department and the assigned faculty advisor.

Undergraduate Plans (Majors)

Biology
Chemistry
Computer Science
Criminal Justice
Early Childhood Education
English
Elementary Education
General Science (Biology Emphasis)
General Science and Engineering (Dual Degree)
History: Africa, African-American, United States, and Social Studies Concentrations
Liberal Arts
Management Science
Mathematics
Nursing (Generic and RN to BSN)
Psychology: Alcoholism and Drug Abuse Counseling or Psychological Services Concentrations
Social Sciences: General, Political Science, and Sociology
Social Work
Special Education
Sports Management
Urban Arts Productions

Exit Assessment Requirement

All students are required to take an exit assessment. The exit assessment is identified by each department.



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University Honors Program

The University offers an Honors Program for outstanding students who have demonstrated exceptional ability. The primary focus of the Honors Program is to provide academic preparation, character development, and cultural enrichment to the University's high-ability students. Through the offering of honors courses, community-service experiences, and exposure to cultural activities, the Program strives to prepare academically outstanding students for graduate and professional schools as well as for employment. In addition, the Honors Program provides students with unique opportunities to hone their leadership skills.

There are two categories within the Honors Program to accommodate high-ability students who desire an honors experience and are at various stages of their university careers. The Four-Year Honors Program is designed for first-year students, students attending university for the first time. The Upper-Division Honors Program is for transfer and current upper-division students.

FOUR-YEAR HONORS PROGRAM

The eligibility criteria for participation in the Four-Year Honors Program follow:

- high school grade point average of at least 3.0
- combined SAT score of at least 1000 or higher
- successful completion of the Coppin placement exam

Students entering the Program are required to complete the following courses to earn an honors citation: five honors versions of General Education Requirement courses; HONS 150 (Honors Community-Service Seminar); HONS 380 (Honors Introduction to Research I); and HONS 490 (Honors Thesis). Additionally, students must complete **one** of the following courses: HONS 381 (Honors Introduction to Research II); HONS 390/391 (Interdisciplinary Honors Seminar); HONS 470 (Honors Field Practicum I); HONS 480 (Honors Research Assistantship); or EDUC 460 (Teaching Assistantship Seminar). Students who complete the required honors courses, who maintain honors grade point averages of at least 3.0, and who earn cumulative grade point averages of 3.0 receive honors citations on their academic records. Prior to graduation, these students receive completion certificates from the Honors Program.

UPPER-DIVISION HONORS PROGRAM

The eligibility criteria for participation in the Upper-Division Honors Program follow:

- completion of at least forty-five graduation credits
- Coppin cumulative grade point average of 3.0 OR transfer grade point average of 3.3

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Students participating in the Upper-Division Honors Program complete HONS 380 (Honors Introduction to Research I) and HONS 490 (Honors Thesis). Additionally, they are required to complete **two** of the following courses: HONS 381 (Honors Introduction to Research II); HONS 390/391 (Interdisciplinary Honors Seminar); HONS 470 (Honors Field Practicum I); HONS 480 (Honors Research Assistantship); or EDUC 460 (Teaching Assistantship Seminar). Participants in the Upper-Division Honors Program who complete the required courses, who maintain honors grade point averages of at least 3.0, who earn cumulative grade point averages of at least 3.0, receive honors citations on their academic records. Prior to graduation, these students receive completion certificates from the Upper-Division Honors Program.

ADMISSION TO HONORS PROGRAM

Students interested in the Honors Program should communicate with Honors Division staff.

HONORS PROGRAM COURSE OFFERINGS

The prerequisite for all Honors Program courses is admission to the Honors Program or permission of Honors Division staff. For course descriptions of the following honors courses, please see the listings under the four letter code for each course.

BIOL	110	Honors Biological Science
ENGL	103	Honors English Composition I
ENGL	104	Honors English Composition II
HIST	209	Honors U.S. History I
HIST	210	Honors U.S. History II
HIST	211	Honors World History I
HIST	212	Honors World History II
HIST	213	Honors African American History I
HIST	214	Honors African American History II
HLTH	103	Honors Personal Health
HONS	150	Honors Community-Service Seminar
HONS	380	Honors Introduction to Research I
HONS	381	Honors Introduction to Research II
HONS	390	Interdisciplinary Honors Seminar
HONS	391	Interdisciplinary Honors Seminar
HONS	470	Honors Field Practicum I
HONS	471	Honors Field Practicum II
HONS	480	Honors Research Assistantship
HONS	490	Honors Thesis
IDIS	104	Honors Music and Dance
PHIL	204	Honors Introduction to Philosophy
PSYC	211	Honors General Psychology
SOSC	201	Honors Introduction to Social Sciences
SPCH	104	Honors Speech Communication
WLIT	205	Honors World Literature I
WLIT	206	Honors World Literature II

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School of
Arts and Sciences

The School of Arts and Sciences (SAS) serves as the liberal arts center at Coppin State University. SAS offers the majority of courses in the General Education sequence as well as a wide variety of major and minor programs in both the traditional Arts and Sciences disciplines and in areas reflecting Coppin's unique identity as a university serving a largely urban population. Students may earn a Bachelor of Arts or a Bachelor of Science degree. The Bachelor of Arts degree requires completion of intermediate level courses in a one foreign language and 3 credits in Philosophy beyond the General Education Requirements.

There are approximately 125 faculty members in the School to provide outstanding instruction to our students. Approximately ninety percent of full-time, tenure track faculty members possess terminal degrees.

SAS prepares students for careers in many diverse fields and for graduate and professional school in several disciplines by providing them with classroom instruction and opportunities for internships, service-learning activities, community service projects, and study abroad experience. Students undertake a curriculum which is designed to encourage them to become thoughtful humanists and leaders in a dynamic, diverse, and global society.

The largest school on the campus, SAS is comprised of Six departments:

- Department of Fine and Communication Arts (FCA)
- Department of History, Geography and Global Studies (HGGS)
- Department of Humanities and Media (HM)
- Department of Management Science and Economics (MSE)
- Department of Natural Sciences (NS)

Students may elect to major in the following disciplines:

Biology
Chemistry
Computer Science
English
General Science (Biology)
General Science (Chemistry)
Global Studies
History
Management Science
Mathematics
Urban Arts Production

***Interdisciplinary Studies Major**

* A program that combines two academic disciplines based on interest and credits. See the Chairs of the Departments in which you are interested.

Students may elect to minor in the following disciplines:

Art
Biology
Biology (Teacher Certification)
Chemistry
Comparative Literature
Computer Science
Economics
English (Teacher Certification)
French
Journalism and Writing
Linguistics

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Management Science
Mass Communications
Mathematics
Music
Non-Profit Management (Interdisciplinary Minor)
Philosophy
Spanish
Speech

Students may elect a concentration in the following disciplines:

African History
African American History
History/Social Studies Teacher Education
United States History

Students may elect a track in the following disciplines:

Accounting
Business Economics and Finance
Management Information Systems
Management
Marketing
Operations Management

Students interested in a SAS program of study may obtain information from the Chair of the Department in which they wish to pursue a major. The Dean of the School of Arts and Sciences is located in Grace Hill Jacobs Office/Classroom Building (Room 538). For further information, please visit the SAS web pages at www.coppin.edu/sas.

MILITARY SCIENCE PROGRAM

Coppin State University offers Military Science through a cross-enrollment agreement with Morgan State University. Classes of 20 or more registered students are taught each semester at Coppin. The program leads to a commission in all branches of the Army for selected students who successfully complete it.The program is divided into two parts: the Basic Course (Pre-Professional Phase) and the Advanced Course (Professional Phase). Enrollment in the Basic Course is open to all full-time students who have successfully completed the Basic Course or have been awarded credit on the basis of prior service, JROTC, or Reserve or National Guard membership.

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Fine and Communication Arts

The Department of Fine and Communication Arts offers a major in urban arts production, and minors in art, music, and speech/theatre. The department also offers individual elective courses in the visual arts, music, speech, and theatre, as well as general education offerings.

GENERAL EDUCATION REQUIREMENTS

There are ten interdisciplinary general education options in the fine and performing arts and three general education options in speech. Students may complete the following courses to fulfill general education requirements:

ART	105	Introduction to Ceramic Sculpture
IDIS	102	Music and Dance
IDIS	103	Visual Arts and Theatre
IDIS	104	Honors Music and Dance
MUSC	201	Survey of Jazz Music
PHED	226	Fundamentals of Choreography *(Dept. of Health, Phys. Ed., Rec. Ed Dance)*
THEA	211	Fundamentals of Acting
SPCH	105	Speech Communication
SPCH	202	Principles and Practices of Interviewing
SPCH	204	Critical Listening

MAJOR IN URBAN ARTS PRODUCTION

The major in urban arts production prepares students to contribute to the planning and redevelopment of urban areas by creating and participating in organizations that produce, exhibit, perform, and disseminate programs in the fine and performing arts and in organizations that can employ he arts to enrich the cognitive, affective, and behavioral experiences of those who live and/or work in urban environments. This interdisciplinary program includes courses in the visual and performing arts and in the methods of presenting public programs in the arts, as well as courses in communication, economics, and urban sociology.

Students in urban arts production complete 46 credits of general education requirements and 51 credits in the major. They may also complete a minor, if they choose to do so, to accrue the 120 credits needed for graduation.

General Education Requirements:

Students in the urban arts production major fulfill certain general education requirements by completing the following courses.

SOCIAL AND BEHAVIORAL SCIENCES:

ECON	103	Introduction to Business and Entrepreneurship and
SOCI	201	Introduction to Sociology

ARTS AND LANGUAGE:

IDIS	102	Music and Dance

MATHEMATICS:

MATH	125	Mathematics for the Liberal Arts or
MATH	203	Basic Statistics

Students complete remaining general education requirements by completing the required options.

Major Requirements:

ART		Three studio courses, one in visual arts and two additional	
MUSA		courses in two other studio disciplines.	
PHED (DANCE)			
THEA			8-9 credits
THEA	302	Stagecraft for Theatre and Television	3 credits
ART	312	Museum and Collections Management or	
THEA	415	Theatre Administration	3 credits

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ART	420	Internship in Arts Management or	
THEA	420	Internship in Theatre Management	3 credits
CMAT	351	Communications Design (at University of Baltimore)	3 credits
ECON	212	Principles of Economics II (Micro-Economics)	3 credits
IDIS	103	Theatre and Visual Arts	3 credits
IDIS	270	Seminar: Introduction to Urban Arts Production	1 credit
IDIS	300	Fund Raising for Nonprofit Organizations	3 credits
IDIS	370	Seminar: Principles & Practices of Urban Arts Production	2 credits
IDIS	470	Seminar: Principles Philosophies of Urban Arts Production	3 credits
MCOM	210	Entertainment Theory	3 credits
MNSC	300	Human Relations and Organizational Behavior	3 credits
MNSC	310	Marketing for Managers	3 credits
SOCI	406	Sociology of the City	3 credits
WRIT	331	Public Relations Writing (at University of Baltimore)	3 credits

Suggested Curriculum Plan:

The faculty in Fine and Communication Arts strongly encourage students to meet regularly with their faculty advisors. The following is a suggested course of study.

FRESHMAN YEAR

Fall

ENGL	101	Composition I	3
PHIL	xxx	Philosophy GER	3
HIST	xxx	History GER	3
IDIS	103	Theatre & Vis. Arts	3
MNSC	150	Computer Literacy	3
ORIE	101	Freshman Seminar	1

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Spring

ENGL	102	Composition II	3
SOCI	201	Intro. to Sociology	3
HIST	xxx	History GER	3
ART	xxx	Studio Art	3
HLTH	xxx	Health GER	3
IDIS	270	Intro. to UAP	1

SOPHOMORE YEAR

Fall

WLIT	xxx	World Lit GER	3
ECON	103	Intro. To Bus. & Ent.	3
XXXX	xxx	Science GER	4
IDIS	102	Music and Dance	3
SPCH	xxx	Speech GER	3

Spring

ENGL, WLIT, JRNL GER option			3
MATH		Math GER	3
MCOM	210	Entertain. Theory	3
XXXX	xxx	Disc. 2 Studio	3
ECON	212	Micro-Economics	3

JUNIOR YEAR

Fall

XXXX	xxx	Disc. 3 Studio	3
XXXX	xxx	Science GER	3/4
CMAT	351	Comm. Design (UB)	3
MNSC	300	Hum Rel & Org. Beh.	3
IDIS	370	Sem: Prin/Prac UAP	2

Spring

THEA	302	Stagecraft	3
WRIT	331	PR Writing (UB)	3
MNSC	310	Mktg. for Mgrs.	3
Elective or Minor			3
Elective or Minor			3

SENIOR YEAR

Fall

IDIS	300	Fund Raising	3
SOCI	406	Sociology of City	3
ART/THEA	312/415	Management	3
Elective or Minor			3
Elective or Minor			3
XXXX	420	Internship	3
IDIS	470	Sem: Prin/Phil UAP	3
Elective or Minor			3
Elective or Minor			3
Elective or Minor			1-3

Minor in Art

The minor in art provides opportunities for historical/critical studies, media exploration, structured studio experiences, and portfolio development, as well as principles and practices of arts management. Art minors must complete eighteen credit hours in the visual arts beyond the general education requirement in the arts. Students minoring in Art must complete the following core requirements with a grade of "C" or better, as well as three elective courses in the visual arts for a minimum of nine elective hours.

Course

ART	103	Basic Design
ART	208	Basic Drawing
ART	401	Art History Survey

In addition to taking these required courses, students minoring in Art must complete at least three elective courses in Art for a minimum of nine credit hours.

Minor in Music

The main objective of the music minor is to enhance the breadth of the student's liberal arts knowledge and appreciation by exposing the student to music history and literature, to music theory, to structured experiences in applied music, and to musical ensembles.

The requirements for the minor in music can be fulfilled by the successful completion of twenty-one credits hours, as specified.

I. Twelve-Hour Core Requirement

MUSC	101	Fundamentals of Music I
MUSC	202	Fundamentals of Music II
MUSC	303	Musicianship
MUSC	301	Survey of Music History and Literature

II. Six-Hour Applied Music Option

MUSA	251	Class Instruction in Voice
MUSA	351	Class Instruction in Voice
MUSA	451	Private Instruction in Voice

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or

MUSA 261	Group Instruction in Piano
MUSA 361	Group Instruction in Piano
MUSA 461	Private Instruction in Piano

or

MUSA 271	Group Instruction in Brass/Percussion
MUSA 371	Group Instruction in Brass/Percussion
MUSA 471	Private Instruction in Brass/Percussion

III. Four-Hour Ensemble Option

MUSC 323	College Choir
MUSC 423	College Choir

or

MUSA 327	Brass and Percussion Ensemble
MUSA 328	Brass and Percussion Ensemble

Course Offerings in Music

The department offers music courses in history and literature of music, in theory, in applied music, and in ensemble groups. For courses in the theory sequence, students possessing a background in theory should request a placement examination so they may enroll in a course at the appropriate level. Music theory courses are generally limited to music minors. For study in applied courses, students should confer with music faculty before enrolling in order to assure the correct placement. Applied music courses at the four-hundred level are limited to students who are minoring in music. Musical ensembles acquaint students with standard music literature, develop their performance capabilities, and enrich the cultural life of the campus. Students are required to participate in several concerts each year. Students must have the approval of the instructor to enroll in a musical ensemble.

Minor in Speech and Theatre

The minor in speech and theatre is designed to help students to 1) acquire command of the English language in formal and in informal conversation, 2) appreciate the importance of oral communication in the various areas of interpersonal relationships, 3) understand the importance of critical listening and critical thinking to the broad area of speech communication, and 4) acquire competence in related areas of speech such as public address, discussion, debate, general semantics, and criticism.

In addition, the program enables students to understand and appreciate both the historical development of theatre and its present day trends; to acquire a knowledge of acting, scene design, stage lighting, directing, and other important aspects of theatre, and to develop their talents.

Students who elect the speech-theatre minor must complete with a grade of "C" or higher 18 to 21 credits beyond the General Education Requirements, to be selected from the following sequence of courses:

SPCH 102	Voice and Diction
SPCH 201	Basic Principles of Oral Interpretation
SPCH 202	Principles and Practices of Interviewing
SPCH 204	Critical Listening
SPCH 205	Intercultural Communication
SPCH 301	Phonetics of American Speech
SPCH 303	Survey of Communication Research
SPCH 326	Argumentation and Debate
THEA 202	Make-up for Theatre and Television
THEA 203	The Theatre: Its People, Plays, and Buildings
THEA 204	The Theatre: Its People, Plays, and Buildings
THEA 209	Basic Principles of Play Directing
THEA 211	Fundamentals of Acting I
THEA 212	Fundamentals of Acting II
THEA 301	The Black Performer in the American Theatre
THEA 302	Stagecraft for Theatre and Television
THEA 415	Theatre Administration
THEA 420	Internship in Theatre Management

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History, Geography, and Global Studies

The Department of History, Geography, and Global Studies offers a major in history with several concentrations and minors in History, African-American Studies, and Global Studies.

HISTORY

The course offerings in history are sufficient in breadth and depth to enable a student to acquire a strong foundation in the discipline. The main objectives of the department are to 1) help students to acquire a sound understanding of the development of America and to appreciate the contributions made by African Americans, 2) help students to acquire knowledge of and appreciation for the history and culture of other nations, 3) help students to develop their ability to analyze, synthesize, and interpret historical events, 4) enable students to understand the impact of the past upon the present, 5) prepare students for graduate and professional school, for teaching, and for other history-related careers, and 6) provide opportunities for students to use research methods to collect, analyze, and evaluate historical data. The major concentrations in history are African American History, African History, History/Social Studies Education, and United States History.

GENERAL EDUCATION REQUIREMENTS IN HISTORY

Every student is required to take 6 credit hours in History, choosing both courses from one of the following groups:

HIST	201	World History I
HIST	202	World History II
or		
HIST	203	U.S. History I
HIST	203	U.S. History II
or		
HIST	205	African American History I
HIST	206	African American History II

Note: Students may not mix courses from different groups.

MAJOR IN HISTORY

The major in History allows for a concentration in African American History, African History, History/Social Studies Teacher Education, and United States History. All interested students are advised to notify the department as early as possible, so that an advisor can be assigned.

The requirements consist of three sections: survey courses, upper level requirements, and departmental electives. Since each of these sections includes components which vary based on concentration, it is important that scheduling be done with the approval of an advisor. The major in history must receive a grade of "C" or higher in all courses required for the major.

The following outlines provide the requirements of each concentration.

AFRICAN HISTORY CONCENTRATION

The requirements consist of a total of 36 hours, including the following:

I. Survey Course Options (6 hours)

In addition to the GER requirements mentioned above, all majors in African History are required to take an additional 6 hours of survey courses, selected from the following groups:

HIST	201	World History I
HIST	202	World History II
or		
HIST	203	U.S. History I
HIST 204		U.S. History II
or		
HIST 205		African American History I
HIST 206		African American History II

II. Upper Level Requirements (15 hours)

All majors in African History are required to take the following courses:

HIST	207	Intro to Africa
HIST	315	Modern Africa
HIST	440	Seminar in African History
HIST	423	Methods of Historical Research
GEOG	101	Elements of Geography
or		
GEOG	102	World Regional Geography

III. Departmental Electives (15 hours)

All majors in African History must take at least 15 hours in departmental electives, as outlined in the following three groups (see course descriptions for details). With the prior approval of the Department, other courses may be used to satisfy the requirements for concentration and support electives.

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Concentration Electives (6 hrs)

HIST	313	Ancient Africa
HIST	405	Hist. of Latin America
HIST	430	West Africa
HIST	432	Central Africa
HIST	436	South Africa
HIST	438	East Africa
HIST	442	Special Topics in History

Geography Electives (3 hrs)

GEOG	101	Elements of Geography
GEOG	102	World Regional Geography
GEOG	302	North American
GEOG	303	Tools and Technology
GEOG	304	Latin America
GEOG	306	Urban Geography
GEOG	402	Political Geography
GEOG	405	Geography of Africa

Support Electives (6 hrs)

HIST	304	Problems I
HIST	304	Problems II
HIST	350	Afr Am Intellectual
HIST	354	Mod Civil Rights
HIST	404	Modern Asia
HIST	407	US Foreign Policy
HIST	410	Europe I
HIST	411	Europe II
HIST	426	Middle East
HIST	442	Special Topics in History
HIST	450	Sem. Global Stud.

AFRICAN AMERICAN HISTORY CONCENTRATION

The requirements consist of a total of 36 hours, including the following:

I. Survey Course Options (6 hours)

In addition to the GER requirements (HIST 201/202 or HIST 203/204), all majors in African American History must take the following:

HIST	205	African American History I
HIST	206	African American History II

II. Upper Level Requirements (9 hours)

All majors in African American History are required to take the following courses:

HIST	420	Seminar in African American History
HIST	423	Methods of Historical Research
GEOG	101	Elements of Geography
or		
GEOG	102	World Regional Geography

III. Departmental Electives (21 hours)

All majors in African American History must take at least 21 hours in departmental electives, as outlined in the following (see course descriptions for details). With prior approval of the Department, other courses may be used to satisfy the requirements for concentration and support electives.

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Concentration Electives (9 hrs)

HIST	207	Intro to Africa
or		
HIST	430	West Africa
HIST	304	Problems I
or		
HIST	305	Problems II
HIST	318	African Americans in Cities
HIST	348	African American Women
HIST	350	African American Intellectual Hist.
HIST	354	Mod Civil Rights Movement
HIST	393	Civil War Reconstruction
HIST	442	Special Topics in History (AFAM)

Geography Electives (3 hrs)

GEOG	101	Elements of Geography
GEOG	102	World Regional Geography
GEOG	202	Geography of Maryland
GEOG	302	North American Geography
GEOG	303	Tools and Technology
GEOG	306	Urban Geography
GEOG	405	Geography of Africa

Support Electives (9 hrs)

HIST	301	Hist. of Maryland
HIST	304	Problems I
HIST	305	Problems II
HIST	313	Ancient Africa
HIST	315	Modern Africa
HIST	319	Urban America
HIST	405	Latin America
HIST	407	US Foreign Policy
HIST	410	Europe I
HIST	411	Europe II
HIST	428	History of Women
HIST	442	Special Topics in History

UNITED STATES HISTORY CONCENTRATION

The requirements consist of a total of 36 hours, including the following:

I. Survey Course Options (6 hours)

In addition to the GER requirements (HIST 201/202 or HIST 205/206), all majors in United States History must take the following:

HIST	203	United States History I
HIST	204	United States History II

II. Upper Level Requirements (9 hours)

All majors in United States History are required to take the following courses:

HIST	422	Seminar in American History
HIST	423	Methods of Historical Research
GEOG	101	Elements of Geography
or		
GEOG	102	World Regional Geography

III. Departmental Electives (21 hours)

All majors in African American History must take at least 21 hours in departmental electives, as outlined in the following (see course descriptions for details). With prior approval of the Department, other courses may be used to satisfy the requirements for concentration and support electives.

Concentration Electives (9 hrs)

HIST	301	Hist of Maryland
HIST	304	Problems I
HIST	305	Problems II
HIST	319	Urban America
HIST	354	Mod Civil Rights Movement
HIST	393	Civil War & Reconstruction
HIST	407	US Foreign Policy
HIST	428	History of Women
HIST	442	Special Topics

Geography Electives (3 hrs)

GEOG	202	Geography of Maryland
GEOG	302	North American Geography
GEOG	303	Tools and Technology
GEOG	306	Urban Geography
GEOG	342	Political Geography

Support Electives (9 hrs)

HIST	318	African Americans in Cities
HIST	350	African American Intellectual Hist.
HIST	405	Latin America
HIST	406	Russia
HIST	410	Europe I
HIST	411	Europe II
HIST	424	Internship
HIST	430	West Africa
MSC		Economic Hist of US

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HISTORY/SOCIAL STUDIES TEACHER EDUCATION CONCENTRATION

Students pursuing certification in Secondary Social Studies are advised to follow the Suggested Curriculum Plan, through close advisement by the History department.

Content Course Requirements (51 hrs.)

HIST	201	World History I
HIST	202	World History II
HIST	203	U.S. History I
HIST	204	U.S. History II
HIST	423	Methods Hist. Research

Local/Urban Option

Any one of the following courses

HIST	301	Hist of Maryland
HIST	318	Blacks in Cities
HIST	319	Urban History
HIST	380	Chesapeake (UB)
HIST	382	Hist Baltimore (UB)
HIST	442	Special Topics (When Applicable)

African American Option

Any one of the following courses

HIST	205	AFRAM Survey I
HIST	206	AFRAM Survey II
HIST	318	Blacks in Cities
HIST	348	AFRAM Women
HIST	350	AF. AM. Intellectual
HIST	393	Civil War/Reconst.
HIST	420	Sem. in AFR. AMER.
HIST	442	Special Topic -AFAM

Non-Western Option

Any one of the following courses

Any African Hist. Course:
(207, 313, 315, 430, 432, 436, 438, 440)

HIST	404	Hist of Asia
HIST	405	Hist Latin America
HIST	426	Middle East
HIST	442	Special Topics (Non-western)

Geography

GEOG 101 Elements of Geography
Geography Option (ANY 3 credits)

Economics

ECON 201 Intro to Economics
Economics Option (Any 3 credits)

Political Science (6hrs.)

POSC 301 U.S. Government
POSC. Option (Any 3 credits)

PSYC 201 General Psychology

Anthropolgy (3 hrs.)

Sociology (3 hrs)

Professional Course Requirements (39 hrs.)

EDUC	202	Educational Psychology	3 hrs
EDUC	203	Teaching W/Technology	3 hrs
EDUC	402	Hist of Education	3 hrs
EDUC	408	Meas. & Eval in Educ	3 hrs
SPED	201	Intro Needs Exept Indiv	3 hrs
SCED	312	Principles of Secondary Ed	3 hrs
SCED	324	Social Studies in Sec Sch	3 hrs
SCED	427	Tch Reading in the Content Area I	3 hrs
REED	428	Tch Reading in the Content Area II	3 hrs
SCED	414	Directed Teaching Exp	12 hrs
SCED	415	Directed Teaching Sem	0 hrs

Notes:

1. Students must pass Praxis I prior to formal admission to teacher education.
2. Students must pass Praxis II prior to graduation.
3. History option courses may not be used for more than one content category. All option courses should be approved by academic advisor.
4. Selected courses may satisfy General Education Requirements and program requirements, i.e. Anthropology 207 , Social Science 201, Economics 201, Political Science 301, and Psychology 201.

B.A. IN GLOBAL STUDIES

Recommendations for General Education Requirement Courses credit hours (total: 51)

All undergraduates at Coppin State University are required to complete a sequence of courses in a broad range of disciplines. (See catalog for the complete

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sequence of 2000-2001 General Education Requirements at Coppin State University and course descriptions). Among the numerous offerings in this General Education Requirement (GER) sequence, the following courses also will satisfy the specific requirements for the Global Studies degree.

Course Title	Course Number	Credits
Category II: Arts and Humanities (18 credits)		
World History 1	HIST 201	3
World History II	HIST 202	3
Foreign Language	100 level	3
Category III: Social & Behavioral Sciences (6 credits)		
Intro. Economics.	ECON 201	3
Intro. Business/ Entrepreneurship	ECON 103	3
Category V: Natural Sciences (7-8 credits)		
Technology and Human Affairs	PHSC 103	3

Regional and Global Skills Curriculum (total: 15 credits)

In addition to the GER courses and the Global Studies Core curriculum, majors must complete 15 credit hours of course work that focuses on developing their expertise on a region or on skills related to a career in global affairs.

Regional Tracks

Course Title	Course Number	Credits
Latin America and the Caribbean (15 credits)		
History of Latin America/Caribbean	HIST 405	3
Geography of Latin America/Caribbean	GEOG 304	3
Peoples and Politics of Latin America	POSC 415	3
Seminar in Global (International) Studies	INST 451	3
Another upper-level course on Latin American/Caribbean Art, History, Geography, Culture, or Politics		3
Africa (15 credits)		
Intro to African	HIST207/315	3
or		
Modem Africa Geography of Africa	GEOG 405	3
Peoples and Politics of Africa I or II	POSC408/409	3
Seminar in Global (International) Studies	INST 451	3
or		
Another upper-level course on African Art, History, Geography, Culture, or Politics		3
Asia (15 Credits)		
Modern Asia	HIST404	3
The Far East in World Affairs	GVPP485	3
Peoples and Politics of Asia	POSC 410	3
Seminar in Global (International) Studies	INST 451	3
Another upper-level course on Asian Art, History, Geography, Culture or Politics		3
Europe (15 Credits)		
History of Europe I or II	HIST410/411	3
Western European Government	GVPP487	3
History of Soviet Union	HIST 411	3
or		
The C.I.S. in World Affairs	(GVPP 488)	
Seminar in Global (International) Studies 11	INST 451	3
Another upper-level course on European Art, History, Geography, Culture, or Politics		3

Notes:

1. Regional and skills course requirements may be satisfied by approved courses from study abroad host institutions.
2. Select courses are University of Baltimore Collaborative offerings.

Global Skills Tracks (total 15 credits)

Global Skills track is an innovative, multidisciplinary and career-oriented curriculum that enables students to pursue disciplinary interests within a global context and to avail themselves of opportunities for study abroad and internships.

Global Skills tracks consist of nine credits in a career-oriented topic, complemented by an additional six credits of relevant study in upper-level courses in regional geography,

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history, political science, independent research, and/or internships that will assist the student's pursuit of an international career. This "9 plus 6 credits" structure is designed to encourage students to take advantage of the broad and increasing range of international careers.

Global Skills track courses must be approved in advance by departmental advisors, who will ensure the courses are complementary and relevant to a career-oriented topic.

Some Examples: Course Credits

A) Global Skills in Marketing (15 Credits)

1. International Marketing	MNSC 380	3
2. International Economics	ECON 410	3
3. Marketing for Managers	MNSC 310	3
4. Seminar in Global (International) Studies II	INST 451	3
5. African Geography	GEOG 405	3

B) Global Skills in Finance (15 Credits)

1. International Finance	MNSC 470	3
2. International Economics	ECON 410	3
3. Comparative Economics	ECON 402	3
4. Seminar in Global (International) Studies II	INST 451	3
5. African Geography	GEOG 405	3

C) Global Skills in Advertising (15 Credits)

1. Advertising	MNSC 465	3
2. Consumer Behavior	MNSC 360	3
3. Marketing for Managers	MNSC 310	3
4. Seminar in Global (International) Studies II	INST 451	3
5. History of Latin America/Caribbean	HIST 405	3

D) Global Skills in Social Work

1. Special Topics in Aging	SOWK 390A	3
2. Information Technology in Social Work	SOWK 460	3
3. Social Work Research	SOWK 461	3
4. Seminar in Global (International) Studies I	INST 451	3
5. History of Modern Asia	HIST 404	3

E) Global Skills in Adult Education (15 Credits)

1. Materials and Methods in Adult Ed	ADLT 371	3
2. Principles and Program Planning in ADL T	ADL T 374	3
3. Practicum in Adult Education	ADLT 473	3
4. Modem African History	HIST 315	3
5. Peoples and Politics of Africa II	POSC 409	3

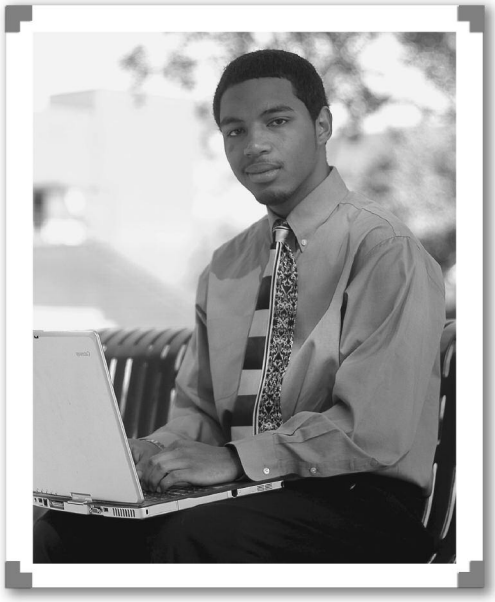
F) Global Skills in Criminal Justice (15 Credits)

1. Police Roles in Society	CRJU 310	3
2. Police Community Relations	CRJU 330	3
3. Etiquette, Ethics, Protocol and the Criminal Justice Professional	CRJU 382	3
4. History of West Africa	HIST 430	3
5. Seminar in Global (International) Studies II	INST 451	3

G) Global Skills in Community Health (15 Credits)

1. Drug Abuse Education	HL TH 110	3
2. Community Health	HL TH 420	3
3. Health and Urban Living	HL TH 203	3
4. Seminar in Global (International) Studies II	INST 451	3
5. Internship in History	HIST 424	3

(In lieu of a Health Internship course, the combination of INST 451 and HIST 424 enables the student to take advantage of an opportunity for a 6-credit internship working on African health issues at an NGO)



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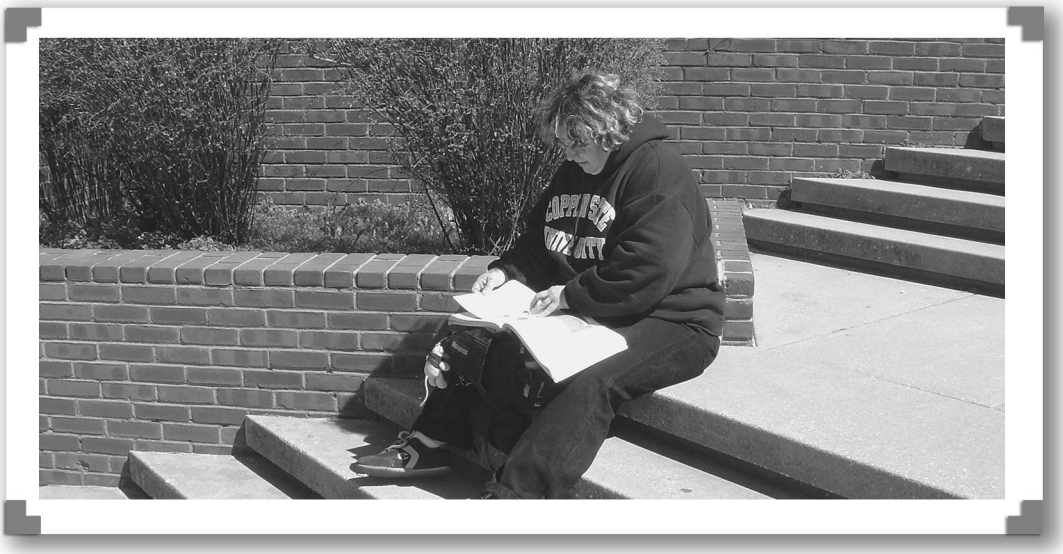

H) Global Skills in Journalism (15 Credits)

1. Article and Feature Writing	JRNL 310	3
2. Editorial and Review Writing	JRNL 311	3
3. Photojournalism	ART 308	3
4. Peoples and Politics of Latin America	POSC 415	3
5. Seminar in Global (International) Studies II	INST 451	3

GLOBAL STUDIES MAJOR CURRICULUM

Global Studies CORE Courses (total: 45 credit hours)

1. Foreign Languages (18 credits)

a. Global Studies majors are required either; to complete 18 credits of progressively advancing coursework in one foreign language, or to complete 12 credits of progressively advancing coursework in one western foreign language and 6 credits in a non-Western language, or to demonstrate proficiency in a foreign language at an advanced level.

b. Language	Course Number	Credit Hours
FREN/SPAN	101 and 102	6
ii. FREN/SPAN	301 and 202	6
iii. FREN/SPAN	301 and 302	
or		
non-Western	101 and 102	6

2. Economics (6 credits from the following courses)	ECON 103	3
a. Intro Business & Entrepreneurship	ECON 201	3
b. Intro Economics	ECON 211	3
c. Principles of Economics I	ECON 212	3
d. Principles of Economics II		
e. Economic Geography	GEOG 301	3
3. World History (6 credits)		
a. World History I	HIST 201	3
b. World History 11	HIST 202	3
4. Geography (3 credits from the following courses)		
a. World Regional Geography	GEOG 102	3
b. Elements of Geography	GEOG 101	3
5. Global Studies (3 credits from the following courses)		
a. U.S. Foreign Policy	HIST 407	3
b. Seminar in Global	INST 450	3
c. (International) Studies I International Relations	POSC 404	3
6. Information Technology (3 credits from the following courses)		
a. Technology in Human Affairs	PHSC 103	3

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7. Government (3 credits from the following courses)

a. Comparative Government	POSC 303	3
b. Political Geography	GEOG 402	3

8. Technical Writing (3 credits)

a. Advanced Expository Writing	ENGL 305	3

MINOR IN HISTORY

The minor in History consists of a minimum of 18 hours in History, meeting the following requirements.

I. Survey Course Options (6 hours)

In addition to the GER requirements, every History minor is required to take an additional 6 hours of survey courses, selected from the following groups.

HIST 201	World History I
HIST 202	World History II
or	
HIST 203	U.S. History I
HIST 204	U.S. History II
or	
HIST 205	African American History I
HIST 206	African American History II

II. Upper Level Electives (12 hours)

All history minors must complete 12 hours in 300 and 400 level courses, as discussed with departmental advisor.

MINOR IN AFRICAN-AMERICAN STUDIES

The African-American studies minor is interdisciplinary and requires the completion of a minimum of 21 credits from the following list. At least 12 of the 21 credits must be completed in history courses (HIST). Courses in addition to those listed below, with the prior approval of the History Department, may also meet the minor requirements. A student must earn a grade of "C" or higher in each of the courses selected for the minor.

ART	403	Black American Art
ART	404	African Art
ENGL	335	Literature of the Black American I
ENGL	336	Literature of the Black American II
GEOG	102	World Regional Geography
GEOG	306	Urban Geography
GEOG	405	Geography of Africa
HIST	205	African American History I
HIST	206	African American History II
HIST	207	Introduction of African History
HIST	305	Problems in American History, 1867
HIST	313	History of Ancient Africa

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HIST	315	Modern Africa
HIST	318	History of Blacks in American Cities
HIST	350	African American Intellectual History
HIST	354	Modern Civil Rights Movement
HIST	420	Seminar in African American History
HIST	430	History of West Africa
HIST	432	History of Central Africa
HIST	436	History of South Africa
HIST	438	History of East Africa
HIST	440	Seminar in African History
HIST	442	Special Topics in History
MUSC	305	Music of the African-American
POSC	412	Black Political Behavior
THEA	301	History of the Black Performer

MINOR IN GLOBAL STUDIES

The objectives of the Global Studies program are to 1) redefine the status of the United States from its position as a major power to its position as a member of the world community, 2) expose students to the many similarities and differences on which the world is based, and 3) provide relevant experiences which will broaden students' knowledge, ideas, and concerns about current international events and global issues.

The minor in Global Studies consists of courses such as history, political science, economics, literature, and sociology.

A student may complete the requirements for the minor by earning a grade of "C" or higher in each of the following courses:

GEOG	102	World Regional Geography
WLIT	203	World Literature I
or		
WLIT	204	World Literature II
SOCI	201	Introduction to Sociology
POSC	303	Comparative Government
ECON	402	Comparative Economic Systems
PHIL	414	Social and Political Philosophy
HIST	450	
and		
HIST	451	Seminar in Global Studies

To help broaden the student's thoughts and ideas concerning the world, field experiences in international agencies or foreign nations are encouraged in the Seminar in Global Studies. A student travel-study program has been initiated in order to provide structured and academically meaningful experiences in foreign nations. The Coordinator will assist students in designing travel-study programs.

As an integral part of the minor, lectures and workshops dealing with current key international themes and topics are sponsored during the academic year.

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Humanities and Media

The Department of Humanities and Media offers programs in English, Philosophy, and Foreign Languages, which include a major in English and minors in English, Linguistics, Comparative Literature, Journalism, and Mass Communications.

GENERAL EDUCATION REQUIREMENTS

The department offers courses that satisfy four General Education Requirements: two courses in composition, and two in literature. English Composition I and II (ENGL 101 or 103 and 102 or 104), satisfy the composition requirements. World Literature I OR World Literature II (WLIT 203 OR 204) satisfies the world literature requirement. Any ENGL, WLIT or JRNL course at the 200 level or higher satisfies the fourth requirement, referred to as the "English Option."

THE MAJOR IN ENGLISH

The major in English includes a core curriculum in literature and writing, along with a choice of concentrations in either literature, or media arts, or journalism and writing. Students in this program earn the Bachelor of Arts degree (see below).

The English major with a concentration in literature is designed to prepare students for graduate programs in the humanities, for professional schools in areas such as law, and for careers in such professions as public relations, technical writing, and creative writing.

The English major with a concentration in media arts prepares students for a wide variety of careers in the expanding media industry. The range of the program is from journalism and desktop publishing to television, the Internet, and interactive multi-media. All students are grounded in a firm English/Liberal Arts curriculum for the sake of developing strong reading, writing and thinking skills

The English major with a concentration in journalism and writing program prepares students for careers as journalists and professional writers.

The English major is also associated with the program of certification in Secondary Education. Students wishing to teach English in secondary schools earn the Bachelor of Science degree, and fulfill the requirements of the English major with a concentration in literature, in addition to satisfying the requirements in the secondary education program as determined by the Department of Adult and General Education.

ENGLISH MAJOR COURSE REQUIREMENTS

Overview

The English Major Program consists of 33 credits in a core curriculum required of all majors, regardless of concentration in the major and 24 credits in a selected concentration, Literature, Media Arts or Journalism and Writing, for a total of 57 credits.

Secondary Education

Students in the Secondary Education Certification program seeking certification in English must satisfy all requirements for the English major as given here, below, and must choose the literature concentration. (For further information see "School of Education" and "Department of Adult and General Education" in this catalogue.) Students in Secondary Education earn the Bachelor of Science Degree.

UNDERGRADUATE DEGREE REQUIREMENTS

Except for students in Secondary Education, English majors earn the **Bachelor of Arts** degree, and satisfy the **Departmental Assessment requirement** by passing a comprehensive exam and submitting a passing writing portfolio. The Bachelor of Arts degree requires a grade of C or higher in an upper level philosophy course in addition to the GER philosophy option, and completion, with grades of C or higher, at least six university credits in one foreign language at the intermediate level. **Students who elect the Media Arts or Journalism and Writing concentration must take media ethics (PHIL 441) as their upper level philosophy.**

Special General Education Requirements

English majors satisfy the English option General Education Requirement by passing ENGL 208, and satisfy the world literature requirement by passing WLIT 203.

CORE COURSES

This section lists the courses required of all English Majors regardless of concentration (33 credits)

ENGL	201 & 202	Survey of British Literature I & II
or		
ENGL	205 & 206	Survey of American Literature I & II
and		
ENGL	210	Literary Genres
and		

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ENGL	335 or 336	Literature of the Black American I and II
and		
ENGL	353	Shakespeare
and		
ENGL	302	Sociolinguistics
and		
ENGL	305	Advanced Expository Writing

and

One of the courses listed below:

CRWR	303 or 304	Creative Writing I&II
or		
JRNL	210	Introduction to News Writing
or		
JRNL	211	Reporting Public Affairs
or		
JRNL	310	Article & Feature Writing
or		
JRNL	311	Editorial & Review Writing

and

Three courses, from **three different** groups, D, E, F, G or H, as listed below.

Group D: Studies in British Literature

ENGL	343	Literature of the Middle Ages
ENGL	351	Renaissance Literature
ENGL	363	18th Century Literature
ENGL	367	British Romanticism
ENGL	371	Victorian Literature
ENGL	393	Special Topics in British Literature

Group E: Studies in American Literature

ENGL	331	American Romanticism
ENGL	332	American Realism
ENGL	337	Contemporary American Literature
ENGL	392	Special Topics in American Literature

Group F: Studies in Genres

ENGL	311	Development of the Novel
ENGL	313	Development of the Short Story
ENGL	383	Modern Drama
ENGL	314	Forms of Poetry
ENGL	391	Special Topics in Genres

Group G: Special Studies

ENGL	322	Adolescent Literature
ENGL	325	Images of Women
WLIT	321	Greek Culture & Western Civilization
WLIT	322	Roman Culture & Western Civilization
WLIT	323	Folklore
WLIT	324	Sacred Literature of the World
WLIT	386	Studies in Modern Literature: Africa, Asia, Caribbean & Latin America

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Group H: Linguistics

ENGL 301 The Nature of Language and Its Application
ENGL 406 Advanced Grammar

CONCENTRATIONS

In addition to the core courses listed above, each student completes all the courses as listed in ONE of the following areas: Literature OR Media Arts OR Journalism and Writing

Literature (24 credits)

ENGL 201 & 202 Survey of British Literature I & II
or (depending on which survey was taken to satisfy the core requirement)
ENGL 205 & 206 Survey of American Literature I & II
ENGL 490 History of Literary Criticism
ENGL 496 Senior Colloquium
Four courses from Groups D through H as above, in addition to those chosen to satisfy the elective requirement in the core curriculum.

Media Arts (24 credits)

MCOM 200 Introduction to Mass Communications
MCOM 306 Media Theory and Public Relations
MCOM 301 TV and Radio Production I
MCOM 302 TV and Radio Production II
ART 307 Photography
SPCH 303 Survey of Communication Research
MCOM 495 Research in Mass Communications
MCOM 490/91 Internship

Journalism and Writing (24 credits)

Note: Writing courses taken to satisfy the Journalism and Writing Concentration must be **in addition to** writing courses taken to satisfy the Core Courses. That is, a course used to satisfy core requirement may not double as satisfying a Journalism and Writing requirement.

JRNL 210 Intro to News Writing
JRNL 410 Layout and Design
JRNL 490/91 Internship
And all the courses listed under A **or** B, below.
A. For students interested in professional writing as journalists:
JRNL 211 Reporting Public Affairs
JRNL 310 Article and Feature Writing
JRNL 311 Editorial and Review Writing
JRNL 411 Writing for Publication
and one of the following (3 credits)
CRJU 430 Advanced Legal and Technical Writing
or
CRWR 303 or 304 Creative Writing
or
MCOM 307 Writing for the Media
or
MNSC 404 Managerial Communication
B. For students interested in general careers as writers:
CRWR 303 Creative Writing I
CRWR 304 Creative Writing II
JRNL 411 Writing for Publication
JRNL Elective
One course from Group F: Studies in Genres, as listed above.

STANDARDS FOR RETENTION IN THE ENGLISH MAJOR

1) Students must complete all major/minor/area of concentration courses with a grade of "C" or higher.

2) Students receiving two or more grades below "C" in major courses, including courses taken in other disciplines to satisfy English major requirements, in any one semester will not be retained as majors.

3) Majors must maintain a grade point average of 2.5 in major courses, including courses taken in other disciplines to satisfy English major requirements, to be retained as majors.

Minor in English

Students who elect a minor in English must complete with a grade of "C" or higher the following courses in addition to the GER:

		Credits
ENGL 210	Literary Genres	3
ENGL 301	The Nature of Language	3
or		
ENGL 302	Sociolinguistics	3
and		
Twelve credits of advised upper division (300-400 level) electives		12
Credit Total		18

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Early Childhood Education and Elementary Education: Area of Concentration in English

Early Childhood Education and Elementary Education majors who elect an area of concentration in English must complete with a grade of "C" or higher the following courses in addition to the GER

		Credits
ENGL 210	Literary Genres	3
ENGL 302	Sociolinguistics	3
ENGL 305	Advanced Expository Writing	3
ENGL 321	Children's Literature	3
Advised elective		3
Credit Total		15

Minor in Linguistics

The minor in Linguistics enables students to understand the nature of language in general and the English language in particular, and helps them develop the ability to handle language related educational, social, psychological, and political problems. The program includes the consideration of grammatical study from a historical perspective; a comparison of grammatical theories; the concept of language universals; and current historical, political, and social issues related to language study. Students who elect a minor in Linguistics must complete with a grade of "C" or higher the following courses in addition to the GER:

Group A-Required Courses (9 credits)		**Credits**
ENGL 301	The Nature of Language	3
ENGL 302	Sociolinguistics	3
ENGL 406	Advanced Grammar	3

Group B-Linguistics Electives (6 credits)		**Credits**
ENGL 325	Images of Women	3
ENGL 401	History of the English Language	3
MCOM 306	Introduction to Media Theory	3
PHIL 415	The Philosophy of Mind and Language	3

Group C-Foreign Language Requirement (3 credits)	
Minimum of 3 credits in a foreign language	3
Credit Total	18

Minor in Comparative Literature

The minor in Comparative Literature provides an opportunity to study literature written in languages other than English, enabling students to perceive literary genres, themes, trends, and movements from a broader perspective than is afforded by the exclusive study of the literature of one language.

Students who elect a minor in Comparative Literature must complete, with a grade of "C" or higher, the following courses in addition to the GER:

Group A-Literature Electives (9-12 credits)		**Credits**
ENGL 210	Literary Genres	3
ENGL 325	Images of Women	3
ENGL 343	Literature of the Middle Ages	3
ENGL 381	Contemporary Novel	3
ENGL 386	Modern Literature: Asia, Africa, Latin America	3
ENGL 391/2/3/4	Special Topics (when contents include an appreciable proportion of non-English literature)	3
WLIT 203	World Literature (beyond the 3 credit GER)	3
WLIT 204	World Literature (beyond the 3 credit GER)	3
WLIT 321	Greek Culture and Western Civilization	3
WLIT 322	Roman Culture and Western Civilization	3
WLIT 323	Folklore	3
WLIT 324	Sacred Literature of the World	3

Group B-Related Courses (maximum of 3 credits)		**Credits**
Students may choose to substitute one of the following courses for 3 credits from Group A:		
HIST 201/202	World History I or II beyond the GER)	3
PHIL 301	Ancient Philosophy	3
PHIL 302	Medieval and Modern Philosophy	3
PHIL 303	Contemporary Philosophy	3
ART 401/402	Survey of Art History I or II	3
ART 405	Contemporary Art History	3

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Group C-Foreign Language Requirement (minimum of 6 credits)
Students must complete a minimum of 6 credits in one foreign language.

Credit Total 15-18

Minor in Journalism

The minor in Journalism provides students with a knowledge of the history of journalism, an awareness of the role of media in society, and the practical skills necessary in any journalistic process, including techniques of gathering and reporting news, newswriting and editing skills, and publication design. In addition, students may elect a course in such areas as photography or television production, which can enhance journalistic training. An important component of the Journalism minor is the opportunity to practice skills learned in the classroom through journalism workshops and internships with local newspapers, magazines, and radio and television stations.

Students who elect a minor in Journalism must complete with a grade of "C" or higher the following courses in addition to the GER:

Required Courses-21 credits			Credits
JRNL	210	Introduction to News Writing	3
JRNL	211	Reporting Public Affairs	3
JRNL	310	Article & Feature Writing	
or	311	Editorial & Review Writing	3
JRNL	410	News Editing & Design	3
JRNL	490/491	Internship	3
MCOM	200	Introduction to Mass Communication	3
ART	307	Photography I	3

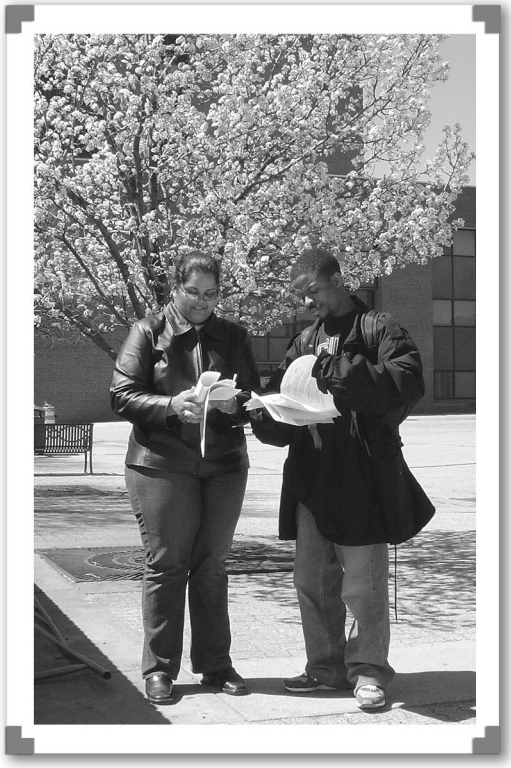
Recommended Electives:			Credits
JRNL	310	Article & Feature Writing	3
JRNL	311	Editorial & Review Writing	3
MCOM	301	Basic Techniques of TV Production	3
MCOM	302	Producing for TV	3
MCOM	303	TV Directing	3
MCOM	307	Script Writing for TV	3
ART	308	Photojournalism	3

Minors in Mass Communications

These minors prepare students for careers in cable communications systems, network broadcast systems, educational communications systems, industrial communications systems, and various research and marketing systems. **Students in these minors take MATH 203 as the GER in mathematics.** The minors are Communication Management, Communication Research, and Communication Technology.

Communication Management

Required Courses-21 credits		Credits
MCOM 200	Introduction to Mass Communication	
or		
MCOM 201	Survey of Broadcasting Principles and Practices	3
MCOM 301	Basic Techniques of TV Production	3
MCOM 302	Producing for TV	3
MCOM 490	Mass Communications Internship	3
JRNL 210	Introduction to News Writing	3
MNSC 101	Introduction to Business	3
MNSC 310	Marketing Management	3



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Recommended Electives:			Credits
MNSC	201	Financial Accounting	3
JRNL	211	Reporting Public Affairs	3
JRNL	310	Article & Feature Writing	3
JRNL	311	Editorial & Review Writing	3
JRNL	410	News Editing & Design	3
MCOM	303	TV Directing	3
MCOM	307	Script Writing for TV	3
ART	307	Photography I	3
ART	308	Photojournalism	3

Communication Research

Required Courses-21 credits			Credits
MCOM	200	Introduction to Mass Communication	
or			
MCOM	201	Survey of Broadcasting Principles and Practices	3
MCOM	301	Basic Techniques of TV Production	3
MCOM	490	Mass Communications Internship	3
JRNL	210	Introduction to News Writing	3
COSC	101	Basic Computer Programming	3
SPCH	303	Survey Communication Research	3
SOCI	407	Research Methods	3

Recommended Electives:			Credits
MNSC	430	Marketing Research	3
JRNL	211	Reporting Public Affairs	3
JRNL	310	Article & Feature Writing	3
JRNL	311	Editorial & Review Writing	3
JRNL	410	News Editing & Design	3
MCOM	302	Producing for TV	3
MCOM	303	TV Directing	3
MCOM	307	Script Writing for TV	3
ART	307	Photography I	3
ART	308	Photojournalism	3

Communication Technology

Required Courses-21 credits			Credits
MCOM	200	Introduction to Mass Communication	3
or			
MCOM	201	Survey of Broadcasting Principles and Practices	3
MCOM	301	Basic Techniques TV Production	3
MCOM	302	Producing for TV	3
MCOM	303	TV Directing	3
MCOM	490	Mass Communications Internship	3
JRNL	210	Introduction to News Writing	3
ART	308	Photojournalism	3

Recommended Electives:			Credits
JRNL	211	Reporting Public Affairs	3
JRNL	310	Article & Feature Writing	3
JRNL	311	Editorial & Review Writing	3
JRNL	410	News Editing & Design	3
MCOM	307	Script Writing for TV	3
ART	307	Photography I	3

FOREIGN LANGUAGES

The Foreign Language program provides students with a background useful in such fields as English, linguistics, philosophy, history, political science, management science, and international studies and trade. The program offers courses in French, Latin, and Spanish. Satisfactory completion of these courses at the appropriate level should enable students to 1) pass the language requirements for graduate work, 2) read the literature that is required for research in the sciences, and 3) communicate on a practical level while traveling or while working in nursing, social work, criminology counseling, or education.

Languages for the Bachelor of Arts Degree

Every candidate for the B.A. degree is required to complete the intermediate level courses of one foreign language. It is strongly recommended that students who wish to take the courses in a foreign language required for the B.A. degree begin their language work not later than the beginning of their sophomore year so that they may complete the requirement before graduation and have the opportunity to take advanced foreign language courses if they desire.

Advanced Placement and Sequence of Courses.

Students may be granted advanced placement on the basis of previous academic work in foreign languages. Appropriate standing is granted for foreign language courses studied in high school. Except for those students who gain advanced placement, all students must begin their language coursework with the 101 course and continue sequentially

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through 102, 201, and 202. Students may not take for credit a foreign language course at a lower level than a course in the same language for which they have already received university credit. Students who wish to take foreign languages are requested to consult with the appropriate foreign language faculty when registering for foreign language courses.

Minors in French and Spanish

The minors in French and Spanish are designed to provide the student with a basic structure for future study and to prepare the student for career opportunities.

Minor In French

Required			Credits
FREN	101	Elementary French I	3
FREN	102	Elementary French II	3
FREN	103	Intermediate French I	3
FREN	104	Intermediate French II	3
FREN	301	Advanced French I	3
FREN	302	Advanced French II	3
		Credit Total	18

Minor In Spanish

Required			Credits
SPAN	101	Elementary Spanish I	3
SPAN	102	Elementary Spanish II	3
SPAN	103	Intermediate Spanish I	3
SPAN	104	Intermediate Spanish II	3
SPAN	301	Advanced Spanish I	3
SPAN	302	Advanced Spanish II	3
		Credit Total	1

PHILOSOPHY

General Education Requirement in Philosophy

All students are required to take either PHIL 102 (Logic) or PHIL 201 (Introduction to Philosophy). Those seeking the B.A. are also required to take a second philosophy course.

Minor in Philosophy

The minor in Philosophy provides students with knowledge of the history of philosophical thought and teaches the skill of critical thinking. Courses are divided into those concentrating on a particular philosophic problem and those which analyze the philosophic thought of a particular historical period.

Students who elect a minor in philosophy must complete with a grade of "C" or higher the following courses in addition to the GER:

Group A-One Course required (3 credits)			Credits
PHIL	305	Philosophical Logic	3

Group B-Two courses required (6 credits)			Credits
PHIL	301	Ancient Philosophy	3
PHIL	302	Modern Philosophy	3
PHIL	303	Contemporary Philosophy	3

Group C-Two courses required (6 credits)			Credits
PHIL	411	Ethics	3
PHIL	412	Death and Dying	3
PHIL	413	Medical Ethics	3
PHIL	414	Social and Political Philosophy	3
PHIL	415	The Philosophy of Mind and Language	3
PHIL	431	Philosophy of Religion	3
PHIL	435	Metaphysics	3
PHIL	436	Theory of Knowledge	3
PHIL	441-45	Special Topics	3

Group D-One Course Required (3 credits)			Credits
PHIL	490	Philosophical Research	3

Group E-Elective			Credits
		Philosophy elective	3
		Credit Total	21

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Management Science and Economics

The primary objective of the Management Science curriculum is to prepare students for graduate school or professional careers in management in the private and public sectors. The program is designed to assist students in 1) acquiring quantitative expertise, 2) gaining insights into human behavior and handling interpersonal relationships, and 3) developing aptness in identifying, describing, and solving problems in administrative situations. The program, which is flexibly designed and structured to meet most individual needs, includes internships and practice to enhance the classroom experience and to provide pragmatic as well as theoretical exposure.

GENERAL EDUCATION REQUIREMENTS FOR MANAGEMENT SCIENCE MAJORS

Management Science majors must fulfill the Mathematics GER by taking MATH 131 College Algebra: Math and Sciences. They must also fulfill the second Social Science option by taking ECON 211 Principles of Economics I.

MAJOR IN MANAGEMENT SCIENCE

The requirements for a major in Management Science consist of foundation and advanced core courses. A grade of "C" or higher is required in all courses taken in the department and applied toward the major, minor, and all tracks in Management Science. A GPA of 2.0 or better is required for admission to and graduation from the Management Science/Economics Program with a degree in Management Science. The requirements for a major in Management Science are 54 semester credit hours (SCH) as follows:

Management Science Core Requirements (3 SCH Credits each)

ECON 103	Introduction to Business & Entrepreneurial Economics
MNSC 201	Financial Accounting I
MNSC 202	Financial Accounting II
ECON 212	Principles of Economics II
MNSC 222	Mathematics for Management
MNSC 300	Human Relations and Organizational Behavior
MNSC 310	Marketing for Managers
MNSC 315	Legal Analysis of the Management Process
MNSC 322	Managerial Statistics
MNSC 328	Dynamics of Management
MNSC 330	Financial Management
MNSC 341	Small Systems Software
MNSC 355	Management Science I
MNSC 390	Production & Operations Management
MNSC 404	Managerial Communications
MNSC 407	Seminar in Management Science
MNSC 423	Forecasting for Management & Economics
MNSC	Elective

Management Science majors should begin with ECON 103 Introduction to Business and Entrepreneurial Economics and work closely with their Management Science faculty advisors in selecting future courses. Elective courses are provided for in the areas of qualitative management, quantitative management, accounting, marketing, information systems, computer science, economics, and finance.

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Other Requirements

Students should fulfill a technology requirement by completing MNSC 150. In addition, students must also take the standardized exit exam requirement for majors which is the ETS Major Field Test in Business.

Minor in Management Science

The requirements for a minor in Management Science are 18 credits as follows:

ECON 103	Introduction to Business & Entrepreneurial Economics (3)
MNSC 328	Dynamics of Management (3)
MNSC	Management Science electives (12)

Tracks in Management Science

The selection of a track is optional. The tracks in the Department of Management Science and Economics are Accounting, Management Information Systems, Marketing, Management, Operations Management, and Business Economics and Finance. Students who select a track must take at least 15 SCH from the courses recommended for the particular track of their choice. The courses which are recommended for a track in each of these areas are as follows:

Accounting

MNSC 311	Intermediate Accounting I
MNSC 312	Intermediate Accounting II
MNSC 313	Business and Professional Ethics
MNSC 410	Cost Accounting
MNSC 414	Tax Accounting
MNSC 417	Auditing I
MNSC 419	Governmental Accounting
MNSC 421	Advanced Accounting

Management Information Systems

MNSC 339	Visual Basic
MNSC 348	Systems Analysis and Design
MNSC 350	Data Base Management Principles
MNSC 400	Management Information Systems
MNSC 403	Management of E-Commerce
MNSC 420	Management Science II
MNSC 422	Decision Support Systems
MNSC 450	Contemporary Developments in Computers

Marketing

MNSC 320	Managerial Economics
MNSC 360	Consumer Behavior
MNSC 365	Sales Management

MNSC 380	International Marketing
MNSC 460	Marketing Research
MNSC 465	Advertising
MNSC 470	International Finance

Management

MNSC 301	Organizational Psychology
MNSC 303	Labor-Management Relations
MNSC 304	Human Resource Management
MNSC 313	Business and Professional Ethics
MNSC 316	Small Business Management
MNSC 336	Not-for-Profit Management
MNSC 370	Seminar: Organizational Development Theory
MNSC 380	International Marketing
MNSC 420	Management Science II

Operations Management

MNSC 320	Managerial Economic
MNSC 391	Inventory Management
MNSC 392	Project Management
MNSC 393	Quality Management
MNSC 420	Management Science II
MNSC 422	Decision Support Systems

Economics and Finance

ECON 303	Macroeconomics
ECON 304	Microeconomic
ECON 402	Comparative Economic Systems
ECON 410	International Economics
MNSC 220	Personal Financial Management
MNSC 320	Managerial Economics
MNSC 334	Bank Management
MNSC 337	Financial Markets and Institutions
MNSC 469	Fundamentals of Investment Management
MNSC 470	International Finance

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Minor in Economics

The objective of the Economics program is to enable students to understand the intricate processes of the economic system. The program is designed to prepare students for professional study in law, business management, and public administration and for graduate study in economics.

Students electing a minor in Economics must complete 18 credits with a grade of "C" or higher; the courses in either of the following sequences:

ECON 211	Principles of Economics I
ECON 212	Principles of Economics II
ECON 303	Macro Economics
ECON 304	Micro Economics
ECON 402	Comparative Economic Systems
	Economics electives

or

ECON 211	Principles of Economics I
ECON 212	Principles of Economics II
ECON 303	Macro Economics
ECON 304	Micro Economics
ECON 400	Development of Labor and Labor Legislation in the U.S.

Economics electives

Students interested in Economics as a major may take courses through Coppin's Cooperative Education Program.

Interdisciplinary Minor: Nonprofit Management and Youth Development (American Humanics Program)

The Coppin State University American Humanics Program consists of a multidisciplinary minor involving the Departments of Social Sciences, Management Science, and Health, Physical Education and Recreation. (Additional information available in the Social Sciences section.)

Requirements for the Minor

The following courses constitute the requirements for the minor in Nonprofit Management and Youth Development:

SOSC 340	Introduction to Nonprofit Leadership
MNSC 336	Not-For-Profit Management
MNSC 310	Marketing for Managers
MNSC 300	Human Relations and Organizational Behavior
RECR 339	Problems in Urban Recreation

MNSC, RECR, SOSC Internship (6 credits)

Total = 21 credits

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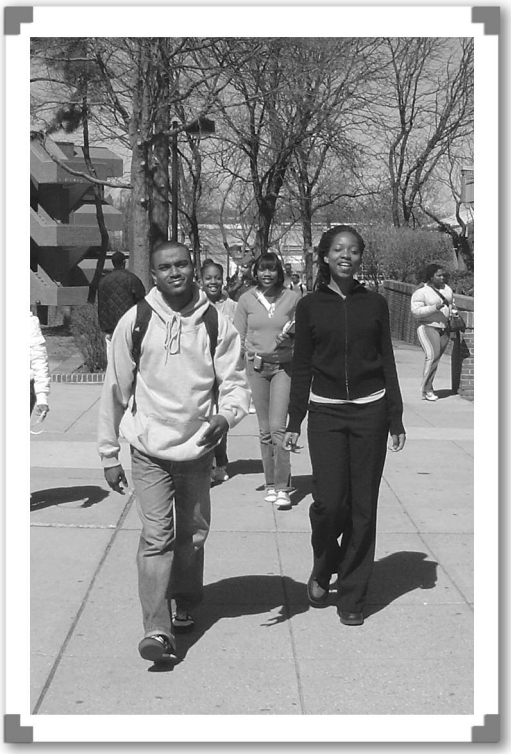
Mathematics and Computer Science



The Department of Mathematics and Computer Science offers a major and a minor in both Mathematics and Computer Science.

Within the Mathematics major the student has a choice of three programs:

1) liberal arts,
2) teacher certification, and
3) dual degree engineering.

The Mathematics major is intended to prepare students for any of the following:

1) the study of Mathematics on the graduate level;
2) employment in business, government, or industry;
3) teaching Mathematics at the secondary level;
4) study in subject areas requiring a strong Mathematics background, such as chemistry, economics, engineering, operations research, and actuarial science.

The Computer Science major is intended to provide students with the knowledge, aptitudes, and skills required for successful employment in computer related fields and for the study of Computer Science on the graduate level.

GENERAL EDUCATION REQUIREMENT IN MATHEMATICS

The General Education Requirements of the University include three semester credit hours in Mathematics, excluding credits earned for courses with the DVMT code. Each entering student is required to take a Mathematics placement exam (unless they are transferring a college-level Mathematics course). The student's achievement level on this exam and high school Mathematics record are used to place the student in DVMT 108, DVMT 109, or a course to satisfy the General Education Requirement.

To satisfy the General Education Requirement the student may take any Mathematics course for which he/she has completed the prerequisite(s). Usually this is one of the following courses, depending on the student's major:

MATH 110	College Algebra: Concepts and Applications
MATH 103	Mathematics for Elementary School Teachers I
MATH 125	Mathematics for Liberal Arts
MATH 131	College Algebra for Mathematics and Science Majors
MATH 203	Basic Statistics

The student should consult his/her academic advisor to determine which course to take to satisfy the General Education Requirement in Mathematics. Students majoring in Education must complete MATH 103, MATH 104, and MATH 207 with a grade of "C" or higher.

COURSE PREREQUISITES

For courses in Mathematics and Computer Science, prerequisites are specified. It is department policy that these prerequisites must be completed with a grade of C or better.

MATHEMATICS MAJOR REQUIREMENTS

(Prerequisites are given in parentheses.)

Note: after each of the following courses, the prerequisites are given in parentheses.

I. Mathematics Requirements

MATH 131	College Algebra for Mathematics and Science Majors
MATH 132	Precalculus (MATH 131)
MATH 201	Calculus I (MATH 132)

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MATH 202	Calculus II (MATH 201)
MATH 211	Discrete Mathematics I (MATH 131)
MATH 250	Language of Mathematics (MATH 201)
MATH 301	Linear Algebra (MATH 132)
MATH 302	Numerical Methods (MATH 202 and MATH 301)
MATH 303	Introduction to Mathematical Statistics I (MATH 202)
MATH 305	Calculus III (MATH 202)
MATH 306	Multivariable Calculus (MATH 202)
MATH 307	Elements of Euclidean and Non-Euclidean Geometries I (MATH 250)
MATH 310	Algebraic Structures (MATH 201)
MATH 401	Real Analysis I (MATH 305)
MATH 405	Differential Equations (MATH 202)
MATH 417	Mathematics Seminar (MATH 202 and permission of department chairperson)

II. Computer Science Requirements

COSC 199	Introduction to Computer Programming
COSC 220	Computer Science I (COSC 199)
COSC 221	Computer Science II (COSC 220)

III. Science General Education Requirement (GER)

Also required are 8 credits in calculus-based physics: PHYS 303 and PHYS 304. These credits serve as the Natural Science GER.

MATHEMATICS MAJOR REQUIREMENTS (SECONDARY EDUCATION)

Note: After each of the following courses, the prerequisites are given in *parentheses*.

I. Mathematics Requirements

MATH 201	Calculus I (MATH 132)
MATH 202	Calculus II (MATH 201)
MATH 203	Basic Statistics (DVMT 108)
MATH 207	Technology Based Mathematics for Teachers (MATH 131)
MATH 208	Mathematics for High School Teachers (MATH 250)
MATH 211	Discrete Mathematics I (MATH 131)
MATH 250	The Language of Mathematics (MATH 201)
MATH 301	Linear Algebra (MATH 132)
MATH 303	Introduction to Mathematical Statistics I (MATH 202)
MATH 307	Elements of Euclidean and Non-Euclidean Geometries I (MATH 250)
MATH 310	Algebraic Structures (MATH 201)
MATH 315	Origins of Mathematics (MATH 307)
MATH 417	Mathematics Seminar (MATH 202 and permission of department chairperson)

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II. Computer Science Requirements

COSC 199 Introduction to Computer Programming

Also required are:

- 4 credit hours in calculus-based physics (PHYS 303 which will be one of the Natural Science GER options) and
- The required pre-professional courses of the Secondary Education Program.
- A student who chooses this program should contact the Teacher Education Coordinator as soon as possible.

MATHEMATICS MAJOR (TEACHER CERTIFICATION)

Suggested Curriculum Plan:

FRESHMAN YEAR

First Semester

ENGL 101 English Composition
GER Option Physical Education
HLTH 101 Personal Health
IDIS 102 Music and Dance
ORIE 101 Freshman Seminar
SPCH 105 Intro to Speech Communication

Second Semester

COSC 200 Computer Programming I
ENGL 102 English Composition II
GER Option Natural Science
GER Option PHIL 102 or 201
MATH 112 Pre-Calculus I

SOPHOMORE YEAR

First Semester

MATH 150 Language of Mathematics
MATH 113 Pre-Calculus II
MATH 201 Calculus I
PSYC 201 General Psychology
GER Option WLIT 203 or 204

Second Semester

COSC 201 Computer Programming II
EDUC 202 Educational Psychology
EDUC 203 Fundamentals of Teaching with AV Technology
GER Option English
IDIS 103 Theatre & Visual Arts
MATH 202 Calculus II

JUNIOR YEAR

First Semester

GER Option Hist 201 or 203 or 205
MATH 211 Discrete Mathematics I
MATH 301 Linear Algebra
MATH 307 Geometry I
MATH 417 Mathematics Seminar
PHYS 303 Mechanics & Particle Dynamics

Second Semester

GER Option Hist 202 or 204 or 206
MATH 211 Geometry II
MATH 301 Algebraic Structures
MATH 303 Intro. to Mathematical Statistics I
SCED 312 Principles of Secondary Education
SCED 427 Teaching Reading in the Content Area I
GER Option Social Science

SENIOR YEAR

First Semester

EDUC 402 History of Education
or
EDUC 403 Philosophy of Education
EDUC 408 Measurement & Evaluation in Education
MATH 315 Origins of Mathematics
MATH 318 Math. in the Sec. School
SCED 327 Teaching Math in Secondary School
REED 428 Teaching Reading in the Content Area II
SPED 201 Intro to Needs of Exceptional Individuals

Second Semester

SCED 414 Directed Teaching in Secondary School/Seminar
Free Electives

COMPUTER SCIENCE MAJOR REQUIREMENTS

I. Required Computer Science Courses – prerequisites in parentheses

COSC 199 Introduction to Computer Programming (DVMT 108)
COSC 220 Computer Science I (COSC 199)
COSC 221 Computer Science II (COSC 220 and MATH 131)
COSC 302 Advanced Data Structures and Files (COSC 221 and MATH 211)

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COSC	306	Operating Systems (COSC 221)
COSC	307	Artificial Intelligence (COSC 221)
COSC	310	Systems Programming (COSC 221)
COSC	312	Database Management Principles (COSC 221 and MATH 211)
COSC	314	Web Programming (COSC 221)
COSC	316	Assembly Language and Machine Org. (COSC 221 and MATH 211)
COSC	339	Programming with Visual Basic (COSC 221)
COSC	406	Data Communications Systems (COSC 221and MATH 211)
COSC	409	Software Engineering (COSC 221)
COSC	410	Developing Windows Applications Using C++ (COSC 302 and COSC 339)
COSC	417	Computer Science Senior Seminar (COSC 221 and senior, about to graduate)

II. Required Mathematics Courses

MATH	211	Discrete Mathematics (MATH 131)
MATH	212	Discrete Mathematics II (MATH 131)
MATH	201	Calculus I (MATH 132)
MATH	202	Calculus II (MATH 201)
MATH	301	Linear Algebra (MATH 133)
MATH	302	Numerical Methods (MATH 202 and MATH 301)

III. Science General Education Requirement (GER)

Also required are 8 credits in calculus-based physics: PHYS 303 and PHYS 304. These credits serve as the Natural Science GER.

IV. Electives

COSC	210	Small Systems Software (MNSC 150)
COSC	420	Special Topics in Computer Science (co-requisite: COSC 302)

Minor in Mathematics

The requirements for a minor in Mathematics are:

1.) MATH 132, MATH 201, MATH 202, and
2.) six additional semester credit hours in Mathematics or Computer Science approved by the department chairperson.

Minor in Computer Science

The requirements for a minor in Computer Science are as follows:

1.) COSC 220, COSC 221, and
2.) twelve additional semester credit hours in Computer Science approved by the department chairperson.

Assessment of Majors

The extent to which students majoring in both Mathematics (Liberal Arts) and Computer Science have met the goals of the program will be measured before each student graduates.

Mechanism to determine the levels at which these objectives have been met:

This assessment will take place within a capstone course (MATH 417 or COSC 417) to be taken in the senior year. The course is intended to cover current and advanced topics in Mathematics or Computer Science. It will draw together all of the material the students have encountered in their earlier training. The assessment will involve either a project undertaken by a student or group of students and/or a test developed by members of the Mathematics and Computer Science department to measure knowledge of topics in the major-requirement courses.

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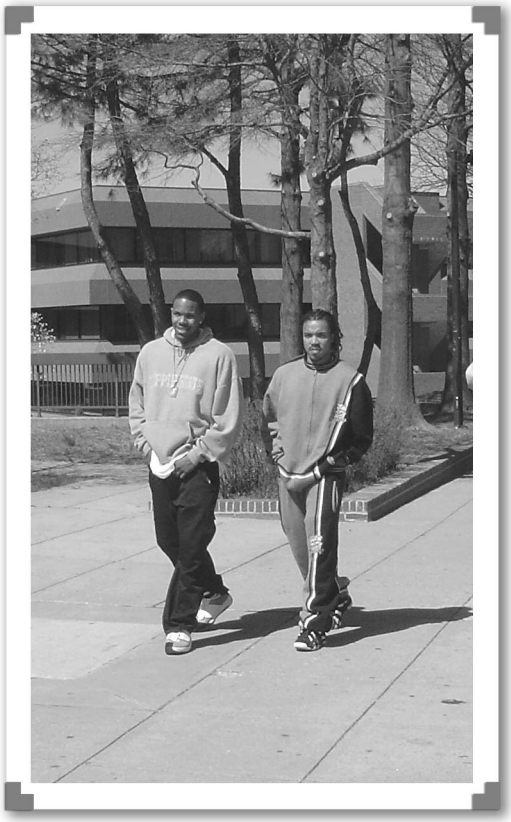
Natural Sciences



The Department of Natural Sciences offers major programs in Biology, Chemistry, and General Science; dual degree programs with the University of Maryland in Engineering, Dentistry, and Pharmacy; and minor programs in Biology and Chemistry.

All science majors must successfully pass a department comprehensive exit examination during the spring of the senior year and complete a senior thesis.

GENERAL EDUCATION REQUIREMENTS IN THE NATURAL SCIENCES

All science majors must take BIOL 106 Cell Biology and CHEM 101 General Chemistry I as the General Education Requirements in the Natural Sciences. The General Education Requirement in science for other majors can be met by taking one course each from two disciplines, one of which must be a laboratory course and include the following courses: BIOL 101, BIOL 107, CHEM 101, PHSC 101, PHSC 102, PHSC 103 or as instructed by the major advisor and approved by the Department.

BIOLOGY

The Biology program provides instruction in the fundamental theories, principles, and techniques of biological science. The courses are especially designed for students who are interested in engaging in fundamental and industrial research, teaching biology, allied health professions, environmental sciences, bio-technology, the medical, or dental professions, or veterinary medicine; or in pursuing advanced degrees in the life sciences. Faculty members aid students in planning individual programs geared toward meeting the students' academic and career goals.

MAJOR IN BIOLOGY

Biology majors must earn a grade of "C" or better in major courses.

The requirements for the Biology major are:

Courses*		
BIOL	103	General Botany
BIOL	104	General Zoology
BIOL	106	Fundamentals of Cell Biology
BIOL	106L	Fundamentals of Cell Biology Laboratory
BIOL	204	Vertebrate Structure and Development
BIOL	305	Animal Physiology
BIOL	308	Microbiology
BIOL	401	General Ecology
BIOL	402	Principles of Genetics
BIOL	403-404	Seminar in Biology
BIOL		Electives

* BIOL 106 Fundamentals of Cell Biology is to be taken as a Natural Science GER.

Biology majors may substitute BIOL 213 Morphology of Vascular Plants for BIOL 204 Vertebrate Structure and Development. Biology majors (Teacher Certification) may substitute BIOL 201 and 203 Human Anatomy and Physiology for BIOL 204 Vertebrate Structure and Development. When substituting Human Anatomy and Physiology for Vertebrate Structure and Development, both parts of Human Anatomy and Physiology (8 credits) must be taken in order to receive the equivalent 4 credits for BIOL 204. Electives may be selected from any 200, 300 or 400 level course.

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Chemistry Requirements for the Biology Major

Biology majors must take the following courses in chemistry and earn at least a grade of "C" or higher.

Courses	
CHEM 101	General Chemistry I 4
CHEM 102	General Chemistry II
CHEM 307	Organic Chemistry I
CHEM 308	Organic Chemistry II
CHEM 313	Biochemistry

Additional Requirements for the Biology Major in Physics and Mathematics:

The following courses must also be passed with a "C" grade or higher:

Courses	
PHYS 301	General Physics I
PHYS 302	General Physics II
MATH 112	Pre-Calculus

Biology majors must also successfully pass a comprehensive exit examination during the Spring of their senior year and complete a senior thesis.

MAJOR IN BIOLOGY (TEACHER CERTIFICATION)

The Biology major (Teacher Certification) prepares students for teaching in the secondary school and offers a relevant series of courses in biology and related sciences to students who are interested in exploring educational career possibilities in the life sciences.

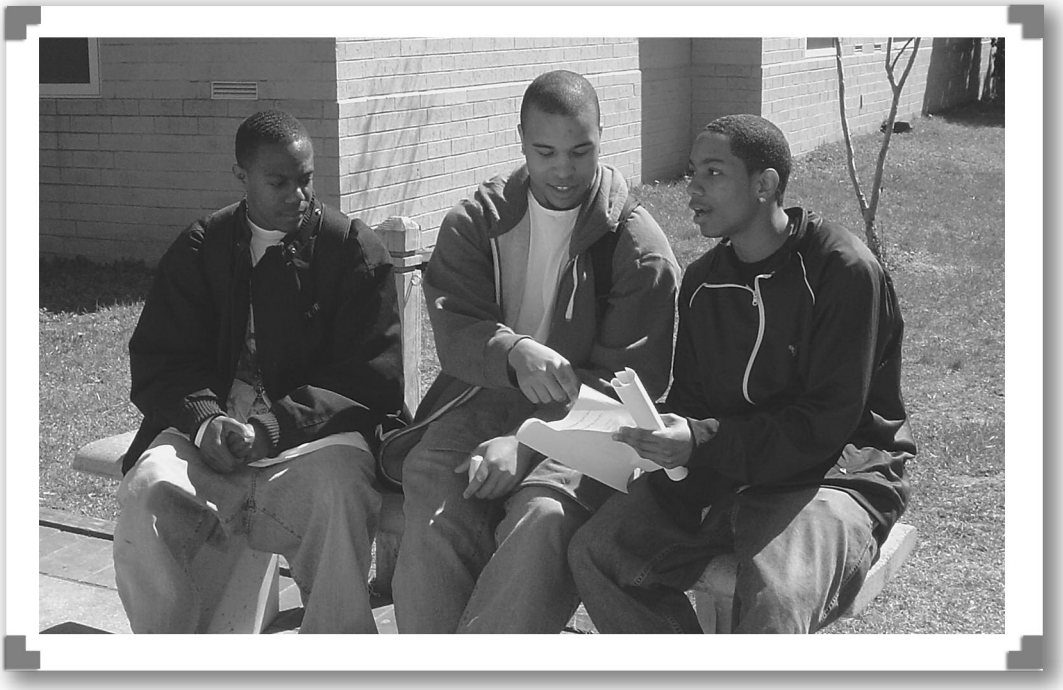
Science requirements for this major are the same as those for the liberal arts Biology major. In addition, students must take sufficient professional education courses for certification. BIOL 201 AND 203 Human Anatomy and Physiology I and II substitute for BIOL 204 Vertebrate Structure and Development.

No credits will be given for both BIOL201/203 and BIOL 204

See Curriculum Pattern: Biology Major (Teacher Certification)

GENERAL SCIENCE MAJOR (BIOLOGY EMPHASIS)

The major is structured to prepare students to meet their specific and special needs. It offers a relevant series of courses in biology and other areas as advised for students interested in exploring career possibilities in the biological sciences, allied health professions (physical therapy, occupational therapy, physician assistant, etc.), and non-traditional science careers, e.g. technical writing and sales.



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Requirements for the General Science Major (Biology Emphasis)

Courses

Biology

BIOL	103	General Botany
BIOL	104	General Zoology
BIOL	204	Vertebrate Structure and Development
or		
BIOL	213	Morphology of Vascular Plants
BIOL	401	General Ecology
BIOL	402	Principles of Genetics
BIOL	403	Seminar in Biology I *
BIOL	404	Seminar in Biology II *
BIOL		Biology Electives
BIOL	106L	Fundamentals of Cell Biology Lab

*Must be taken in the senior year

Chemistry

CHEM	101	General Chemistry I
CHEM	102	General Chemistry II
CHEM	200	Fundamentals of Organic Chemistry
CHEM	313	Biochemistry Physics and Mathematics
PHYS	301	General Physics I
PHYS	302	General Physics II
MATH	112	Pre-Calculus

General Science-Biology Emphasis majors must successfully pass a comprehensive exit examination during the Spring of their senior year and complete a senior thesis.

Cell Biology and General Chemistry I will fulfill the Natural Science General Education Requirement for science majors.

MINOR IN BIOLOGY

The requirements for the minor in Biology are as follows: BIOL 103 General Botany, BIOL 104 General Zoology, BIOL 308 Microbiology, and additional elective credits in biology to meet the required 18 hours. Nursing students wishing to fulfill the requirements for a minor in Biology should take the following additional courses in Biology: BIOL 103 General Botany, and BIOL 402 Principles of Genetics or CHEM 102 General Chemistry II.

CHEMISTRY AND PHYSICAL SCIENCE

Major in Chemistry

The Chemistry major is designed to give students a broad background in science and mathematics with a solid core in chemistry. It prepares them for graduate and professional schools as well as for careers in industry and government at the local, state, and federal levels.

Requirements for the Chemistry Major:

Courses

CHEM	102	General Chemistry II
CHEM	205	Quantitative Analysis
CHEM	307	Organic Chemistry I
CHEM	308	Organic Chemistry II
CHEM	310	Instrumentation
CHEM	313	Biochemistry
CHEM	401	Physical Chemistry I
CHEM	402	Physical Chemistry II
CHEM	405	Advanced Inorganic Chemistry
CHEM		Elective

*CHEM 101 should be taken as a Natural Science GER.

Biology

BIOL	103	General Botany
BIOL	106	Fundamentals of Cell Biology

Other courses in Biology may be substituted for BIOL 103 and BIOL 106 with the permission of the department chairperson.

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Additional Requirements for the Chemistry Major

MATH	113	Pre-Calculus II
MATH	201	Calculus I
MATH	202	Calculus II
PHYS	303	Mechanics and Particle Dynamics
PHYS	304	Heat, Electricity, and Magnetism-Calculus Based

Chemistry majors must also successfully pass a comprehensive exit exam during the Spring of the senior year and complete a senior thesis.

MAJOR IN CHEMISTRY (TEACHER CERTIFICATION)

The Chemistry major (Teacher Certification) prepares students for teaching in the secondary school and offers a relevant series of courses in chemistry and related sciences to students who are interested in exploring educational career possibilities in chemistry. Science requirements for this major are the same as those for the liberal arts Chemistry major. In addition, students must take sufficient professional education courses for certification.
See Curriculum Pattern: Chemistry Major (Teacher Certification).

MINOR IN CHEMISTRY

The requirements for the minor in Chemistry are as follows: CHEM 102, CHEM 307, and CHEM 308, and additional elective credits in chemistry to meet the required 18 hours.

MAJOR IN GENERAL SCIENCE (CHEMISTRY EMPHASIS)

The General Science major is designed to give students a broad view of the sciences which will prepare them to enter professional schools in dentistry, or pharmacy or to pursue careers in industry or nontraditional science careers, e.g., science writing, information science, and chemical business, and sales.

General Science Major (Chemistry Emphasis)

Courses

CHEM	102	General Chemistry II
CHEM	205	Quantitative Analysis
CHEM	307	Organic Chemistry I
CHEM	308	Organic Chemistry II
CHEM	310	Instrumentation
CHEM	313	Biochemistry

* CHEM 101 should be taken as a Natural Science General Education Requirement.

Additional Requirements for the General Science Major (Chemistry Emphasis)

Biology

BIOL	103	General Botany
BIOL	106	Fundamentals of Cell Biology
BIOL	204	Vertebrate Structure

Physics

PHYS	301	General Physics I
PHYS	302	General Physics II

Math

MATH 112 Pre-Calculus I
MATH 113 Pre-calculus II
MATH 201 Calculus I

General Science-Biology Emphasis majors must successfully pass a comprehensive exit examination during the Spring of their senior year and complete a senior thesis.

BIOLOGY MAJOR

Suggested Curriculum Plan

FRESHMAN YEAR

First Semester

IDIS	102	Music and Dance	3
or			
IDIS	103	Theatre and Visual Arts	3
or			
Language			
BIOL	106	Cell Biology	4
MATH	131	Col Algebra/Math & Sc majors	3
HLTH	101	Personal Health	3
ENGL	101	English Composition I	3

Second Semester

BIOL	103	General Botany	4
MNSC	150	Technology Fluency	3
or			
BIOL	104	General Zoology	4
ENGL	102	English Composition II	3
MATH	132	Pre-Calculus	4

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SOPHOMORE YEAR

First Semester

BIOL	204	Vertebrate Structure and Development	4
or			
BIOL	213	Morphology of Vascular Plants	4
CHEM	101	General Chemistry I	4
WLIT	203	World Literature I	3
or			
WLIT	204	World Literature II	3
SPCH	100	Speech Communications	3
SOSC	200	Introduction to Social Sciences	3

Second Semester

BIOL	308	Microbiology	4
English (GER Option)			3
PSYC	201	General Psychology	3
CHEM	102	General Chemistry II	4
BIOL		Advised Elective	4

JUNIOR YEAR

First Semester

BIOL	401	General Ecology	4
CHEM	307	Organic Chemistry I	5
BIOL		Advised electives	4
HIST	201	World History I	3
or			
HIST	203	U.S. History I	3
or			
HIST	205	African American History I	3

Second Semester

HIST	202	World History II	3
or			
HIST	204	U.S. History II	3
or			
HIST	206	African American History II	3
BIOL	305	Animal Physiology	3
PHIL	102	Logic	3
or			
PHIL	201	Intro. to Philosophy	3
CHEM	308	Organic Chemistry II	5
		Advised Electives	

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SENIOR YEAR

First Semester

PHYS	301	General Physics I	4
CHEM	313	Biochemistry	4
or			
BIOL	403*	Seminar in Biology	1
BIOL		Advised electives	

Second Semester

PHYS	302	General Physics II	4
BIOL	402	Principles of Genetics	4
BIOL	404*	Seminar in Biology	1
		Advised electives	

* Open to graduating seniors only.

BIOLOGY MAJOR (TEACHER CERTIFICATION)

Suggested Curriculum Plan

FRESHMAN YEAR

First Semester

BIOL	106	Fundamentals of Cell Biology	4
BIOL	104	General Zoology	4
MATH	131	Col Algebra/Math & Sc majors	3
ENGL	101	English Composition I	3
SOSC	200	Introduction to Social Science	3

Second Semester

BIOL	103	General Botany	4
MATH	132	Pre-Calculus	4
MNSC	150	Technology Fluency	3
or			
BIOL	104	General Zoology	4
ENGL	102	English Composition II	3
SPCH	100	Speech Communications	3
PHIL	102	Logic	3

SOPHOMORE YEAR

First Semester

BIOL	201	Human Anatomy and Physiology I	4
CHEM	101	General Chemistry I	4
HIST	201	World History I	3
or			
HIST	203	U.S. History I	3
or			
HIST	205	African American History I	3
WLIT	203	World Literature I	3
or			
WLIT	204	World Literature II	3
PSYC	201	General Psychology	3

Second Semester

BIOL	203	Human Anatomy and Physiology II	4
CHEM	102	General Chemistry II	4
English (GER Option)			3
HIST	202	World History II	3
or			
HIST	204	U.S. History II	3
or			
HIST	206	African American History II	3
EDUC	202	Educational Psychology	3

JUNIOR YEAR

First Semester

BIOL	308	Microbiology	4
CHEM	301	Organic Chemistry I	5
EDUC	402	History of Education	3
or			
EDUC	403	Philosophy of Education	3
EDUC	203	Fundamentals of Teaching with A.V. Technology	3
EDUC	313	Principles of Secondary Education	3

Second Semester

BIOL	402	Principles of Genetics	4
CHEM	308	Organic Chemistry II	5
CHEM	313	Biochemistry	4
EDUC	408	Measurement and Evaluation	3
IDIS	102 or 103		3
SCED	427	Reaching Reading in the Content Area I	3

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SENIOR YEAR

First Semester

PHYS	301	General Physics I	4
SCED	326	Teaching Science in the Secondary School	3
REED	428	Teaching Reading in the Content Area II	3
*BIOL	403	Seminar in Biology	1
BIOL	401	General Ecology	4
HLTH	101	Personal Health	3

Second Semester

SCED	414	Directed Teaching in the Secondary School/Sem	3
PHYS	302	General Physics II	4
*BIOL	404	Seminar in Biology	1

* Open to graduating seniors only with at least 90 credit hours.

GENERAL SCIENCE (BIOLOGY EMPHASIS)

Suggested Curriculum Plan

FRESHMAN YEAR

First Semester

ENGL	101	English Composition I	3
MATH	110	Col Algebra/Math & Sc majors	3
IDIS	102	Music and Dance	3
or			
IDIS	103	Theatre and Visual Arts	3
or			
Foreign Language			3
or			
BIOL	104	General Zoology	3
BIOL	106	Cell Biology	4
MNSC	150	Technology Fluency	3

Second Semester

HLTH	101	Personal Health	3
ENGL	102	English Composition II	3
BIOL	103	General Botany	4
or			
BIOL	104	General Zoology	4

SOPHOMORE YEAR

First Semester

BIOL	401	General Ecology	4
HIST	201	World History I	3
or			
HIST	203	U.S. History I	3
or			
HIST	205	African American History I	3
CHEM	101	General Chemistry I	4
WLIT	203	World Literature I	3
or			
WLIT	204	World Literature II	3
GER Option		English	3

Second Semester

PSYC	201	General Psychology	3
CHEM	102	General Chemistry II	4
BIOL	204	Vertebrate Structure and Development	4
BIOL		Elective	
HIST	202	World History II	3
or			
HIST	204	U.S. History II	3
or			
HIST	206	African American History II	3
GER Option		English	3

JUNIOR YEAR

First Semester

PHYS	301	General Physics I	4
BIOL	308	Microbiology	4
		Advised Electives	

Second Semester

BIOL	402	Principles of Genetics	4
PHIL	102	Logic	3
or			
PHIL	201	Introduction to Philosophy	3
PHYS	302	General Physics II	4
CHEM	200	Fundamentals of Organic Chemistry	4
		Advised Elective	

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SENIOR YEAR

First Semester

*BIOL 403	Seminar in Biology I	1
Advised Electives		
SOSC 200	Introduction to Social Science	3

Second Semester

*BIOL 404	Seminar in Biology II	1
CHEM 313	Biochemistry	4

*Open to graduating seniors with at least 90 credit hours.

CHEMISTRY MAJOR

Suggested Curriculum Plan

FRESHMAN YEAR

First Semester

ENGL 101	English Composition I	3
BIOL 106	Cell Biology	4
MNSC 150	Technology Fluency	3
or		
BIOL 104	General Zoology	4
CHEM 101	General Chemistry I	4
MATH 131	Col Algebra/Math & Sc majors	3
SOSC	Social Science (GER Option)	3

Second Semester

ENGL 102	English Composition II	3
CHEM 102	General Chemistry	4
HLTH 101	Personal Health	3
SPCH 100	Speech Communications	3
MATH 132	Pre-Calculus	4

SOPHOMORE YEAR

First Semester

WLIT 203	World Literature I	3
or		
WLIT 204	World Literature II	3
CHEM 200	Fundamentals of Organic Chemistry	4
MATH 201	Calculus I	4
CHEM 307	Organic Chemistry I	5

Second Semester

PHIL 210	Intro to Philosophy	3
or		
PHIL 102	Logic	3
GER Option	English	3
MATH 202	Calculus II	4
CHEM 308	Organic Chemistry II	5
SOSC	Social Science (GER Option)	3

JUNIOR YEAR

First Semester

PHYS 303	Mechanics and Particle Dynamics	4
CHEM 205	Quantitative Analysis	4
HIST 201	World History I	3
or		
HIST 203	U.S. History I	3
or		
HIST 205	African American History I	3

Second Semester

PHYS 304	Heat, Electricity, and Magnetism	4
CHEM 310	Instrumentation	4
BIOL 103	General Botany	4
HIST 202	World History II	3
or		
HIST 204	U.S. History II	3
or		
HIST 206	African American History II	3

SENIOR YEAR

First Semester

CHEM 401	Physical Chemistry I	4
*CHEM 403	Seminar in Chemistry	1
CHEM 405	Advanced Inorganic Chemistry	5
IDIS 103	Theatre & Visual Arts	3
or		
IDIS 102	Music and Dance	3
or		
Foreign Language		3
	Advised electives	

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Second Semester

CHEM 313	Biochemistry	4
CHEM 402	Physical Chemistry II	4
*CHEM 404	Seminar in Chemistry II	1
	Advised electives	

* Open to graduating seniors only with at least 90 credit hours.

CHEMISTRY MAJOR (TEACHER CERTIFICATION)

Suggested Curriculum Plan

FRESHMAN YEAR

First Semester

ENGL 101	English Composition I	3
MATH 131	Col Alg Math & Sc majors	3
IDIS 102	Music and Dance	3
or		
IDIS 103	Theatre and Visual Arts	3
HLTH 101	Personal Health	3
CHEM 101	General Chemistry I	4
SPCH 100	Speech Communications	3
MNSC 150	Technology Fluency	3

Second Semester

ENGL 102	English Composition II	3
MATH 132	Pre-Calculus	4
CHEM 102	General Chemistry II	4
BIOL 103	General Botany	4
BIOL 106	Fundamentals of Cell Biology	4

SOPHOMORE YEAR

First Semester

WLIT 203	World Literature I	3
or		
WLIT 204	World Literature II	3
MATH 201	Calculus I	4
CHEM 307	Organic Chemistry I	4
EDUC 202	Educational Psychology	4
EDUC 203	Fundamentals of Teaching with A.V. Technology	4

Second Semester

GER Option	English	3
MATH 202	Calculus II	4
CHEM 308	Organic Chemistry II	4
EDUC 402	History of Education	3
or		
EDUC 403	Philosophy of Education	3
SCED 326	Teaching Science in the Secondary School	3

JUNIOR YEAR

First Semester

SCED 312	Prin. Secondary Education	3
SCED 427	Teaching Reading in the Content Area I	3
CHEM 205	Quantitative Analysis	4
PHYS 303	Mechanics & Particle Dynamics	4
BIOL 104	General Zoology	4
BIOL 106	Fundamentals of Cell Biology	4

Second Semester

REED 428	Teaching Reading in the Content Area II	3
HIST 201	World History I	3
or		
HIST 203	U.S. History I	3
or		
HIST 205	African American History I	3
CHEM 310	Instrumentation	4
PHYS 304	Heat, Electricity, and Magnetism	4
BIOL 103	General Botany	4
EDUC 408	Measurement and Evaluation	3

SENIOR YEAR

First Semester

CHEM 401	Physical Chemistry I	4
CHEM 405	Advanced Inorganic Chemistry	4
HIST 202	World History II	3
or		
HIST 204	U.S. History II	3
or		
HIST 206	African American History II	3

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Second Semester

CHEM 402	Physical Chemistry II	4
CHEM 313	Biochemistry	4
Advised Electives		
GER Option	Social Science	3
PHIL 201	Intro. to Philosophy	3
SCED 414	Directed Teaching in the Secondary School	12

GENERAL SCIENCE MAJOR (CHEMISTRY EMPHASIS)

Suggested Curriculum Plan

FRESHMAN YEAR
First Semester

ENGL 101	English Composition I	3
MATH 131	Col Alg Math & Sc majors	3
IDIS 102	Music and Dance	3
or		
IDIS 103	Theatre and Visual Arts	3
or		
Language		3
SPCH 100	Speech Communications	3
CHEM 101	General Chemistry I	3
MNSC 150	Technology Fluency	3

Second Semester

ENGL 102	English Composition II	3
MATH 132	Pre-Calculus II	4
CHEM 102	General Chemistry II	4
HLTH 101	Personal Health	3
BIOL 103	General Botany	4

SOPHOMORE YEAR
First Semester

Social Science	(GER Option)	3
HIST 201	World History I	3
or		
HIST 203	U.S. History I	3
or		
HIST 205	African American History I	3
CHEM 307	Organic Chemistry I	4
PHIL 102	Logic	3
or		
PHIL 201	Intro. to Philosophy	3

Second Semester

HIST 202	World History II	3
or		
HIST 204	U.S. History II	3
or		
HIST 206	African American History II	3
CHEM 308	Organic Chemistry II	4
WLIT 203	World Literature I	3
or		
WLIT 204	World Literature II	3
Social Science	(GER Option)	3
BIOL 106	Cell Biology	4
or		
BIOL 104	General Zoology	4

JUNIOR YEAR
First Semester

PHYS 301	General Physics I	4
BIOL 104	General Zoology	4
or		
BIOL 106	Cell Biology	4
CHEM 205	Quantitative Analysis	4
English	(GER Option)	3

Second Semester

PHYS 302	General Physics II	4
BIOL 204	Vertebrate Structure and Development	4
	Advised electives	

SENIOR YEAR
First Semester

CHEM 313	Biochemistry	4
*CHEM 403	Seminar in Chemistry I	1
	Advised electives	

Second Semester

CHEM 310	Instrumentation	4
*CHEM 404	Seminar in Chemistry II	1
	Advised electives	

* Open to graduating seniors with at least 90 credit hours.

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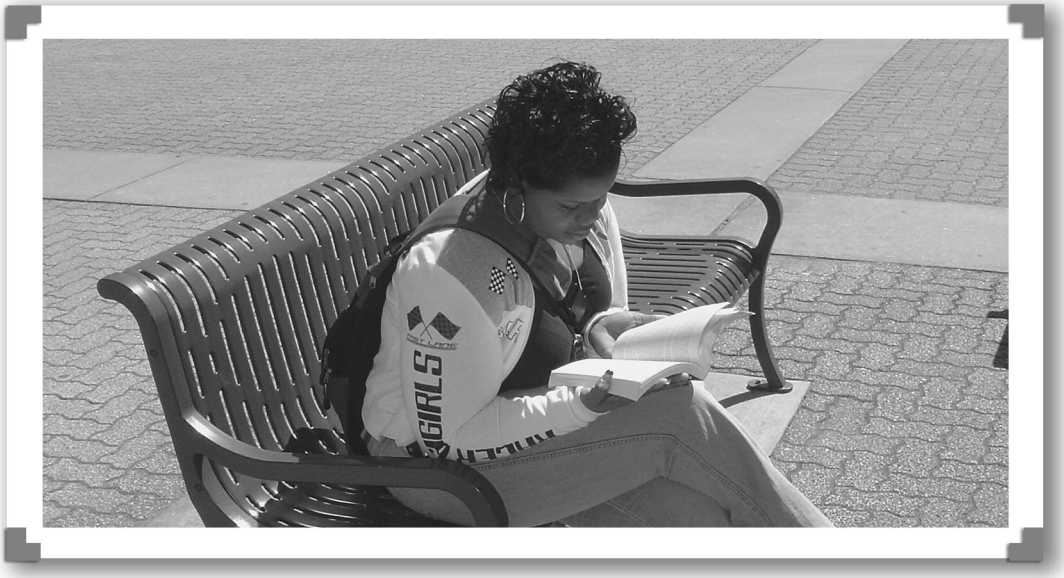
School of Professional Studies



The School of Professional Studies offers an array of majors and minors designed to prepare individuals for entry into professions that focus on education, safety and security, and the social and behavioral sciences and how each can best meet the challenges experienced by an urban population.

Students in the School of Professional Studies must complete a major program and in some cases a minor program as well as the General Education Requirements to receive a Bachelor or Science degree.

Students may obtain specific program information by contacting the respective Chairperson of the Department in which they wish to pursue a major.

MAJORS

- Applied Psychology
  - Alcoholism andDrug Abuse
  - Counseling Concentration
- Applied Psychology
  - Psychological Services
- Criminal Justice
- Dance
- Early Childhood
- Early Childhood Track
- Elementary Education
- Social Sciences: General
- Social Sciences: Political Science
- Social Sciences: Sociology
- Social Work
- Sociology
- Special Education
- Sports Management

MINORS

- Anthropology
- Criminal Justice
- Music
- Non-Profit Management
- Political Science
- Private Security Administration
- Psychological Services
- Secondary Education
  - Chemistry/Biological Science
  - English
  - History/ Social Studies
  - Math
- Sociology
- Social Work

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Applied Psychology

The Department of Applied Psychology offers major programs which prepare students for careers in Alcoholism and Drug Abuse Counseling, Psychological Services, Rehabilitation Services and for advanced training in psychology and related fields. In addition, it contributes to the liberal arts education of all students.

Students majoring either in Alcoholism and Drug Abuse Counseling or Psychological Services are required to take the total of 47 credit hours in the department of Applied Psychology.

MAJOR IN APPLIED PSYCHOLOGY: OPTION IN ALCOHOLISM AND DRUG ABUSE COUNSELING

The objectives of the program in Alcoholism and Drug Abuse Counseling:

1) prepare students for immediate employment upon graduation;
2) provide a service to the community for a problem that has gained national concern;
3) familiarize students with community, state, and federal agencies that aid individuals disabled by or dependent on alcohol or other substances;
4) train students to serve as alcoholism and drug abuse counselors by:
   a. encouraging their sensitivity to individuals disabled by or dependent on alcohol or other substances;
   b. providing an understanding of alcoholism and other addictions;
   c. providing an understanding of the effects of social factors such as socio-economic status and urban setting on alcohol abuse and other addictions;
   d. encouraging the development of general skills in counseling as well as specific skills in counseling individuals disabled by or dependent on alcohol or other substances of abuse;
   e. providing the student with the appropriate background in human psychological development, interviewing, learning, assessment and evaluation, behavior modification, abnormal psychology, and clinical psychology;
   f. ensuring that the student can prepare psychological reports and analyze statistical data.

Graduates in this program are eligible for equivalent credits for certification by the State of Maryland Board of Counseling Certification.

Required Courses in Alcoholism and Drug Abuse Counseling

PSYC	306	Personality
PSYC	207	Basic Statistics in Behavioral Sciences *
PSYC	335	Developmental Psychology
PSYC	341	Psychological Assessment and Evaluation
PSYC	342	Psychological Reports Writing
PSYC	343	Psychological Research **
PSYC	351	Counseling Techniques
PSYC	352	Counseling in Groups
PSYC	411	Abnormal Psychology
PSYC	440	History & Systems of Psychology
PSYC	233	Psychological and Physiological Aspects of Substance Abuse
PSYC	347	Alcohol Abuse and Other Addictions in the Inner city and Other Communities
PSYC	354	Foundations of Effective Alcohol Abuse and Other Addictions Counseling
PSYC	451-452	Field Placement I-II
TOTAL		47 credits

NOTE: PSYC 201 is a prerequisite for all other PSYC courses.

*Prerequisite: MATH 110 College Algebra or MATH 125 Mathematics for Liberal Arts

**Prerequisite: PSYC 207 Basic Statistics in Behavioral Sciences

MAJOR IN APPLIED PSYCHOLOGY: OPTION IN PSYCHOLOGICAL SERVICES

The objectives of the program in Psychological Services are to:

1) present a career-oriented program to undergraduate students in psychology;
2) encourage communication between the College and community agencies in order to facilitate adequate professional preparation of students;

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3) prepare the student for graduate training in psychology;
4) train students to perform effectively as employees of various governmental and private agencies by offering to the student
   a. the appropriate training in interviewing, psychological assessment, abnormal psychology, and research;
   b. information about human needs and problems;
   c. opportunities to develop the needed competencies for communicating or reporting psychological information and statistics.

Required Courses in Psychological Services

PSYC	306	Personality
PSYC	207	Basic Statistics in Behavioral Sciences *
PSYC	335	Developmental Psychology
PSYC	341	Psychological Assessment and Evaluation
PSYC	342	Psychological Reports Writing
PSYC	343	Psychological Research **
PSYC	351	Counseling Techniques
PSYC	352	Counseling in Groups
PSYC	411	Abnormal Psychology
PSYC	440	History & Systems of Psychology
PSYC	210	Applied Psychology
PSYC	345	Behavior Modification
PSYC		Psychology Elective
PSYC	451 & 452	Field Placement I & II

NOTE: PSYC 201 is a prerequisite for all other PSYC courses.

*Prerequisite: MATH 101 College Algebra

**Prerequisite: PSYC 207 Basic Statistics in Behavioral Sciences

MINOR IN PSYCHOLOGY

The objectives of the minor program in Psychology are to:

1) enable students from a variety of disciplines to gain an understanding of human behavior;
2) familiarize students with the variety of ways in which psychological principles are applied in the modern day world.

Required Courses for the Minor in Psychological Services

Twenty-one (21) Credit hours including general psychology.

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PSYCHOLOGY MAJOR OPTION IN ALCOHOLISM AND DRUG ABUSE COUNSELING

Suggested Curriculum Plan

FRESHMAN YEAR

First Semester

ENGL	101	English Composition I
MATH	101	College Algebra
PSYC	201	General Psychology
IDIS	102	Music and Dance
SPCH	100	Speech Communications

Second Semester

ENGL	102	English Composition II
PHED	101	Physical Ed. Fund.
PHIL	102	Logic
or		
PHIL	201	Intro. to Philosophy
SOCI	201	Intro. to Sociology
HLTH	101	Personal Health
		Free elective

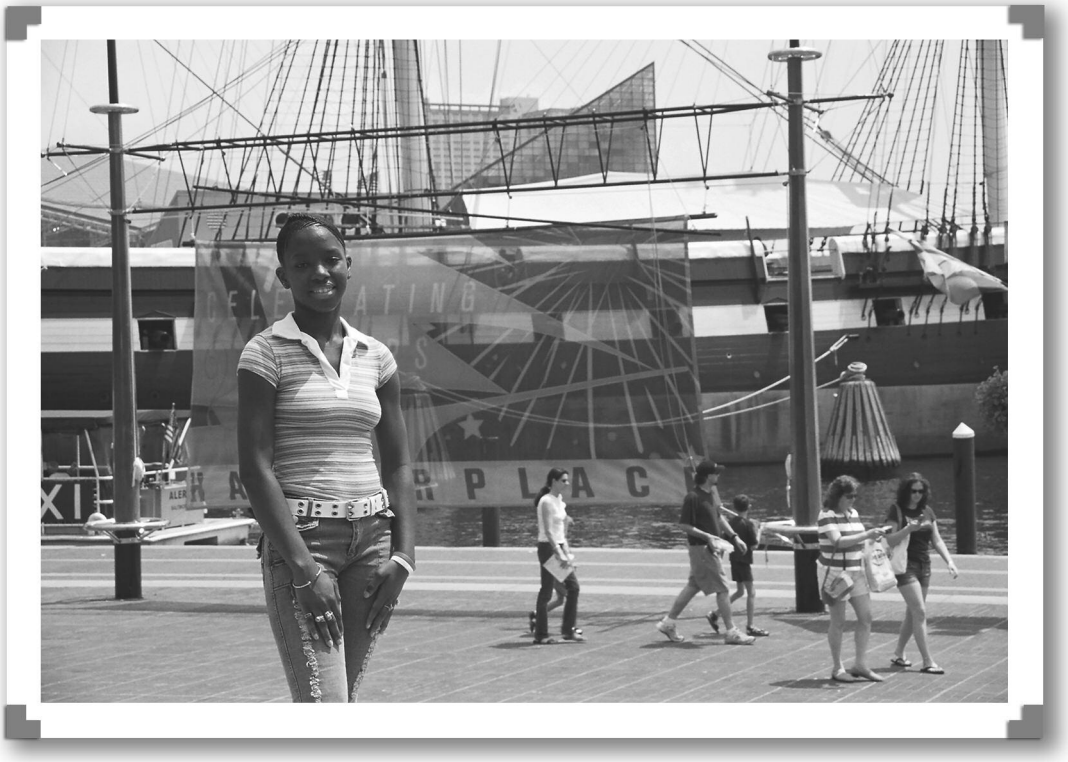
SOPHOMORE YEAR

First Semester

WLIT	203	World Literature I
or		
WLIT	204	World Literature II
HIST	201	World History
or		
HIST	203	U.S. History
PSYC	306	Personality
BIOL	101	Biological Science
		Free elective

Second Semester

IDIS	103	Theatre & Visual Arts
PHSC	103	Technology & Human Affairs
HIST	202	World History
or		
HIST	204	U.S. History
PSYC	335	Developmental Psychology
PSYC	233	Psyc/Phys Aspects of Substance Abuse



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JUNIOR YEAR

First Semester

PSYC	207	Basic Statistics in Behavioral Sciences
PSYC	411	Abnormal Psychology
PSYC	347	Alcohol Abuse in the Inner City and Other Communities
PSYC	351	Counseling Techniques
English		(GER option)

Second Semester

PSYC	341	Psychological Assessment & Evaluation
PSYC	354	Foundations of Effective Alcohol Abuse & Other Addictions Counseling
PSYC	352	Counseling in Groups
PSYC	342	Psychological Report Writing
		Free elective

SENIOR YEAR

First Semester

PSYC	343	Psychological Research
PSYC	451	Field Placement I
PSYC	440	History & Systems of Psychology
		Free electives

Second Semester

PSYC	452	Field Placement II
PSYC	344	Experimental Psych
		Free electives

PSYCHOLOGY MAJOR: OPTION IN PSYCHOLOGICAL SERVICES

Suggested Curriculum Plan

FRESHMAN YEAR

First Semester

ENGL	101	English Composition I
MATH	101	College Algebra
PSYC	201	General Psychology
IDIS	102	Music and Dance
SPCH	100	Speech Communications

Second Semester

ENGL	102	English Composition II
PHED		Physical Education (GER option)
PHIL	102	Logic
or		
PHIL	201	Intro. to Philosophy
SOCI	201	Intro. to Sociology
HLTH	101	Personal Health
		Free Electives

SOPHOMORE YEAR

First Semester

PSYC	210	Applied Psychology
HIST	201	World History
or		
HIST	203	U.S. History
BIOL	101	Biological Science
WLIT	203	World Literature I
or		
WLIT	204	World Literature II
		Free elective

Second Semester

HIST	202	World History
or		
HIST	203	U.S. History
PSYC	335	Developmental Psychology
PSYC	306	Personality
IDIS	103	Theatre & Visual Arts
PHSC	103	Technology & Human Affairs

JUNIOR YEAR

First Semester

PSYC	207	Basic Statistics for Behavioral Sciences
PSYC	411	Abnormal Psychology
PSYC	343	Psychological Research
PSYC	351	Counseling Techniques
		Advised elective

Second Semester

PSYC	341	Psychological Assessment & Evaluation
PSYC	352	Counseling in Groups
PSYC	345	Behavior Modification
PSYC	440	History & Systems of Psychology
		Advised elective

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SENIOR YEAR

First Semester

PSYC	343	Psychological Research
PSYC	451	Field Placement I
PSYC	242	Preparing Psych. Reports
		Advised electives

Second Semester

PSYC	452	Field Placement II
PSYC	344	Experimental Psychology
		Advised electives

REHABILITATION COUNSELING

Undergraduate Rehabilitation Services Program

The undergraduate program in Rehabilitation Services is designed to prepare undergraduates to provide rehabilitation services to a wide variety of consumer populations (e.g.: deaf / hearing, drug / alcohol addiction, heart/ circulatory, blind / visual, epilepsy, etc.), especially those with most severe disabilities. It is developed 1) to meet State of Maryland and national need for entry level personnel; 2) to maximally utilize and enhance the application of the skills and competencies of underrepresented minorities in the rehabilitation process(es), and; 3) to prepare vocational rehabilitation counselors to work in independent living rehabilitation settings and private client rehabilitation.

Required Core Courses for Undergraduate Rehabilitation Services Majors

[Minimum of thirty-six (36) hours from the following]:

Course	Title	Credits
REHA 201	Introduction to Rehabilitation Services	3
REHA 301	Health and Medical Information **	3
REHA 302	Theories of Counseling	3
REHA 303	Case Recording and Case Management	3
REHA 305	Vocational Development and Employment	3
PSYC 341	Introduction to Assessment Principles	3
PSYC 351	Counseling Techniques	3
REHA 401	Field Work in Rehabilitation Services ***	6
PSYC 411	Abnormal Psychology	3
PSYC 233	Phys./Psychological Aspects of Disability	3
PSYC 354	Alcoholism in the Inner City	3
Total		**36**

** BIOL 201 is a prerequisite for this course

*** Students must complete their junior year before applying for this course. The student must obtain and is responsible for the cost of liability insurance (through CSC). This insurance can only be obtained in the "Fall" semester.

Option A

Rehabilitation Options [Minimum of six (6) hours from the following]:

Course	Title	Credits
REHA 311	Independent Living Services	3
REHA 404	Rehabilitation Services for the Addict	3
REHA 405	Multicultural Approaches in Rehabilitation	3
REHA 499	Independent Study in Rehabilitation	1-6
REHA 411	Special Topics in Rehabilitation	3
REHA 421	Practicum in Rehabilitation	1-6
SPED 211	Characteristics of Severely and Profoundly Disabled	3
REHA 406	Seminar in Rehabilitation	3
REHA 403	Rehabilitation of the Psychiatrically Impaired	3
REHA 414	Substance Abuse Prevention Techniques	3
BIOL 302	Animal Histology	4
CHEM 101	General Chemistry I	4
CHEM 102	General Chemistry II	4
EDUC 202	Psychology of Learning	3
EDPE 331	Health Education	3
PSYC 304	Child Psychology	3
PSYC 306	Personality	3
PSYC 345	Behavior Modification	3
SOCI 205	Class and Society	3
SOCI 302	Social Psychology	3
SOCI 402	Family Studies	3

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SOCI	403	Sociology of Race	3
SOCI	405	Criminology	3
SOCI	406	Sociology of the City	3
SOCI	407	Research Design	3
SPED	201	Introduction to the Needs of Exceptional Children	3
MATH	203	Basic Statistics	3
HLTH	101	Health Education	3
HLTH	110	Drug Abuse Education	3
HLTH	301	Sex Education and the Developmentally Disabled	3
PHYS	301	General Physics	3

Option B

Undergraduate Rehabilitation Services in Addictions Major

[Minimum of thirty-six (36) hours from the following]:

Course		Title	Credits
REHA	201	Introduction to Rehabilitation Services	3
REHA	301	Health and Medical Information**	3
REHA	302	Theories of Counseling	3
REHA	303	Case Recording and Case Management	3
PSYC	341	Introduction to Assessment Principles	3
PSYC	411	Abnormal Psychology	3
REHA	305	Vocational Development, Counseling, & Employment	3
PSYC	351	Counseling Techniques	3
SPED	211	Characteristics of Severely and Profoundly Disabled	3
REHA	401	Field Work in Rehabilitation Services	6
PSYC	233	Phys./Psychological Aspects of Addiction	3
REHA	311	Independent Living Services	3

** BIOL 201 is a prerequisite for this course

Rehabilitation Options

[Minimum of six (6) hours from the following]:

Course		Title	Credits
REHA	404	Rehabilitation Services for the Addict	3
REHA	405	Multicultural Approaches in Rehabilitation	3
REHA	499	Independent Study in Rehabilitation	1-6
REHA	411	Special Topics in Rehabilitation	3
REHA	421	Practicum in Rehabilitation	3
REHA	444	Introduction to the Group Process	3
REHA	406	Seminar In Rehabilitation	3
REHA	414	Substance Abuse Prevention Techniques	3

JUNIOR YEAR HOURS

Fall

REHA	201	Introduction to Rehabilitation Services	3
REHA	301	Health and Medical Information	3
REHA	302	Theories of Counseling	3
		Advised Electives	

Spring

REHA	303	Case Recording and Case Management	3
REHA	305	Vocational Development and Employment	3
PSYC	341	Introduction to Assessment Principles	3
		Advised Electives	

SENIOR YEAR HOURS

Fall

PSYC	351	Counseling Techniques	3
REHA	401	Field Work in Rehabilitation Services	3
PSYC	411	Abnormal Psychology	3
		Advised Electives	

Spring

PSYC	233	Phys./Psychological Aspects of Disability	3
PSYC	354	Alcoholism in the Inner City	3
REHA	401	Field Work in Rehabilitation	3
		Advised Electives	

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Criminal Justice

The Bachelor of Science Degree in Criminal Justice prepares students for occupational entry as well as for further study and or research. Students interested in the private security industry may choose to obtain a concentration in Private Security Administration. The undergraduate minor in Criminal Justice enhances the preparation of students in many disciplines who are interested in Criminal Justice.

Undergraduate:

1. Bachelor of Science in Criminal Justice
2. Concentration in Private Security Administration
3. Undergraduate Minor in Criminal Justice

THE CRIMINAL JUSTICE MAJOR

The Bachelor's Degree in Criminal Justice prepares recipients for advanced study and or entry into federal, state, county, municipal, and private Criminal Justice agencies. Students who elect to major in Criminal Justice are advised that background factors as well as education are prerequisites to employment in Criminal Justice. Students who concentrate in Private Security Administration are provided with opportunities for preparation for employment and or self employment in private security occupations.

Federal, State, and Local facilities are utilized through a multi-faceted, multi-disciplinary curriculum in all of the areas offered. Theoretical and procedural research in the behavioral and natural sciences are reflected in the curriculum. Students are encouraged to become involved in research and in service to the community. The substance, processes, and techniques of pre-legal and legal studies, are essentials of the programs.

In addition Coppin's geographical location enhances the nurturing relationship which students experience in supervised Field Training, Internships, and Cooperative Education Experiences under the supervision of experienced personnel.

Regulations Regarding Students Associated with the Department of Criminal Justice

Students who elect to enroll in Criminal Justice courses must first complete required developmental courses. Students who have not completed (GER) courses, must receive the permission of the Office of Advisement, and the permission of the Criminal Justice Department before registering in Criminal Justice courses. The General Education Requirements (GER), provide the student with knowledge and skills which assist the student in succeeding in Criminal Justice courses. Students are encouraged to focus upon the completion of (GER) courses as early as possible in their university experience.

All majors in Criminal Justice are assigned advisors according to the first initial of the student's surname. Lists of advisors names are posted on office doors in the Department of Criminal Justice. If the designated advisor is not available, the student is encouraged to seek the assistance of the Department Chair or of other available Criminal Justice Department faculty members. However, students are required to meet with assigned Advisors at least once each semester. Criminal Justice majors, minors and non-majors should seek advisement before registering for Criminal Justice courses. The advisement form is a road map which will guide the student to essential courses and the sequence in which they should be taken. All students are expected to familiarize themselves with, and to follow all university regulations.

All Criminal Justice and Private Security Administration courses are upper level courses. Undergraduate Criminal Justice Majors are expected to complete a core of eight three-hour courses (24 credit hours). In addition six elective courses (18 credit hours) are required. Students are encouraged to take additional elective courses in order to pursue particular areas of interest in Criminal Justice. Criminal Justice majors are also encouraged, but not required, to pursue minors in other academic areas.

Criminal Justice majors and minors are required to earn a grade of C or higher in each required and in each elective Criminal Justice course.

MAJOR IN CRIMINAL JUSTICE

Required Courses to be Taken by Majors:

CRJU	301*	Introduction to Criminal Justice
CRJU	323*	Criminological Thought
CRJU	408	Criminal Justice and the Constitution
CRJU	413	Delinquency: Prevention and Control
CRJU	431	Fundamentals of Criminal Justice Research
CRJU	416	Field Service: Training and Internship
CRJU	430	Advanced Legal and Technical Writing
COSC	210	Small Systems Software, or equal, or a more advanced course
Total Core Requirements:		24 credits
Total Elective Requirements:		18 credits

*Prerequisites: These courses should be taken before taking other Criminal Justice Courses.

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MINOR IN CRIMINAL JUSTICE

Criminal Justice Minors take the seven Criminal Justice required courses which are listed above. No elective courses are required of minors in criminal justice.

Concentration in Private Security Administration

Criminal Justice majors and majors from other departments who choose to concentrate in Private Security Administration should take the eight courses which are listed below.

Core Requirements:

CRJU	301*	Introduction To Criminal Justice
CRJU	323*	Criminological Thought
CRJU	303	Police Organization and Management I
CRJU	407	Terrorism: Prevention, Detection and Prosecution of Perpetrators
CRJU	315	Seminar In Security Administration
CRJU	420	Civil Law Enforcement For Compliance and Health Officers
CRJU	430	Advanced Legal and Technical Writing
MNSC	201	Financial Accounting I
Total Core Requirements:		**24 credits**
Total Elective Requirements:		**18 credits**

Criminal Justice majors who concentrate in Private Security Administration are encouraged but are not required to minor in Management Science. Note: Major area courses follow a fall semester, spring semester cycle. Elective courses follow a two year cycle. Students are urged to use this information in planning the sequence in which courses are taken. A selection of Criminal Justice courses are offered during summer school.

CRIMINAL JUSTICE MAJOR

Suggested Curriculum

FRESHMAN YEAR

First Semester

ENGL	101	English Composition I
MATH	101	College Algebra
or		
MATH	125	Math for the Liberal Arts
or		
MATH	203	Basic Statistics
HLTH	101	Personal Health
PHED	101	Fundamentals of Physical Education
GER Elective		Natural Science

Second Semester

ENGL	102	English Composition II
IDIS	102	Music and Dance
SPCH	100	Speech Communications
SOCI	201	Introduction to Sociology
		GER Elective

SOPHOMORE YEAR

First Semester

WLIT	203	World Literature I
or		
WLIT	204	World Literature II
IDIS	103	Theater and Visual Arts
HIST	201	World History
or		
HIST	203	U. S. History
PSYC	201	General Psychology
		GER Elective

Second Semester

ENGL		English Elective
HIST	202	World History
or		
HIST	204	U.S. History
PHIL	102	Logic
or		
PHIL	201	Introduction to Philosophy
		GER Elective
PHSC		Physical Science Elective

JUNIOR YEAR

First Semester

CRJU	301*	Introduction To Criminal Justice
CRJU	323*	Criminological Thought
COSC	210	Small Systems Software
CRJU		Criminal Justice Elective
CRJU	408	Criminal Justice and the Constitution

Second Semester

CRJU	413	Delinquency: Prevention and Control
CRJU	431	Fundamentals of Criminal Justice Research
CRJU	430	Advanced Legal and Technical Writing
CRJU		Criminal Justice Elective
CRJU		Criminal Justice Elective

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SENIOR YEAR

First Semester

CRJU	416	Field Service: Training and Internship
CRJU		Criminal Justice Elective
CRJU		Criminal Justice Elective
		GER Electives

Second Semester

CRJU		Criminal Justice Electives
		Criminal Justice and/or
		GER Electives

CONCENTRATION IN PRIVATE SECURITY ADMINISTRATION

Suggested Curriculum

JUNIOR YEAR

First Semester

CRJU	301	Introduction To Criminal Justice
CRJU	323	Criminological Thought
CRJU	315	Seminar In Security Administration
CRJU		Criminal Justice Elective
		GER Elective

Second Semester

CRJU	303	Police Organization and Management I
MNSC	201	Financial Accounting I
CRJU	423	Terrorism: Prevention, Detection, and Prosecution of Perpetrators
CRJU		Criminal Justice Elective
		GER Elective

SENIOR YEAR

First Semester

CRJU	420	Civil Law Enforcement For Compliance and Health Officers
CRJU		Criminal Justice Elective
CRJU		Criminal Justice Elective
CRJU		Criminal Justice Elective
		GER Elective

Second Semester

CRJU	430	Advanced Legal and Technical Writing
CRJU		Criminal Justice Elective
		Criminal Justice and or GER Electives

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Education Unit and Teacher Education

EDUCATION UNIT

The Coppin State University Education Unit has a long history of preparing teachers and other professionals for Maryland and the Nation. Indeed, our institution was founded in 1900 as a teacher-training program to serve the teaching needs of Baltimore City and surrounding counties. Today, it continues to be a major contributor to the advancement of its surrounding community, the state of Maryland and the Nation.

The Education Unit offers a variety of undergraduate and graduate programs designed primarily to prepare students for careers in teaching. There are four Departments that offer programs within the Education Unit: Adult and General Education, Curriculum and Instruction, Health, Physical Education, Recreation, and Dance, and Special Education. The programs also qualify students for positions in non-teaching fields such as Sports Management. An integral component of the Education Unit is the development of the Teacher Education students' understanding of the realities of our multicultural, interdependent world and their ability to work effectively with all students. The unit is committed to prepare individuals to guide and instruct learners of all ages. Each program is based on a core of general education courses from the humanities and fine arts, the social and behavioral sciences, the natural and physical sciences, and health and physical education. Majors in any Education Program may also minor in a discipline in the Arts and Sciences. Students are provided many opportunities to integrate practice with theoretical course work. Students who are interested in majoring in a program in the Education Unit should contact one of the department chairs.

Undergraduate programs in the Education Unit include the following:

Majors

Early Childhood Education (Pre-School to 3rd grade)*
Early Childhood Early Child Care/Human Development Track (birth – 6 years)
Elementary Education (1st to 8th grade)*
Special Education*
Sports Management

*Dual certification may be obtained in Special Education and Early Childhood Education, Elementary Education, or Secondary Education

*Dual degree may be obtained in Biology/General Science

Minors

Adult Education
Early Childhood Child Care/Human Development Track
Early Childhood Education
Elementary Education
Reading
Physical Therapy
Dance

Areas of Concentration

Early Childhood Education
Elementary Education
Special Education
Urban Recreation

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SECONDARY EDUCATION CERTIFICATION*

(Middle and Senior High School)

Biology
Chemistry
English
Mathematics
History/Social Studies

*Dual certification may be obtained in Special Education and Early Childhood Education, Elementary Education, or Secondary Education.

Conceptual Framework: "Teacher as a Reflective Facilitator of Learning"

The Education Unit at Coppin State University is committed to preparing competent "reflective facilitators of learning," scholars, and researchers as exemplary leaders, and to advance the teaching profession through the arts and sciences of teaching and learning, clinical processes, technology, and research. The primary thrust of the graduates from the Education Unit's undergraduate program is to train systematic planners, instructional leaders, effective communicators, reflective decision makers, and evolving professionals. To accomplish this goal, the faculty provides reflective facilitators of learning with the necessary educational experiences that will enable them to deliver educational services designed to assist all children and youth to attain their optimal potential as productive members of society.

The Undergraduate Performance-Based Assessment Manual

The academic standing and progress of all teacher education candidates must be reviewed at three strategic phases as they matriculate toward graduation. These strategic phases are as follow:

I. The "Readiness-to-Enter the Teacher Education Program" Performance Assessment (i.e. entrance to the program)
II. The "Assessment, Reflection, and Refinement-As-Learning" Performance Assessment (i.e. mid-point in the program); and
III. The "Reflective Facilitator of Learning" Performance Assessment – Entrance into the Education Profession (i.e. exit from the program).

Please obtain, from your Chairperson, and read the Undergraduate Performance-Based Assessment Manual then consult with your advisor for further details. This Manual will be distributed in EDUC 202: Educational Psychology, when the Phase I Portfolio is developed.

TEACHER EDUCATION

The programs, which are specifically designed to prepare teachers, represent a cooperative effort by all departments involved in the preparation of teachers. Coordinated by the Teacher Education Council, the total programs of Teacher Education consist of the General Education Requirements, professional education courses, including a sequence of clinical experiences and student teaching, and an academic specialization appropriate to the generally accepted philosophy and objectives of the respective programs.

Teacher Education Council (TEC)

The Teacher Education Council is the major policy making body for the Education Unit. The Council is responsible for all policy decisions in Teacher Education programs and for the general coordination between the Arts and Sciences and Education.

The Teacher Education Council Membership:

1) one (1) representative from each department in the University having Teacher Education programs;
2) two (2) undergraduate students;
3) the Coordinator of Field Services;
4) the Dean of the School of Arts and Sciences;
5) the Dean of the Graduate Division;
6) one (1) representative each from the Office of Long Range Planning and Accreditation, Academic Advisement, Career Placement, Registrar, Library, and Institutional Analysis as non-voting members; and
7) the Director of Education

The Council is chaired by the Director of Education.

The responsibilities of the Council are to:

1) coordinate the planning of policies and standards for the development and implementation of the Teacher Education program;
2) coordinate and develop policies and standards that govern the admission of students into Teacher Education;

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3 keep under constant review those students who have been admitted to a Teacher Education program;
4) evaluate the performance of graduates from the Teacher Education program as a basis for future program revisions.

Teacher Education Programs

The Education unit offers four major undergraduate programs for the preparation of teachers and four programs in different subject areas for certification in secondary education. Each Teacher Education program is built upon a sound liberal arts foundation and is designed to enable students to acquire the skills, knowledge, and understandings which all teachers should possess. All students in Teacher Education must meet the General Education Requirements. Student choices of courses should be made with the guidance of an advisor for the following reasons:

1) specific General Education courses may be required for certain majors;
2) additional credits may be required in certain subject areas;
3) grades below "C" in certain courses may not be acceptable.

Declaration of a Teacher Education Major

All degree-seeking students must officially declare a major. Admission to Coppin State University is not an automatic guarantee of admission to a major program. Each major department interviews and accepts its own students. Students must declare a major before they have accumulated 30 credits toward graduation. Students who are eligible to declare a major should follow these procedures:

1) report to the chair of the department that hosts the desired program to secure a Declaration of Major Form;
2) obtain an unofficial copy of their transcript from the Registrar's Office;
3) make an appointment to see the appropriate department chairperson;
4) obtain acceptance in the major; and
5) return the completed form to the Academic Advising and Testing Office.

Admission to Teacher Education and Praxis Implementation Policy

A student, in order to be admitted to the Education Unit, must declare an education major and apply for admission to Teacher Education.

Eligible students should have:

- completed 30 credit hours;
- a cumulative GPA of 2.7 or better;
- completed English 101/103 and 102/104 (6 credit hours); and Math 103 (3 credit hours) and any other English and Mathematics requirements;
- completed Phase I of the Performance-Based Assessment System;
- the declaration of major form signed by the department chairperson;
- a faculty advisor assigned by the chairperson;
- the Application to Teacher Education Form signed by the department chairperson;
- successfully completed Praxis I, with a score equal to or greater than the cut off scores, or the composite scores, set by Maryland State Department of Education; and
- completed an interview with the Chairperson and another faculty member.

The following information also impacts students interested in entering Teacher Education.

- Students who have met all the above, except the passing of Praxis I, can be provisionally admitted, as pre-majors, to Teacher Education.
- Any student who has not successfully completed Praxis I will not be admitted to methods courses in any of the Teacher Education majors or admitted to student teaching.
- Students who still have not successfully completed Praxis I may enroll in EDUC 273 (Students enrolled in EDUC 273 will receive a "CS" grade for the course until they pass Praxis I).
- Students must take Praxis II prior to student teaching.
- Students must achieve state mandated cut-off scores or composite scores on Praxis II prior to approval for graduation.
- The current MSDE cut-off scores are: MATHEMATICS - 177, READING - 177, WRITING - 173). The acceptable composite score is 527.
- A student who has been denied admission to a program may appeal to the Teacher Education Council. If denied admission a third time, the student will be advised into another area.

Change of Major

Students who want to change their major after being admitted to Teacher Education must secure the approval of the

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chairperson of the department from which they wish to transfer and the approval of the chairperson of the department in which they are matriculating.

Transfer Students

All students who transfer into the University must meet all of the requirements for admission into Teacher Education, including a cumulative grade point average of 2.70. An official transcript of all course work taken at other colleges must be sent directly to the Admissions Office. Transfer students should check the deadline for admission into Teacher Education and file an application in the semester that all entry prerequisites will be completed.

Retention in Teacher Education

To remain in Teacher Education the student must have satisfactorily completed all General Education Requirements by the end of the junior year. A grade of "C" or higher must be earned in each foundation, professional, and methods course. Academic records will be reviewed at least once each semester by the advisor to determine continuing eligibility for retention in the program.

Admission to Student Teaching

All students in Teacher Education must apply for student teaching at least one semester before the experience is to begin.

By the end of the semester in which the application is made, the students must have:

- completed all General Education Requirements;
- acquired a 2.70 cumulative grade point average;
- earned a grade of "C" or higher in all professional and methods courses;
- passed the physical examination;
- received the approval of the chairperson of the department in which the applicant will student teach;
- passed the interview with the Student Teacher Review Committee;
- obtained the qualifying scores established by MSDE on the Praxis I;
- taken the Praxis II exam; and,
- received the approval of the Teacher Education Council.

Exit Requirements

Teacher candidates are recommended for certification only when they have:

- successfully completed all course requirements of a particular program;
- successfully demonstrated continued competence, aptitude, and potential for satisfactory success in teaching;
- submitted a Phase III Portfolio;
- completed an Exit interview with the department chairperson, another faculty member, and a LEA Practitioner; and
- met the State of Maryland cutoff scores on the Praxis II.

The State of Maryland certification requires teacher candidates to meet a specific cutoff score on Praxis I and II

ADULT AND GENERAL EDUCATION

The Department of Adult and General Education offers 1) professional courses required of all Teacher Education majors, 2) certification in secondary education, and 3) electives in Adult Education.

Educational Foundations

Professional Courses for Teacher Education Majors

EDUC 202	Educational Psychology
EDUC 203	Fundamentals of Teaching with AudioVisual Technology
EDUC 300	Foundations of Reading Instruction
EDUC 402	History of Education
EDUC 403	Philosophy of Education
EDUC 405	Analysis of Subject Difficulties
EDUC 408	Measurement and Evaluation in Education

Secondary Education

I. Foundations Courses (9 credits required)

A. Psychological Foundations

EDUC 202	Educational Psychology (This course requires a 16 hour practicum)
SPED 201	Introduction to the Needs of Exceptional Individuals

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B. Historical or Philosophical Foundations

EDUC 402 History of Education
or
EDUC 403 Philosophy of Education

II. Methods Courses and Practicum (27 credits required)

A. General Methods (all courses required)

EDUC 203 Fundamentals of Teaching with A-V Technology
EDUC 408 Measurement and Evaluation in Education
SCED 312 Principles of Secondary Education
SCED 427 Teaching Reading in the Content Area I
REED 428 Teaching Reading in the Content Area II

B. Subject Matter Methods

Choose the one course which fits the major:

SCED 324 Social Studies in the Sec. School
SCED 325 Teaching English in the Sec. School
SCED 326 Teaching Science in the Sec. School
SCED 327 Teaching Mathematics in the Sec. School

C. Practicum

SCED 414 Directed Teaching in the Secondary School/Seminar

III. Recommended Electives

PSYC 206 Small Group Analysis
PSYC 304 Child Psychology
PSYC 305 Adolescent Psychology
PSYC 306 Personality
PSYC 411 Abnormal Psychology

IV. Subject Matter Major Courses

A. Biology
B. Chemistry
C. English
D. History/Social Studies
E. Mathematics

CURRICULUM AND INSTRUCTION

Department Programs

The major programs in the Department of Curriculum and Instruction are Early Childhood Education, Early Childhood Child Care/Human Development Track; Elementary Education, Master of Arts in Teaching (MAT), Master of Science in Reading, and Master of Education in Curriculum and Instruction (M.Ed.). The MAT and the M. Ed. Programs are explained in the Graduate Catalog.

The objectives of the department are to provide prospective teachers with: 1) a background in the liberal arts and sciences that will enable them to understand the complexities of the society in which they live, 2) a broad psychological, historical, and philosophical orientation to the foundations upon which the American school system is built, and 3) a variety of planned experiences that will increase their understanding of the school as a social and educational institution and the role of the teacher in the total education unit.

Area of Concentration or Minor

In addition to possessing a liberal arts background and professional competency, teachers in Early Childhood Education and Elementary Education should have a high degree of competence in a particular content area. To meet this objective, either an area of concentration or a minor is recommended.

The area of concentration or minor must be approved by the chairperson of the department in which the courses are offered. All students are also expected to consult with their department advisors or chairpersons before deciding on the concentration or minor. Students must complete all courses in the area of concentration or the minor with a grade of "C" or higher.

Availability of Courses to Non-Majors

Most courses in Early Childhood Education and Elementary Education may be taken by students majoring in other educational areas. Students desiring to take courses for enrichment or to complete an area of concentration or minor should confer with the chairperson of the Department of Curriculum and Instruction.

Department Regulations

A grade of "C" or higher must be earned in all English, mathematics, science, foundation, and methods courses. A student must repeat any of these courses in which the minimum grade of "C" in not received. All developmental courses must be passed with a grade of PS.

Students must meet the minimum cutoff scores on the PRAXIS established by the Maryland State Department of Education.

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The department reserves the right to make curriculum changes based on University requirements, certification requirements, departmental requirements, and the requirements of accrediting agencies.

EARLY CHILDHOOD EDUCATION

The primary objective of the program in Early Childhood Education is to prepare well-qualified teachers who will be effective in guiding the learning experiences of children in Head Start programs, Child care centers, pre-school programs, kindergartens, and grades one through three. The focal point of the program is the recognition of the child's individuality and the development of one's self-worth and security. Within the scope of the program, prospective teachers have opportunities to acquire those skills and understandings that will enable them to stimulate the sensory, cognitive, and social/emotional abilities/development of the child through exploration, experimentation, discovery, and successful experiences.

Major in Early Childhood Education

A. General Education Requirements (46 credits)

B. Professional Education Requirements

SPED 201	Introduction to Needs of Exceptional Individuals*
ECED 201	Learning Lab in an Educational Setting*
EDUC 202	Educational Psychology*
EDUC 203	Fundamentals of Teaching with Technology*
MATH 104	Mathematics for Elementary Teachers II
EDUC 273	Enhancing Test Performance#
EDUC 274	Enhancing Test Performance#
EDUC 300	Foundations of Reading Instruction (Reading Acquisition)*
GEOG 101	Elements of Geography
or	
GEOG 102	World Regional Geography
ECED 301	Child Growth and Physiological Development*
ECED 329	Principles and Practicum in Early Childhood*
ECED 334	Creative Expression*
PSYC 304	Child Psychology
CUIN 336	Collaborating with Families and Communities*
MATH 207	Technology Based Mathematics for Teachers
ECED 330	Methods of Teaching Language Arts in Early Childhood**
ECED 331	Methods of Teaching Social Studies in Early Childhood**
ECED 333	Methods of Teaching Reading in Early Childhood**
ECED 337	Methods of Teaching Science in Early Childhood**
ECED 338	Methods of Teaching Mathematics in Early Childhood
REED 401	Diagnosis and Remediation of Reading Disabilities (Reading Assessment)*
REED 405	Strategies and Materials for Teaching Reading*
EDUC 402	History of Education
EDUC 408	Measurement & Evaluation*
ECED 411/412	Directed Teaching/Seminar***

#Recommended courses; credits do not count towards graduation

*Courses have a practicum experience requirement

**Must have met Praxis I requirement in order to enroll in courses; by approval of the Chairperson

*** Must have successfully met Praxis I requirement and have taken Praxis II prior to enrollment

C. Field Based "Block" Methods Courses - Students may take 12 early childhood methods credits in Reading, Language Arts, Science, and Social Studies at a PDS site at the discretion of the Chairperson. Students must take ECED 329: Principles and Practicum in Early Childhood* as a prerequisite to the "Block". Students must register for all courses (12 credits) in the "Block".

D. Area of Concentration: (15-18 credits) Minor in Early Childhood Education - The minor in Early Childhood Education provides experiences to prepare students to enable the Pre-K through Grade 3 child to develop effectively through successful cognitive and experience-based activities. Practical application of theories and principles of learning are provided through field experiences. Students electing to minor in Early Childhood Education must complete 21 hours in the program with a grade of "C" or higher.

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Group A: Required Courses (18 credits)

ECED	329	Principles and Practicum in Early Childhood*
ECED	330	Methods of Teaching Language Arts in Early Childhood**
ECED	333	Methods of Teaching Reading in Early Childhood**
ECED	335	Methods of Teaching Mathematics in Early Childhood**
ECED	337	Methods of Teaching Science in Early Childhood**
EDUC	402	History of Education
or		
EDUC	403	Philosophy of Education*

Group B: Major Electives (3 Credits)

ECED	33	Methods of Teaching Social Studies in Early Childhood**
ECED	334	Creative Expression*

* Course has a practicum experience requirement

**Must have met Praxis I requirement in order to enroll in courses; by approval of the Chairperson

EARLY CHILDHOOD EDUCATION

FRESHMAN YEAR

First Semester

ORIE	101	Freshman Seminar
ENGL	101	English Composition I
MATH	103	Mathematics for Elementary Teachers I
BIOL	101	Biological Science
HLTH	101	Personal Health
IDIS	102	Music and Dance
or		
IDIS	103	Theater and Visual Arts
or		
Foreign Language		

Second Semester

ENGL	102	English Composition II
PHSC	101	Physical Science
GEOG	101	Elements of Geography
or		
GEOG	102	World Regional Geography
SPCH	105	Introduction to Speech Communication
or		
SPCH	202	Principles and Practice of Interviewing
PHIL	102	Logic
or		
PHIL	201	Introduction to Philosophy

SOPHOMORE YEAR

First Semester

ENGL	203	World Literature I
or		
ENGL	204	World Literature II
HIST	201	World History I
or		
HIST	203	U.S. History I
or		
HIST	205	African American History I
PSYC	201	General Psychology
SOSC	200	Introduction to Social Sciences
or		
SOCI	201	Intro to Sociology
EDUC	202	Educational Psychology
EDUC	203	Fundamentals of Teaching with Technology

Second Semester

HIST	202	World History II
or		
HIST	204	U.S. History II
or		
HIST	205	African American History II
ECED	201	Learning Lab (Introduction to Early Childhood Theory - Practice)
SPED	201	Introduction to the Needs of Exceptional Children
MATH	104	Mathematics for Elementary Teachers II
EDUC	300	Foundations of Reading Instruction

JUNIOR YEAR

First Semester

EDUC	402	History of Education
ECED	329	Principles and Practicum in Early Childhood
ECED	301	Child Growth and Physiological Development

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ECED	334	Creative Expression
ENGL	321	Children's Literature
or		
ENG	406	Advanced Grammar
REED	401	Diagnosis of Reading (Reading Assessment)

Second Semester

EDUC	408	Measurement & Evaluation
REED	405	Strategies and Materials for Teaching Reading
MATH	207	Technology based Mathematics for Teachers
CUIN	336	Collaborating with Communities and Families
PSYC	304	Child Psychology

SENIOR YEAR

First Semester

ECED	333	Methods of Teaching Reading in Early Childhood
ECED	330	Meth. of Teaching Language Arts in Early Childhood
ECED	338	Methods of Teaching Math in Early Childhood
ECED	33	Meth. of Teaching Science in Early Childhood
ECED	331	Methods of Teaching Social Studies in Early Childhood

Second Semester

ECED	411	Directed Teaching in Early Childhood Education
ECED	412	Directed Teaching in Early Childhood Education Seminar

EARLY CHILDHOOD CHILD CARE/HUMAN DEVELOPMENT TRACK

The primary objective of the Early Childhood Child Care/Human Development Track is to prepare well-qualified teachers and directors who will be effective in guiding the learning experiences of young children in Head Start programs, child care centers, pre-school programs, and kindergartens. The focal point of the track is the recognition of the child's individuality and the development of one's self-worth and security. Within the program, prospective teachers and future directors of centers will have the opportunities to acquire the skills and understanding that will enable them to stimulate the sensory and cognitive abilities of the child through exploration, experimentation, and discovery. Classroom experiences are primarily conducted at one of our Head Start Professional Development Schools (PDS) sites.

ADMISSIONS PROCEDURES

Students who are interested in pursuing an undergraduate degree in the early childhood child care/human development track must meet the following requirements in order to declare a major:

- Must have a GPA of 2.7 or better;
- Must have completed at least 30 credits;
- Must have completed the English and Math requirements (ENGL 101 & 102; MATH 103);
- Must submit a Declaration of Major Form;
- Must complete the Phase I Admission to teacher Education Portfolio; and
- Must complete an interview with the Chairperson and another faculty member.

A. General Education requirements: 46 credits

B. Professional Education Requirements

EDUC	202	Educational Psychology *
SPED	201	Introduction to Needs of Exceptional children*
EDUC	203	Fund of Teaching with Audiovisual Technology*
ECED	301	Child Growth & Physiological Development*
ECED	329	Principles & Practicum in Early Childhood*
CUIN	336	Collaborating with Families and Communities*
ECED	334	Creative Expression*
PSYC	304	Child Psychology
EDUC	402	History of Education
EDUC	300	Foundations of Reading*
MATH	104	Math for Elementary Teachers II
MATH	207	Technology Based Math for Teachers
ENGL	406	Advanced Grammar
ECED	339	Social Emotional Development of the Young Child
EDUC	408	Measurement & Evaluation
REED	405	Materials & Strategies for Teaching Reading

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REED	401	Diagnosis & Remediation Of Reading Difficulties*
MNSC	316	Small Business Management
or		
MNSC	310	Marketing for Managers
PSYC	335	Developmental Psychology
MNSC	328	Dynamics of Management
ECED	340	Introduction to Child Care*
ECED	344	Nutrition, Health, Safety, & Childhood Diseases*
ECED	347	Before & After School Child Care*
ECED	349	Intro. to Research, Evaluation, & Leadership in ECED*

*These course have a practicum experience requirement.

Minor in Child Care Programs and Services

The minor in Child Care Programs and Services provides students with 1) a knowledge of the historical, theoretical, and empirical basis for child care; 2) an understanding of the significance of providing support services to the families of children in child care, and 3) an opportunity to examine a variety of day care programs and to design day care programs. An important component of the Child Care Programs and Services minor is the opportunity to practice skills learned in the classroom in a day care site. Students who elect a minor in Child Care Programs and Services must complete the requirements for the minor with a grade of "C" or higher in the following courses in addition to the GER:

ECED	329	Principles and Practicum in Early Childhood*
or		
ELED	301	Curriculum, Planning and Management*
ECED	334	Creative Expression*
or		
DNCE	326	Creative Expression Through the Arts
ECED	340	Introduction to Child Care
CUIN	336	Collaborating with Families and Communities*
or		
SPED	402	Counseling Parents & Family Members of Individuals with Mild Moderate Disabled
ECED	339	Social Emotional Development of the Young Child
or		
SPED	203	Characteristics of Children with Behavioral & Learning Dysfunctions
ECED	344	Nutrition, Health and Childhood Diseases*
ECED	349	Intro. to Research, Evaluation, and Leadership in Early Childhood*
TOTAL:		21 credits

EARLY CHILDHOOD CHILD CARE/HUMAN DEVELOPMENT

FRESHMAN YEAR

First Semester

ORIE	101	Freshman Seminar
ENGL	101	English Composition I
MATH	103	Mathematics for Elementary Teachers I
BIO	101	Biological Science
HLTH	101	Personal Health
IDIS	102	Music and Dance
or		
IDIS	103	Theater and Visual Arts
or		
Foreign Language		

Second Semester

ENGL	102	English Composition II
PHSC	101	Physical Science
SPCH	105	Introduction to Speech Communication
or		
SPCH	202	Principles and Practice of Interviewing
PHIL	102	Logic
or		
PHIL	201	Introduction to Philosophy

SOPHOMORE YEAR

First Semester

ENGL	203	World Literature I
or		
ENGL	204	World Literature II
HIST	201	World History I
or		
HIST	203	U.S. History I
or		
HIST	205	African American History I
PSYC	201	General Psychology

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ECON	103	Intro to Business & Entrepre. Econ.
EDUC	202	Educational Psychology*
EDUC	203	Fundamentals of Teaching with Technology*

Second Semester

HIST	202	World History II
or		
HIST	20	U.S. History II
or		
HIST	205	African American History II
SPED	201	Introduction to the Needs of Exceptional Children*
MATH	104	Mathematics for Elementary Teachers II
EDUC	300	Foundation of Reading Instruction

JUNIOR YEAR

First Semester

EDUC	402	History of Education
ECED	329	Principles and Practicum in Early Childhood*
ECED	301	Child Growth and Physiological Development*
ECED	334	Creative Expression*
ENGL	321	Children's Literature
REED	401	Diagnosis of Reading (Reading Assessment)

Second Semester

EDUC	40	Measurement & Evaluation*
REED	405	Strategies & Materials for Teaching Reading
REED	401	Diagnosis of Reading (Reading Assessment)*
ECED	336	Collaboration with Communities and families*
ENGL	406	Advanced Grammar
MATH	207	Technology Based Math for Teachers

SENIOR YEAR

First Semester

PSYC	304	Child Psychology
MNSC	328	Dynamics of Management
ECED	340	Intro. to Child Care*
ECED	344	Nutrition, Health, Safety, & Childhood Diseases*
ECED	339	Social Emotional Development of the Young Child*

Second Semester

MNSC	316	Small Business Management
or		
MNSC	310	Marketing for Managers
PSYC	335	Developmental Psychology
ECED	347	Before & After School Child Care*
ECED	349	Intro. to Research, Evaluation & Leadership in Early Childhood Education**

* These courses have a practicum experience requirement

** Must have completed the courses in Pre-Professional Block, Professional Block I, & Professional Block II

ELEMENTARY EDUCATION

The undergraduate program in elementary education is offered in a unit that is accredited by the National Council for the Accreditation of Teacher Education (NCATE) and is approved by the Maryland State Department of Education (MSDE). The primary objective of the program in Elementary Education is to prepare well-qualified teachers to teach in grades one through eight, providing prospective teachers with the experiences needed to acquaint them with the curricula organization, objectives, procedures, and instructional resources of the elementary school. Prospective teachers are also provided with classroom experiences dealing with direct analysis of teaching and learning, the selection, use, organization, and presentation of subject matter, techniques for the evaluation of results of teaching and learning, and the practical application of theories and principles of learning. Classroom experiences are primarily conducted at one of our Professional Development School (PDS) sites.

Major in Elementary Education

A. General Education Requirements: 46 credits

B. Professional Education Requirements: 66 credits

SPED	201	Introduction to Needs of Exceptional Children*
EDUC	202	Educational Psychology*
EDUC	203	Fundamentals of Teaching with Technology*

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EDUC	300	Foundations of Reading Instruction (Reading Acquisition)*
PSYC	304	Child Psychology
MATH	104	Mathematics for Elementary Teachers II
GEOG	101	Elements of Geography
or		
GEOG	102	World Regional Geography
EDUC	402	History of Education
REED	401	Diagnosis and Remediation of Reading Difficulties (Reading Assessment)*
REED	405	Strategies and Materials for Teaching Reading
EDUC	408	Measurement and Evaluation*
CUIN	336	Collaborating with Families and Communities*
EDUC	273	Enhancing Test Performance#
EDUC	274	Enhancing Test Performance#
ELED	301	Curriculum, Planning and Management*
MATH	207	Technology-Based Mathematics for Teachers
ELED	302	Methods of Teaching Mathematics in Elementary School**
ELED	303	Methods of Teaching Reading in the Elementary School**
ELED	304	Methods of Teaching Language Arts in the Elementary School**
ELED	305	Methods of Teaching Science in the Elementary School **
ELED	306	Methods of Teaching Social Studies in the Elementary School**
ELED	307	Methods of Teaching Art and Music in the Elementary School**
PHED	201	Methods of Teaching Physical Education in the Elementary School**
ELED	412/ 413	Directed Teaching/Seminar***

Recommended courses; credits do not count towards graduation

*Courses have a practicum experience requirement

**Must have met Praxis I requirement in order to enroll in courses; by approval of the Chairperson

*** must have successfully met Praxis I requirement and have taken Praxis II prior to enrollment

C. Area of Concentration: 15-18 credits

Before taking electives, students should consult with their departmental advisors to be sure that they are meeting the requirements of the program.

D. Field Based "Block" Methods Courses

Students may take 12 Elementary methods credits in Reading, Language Arts, Science, and Social Studies at a public school site at the discretion of the Chairperson. Students must take ELED 301, Curriculum Planning and Management, as a prerequisite to the "Block". Students must register for all courses (12 credits) in the "Block".

E. Minor in Elementary Education

The minor in Elementary Education provides students with the opportunity to develop skills and understandings for effectively guiding students in grades 1-8. Practical application of theories and principles of learning are provided through field experiences. Students electing to minor in Elementary Education must complete, with a grade of "C" or higher, 21 hours in the major program.

SPED	201	Introduction to Needs of Exceptional Children*
ELED	301	Curriculum, Planning, and Management*
ELED	302	Methods of Teaching Mathematics in Elementary School**
ELED	303	Methods of Teaching Reading in Elementary School**
ELED	304	Methods of Teaching Language Arts in Elementary School**
EDUC	402	History of Education
or		
EDUC	403	Philosophy of Education

Group B: Major Electives (3 Credits)

ELED	305	Methods of Teaching Science in the Elementary School **
ELED	306	Methods of Teaching Social Studies in the Elementary School**

*Course have a practicum experience requirement

**Must have met Praxis I requirement in order to enroll in courses; by approval of the Chairperson

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ELEMENTARY EDUCATION MAJOR

Suggested Curriculum Plan

FRESHMAN YEAR

First Semester

ENGL 101 English Composition I
BIOL 101 Biological Science
ORIE 101 Freshman Seminar
SPCH 105 Introduction to Speech Communication
or
SPCH 202 Principles and Practices of interviewing
IDIS 102 Music and Dance
or
IDIS 103 Visual Arts and Theatre
or
A Foreign Language

Second Semester

ENGL 102 English Composition II
PHSC 101 Physical Science
MATH 103 Math for Elem. Teachers I
PHIL 201 Introduction to Philosophy
or
PHIL 102 Logic
HLTH 101 Personal Health
POSC 301 U.S. Government
or
POSC 302 State & Local Government

SOPHOMORE YEAR

First Semester

WLIT 203 World Literature I
or
WLIT 204 World Literature II
HIST 201 World History I
or
HIST 203 U.S. History I
or
HIST 205 African American History I
SOSC 200 Introduction to Social Sciences
or
SOCI 201 Introduction to Sociology
or
PSYC 202 General Psychology
GEOG 101 Elements of Geography
or
GEOG 102 World Regional Geography
EDUC 203 Fundamentals of Teaching with Audio Visual Technology*

Second Semester

HIST 204 U.S. History II
or
HIST 202 World History II
or
HIST 206 African American History II
EDUC 202 Educational Psychology*
ENGL 321 Children's Literature
or
ENGL 406 Advanced Grammar
MATH 104 Mathematics for Elementary Teachers II
EDUC 300 Foundations of Reading Instruction*
SPED 201 Introduction to Needs of Exceptional Children*

JUNIOR YEAR

First Semester

PSYC 304 Child Psychology
EDUC 402 History of Education
EDUC 408 Measurement and Evaluation*
REED 401 Diagnosis of Reading Disabilities (Reading Assessment)*
MATH 207 Technology Based Mathematics for Teachers

Second Semester

ELED 301 Curriculum, Planning and Management*
CUIN 336 Collaborating with Families and Communities*
ELED 307 Art and Music Methods in the Elementary School**
PHED 201 Physical Education for the Elementary School**
REED 405 Strategies and Materials for Teaching Reading

SENIOR YEAR

First Semester

ELED 302 Methods of Teaching Mathematics in Elementary School**

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ELED	303	Methods of Teaching Reading in the Elementary School**
ELED	304	Methods of Teaching Language Arts in the Elementary School**
ELED	305	Methods of Teaching Science in the Elementary School**
ELED	306	Methods of Teaching Social Studies in the Elementary School**

Second Semester

ELED	412	Directed Teaching in the Elementary School***
ELED	413	Seminar Directed Teaching in the Elementary School****

*These courses have a practicum experience requirement

**Must have met Praxis I requirement to enroll in courses; by approval of the chairperson

*** Must have successfully met Praxis I requirement and have taken Praxis II prior to enrollment

Minor in Reading Education

The minor in Reading Education is designed to provide the participant with knowledge and skills in the best research supported practices for the teaching of reading at all levels. The minor is guided by the regulations of the Maryland State Department of Education and the standards from the International Reading Association. Practicum experiences are required.

Reading Minor Course Requirements (Non-Education majors)

(18 credits required)

PSYC	306	Personality
EDUC	300	Foundations of Reading
ELED	303	Methods of Teaching Reading in the Elementary School
or		
ECED	333	Methods of Teaching Reading in Early Childhood
ELED	331	Methods of Teaching Language Arts in ECED
or		
ELED	304	Methods of Teaching Language Arts in ELED
REED	405	Strategies and Materials for Teaching Reading Instruction
REED	401	Diagnosis and Remediation of Reading Disabilities

Reading Minor Course Requirements (Education majors: ECED)

(18 credits required)

Required (15 Credits)

ELED	303	Methods of Teaching Reading in the Elementary School (3 credits)
PSYC	306	Personality (3 credits)
ENGL	302	Sociolinguistics (3 credits)
SEMINAR		Policies, Issues, & Trends in Reading (3 credits)

Elective (Select one)

WLIT	323	Folklore: Myth, Fable, & Legend
or		
WLIT	324	Sacred Literature of the World

Reading Minor Course Requirements (Education majors: ELED)

(18 credits required)

Required (15 Credits)

ELED	333	Methods of Teaching Reading in ECED (3 credits)
PSYC	306	Personality (3 credits)
ENGL	302	Sociolinguistics (3 credits)
SEMINAR		Policies, Issues, & Trends in Reading (3 credits)

Elective (Select one)

WLIT	323	Folklore: Myth, Fable, & Legend
or		
WLIT	324	Sacred Literature of the World

HEALTH, PHYSICAL EDUCATION, RECREATION AND DANCE

The overarching goal of the Department of Health, Physical Education, Recreation, and Dance (HPERD) is to offer evidence-based course selections for students to choose as university course requirements, lifestyle change options, personal skills development, and/or as courses to complement their professional growth in the workplace. With the exception of Nursing majors, ALL STUDENTS in the university are required to take at least one three (3) credit Health course. Students may select any three credit health course offered.

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Students who wish to pursue a major in Dance or Sports Management will be offered a multi-tracked comprehensive program of studies in either of these fields as outlined on the pages that follow. Faculty in the department hold terminal degrees in their respective disciplines and are highly respected among their colleagues on both local and national levels.

The Department educates and nurtures students holistically and views it's role as complementary to the university's mission. Students are encouraged to engage in co-curricular activities such as intramural activities, the Sports Management Club, the Health Education Interest Group, and the Coppin State University Dance Ensemble.

All students in departmental programs must maintain at least a GPA of 2.3 to remain in their respective programs. Additionally, students must earn a grade of B" or better in all professional courses.

GENERAL EDUCATION REQUIREMENTS

In addition to meeting departmental requirements for their respective programs of study, all departmental majors must meet the University's general education requirements. The university required courses by category and course name follow:

Required Courses:

Category I: English Composition 6 credits
ENGL 101
ENGL 102

Category II: Arts and Humanities 18 credits
To complete this category, one must take:

WLIT 203
or
WLIT 204
Any ENGL, JRNL or WLIT course 200 level or higher
PHIL 102
or
PHIL 201
Any **one** of the following History Combinations:
HIST 201 and HIST 202
HIST 203 and HIST 204
HIST 205 and HIST 206

Any **one** of the following courses:
IDIS 102
IDIS 103
Any foreign language course
ART 105
MUSC 201
PHED 225
THEA 211

Category III: Social and Behavioral Sciences 6 credits
Any **two** of the following must be completed according to major:

ANTH 207
ECON 201
ECON 103
POSC 301
PSYC 201
SOCI 201
SOSC 200

Category IV: Mathematics 3 credits
Generally one of the following courses must be completed according to major:

MATH 110
MATH 103
MATH 125
MATH 131
MATH 203

Category V: Natural Science 7-8 credits
To complete this category, a total of two courses must be selected, one of which must be a lab course. **Only one** course may be selected from any chosen discipline:

Biology Choices
(pick only one)
BIOL 101 (Lab course)
BIOL 107 (Lab course)

Chemistry Choice
CHEM 101 (Lab course)

Physical Science Choices
(pick only one)
PHSC 101 (Lab course)
PHSC 103

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Category IV: Interdisciplinary and Emerging Issues 5-6 credits

To satisfy this category, the following must be completed:

HLTH 101 or any other three (3) credit HLTH course
Any **one** of the following:
SPCH 105
SPCH 202
SPCH 204

Students in departmental programs must maintain a GPA of 2.3 to remain in the program. Students must also make a "B" or better in any professional course.

Sports Management Major

The Sports Management program at Coppin State University prepares undergraduate students for professional careers in Sports Management, including both the private and public sectors. The program is designed to assist students in acquiring organizational and managerial expertise in the health, fitness and sports management fields as well as to assist students in gaining an understanding of personnel management and supervision. The faculty of the Sports Management Program is dedicated in ensuring students acquire the knowledge, skills, and abilities that attract and encourage companies and organizations to hire graduates of this program.

Students pursuing a baccalaureate degree in Sports Management must choose a concentration in one of the following areas:

Sports Business
Sports Journalism
Sports Marketing
Pre-Athletic Training

The curriculum of the Sports Management program enables students to gain not only extraordinary and theoretical knowledge from courses, such as Sport Governance & History, Facility & Equipment/Event Management, Community Recreation & Fitness, Sports, Ethics & the Law, and Organization & Administration of Recreation but also to gain valuable and practical experience from the degree requirements of completing both a practicum and an internship.

Sports Business Concentration

The sports industry is a billion dollar industry continuously growing both financially and globally. This creates the necessity to have individuals with the proper knowledge, skills and abilities to operate and manage sports businesses and organizations.

Students selecting the sports business concentration will acquire general management skills with a heavy emphasis in program development and administration and financial management, learning the application of such knowledge and skills to the health, fitness and sports industries. Additionally, students will study the fundamental concepts, theories, and organization of management as it applies to the field of sports and recreation. Students with a sports business concentration may pursue careers in academic settings, intercollegiate athletics, professional sports, fitness and recreation clubs/facilities, and sports governing bodies (NCAA, U.S. Olympic Committee, etc.).

Core Requirements

RECR 101	Sport Governance & History	3
RECR 201	Facility & Equip./Event Management	3
MCOM 308	Public Relations	3
PHED 243	Sports Psychology	3
RECR 331	Community Recreation and Fitness	3
RECR 332	Sports, Ethics and the Law	3
RECR 339	Problems In Urban Rec. & Sports	3
RECR 435	Organization &Administration of Recreation	3
RECR 400	Sport Management Practicum	6
PHED 401	Student Fieldwork/Internship	12
Total Credits		42

Sports Business Concentration

ECON 103	Intro To Bus. & Entrepreneurial Economics	3
ECON 211	Principles Of Economics I	3
MNSC 201	Financial Accounting I	3
MNSC 310	Marketing For Managers	3
MNSC 202	Financial Accounting II	3
MNSC 404	Managerial Communications	3
MNSC 465	Advertising	3
Total Credits		21

Sports Journalism Concentration

The media industry is expanding and advancing globally and technologically. It ranges from television and radio broadcasts to the Internet. In between are such areas as magazines, newsletters, newspapers, and public relations for various entities.

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Students choosing the sports journalism concentration will be prepared for professional positions in a wide variety of sports careers in the media industry, including sports information, broadcast, public relations, editing, and sports writing. Students will acquire essential knowledge in such classes as Media Production for Advertising & Public Relations, Writing for the Media, Reporting Public Affairs, and Article and Feature Writing. These courses along with the sports management program core courses enables students to apply fundamental journalism skills to the field of sports and recreation.

Core Requirements

RECR 101	Sport Governance & History	3
RECR 201	Facility & Equip./ Event Management	3
RECR 400	Sport Management Practicum	6
MCOM 308	Public Relations	3
PHED 243	Psychological Aspects Of Sports	3
RECR 331	Community Recreation and Fitness	3
RECR 332	Sports, Ethics and the Law	3
RECR 339	Problems In Urban Rec. & Sports	3
RECR 435	Organization & Administration of Recreation	3
PHED 401	Intern/ Field Work In Sport Management	12
Total Credits		42

Sports Journalism Concentration

MCOM 200	Introduction To Mass Communication	3
MCOM 211	Introduction to Media Promotion	3
MCOM 307	Script Writing for Television	3
JRNL 210	Introduction to News Writing	3
JRNL 310	Article And Feature Writing	3
JRNL 311	Editorial And Review Writing	3
JRNL 410	News Editing And Design	3
Total Credits		21

Sports Marketing Concentration

Sports Marketing involves the application of marketing principles to the sports and recreation industries. This consists of an evaluation of the elements of the marketing mix (product, place, price, promotion, and public relations), which includes identifying, understanding, and motivating target markets to purchase goods or services.

Students who choose the sports marketing concentration will learn fundamental principles in marketing through such courses as Marketing for Managers, Dynamics of Management, Consumer Behavior, and Advertising. Sports marketing careers may be pursued in the areas of fund raising, promotions and advertisement, event management, and licensing for such entities as collegiate athletics, professional sports teams, sports governing bodies (NCAA, NBA, U.S. Olympic Committee, etc.), and sporting good companies (Nike, Adidas, Champion, etc.).

Core Requirements

RECR 101	Sport Governance & History	3
RECR 201	Facility & Equip./Event Management	3
RECR 400	Sport Management Practicum	6
MCOM 308	Public Relations	3
PHED 243	Psychological Aspects of Sports	3
RECR 331	Community Recreation and Fitness	3
RECR 332	Sports, Ethics and the Law	3
RECR 339	Problems In Urban Rec. & Sports	3
RECR 435	Organization & Administration of Recreation	3
PHED 401	Intern/ Field Work In Sport Management	12
Total Credits		42

Sports Marketing Concentration

ECON 103	Intro To Bus. & Economics Entrepreneurial	3
MNSC 310	Marketing For Managers	3
MNSC 328	Dynamics Of Management	3
MNSC 360	Consumer Behavior	3
MNSC 365	Sales Management	3
MNSC 460	Marketing Research	3
MNSC 465	Advertising	3
Total Credits		21

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Pre-Athletic Training Concentration

Pre-Athletic Training consists of applying health and medical aspects to sports, exercise, and physical activity. The Pre-Athletic Training concentration will prepare students for a fulfilling and successful career in pre-athletic training, including such professions as an Athletic Trainer. It provides students with a useful background to pursue terminal or medical degrees as well as to pursue health care professions, such as Physical Therapy, Recreational Therapy, or Occupational Therapy.

Students choosing the Pre-Athletic Training concentration will study the basic concepts, theories, and organization of management as applied to the field of pre-athletic training, including Nutrition, Exercise & Weight Control, Community Health, Therapeutic Athletic Exercise, and Pathology of Athletic Injuries. Upon completion of this program and concentration, students will have obtained an extensive amount of knowledge and experience of the physiological effects, rationale, principles, and methods of applying physical agents, therapeutic exercises, evaluation, and treatment planning in pre-athletic training.

Core Requirements

RECR 101	Sport Governance & History	3
RECR 201	Facility & Equip./ Event Management	3
RECR 331	Community Recreation and Fitness	3
RECR 332	Sports, Ethics and the Law	3
RECR 339	Problems In Urban Rec. & Sports	3
RECR 435	Organization & Administration of Recreation	3
RECR 400	Sports Management Practicum	6
Total Credits		24

Pre-Athletic Training Concentration Required P.E. And Health Courses (16 credits)

HLTH 201	First Aide & Safety Education	2
HLTH 202	Health Education in the School	2
HLTH 205	Nutrition, Exercise and Weight Control	2
HLTH 420	Community Health	3
PHED 253	Senior Life Saving	1
PHED 301	Kinesiology	3
PHED 362	Physiology Of Exercise	3
Total Credits		16

Required Biology Courses (8 credits)

BIOL 201	Human Anatomy and Physiology I	4
BIOL 203	Human Anatomy and Physiology II	4
Total Credits		8

Required Courses taught at Towson Univ. (19 credits)

KNES 321	The Science of Sports Success: Contributions of Genetics and Practice	3
Pathology Of Athletic Injuries		3
KNES 427	Therapeutic Athletic Exercise	3
KNES 428	Therapeutic Athletic Training Modalities	3
KNES 311	Biomechanics	4
Athletic Conditioning		3
Total Credits		19

Minor in Sport Management

Sport Management Programs have expanded and become specialized in both scope and complexity. Modern sport programs have evolved from part-time employment to full-time challenging occupations. Within the exercise of a single day's responsibility, the contemporary sport manager may need to function as a business manager, ticket agent, scheduling consultant, labor negotiator, and goodwill ambassador. This program will enable the student to meet these challenges and effectively cope with them.

Twenty (20) credits beyond the GER are to be selected from the following courses:

Courses

PHED 241	Intramural Sports
PHED 343	Coaching and Officiating
RECR 331	Community Recreation
RECR 335	Organization and Administration in Recreation and Sport
RECR 432	Sport Management and Administration
RECR 339	Problems in Urban Recreation and Sports
HLTH 205	Nutrition, Exercise, and Weight Control
HLTH 110	Drug Abuse Education
or	
HLTH 201	First Aid and Safety Education

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Minor in Urban Recreation

The Urban Recreation program offers both an area of concentration, 15 credits beyond the General Education Requirements, and a minor, 18 credits beyond the General Education Requirements. These courses may be selected from the following:

Activity Courses*

PHED 102	Seasonal Team Sports
PHED 103	Aerobic Fitness
PHED 120	Dance Fundamentals
PHED 151	Beginning Swimming
or	
PHED 152	Intermediate Swimming
PHED 241	Intramural Sports
PHED 343	Coaching and Officiating

Lecture Courses*

RECR 331	*Community Recreation
RECR 335	*Organization and Administration in Recreation
or	
RECR 432	Sport Management and Administration
RECR 339	*Problems in Urban Recreation and Sport
RECR 441	*Recreation for the Mentally and Physically Handicapped

Health Education Courses

HLTH 102	*Human Sexuality
HLTH 110	*Drug Education
or	
HLTH 201	First Aid & Safety
HLTH 205	*Nutrition, Exercise, and Weight Control

*Required for the Urban Recreation Minor

Dance and Culture Major

The dance major is designed to serve students in preparing them to work as professional performers or dance educators in the private industry as well as in educational settings. The curriculum focuses on ethnic culture i.e. African, Native American, East Indian, Brazilian, and addresses issues and prospectus in these dance genre. The design of the curriculum infuses all facets of dance and is aligned with the national standards which include;

- Identifying and demonstrating movement elements and skills in performing dance.
- Understanding choreographic principles, processes and structures,
- Understanding dance as a way to create and communicate meaning.
- Applying critical and creative thinking skills in dance.
- Understanding dance in various cultures, historical periods and their influence on modern-day and popular culture.
- Understanding connections between dance and healthful living.

The Dance and Culture curriculum has two tracks, one in dance education where the student will be able to teach dance in schools K-12, churches and community groups: and the other in dance performance and choreography, where the student will be able to perform or direct/ choreograph productions. Both tracks seek to reflect, address and impact current cultural needs and interests within the community.

The dance educator track will include such courses as developmental movement, movement analysis, music, educational psychology, kinesiology and creative expressions. The dance performance track will embody courses such as cultural rhythms, ethnic dance, and dance technique for males, dance technology, sacred world dance and music for the African American.

SCHEMATIC OF COURSE OFFERINGS FOR DANCE PERFORMANCE AND CHOREOGRAPHY MAJOR FOR BFA DEGREE

FIRST YEAR

Fall Semester

*DNCE116	Cultural Rhythms I (Lab)	2 credits
*DNCE120	Dance Fundamentals I (Lab)	2 credits
DNCE 118	Dance Technique (Lab) for Males	2 credits
DNCE 122	Dance Company	1 credit

Spring Semester

*DNCE117	Cultural Rhythms II (Lab)	2 credits
*DNCE121	Dance Fundamentals II (Lab)	2 credits

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DNCE 119	Contemporary Urban Dance (/Lab)	2 credits
DNCE 123	Dance Company	1 credit

SECOND YEAR

Fall Semester

DNCE 227	Sacred World Dance and Music (Lecture Lab)	3 credits
DNCE 228	Jazz Dance and Musical Stage Dance (Lecture/Lab)	3 credits
DNCE 235	Ethnic Dance I (/Lecture/Lab)	3 credits
DNCE 222	Dance Company	1 credit

Spring Semester

DNCE 226	Fundamentals of Choreography (Lab)	3 credits
DNCE 236	Ethnic Dance II (Lecture/Lab)	3 credits
DNCE 223	Dance Company	1 credit

THIRD YEAR

Fall Semester

THEA	Technical Theater	3 credits
MUSC 201	Survey of Jazz (Lecture)	3 credits
DNCE 325	History of Dance (Lecture, Lab)	3 credits
DNCE 322	Dance Company	1 credit

Spring Semester

DNCE 324	Tap Dance	2 credits
DNCE 323	Dance Company	1 credit

FOURTH YEAR

Fall Semester

DNCE 426	Dance Production (Lab)	3 credits
DNCE 422	Dance Company	1 credit

Spring Semester

*DNCE329	Professional Outreach Seminar (Lab)	3 credits
*DNCE427	Internship (Lab)	6 credits
DNCE 423	Dance Company	1 credit

* Dance Education and Dance Performance Track (58 credits) Electives for Dance Performance can be taken from the Urban Arts Major or the Musical Theater Major. In addition to these courses, students in this track must take as an elective WLIT 324, Sacred Literature of the World.

SCHEMATIC OF COURSE OFFERINGS FOR DANCE EDUCATION MAJOR BS DEGREE

FIRST YEAR

Fall Semester

*DNCE116	Cultural Rhythms I (Lab)	2 credits
*DNCE120	Dance Fundamentals I (Lab)	2 credits

Spring Semester

*DNCE117	Cultural Rhythms II (Lab)	2 credits
*DNCE121	Dance Fundamentals II (Lab)	2 credits

SECOND YEAR

Fall Semester

DNCE 130	Developmental Movement (Lecture/Lab)	2 credits
DNCE 131	Authentic Movement (Lab)	2 credits
DNCE 227	Sacred World Dance (Lab/Lecture)	3 credits

Spring Semester

EDUC 202	Educational Psychology	3 credits
PHED 301	Kinesiology	3 credits

THIRD YEAR

Fall Semester

DNCE 325	History of Dance (Lecture/Lab)	3 credits
ECED 334	Creative Expression in Early Childhood	3 credits
PHED 362	Physiology of Exercise	3 credits

Spring Semester

DNCE 327	Movement Analysis (Lecture/Lab)	3 credits

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DNCE 425	Professional Outreach Workshop (Lab)	3 credits
EDUC 415	Education of the Culturally Different	3 credits
DNCE 328	Creative Expression through the Arts (Lecture/Lab)	3 credits

FOURTH YEAR

Fall Semester

DNCE 420	Introduction to Dance Therapy (Lecture/Lab)	3 credits

Spring Semester

*DNCE329	Professional Outreach Seminar (Lab)	3 credits
*DNCE427	Internship (Lab)	6 credits

Dance Education Track (50 credits): Electives for the Dance Education Track can be taken from the Urban Arts Major or the Musical Theater Major. In addition to these courses, students in this track must take as electives PHED 227 Sacred World Dance and Music, and WLIT 324, Sacred Literature of the World.

* Dance Education and Dance Performance

Minor in Dance

The Dance Program offers a minor consisting of 18 credits beyond the General Education Requirements, to be selected from the following:

First Semester

DNCE 120	Dance Fundamentals I
DNCE 228	Jazz and Ethnic Dance
DNCE 122	*Dance Group I
DNCE 226	Choreography

Second Semester

DNCE 121	Dance Fundamentals II
DNCE 123	*Dance Group II
DNCE 235	Ethnic Dance I

Third Semester

PHED 301	Kinesiology
DNCE 325	History of Dance
DNCE 222	*Dance Group III

Fourth Semester

DNCE 324	Tap Dance
DNCE 420	Dance Therapy
DNCE 223	*Dance Group IV

*Students should enroll in Dance Group V-VIII after fulfilling the above requirements.

Advanced Placement

Advanced placement can be achieved through auditions, examinations, and number of years experience.

Pre-Physical Therapy

Suggested course sequence is for students enrolled in the Major program in General Science/Biology with concentration in Pre-Physical Therapy.

FIRST YEAR

First Semester

ENGL 101	English Composition I
MATH 102	Accelerated College Algebra
IDIS 102	Music and Dance
or	
IDIS 103	Visual Arts and Theatre
or	
Language Option	
MATH 203	Introduction to Statistics
HLTH 101	Personal Health
or	
HLTH 203	Health and Urban Living
GER Elective	(Government., Politics, Economics, or Social and Behavioral Science)

Second Semester

ENGL 102	English Composition II
BIOL 106	Cellular Biology
PHIL 201	Introduction to Philosophy
SPCH 202	Principles & Practice of Interviewing
or	
SPCH	GER Option
MATH 112	*Pre-Calculus

*Approval by Mathematics and Computer Science Department (Algebra and Trigonometry Prerequisites).

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SECOND YEAR

First Semester

WLIT	203	World Literature I
or		
WLIT	204	World Literature II
BIOL	103	General Botany
or		
BIOL	104	General Zoology
CHEM	101	General Chemistry I
MNSC	150	Computer Literacy
HIST	201	World History I
or		
HIST	203	U.S. History I
or		
HIST	205	African American History

Second Semester

ENGL		GER option
or		
ENGL	335	Literature of the Black American I
BIOL	201	Human Anatomy & Physiology I
CHEM	102	Chemistry II
PSYC	102	General Psychology
HIST	202	World History II
or		
HIST	204	U.S. History II
or		
HIST	206	African American History II

THIRD YEAR

First Semester

PHYS	301	General Physics I
PHED	362	Physiology of Exercise (Elective)
BIOL	203	Human Anatomy & Physiology II
BIOL		Elective
MATH	201	Calculus I
or		
MATH	204	Elements of Calculus

Second Semester

PHYS	302	General Physics II
BIOL	401	Ecology
PSYC	305	Adolescent Psychology
or		
EDUC	202	Educational Psychology
BIOL		Elective

FOURTH YEAR

First Semester

MATH	000	Parametric/Non-parametric STAT*
BIOL	402	Principles of Genetics
PHED	301	Kinesiology
PSYC	335	Developmental Psychology
BIOL	404	Seminar in Biology I

*Course can be taken at UMBC.

Second Semester

BIOL	404	Seminar in Biology II
BIOL	408	Introduction to Research
BIOL		Elective
TOTAL CREDITS		120 credits

SPECIAL EDUCATION

DEGREE: Bachelor of Science
MAJOR: Special Education
PROGRAMS
TRACKS:

- A Generic Program in Teaching Learners with Mild and Moderate Disabilities in the Elementary (Grade Pre-K – 6) and/or Middle Grades (Grade 6 - 8)
- A Generic Program in Early Childhood Special Education (Birth through Age 5)
- A Generic Program in Teaching Learners with Severe or Profound Disabilities (Pre-K – 8)

Special education has a history of pushing the boundaries of education. Initially the emphasis was on expanding the range of students with disabilities the public considered to be the responsibility of the schools. Next, came advocacy for a broader definition of curriculum, followed by efforts to make public education more equitable relative to students with special education needs. Today special educators are calling for new approaches to special education, one based on the belief that our educational system can be rendered capable of meeting the needs of all students without the special organizational arrangement characterizing previous efforts to serve students. The Department of Special Education prepares teachers in inclusive education for learners with special needs, placing emphasis on collaborative consultation, general education classroom accommodations, curriculum strategies, and family involvement. The program

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responds to today's critical need to train personnel in public and private schools to teach learners with special needs and to implement a philosophy of inclusion in all settings. Finally, the Department of Special Education supports high academic standards and achievement, academic integrity, and excellence for learning and teaching in diverse and technology-rich environments.

The Bachelor of Science (BS) Degree in Special Education is a professional standards-based cross-categorical special education undergraduate degree program, strongly oriented towards developing the necessary knowledge, skills, and disposition to teach learners with mild or moderate disabilities in either the early childhood, elementary or middle grades while enriching their overall instructional, management, and diagnostic competencies. The Special Education program is a carefully designed program of integrated and specifically sequenced coursework established to develop a firm liberal arts foundation through the CSU general education program requirements.

The specialized programs in Special Education are arranged in three sequential phases. Each phase includes carefully coordinated practicum experiences designed to enable a field based application of the theory and skills presented in class. In Phase I students receive a thorough grounding in the basic concepts, skills and requirements involved in the provision of special educational services to learners with disabilities in the least restrictive environment. Students receive their first formal, supervised opportunity to observe and participate in the provision of special educational instruction to learners with mild or moderate disabilities. The development of a beginning portfolio and the first formal evaluation of the portfolio conclude Phase I.

In Phase II students focus on the specific characteristics and strategies used for teaching students with particular disabilities and are given the opportunity to design, implement and evaluate instruction in collaboration with a team of peers and a supervisor during his/her practicum experiences. In Phase III students serve as student teachers in both elementary and middle inclusive classrooms serving students with the disability.. A Student Teacher Seminar runs throughout the student's final semester in which the student has the opportunity to integrate and evaluate the content of the entire program and prepare for transition to a professional position as a special educator.

Finally, completion of the Mild/Moderate or Severe/Profound program allows graduate to teach learners with disabilities from Pre-K through 8 (Pre-K-8). The special education undergraduate program at Coppin State University is offered in a unit that is accredited by the National Council for the Accreditation of Teacher Education (NCATE) and approved by the Council for Exceptional Children (CEC) and Maryland State Department of Education (MSDE).

Special Education Philosophy

Certain beliefs influence the nature and content of all instructional offerings and programs in Special Education. These underlying beliefs are:

All learners with exceptionalities can benefit from educational programs. Special Education has within its heritage the perspective of embracing individual differences. Diversity is the pervasive concern underlying how we address the pedagogical, development, linguistic, and cultural needs of an increasingly divers population of learners with disabilities. This belief is infused throughout the program.

Educational programs provided for learners with exceptionalities should have a sound data based. Initial formulation of program objectives should be based on data derived from assessment of educational/behavioral skills. Changes in instructional programs should be based on the analysis of performance data collected on an on-going basis.

Categorical label designations contribute little to determination of educational program needs for exceptional individuals. Educational needs and programs can best be addressed through sound and comprehensive analysis of educational and behavioral skill deficits and strengths of individuals in question. Categorical label designations do provide useful information for indicating personal interests of teachers/parents/teacher educators/researchers/advocacy organizations.

Learners with exceptionalities have the right to be placed in the education setting that is least restrictive. Regular classroom, consulting teachers, and resource room programs may be alternatives for most learners with exceptionalities.

Special educators are a resource to the educational community. Through their knowledge and skills, they provide both services to exceptional children and supportive services to persons, both professional and lay, who are responsible for teaching exceptional children.

Special Education training programs must be responsive to Maryland's need and should reflect current practices as well

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as provide leadership in the development of improved instructional programs for children.

Conceptual Framework: "Teacher as Reflective Facilitator of Learning"

The Department of Special Education at Coppin State University is committed to preparing competent "reflective facilitators of learning," scholars, and researcher as exemplary leaders, and to advance the profession of special education through the arts and sciences of teaching and learning, clinical processes, technology, and research. The primary thrust of the Special Education's undergraduate program is to make systematic planners, instructional leaders, effective communicators, reflective decision makers systematic planners, instructional leaders, effective communicators, reflective decision makers and evolving professionals. To accomplish this goal, the faculty will provide reflective facilitators of learning with the necessary education to deliver educational services designed to assist children and youth with exceptionalities in reaching their optimal potential as productive members of society.

Program Tracks Descriptions

The Department of Special Education offers one major undergraduate program:

TRACK 1: A GENERIC PROGRAM IN TEACHING LEARNERS WITH MILD AND MODERATE DISABILITIES IN THE ELEMENTARY AND/OR MIDDLE GRADES

Overall Program Objectives

The overall objectives of the Special Education Teaching Tracks are to:

- provide prospective teachers with a broad liberal arts foundation that will increase their understanding of their environment and its impact upon different people, prepare teachers who will be sensitive to the social, emotional, and educational needs of learner with disabilities.
- acquaint prospective teachers with the philosophical and legal bases upon which special education is founded and help them understand fully the role of the special education teacher,
- help prospective teachers to understand the importance of diagnosis as the basis for effective instructional planning and classroom management, and
- assist them in acquiring competencies in curriculum planning, teaching methodology, technology usage, classroom organization, and behavioral management.

Program of Study

TRACK I: A GENERIC PROGRAM IN TEACHING LEARNERS WITH MILD AND MODERATE DISABILITIES IN THE ELEMENTARY (PRE-K – 6) AND/OR MIDDLE GRADES (GRADE 6 – 8): INITIAL CERTIFICATION AND BACHELOR OF SCIENCE DEGREE IN SPECIAL EDUCATION.

This track prepares the prospective teacher to teach learners with mild and moderate disabilities (i.e., those students identified as having mental retardation, learning disabilities, physical disabilities and/or emotional disturbance) in an inclusive and resource room or a self-contained setting in the elementary/middle grades.

General Education Requirements

Natural Science: Select one course from each of two disciplines:

BIOL 101:	Biological Science	4 credits
CHEM 103:	Chemistry for Health Sciences	4 credits
PHSC 101:	Physical Sciences	4 credits

Health:

HLTH 101:	Personal Health	3 credits

Arts & Humanities:

PHIL 102:	Introduction to Logic	3 credits
or		
PHIL 201:	Introduction to Philosophy	
IDIS 102:	Music and Dance	
or		
IDIS 103:	Visual Arts and Theatre	3 credits
or		
Any Foreign Language		
HIST 201:	World History I	6 credits
and		
HIST 202:	World History II	
or		
HIST 201:	United States History I	6 credits
and		
HIST 204:	United States History II	

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English Composition and Literature

ENGL 101:	English 101	3 credits
or		
ENGL 103:	Honors English Composition I	
ENGL 102:	English 102	3 credits
or		
ENGL 104:	Honors English Composition II	
ENGL 321:	Children's Literature	3 credits
WLIT 203:	World Literature	3 credits

Social and Behavioral Sciences

PSYC 201:	General Psychology	3 credits
SOSC 200:	Introduction to Social Sciences	3 credits

Mathematics

MATH 103:	Mathematics for Elementary Teachers I	3 credits
MATH 104:	Mathematics for Elementary Teachers II	3 credits
MATH 207:	Technology-Based Mathematics for Teachers	3 credits

Interdisciplinary

SPCH 105:	Speech Communication	3 credits

The following course is highly recommended for Special Education Teacher Candidates

SPCH 202	Principles and Practices of Interviewing	3 credits

Special Education Major Courses for Elementary and Middle Grades

Professional Education Courses

EDUC 202:	Educational Psychology	3 credits
EDUC 203:	Fundamental of Teaching with Audio-Visual Technology	3 credits
PSYC 335:	Development Psychology	3 credits
EDUC 402:	History of Education	3 credits
or		
EDUC 403:	Philosophy of Education	

* Required Reading Courses

*The fourth reading course required by MSDE is housed under the special education teaching methodology course sequence

EDUC 300:	Foundations of Reading	3 credits
REED 401:	Diagnosis and Remediation of Reading Difficulties	3 credits
REED 405:	Strategies and Materials for Teaching Reading	3 credits

Special Education Block I

SPED 201:	Introduction to the Needs of Exceptional Individuals	3 credits
SPED 203:	Characteristics of Children with Behavioral and Learning Dysfunctions	3 credits

Special Education Block II

Teacher candidates must pass Praxis I before enrolling in these courses.

SPED 301:	Classroom Organization and Management in the Education of Learner with Mild and Moderate Disabilities in the Elementary/ Middle Grades	3 credits
SPED 304:	Curriculum Objectives, Methods, and Materials for Teaching Learners with Mild and Moderate Disabilities in the Elementary/Middle Grades: Literacy	3 credits
SPED 305:	Curriculum Objectives, Methods, and Materials for Teaching Learners with Mild and Moderate Disabilitie in the Elementary/Middle Grades: Mathematics, Social Studies, and Science	3 credits

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SPED 306:	Curriculum Objectives, Methods, and Materials for Teaching Learners with Mid and Moderate Disabilities in the Elementary/ Middle Grades Affective, Psychomotor, and Prevocational Skills	3 credits

Special Education Block IV

SPED 401:	The Special Educator and the Interdisciplinary Team	3 credits
SPED 402:	Counseling Parents and Family Members of Learners with Mild and Moderate Disabilities	3 credits
SPED 403:	Developing Individualized Education Programs for Learners with Mild and Moderate Disabilities	3 credits

Special Education Block V

Teacher candidates must have taken Praxis II before completing these courses.

SPED 404:	Directed Teaching of Learners with Mild and Moderate Disabilities in the Elementary/Middle Grades – Student Teaching Experiences.	12 credits

Capstone Course

SPED 405:	Seminar in Special Education: Teaching of Learners with Mild and Moderate Disabilities in the Elementary/Middle Grades	0 credits

Please see your advisor for your "Recommended Program of Study."

Admission and Retention

A student, in order to be admitted to the Education Unit, must declare an education major and apply for admission to Teacher Education. A student may apply to become a major in Special Education after having a) completed thirty (30) credit hours, b) a cumulative GPA of 2.70 or better, c) completed ENG 101 **or** 103 and 102 or 104 (6 credit hours); **and** Math 103 (3 credit hours) and any other recommended English and Mathematics courses outlined in the undergraduate program of study, d) obtained from the Office of Freshman and Undeclared Major, located in the Administration building, a Declaration of Major Form and signed by the department chair; e) a faculty advisor assigned by the chairperson; f) obtained from the Office of Field Services, located on the seventh floor of Grace Hill Jacobs Office/Classroom Building, an application to Teacher Education Program and signed by the chairperson; and passed Praxis I, with a score of Mathematics 177), Reading 177), AND Writing 173. Students are referred to the "Admission to Teacher Education and Praxis Implementation Policy" section within this catalog for additional information.

Satisfactory progress in the Special Education Program promote and enhances retention and expansion of knowledge and skills. Therefore, once enrolled in special education courses, students are expected to successfully progress each semester in accordance with the Program of Study.

The student must satisfy the stated prerequisite of each course prior to enrolling in the course. A grade of "C" or above permits progression in the Program. The student who fails a special education course must pass the failed course in the next semester it is offered before enrolling in higher-level courses in the sequence. If the student does not successfully complete the course the second time it is taken, the student will be dismissed from the Program. Courses required in the Special Education Program may not be taken more than twice.

Advisement

Each student will be assigned an advisor who will assist the student in the planning and implementation of his/her program of study. The advisor will use his/her professional judgment to assist the student in making certain that all educational requirements of the University, the Education Unit, and the Department of Special Education are met. However, because of frequent changes in course offerings and state certification requirements, the advisor cannot provide a guarantee of graduation and/or certification within a specified period of time. Students are ultimately responsible for monitoring their own progress

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throughout the program Students must confer with their advisor at the following times:

- during the early registration period (of each semester);
- upon receipt of a deficiency notice for any courses;
- when attendance problems occur;
- prior to withdrawal from a course; and
- when achievement test results are received (i.e., Praxis I and II, etc.)

REQUIREMENTS FOR GRADUATION

Students, in addition to achieving satisfactory grade for all courses required in the Program of Study, must pass PRAXIS II, submit a portfolio for review and participate in an exit interview with the chairperson, department faculty member, and a special education practitioner .

Student Participation in Department Governance within the Department of Special Education

Students participate in program development and evaluation both course and the instructor(s) at the end of each semester. Students participating on faculty committees are selected through the Student Council for Exceptional Children (SCEC).

Special Accommodation for Students

If any student feels he/she has a disability and needs special accommodations of any nature whatsoever, professors in the department and the Office of Student Services, located in the Miles W. Connor Administration Building, will work with you to ensure that you have a fair opportunity to perform in classes. Please advise the professor(s) of such disability and the desired accommodations at some point before, during or immediately after the first scheduled class period.

Facilities

The Department of Special Education is located on the seventh floor of the Grace Hill Jacobs Office/Classroom Building. The Department of Special Education's Administrative Office is in Room 714. The Education Faculty Directory located on the wall opposite the elevator indicates individual faculty member's office number. Most of the special education classes are held in this building. Other special education classes are held Professional Development Schools.

Student Organization

The Department of Special Education has a student chapter of the Council for Exceptional children (CEC). The Council for Exceptional Children is a professional organization that promotes the advancement and education of all individuals with disabilities. The local chapter (#567) is made up of undergraduate, graduate, and faculty members. All special education teacher candidates are strongly encouraged to join. By joining the CEC you will receive the organization's journal, Exceptional Children and Teaching Exceptional children and will receive discounts for registration at CEC – sponsored conventions.

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Social Sciences

The Department of Social Sciences offers majors in General Social Science, Political Science, and Sociology. Minors are offered in Anthropology, Political Science, Sociology, and Non-Profit Management Youth Development (in conjunction with the Departments of Management Science-Economics and Health-Physical Education-Recreation).

GENERAL EDUCATION REQUIREMENTS (6 CREDITS)

To satisfy the Social Science GER students must complete two of the following courses:

ANTH	207	Cultural Anthropology
ECON	201	Introduction to Economics
MNSC	101	Introduction to Business and Entrepreneurship
POSC	301	United States Government
PSYC	201	General Psychology
SOCI	201	Introduction to Sociology
SOSC	200	Introduction to Social Sciences

Major in General Social Sciences

The General Major in Social Sciences provides a comprehensive analytical perspective for understanding human social interaction and social dynamics. This is a very solid foundation for prospective graduate students in a variety of graduate and professional fields (Law, Urban Planning, Social Work, Public Health, Human Services Administration, Political Science, Public Policy, Sociology, etc.). Graduates entering the workforce with the undergraduate degree are prepared for a variety of administrative responsibilities in business and government. They may participate in managerial training programs in public or private agencies. They may serve as research assistants for scientific or marketing programs. Social Sciences majors are employed in a wide range of Human Services in such areas as education, social services, youth services, counseling, community development and labor relations. Students may also prepare for a variety of opportunities in international and diplomatic services.

In addition to the General Education Requirements, the major requires:

Social Science – 12 credits

SOSC	304	Intro to Public Administration
SOSC	310	Intro to Basic Statistics
SOSC	407	Social Research Methods
SOSC	430	Social Science Applications

Diversity – 3 credits

ANTH	207	Cultural Anthropology
or		
SOCI	403	Sociology of Race and Ethnicity

Economics – 3 credits

ECON 201, 211, 212, or POSC 300

Political Science – 6 credits

POSC	301	United States Government
POSC		elective

Sociology – 3 credits

SOCI	302	Social Psychology

Social Science Elective – 3 credits

Advisor approved course from any 300 or 400 level course. (Anthropology, Political Science, or Sociology)

GENERAL SOCIAL SCIENCE MAJOR – TOTAL: 30 CREDITS

Major in Political Science

The major in Political Science provides students with an understanding of the political process in the United States by emphasizing constitutional principles, the interrelationship of national, state, and local governments, while also examining other political systems from a comparative perspective. The role of the individual in relation to the exercise of political power is examined with special attention to the role of coalition building. Thus, students become aware of how to analyze and evaluate the ways in which individuals may make government more meaningful to themselves and to the masses of people comprising the bulk of the world's societies.

The Political Science major prepares students for graduate school, law school, numerous civil service occupations, and appointed positions with local, state, and national government. It also provides practical insights on how to seek elective office as a candidate or to serve as a campaign staff person.

In addition to the general Social Sciences major requirements, the following courses are required for the Political Science major:

Social Science – 12 credits

SOSC	304	Intro to Public Administration
SOSC	310	Intro to Basic Statistics

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SOSC 407 Research Methods
SOSC 430 Social Science Applications

Political Science – 12 credits
POSC 301 U.S. Government
POSC 302 State and Local Government
POSC 303 Comparative Government
POSC 402 Political Theory

Political Science Electives – 18 credits
Advised Political Science Electives-Selection from:
POSC 201 Intro to Political Science
POSC 300 American Political Economy
POSC 400 Canadian-U.S. Relations
POSC 403 International Political Economy
POSC 404 International Relations
POSC 405 Politics and Parties in North America
POSC 406 Peoples and Politics of Southern Africa
POSC 407 Urban Civilization in North America
POSC 408 Peoples and Politics of Africa I
POSC 409 Peoples and Politics of Africa II
POSC 410 Peoples and Politics of Asia
POSC 420 Constitutional Law I
POSC 421 Constitutional Law II
POSC 450 Special Topics in Political Science

POLITICAL SCIENCE MAJOR – TOTAL: 42 CREDITS

Major in Sociology

The major in Sociology provides students with a general orientation to, and an understanding of the nature of society, its organization, functions, and fundamental processes. This major is a traditionally established path to careers and professional preparation in the human services. It is frequently the undergraduate major of individuals entering government services and employment in the nonprofit sector. This major typically provides appropriate and adequate preparation for many graduate and professional programs including Law, Public Health, Urban and Regional Planning, Social Work, Human Services Administration, Human Services Management, Policy Analysis, Research, Professional Counseling, Substance Abuse Prevention and Intervention, and occasionally Medicine.

The major provides very clear pathways to a variety of Internship opportunities. Agencies typically aim their recruitment campaigns and participation opportunities by major departments with Sociology as a very prominent target. This major also provides familiar identification and networking environments for undergraduate students. These services, identity formation, and networking opportunities strengthen the university's ability to provide high quality academic programs and well prepared students pursuing career opportunities in the areas of health care, education, social services, corrections, and law enforcement.

Sociology provides specific and unique approaches to understanding the urban environment and the various aspects of culture. It serves a major role in the university's mission to understand, preserve and promote Africa-American culture. Students with majors in sociology will find research and growth opportunities in cultural analysis and cultural enrichment easily identifiable and readily accessible.

In addition to the general Social Sciences major requirements, the following courses are required for the Sociology major:

Social Science – 9 credits
SOSC 310 Intro to Basic Statistics
SOSC 407 Research Methods
SOSC 430 Social Science Applications

Anthropology – 3 credits
ANTH 207 Cultural Anthropology

Sociology – 24 credits
SOCI 201 Into to Sociology
SOCI 205 Class and Society
SOCI 302 Social Psychology
SOCI 303 Sociological Theory I
SOCI 402 Family Studies
SOCI 403 Sociology of Race and Ethnicity
SOCI 406 Sociology of the City
SOCI 409 Sociology Internship
or
SOCI 410 Sociology Research Paper

Sociology Electives – 6 credits
Advised Sociology Electives-Selection from

SOCI 301 Community Organization
SOCI 304 Sociological Theory II
SOCI 405 Criminology
SOCI 411 Sociology Seminar-Special Topics
SOSC 410 Advanced Statistical Analysis

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SOCIOLOGY MAJOR – TOTAL: 42 CREDITS

Minor in Anthropology

This minor emphasizes the unique patterns and ways of living in traditional and modern cultures. It is the complexity of personal viewpoints, found in different places around the world, and the tremendous variations present in the human experience that the discipline of anthropology addresses itself.

Students electing a minor in Anthropology must have the approval of the department and must complete with a grade of "C" or higher the following courses:

Anthropology Minor – 18 credits

ANTH	207	Cultural Anthropology
ANTH	208	Ethnological Profiles
ANTH	300	Physical Anthropology and Archaeology
ANTH	310	Religion, Myth, and Ritual
ANTH	400	Anthropological Theory
ANTH	411	Special Topics
or		
ANTH	412	Anthropology Internship

Minor in Political Science

Non-majors electing a minor in Political Science must have the approval of the department and must complete with a grade of "C" or higher the following courses:

Political Science Minor – 18 credits

POSC	301	U.S. Government
POSC	302	State and Local Government
POSC	303	Comparative Government
POSC		Advised electives

Minor in Sociology

Students electing a minor in Sociology must have the approval of the department and must complete with a grade of "C" or higher the following courses:

Sociology Minor – 18 credits

SOCI	201	Introduction to Sociology
ANTH	207	Cultural Anthropology
SOCI	303	Sociological Theory
SOSC	310	Intro to Basic Statistics
SOSC	407	Social Research Methods
SOCI	409	Seminar in Sociology: Internship
or		
SOCI	410	Seminar in Sociology: Research Paper
or		
SOCI	411	Seminar Special Topics

SOCIAL SCIENCES MAJOR (GENERAL)

FRESHMAN YEAR

First Semester

ENGL	101	English Composition I
IDIS	102	Music and Dance
HLTH	101	Personal Health
MATH	110	College Algebra
PHIL	102 or 201	Logic or Intro to Philosophy

Second Semester

ENGL	102	English Composition II
BIOL	101	Biological Science
SPCH	105	Intro to Speech Communication
IDIS	103	Theatre & Visual Arts

SOPHOMORE YEAR

First Semester

WLIT	203 or 204	World Literature I or World Literature II
HIST	201	World History
or		
HIST	203	U.S. History
SOSC	304	Intro to Public Administration
ANTH	207	Cultural Anthropology
		Social Sciences (GER option)

Second Semester

English (GER option)		
HIST	202	World History
or		
HIST	204	U.S. History
SOSC		Electives
POSC		Political Science elective
		Free elective

JUNIOR YEAR

First Semester

SOSC	407	Social Research Methods
POSC	301	U.S. Government
		Social Science (GER option)
		Social Science electives

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Second Semester

SOSC	310	Intro to Basic Statistics
		Social Sciences electives
		Natural Science (GER option)

SENIOR YEAR

First Semester

SOCI	302	Social Psychology
		Social Sciences electives

Second Semester

SOSC	430	Social Science Applications
		Social Sciences electives

INTERDISCIPLINARY MINOR: NONPROFIT MANAGEMENT YOUTH PROGRAM (AMERICAN HUMANICS PROGRAM)

The American Humanics Minor at Coppin State University provides a major contribution to the university's mission of service to the community. Coppin State University endeavors to serve the community by providing a variety of learning venues whereby students and graduates may make significant contributions to the improvement of conditions affecting the inner city and the society at large. This minor enhances the university's current efforts in community development, community nursing, social work field placements, summer youth camps and other community outreach.

The Coppin State University American Humanics Program consists of a multidisciplinary minor involving the Departments of Social Sciences, Management Science, and Health, Physical Education and Recreation. The three departments offer courses in the minor along with collaborative administration of the program. The program will grant a national certification to Coppin graduates who complete this minor. An intensive consideration of nonprofit management, fund-raising and youth development constitutes the essential focus of this program.

The undergraduate minor is available to students with any major offered by the university. This 21-hour group of courses and field placement activities will be provided to degree seeking students. An outstanding potential exists to utilize university outreach capacities to provide seminars, workshops, and other learning vehicles for in-service training and certification to non-degree seeking students.

The multidisciplinary minor involves faculty and courses from the three disciplines. Interested sophomore and junior students embark upon a two-year minor of courses, internships, and co-curricula activities to prepare for a certification in Youth and Human Service Nonprofit Management. Community agencies provide advisory leadership, placement opportunities, employment potentials, visiting lecturers, and other resources as part of a partnership with Coppin State University to mutually enhance community service efforts. Local nonprofit affiliates of American Humanics Incorporated partners are pledged to support local affiliated educational programs.

Students engage in a variety of curriculum support activities including field trips and observations, an American Humanics Club, conferences and meetings sponsored by American Humanics Incorporated, workshops, seminars, and retreats.

Requirements for the Minor

The following courses are required for the minor in Nonprofit Management and Youth Development:

SOSC	340	Introduction to Nonprofit Leadership
MNSC	336	Not-For-Profit Management
MNSC	310	Marketing for Managers
MNSC	300	Human Relations and Organizational Behavior
RECR	339	Problems in Urban Recreation
MNSC, RECR, SOSC Internship (6 credits)		
Total:		21 credits

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Social Work

The social work major at Coppin State University prepares undergraduate students for entry into the beginning level of social work practice with individuals, families, groups, organizations and communities. Students learn to use professional knowledge, values and skills to implement planned change strategies designed to address the needs and problems of diverse populations in the society. Students who complete the requirements for a major in social work earn a BSW degree.

The social work curriculum builds on and is integrated with a liberal arts foundation. The basic course of study in the social work major requires the completion of 50 credits in required social work courses. Requirements for the social work major include courses in social welfare policy, human behavior and the social environment, social work practice methods, social work research, and a supervised two semester field work practice experience in a community based agency or institution. Social work majors are also required to complete 18 to 21 credits in a selected secondary sequence of courses constituting either a minor or an approved cluster of elective courses.

Students entering the social work major must have a cumulative GPA of 2.5 or better. Prerequisites for social work include Computer Literacy, English Composition I and II, Biology, Sociology, Psychology, Political Science, Algebra, and Statistics. Transfer credits accepted as substitutes for core courses in the social work major must have been earned in another BSW program accredited by the Council on Social Work Education and approved by the Social Work Department. Ongoing academic advisement by social work faculty is required for the social work major.

The Coppin Social Work Program meets the highest professional standards for undergraduate social work education. It is fully accredited by the Council on Social Work Education assuring students that all aspects of the program meet national standards and offers preparation for state licensing and direct practice at the BSW level. Students completing the social work major with a GPA of 3.0 or above are eligible for consideration at the advanced standing level in many master's degree social work programs. Social work majors at Coppin are eligible for membership in the Phi Alpha National Social Work Honor Society and the National Association of Social Work.

The following requirements have been established for completion of the Social Work major:

SOWK 210	Introduction to Social Work
SOWK 260	Social Welfare, Social Policy and Social Work I
SOWK 360	Social Welfare, Social Policy and Social Work II
SOWK 379	Social Work Methods I: Introduction to Practice
SOWK 388	Human Behavior and the Social Environment I
SOWK 389	Human Behavior and the Social Environment II
SOWK 390	Special Topics in Social Work
SOWK 460	Technology in Human Services
SOWK 461	Social Work Research
SOWK 480	Beginning Field Experience in Social Work
SOWK 481	Social Work Methods II: A Generalist's Approach to Practice
SOWK 482	Advanced Field Experience in Social Work
SOWK 483	Social Work Methods III: Selected Intervention Strategies, Research and Evaluation
SOWK 490	Professional Issues Seminar

and

An approved secondary sequence of courses constituting a Minor or an approved elective cluster of 18 to 21 credits.

NOTE: SOWK 210, SOWK 260, SOWK 379, and SOWK 388 must be completed with a grade of "C" or higher before enrolling in SOWK 480. Students should plan to graduate within three semesters of entering SOWK 480. SOWK 480 is only offered in the fall semester and SOWK 482 is only offered in the spring semester. SOWK 480 and SOWK 481 must be taken concurrently, as must SOWK 482 and SOWK 483.

Individual advisement is required to assure accurate interpretation and updated information.

SOCIAL WORK MAJOR CURRICULUM

FRESHMAN YEAR

Fall Semester

ENGL	101	English Composition I
MATH	110	College Algebra
IDIS	103 or 104	Music or Dance or Theatre or Foreign Language
MNSC	150	Computer Literacy
SOCI	201	Introduction to Sociology

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Spring Semester

BIOL 101 Biological Science
ENGL 102 English Composition II
PHIL 102 Introduction to Philosophy
or 201 or Logic
HLTH Option
HIST 203 or 205 History Option

SOPHOMORE YEAR

Fall Semester

SPCH Option
PSYC 201 General Psychology
WLIT 203 World Literature
or 204
HIST 204 History Option
or 206
SOWK 210 Introduction to Social Work
POSC Political Science Option

Spring Semester

PHSC Natural Science Option
SOWK 260 Social Welfare, Social Policy, and Social Work I
ENGL, JRNL, WLIT Option
Minor or Elective Cluster Option
Minor or Elective Cluster Option

JUNIOR YEAR

Fall Semester

MATH 203 Basic Statistics
SOWK 360 Social Welfare, Social Policy, and Social Work II
SOWK 388 Human Behavior and the Social Environment I
SOWK 460 Technology in Human Services
Minor or Elective Cluster Option

Spring Semester

SOWK 379 Social Work Methods I: Introduction to Practice
SOWK 389 Human Behavior and the Social Environment II
SOWK 461 Social Work Research
Minor or Elective Cluster Option
Minor or Elective Cluster Option

SENIOR YEAR

Fall Semester

SOWK 480 Beginning Field Experience in Social Work
SOWK 481 Social Work Methods II: A Generalist Approach to Practice
SOWK 390 Special Topics Option
Minor or Elective Cluster Option

Spring Semester

SOWK 482 Advanced Field Experience in Social Work
SOWK 483 Social Work Methods III: Selected Intervention Strategies
SOWK 490 Professional Issues Seminar
SOWK 390 Special Topics Option

* SOWK 210, SOWK 260, SOWK 360, SOWK 379 and SOWK 388 must be completed with a grade of "C" or higher before enrolling in SOWK 480 - Beginning Field Experience.

**Students should plan to graduate within three semesters of entering SOWK 480. SOWK 480 is only offered in the fall semester and SOWK 482 is only offered in the spring semester. SOWK 480 and SOWK 481 must be taken concurrently, as must SOWK 482 and SOWK 483.

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Helene Fuld
School of Nursing

Nursing is a complex field which requires knowledge of nursing and knowledge of the humanities, behavioral and natural sciences. The Coppin State University Helene Fuld School of Nursing prepares students for professional nursing practice, which includes functioning as members of multidisciplinary health teams when providing care to individuals, families, and groups in a variety of health care settings.

The Nursing Program, initially approved by the Maryland State Board of Examiners of Nurses in 1974 (currently known as Maryland Board of Nursing) and accredited by the National League for Nursing in 1979, leads to the Bachelor of Science degree in Nursing. Generic graduates are eligible to write the registered nurse licensure examination of the Maryland Board of Nursing. Continuing accreditation of the Program by the National League for Nursing Accrediting Commission, Inc. has been maintained. The National League for Nursing Accrediting Commission, Inc. is located at 61 Broadway, 33rd floor New York, NY 10006 Telephone: 1-800-669-1656 or (212) 363-5555 Fax: (212) 812-0390. The Helene Fuld School of Nursing is a member of the National League for Nursing and the American Association of Colleges of Nursing. Policies of the Helene Fuld School of Nursing are subject to change due to requirements of external accrediting agencies.

Coppin State University Helene Fuld School of Nursing Community Health Center

The Coppin State University Helene Fuld School of Nursing Community Health Center, a nurse-managed clinic located at 2553 West North Avenue, is a primary care facility which is operated by the Helene Fuld School of Nursing. The Center provides readily accessible, low cost, high quality care to Coppin State University students, faculty, staff, administration and residents of the neighborhood surrounding the University. Services of the Center emphasize health promotion and prevention of disease. The goal of the Center is to improve the health of persons who reside in areas adjacent to the University. Services are provided by nurse practitioners, faculty and students of the Helene Fuld School of Nursing, and in some instances, by a physician. All professional personnel are properly licensed by the State of Maryland.

Program Objectives

Graduates of the Nursing Program are prepared to:

1. Synthesize knowledge from the natural and behavioral sciences, the humanities, and nursing to make nursing practice decisions.
2. Apply the nursing process to deliver and manage nursing care for culturally diverse individuals, families, and groups across the life span in a variety of health settings.

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3. Use critical thinking strategies, communication, and other affective skills as well as psychomotor skills to provide therapeutic nursing interventions to culturally diverse individuals, families, and groups in varying health states.
4. Assist individuals, families, and groups to identify and mobilize resources to meet health care needs.
5. Collaborate with consumers, members of the health team, and others to improve the delivery of health care.
6. Use research findings in nursing practice.
7. Use leadership strategies while functioning as a caregiver and manager of nursing care.
8. Demonstrate professional and legal responsibilities for nursing practice.

TRADITIONAL BSN PATH ADMISSIONS POLICIES AND CRITERIA

Admission Policies for Nursing Students

The School of Nursing admits students in the fall semester. Students must be admitted to the university prior to admission to the Helene Fuld School of Nursing. The Nurse Entrance Test (NET) will be required of all Undergraduate applicants. Applicants that meet the requirements are invited to take NET, which is administered by the Nursing Admissions Coordinator/Recruiter. The Admissions, Progression, and Retention Committee and the Dean of Nursing review applicant records for minimum GPA required (2.5), academic readiness, and a passing NET score.

The School of Nursing admits applicants without regard to race, religion, national origin, age, or gender.

Note: Applicants are advised that if they have been convicted of or have pled nolo contendere to a felony or a crime involving moral turpitude, they may not be eligible for licensure as a professional nurse in Maryland.

There are Three Types of Applicants:

Group I (Applicants without previous college experience)

Group II (Applicants who have current or prior enrollment at Coppin in another major, or as unknown)

Group III (Applicants who have 25 or more acceptable transfer credits from another college)

Group I (Applicants without previous university experience)

Criteria

1. Qualify for admission to the University.
2. Achieve 470 or above on each of the SAT components – math and verbal
3. Have a minimum 2.50 cumulative grade point average in major subjects on high school transcripts
4. Achieve a passing score as determined by the faculty on Nursing Entrance Test (NET)

Procedure

1. Complete the undergraduate application for admission to Coppin State University.
2. Identify Nursing as the major of choice on the Application for Undergraduate Admission Form.
3. Complete the application form for the Nursing Program and all necessary documentation.
4. Complete the application process as required by the Office of Admissions.
5. Submit three **(3) letters of recommendation** on the form required by the Nursing Program. (These forms are in the Admission Packet.)
6. The Office of Admissions will send applicant's records to the School of Nursing for review.
7. The Nursing Admission, Progression, and Retention Committee and the Dean of Nursing will review the records to determine applicant eligibility as a major.
8. Candidates will be invited and required to take the NET based on their eligibility. Candidates must wait until they receive that invitation from the School of Nursing and may only take the NET twice.
9. Applicants may not take the NET while in need of developmental courses.
10. The School of Nursing will notify the applicant of their performance on the NET.
11. Applicants will be notified of their admission or denial to the Nursing Program. This will ne done with appropriate counseling from the School of Nursing and/or the Office of Undeclared Majors and Academic Advising.
12. The School of Nursing will notify the Office of Admissions and the Office of Undeclared Majors and Academic Advising of applicant's admission or denial to the Nursing Program.

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Note: Denial of admission to the Helene Fuld School of Nursing or nursing as a major does not mean denied admission to the University.

Group II – (Applicants who have current or prior enrollment at Coppin in another major, or major as Unknown.)

Criteria

1. Satisfactory completion of any required developmental courses, ENGL 101 - English Composition I and ENGL 102 - English Composition II.*
2. A cumulative grade point average of at least 2.5.
3. A passing score as determined by the faculty on the Nursing Entrance Test (NET).

Procedure

1. Complete and submit the application for the School of Nursing and all required documentation.
2. Obtain and complete an Undergraduate Declaration of Major and Minor Form from the Office of Undeclared Majors and Academic Advisement.
3. Submit three (3) letters of recommendation on the form required by the Nursing Program.
4. The Nursing Admission, Progression and Retention Committee and the Dean of Nursing will review the application, performance on the NET, and academic record to determine the applicant's eligibility to declare Nursing as a Major.
5. The School of Nursing will notify the applicant of their performance on the NET.
6. Applicants will be notified of their admission or denial to the Nursing Program. This will be done with appropriate counseling from the School of Nursing and/or the Office of Undeclared Majors and Academic Advising.
7. The School of Nursing will notify the Office of Admissions and the Office of Undeclared Majors and Academic Advising of applicant's admission or denial to the Nursing Program.

Note: Required science courses must have been taken within five (5) years or less of admission to the Nursing Program.

Students who have not had biology or chemistry in high school and within five (5) years prior to admission are required to successfully pass BIOL 107 Comprehensive Review of Life Science. This curse must be taken prior to enrolling in any science course required for the Nursing Program. Registered Nurses are exempted from this requirement.

Group III – (Applicants who have 25 or more acceptable transfer credits from another college.)

Criteria

1. Complete an Application of Undergraduate Admission for Coppin State University.
2. Complete a School of Nursing application and any other specified forms required.
3. Have 25 or more acceptable transfer credits with a grade point average of 2.5 or better. **(Note: a D is not acceptable for transfer credit for any Major Support courses listed on the Nursing Program of Study.)**
4. Achieve a passing score as determined by the faculty on the Nursing Entrance Test (NET).

Procedure

1. Complete an Application of Undergraduate Admission for Coppin State University and complete the application for the School of Nursing.
2. Obtain and complete an Undergraduate Declaration of Major and Minot Form from the Office of Undeclared Majors and Academic Advisement.
3. Submit three **(3) letters of recommendation** on the form required by the Nursing Program.
4. The Admissions Office will send your record to the School of Nursing for review.
5. The Nursing Admission, Progression, and Retention Committee and the Dean of Nursing will review the application, performance on NET, and academic record to determine applicant's eligibility to declare Nursing as a major.
6. Candidates will be invited and required to take the NET based on their eligibility. Candidates must wait until they receive that invitation from the School of Nursing and may only take the NET twice.
7. The School of Nursing will notify the applicant of their performance on the NET.
8. Applicants will be notified of their admission or denial to the Nursing Program. This will be done with the appropriate counseling from the School of Nursing and/or the **Office of Undeclared Majors and Academic advising.**

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9. The School of Nursing will notify the Office of Admissions and the Office of Undeclared Majors and Academic Advising of Applicant's admission or denial to the Nursing Program.
10. The School of Nursing will inform the applicant and the Office of Undeclared Majors and Student Academic Advisement of the decision.
11. The School of Nursing will inform the applicant of the decision.

RN to BSN Completion Program Admissions Policies and Criteria

1. Complete the Application of Undergraduate Admissions Form.
2. Applicants must request that two (2) transcripts be sent from all schools previously attended. One copy should be sent to the Office of Admissions and one to the School of Nursing.
3. Applicants must also arrange to have official Scholastic Aptitude Test (SAT) scores sent to the Office of Admissions. Applicants who have not taken the SAT should call the Office of Admissions at (410) 951-3600 to discuss the situation and arrange, if necessary, to have the test taken at Coppin State University.
   The SAT is waived for applicants who have had a five-year break in their education. However, university placement examinations will have to be taken unless otherwise exempt.
4. Obtain three (3) references using the Nursing Recommendation Forms and complete the School of Nursing Application Form.
   These forms should be sent directly to the School of Nursing, care of the Nursing Admissions Coordinator.

Admission Policies for Registered Nurse Students

The Helene Fuld School of Nursing admits students in the fall semester only. Students must be admitted to Coppin State University prior to admission to the Helene Fuld School of Nursing. The Nurse Entrance Test (NET) will be required of all UNDERGRADUATE applicants. Applicants that meet the requirements are invited to take the NET by the Nursing Admissions Coordinator/Recruiter. The Admission, Progression, and Retention Committee and the Dean of Nursing review applicant records for minimum GPA required (2.5), academic readiness, and a passing NET score.

The Helene Fuld School of Nursing admits applicants without regard to race, religion, national origin, age, or gender.

Registered Nurse Applicants Criteria

1. Complete an Application of Undergraduate Admission for Coppin State University.
2. Complete a Helene Fuld School of Nursing application and any other specified forms required.
3. Must hold a current Registered Nurse License in Maryland.
4. Must have graduated from Associate or Diploma Nursing Program with a minimum 2,5 cumulative grade point average.
5. Must take the Nurse Entrance test (NET)

Procedure

1. Identify Nursing as the major of choice on the Application of Undergraduate Admission.
2. Complete the application form for the Nursing Program.
3. Submit three **(3) letters of recommendation** on the form required by the Nursing Program.
4. The Admissions Office will send your record to the School of Nursing for review.
5. Candidates will be invited and required to take the NET based on their eligibility. Candidates must wait until they receive that invitation from the School of Nursing.
6. The Nursing Admission, Progression, and Retention Committee and the Dean of Nursing will review the application and academic record to determine applicants acceptance or denial.
7. Applicants will be notified of their admission or denial to the Nursing Program. This will be done with appropriate counseling from the School of Nursing and/or the Office of Undeclared Majors and Academic Advising.
8. Submit a copy of current Maryland Registered Nurse License.
9. The Helene Fuld School of Nursing will notify the student, the Office of Admissions and the Office of Undeclared Majors and Academic Advising of the applicant's admission or denial to the Nursing Program.

ACADEMIC POLICIES

General Progression and Retention Policies

Satisfactory progress in the Nursing Program promotes and enhances retention and expansion of knowledge and skills.

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Therefore, once enrolled in nursing courses, students are expected to progress each semester in accordance with the Program of Study.

The student must satisfy the stated prerequisites of each course prior to enrolling in the course. Satisfactory achievement in all courses required in the Nursing Program of Study, i.e., a grade of "C" or above, permits progression in the Program. The student who fails a nursing course must pass the failed course in the next semester it is offered before enrolling in higher courses in the sequence. If the student does not successfully complete the failed course the second time it is taken, the student will be dismissed from the Program. Courses required in the Nursing Program may not be taken more than twice. Students must adhere to the sequence of courses as outlined in the Program of Study.

A student who earns less than the required cumulative grade point average will be placed on probation for the next semester. Additionally, a student will be placed on probation for failure to achieve a grade of "C" or better in any required course. A student will be dismissed from the Nursing Program for any of the reasons listed in the following section.

Probation and Dismissal Policies

1. A student who fails any course required in the Nursing Program and/or falls below 2.5 will be placed on probation for the next semester.
2. A student who is on probation in excess of three semesters will be dismissed from the Nursing Program.
3. A student who fails any course required in the Nursing Program twice, or who withdraws during the second attempt with a failing grade in any required course will be dismissed from the Nursing Program. Additionally, a student will be dismissed for failure of any two courses required in the Program of Study.
4. A student will be dismissed from the Nursing Program if matriculation extends beyond 5 years of the initial enrollment in clinical courses, including withdrawal time.
5. Students will be dismissed from the Nursing Program because of academic failure, unprofessional conduct or unsafe clinical practice in accordance with policies of the University and the School of Nursing. Those who willfully endanger the life or safety of a client will be dismissed.
6. Students suspected of academic dishonesty may be dismissed from the Nursing Program upon review and recommendation to the Dean by the Admission, Retention and Progression Committee.
7. Students found in violation of the HIPPA regulations will be dismissed from the nursing program.

Any student who is dissatisfied with a dismissal action of the Helene Fuld School of Nursing has the rightto follow the Academic Due Process of the University.

Process for Requesting Readmission

The applicant seeking re-admission to the Helene Fuld School of Nursing must write a letter of request addressed to the Admission, Progression and Retention Committee. The letter must discuss activities done since dismissal, which will help the applicant be successful (e.g. working in area of nursing, studying, tutorial, removal of distraction which caused failure and decreasing work hours).

The Admission, Progression and Retention Committee will review the letter of request and the applicant's transcript to decide if the request for re-admission will be granted. Additionally, the Committee may request that the applicant come in for an interview. The Committee recommendation will be forwarded to the Dean. The Dean will review the recommendation and may choose to concur or disagree with the committee's recommendation. The applicant will receive a letter from the Office of the Dean about the final decision.

If an applicant is re-admitted the applicant cannot withdraw nor fail any other nursing courses. Additionally, the applicant will be required to have interaction with an advisor and a NSEP Specialist on a regular basis as stipulated by members of the Admission, Progression and Retention Committee.

Application for Readmission to the Nursing Program

Students seeking readmission must submit a letter of request to the Chairperson of the Admission, Progression and Retention Committee and a copy to the Associate Dean for Baccalaureate Education.

Deadlines for submission of the request for readmission are **April 15** for the **fall semester** and **November 15** for the **spring semester.**

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Attendance Policy (Clinical, Class, and Examinations)

1. When an unavoidable absence is anticipated, the instructor must be notified in advance.
2. When an absence is required due to an emergency situation, the instructor must be contacted within 24 hours on the next school day.
3. When appropriate notice is given, faculty may contract with students to make up time lost.
4. Clinical attendance is mandatory. Every effort should be made to attend each clinical experience. No more than one clinical absence is permitted per course per semester.
5. In cases of documented illness of self/child/immediate family member, and other extenuating circumstances, a slip from the physician or emergency room and other requested documents must be presented to the faculty by the next class/clinical session attended or date given.
6. In cases of death of a family member, the student is required to submit documentation from the funeral director to the faculty by the next class/clinical session.
7. Students must notify the clinical instructor and the clinical facility at least two hours prior to the scheduled experience. (Clinical instructors will give students specific instruction on how to contact them and the clinical agency in case of an emergency). If you are unable to adequately reach your clinical instructor, leave a message with the course team leader at the telephone number designated on the course syllabus.
8. In case of emergencies and the student cannot attend the assigned clinical, the student is to notify the clinical instructor and agency as soon as possible.
9. Lateness will not be tolerated.
10. Failure to comply with the above will result in the student receiving an unsatisfactory evaluation for the clinical day and could lead to failure of the course. The faculty reserves the right to determine if a clinical make-up experience is warranted.
11. Cell phones and pagers must be kept off while students are in assigned clinical areas.

Grading

Students must attain a final grade of "C" in all nursing courses required in the Nursing Program of Study. Student performance in the clinical practice components will be graded on a pass/fail basis; the criteria for determining acceptable performance are included in the syllabus of each clinical nursing course. Satisfactory clinical performance is required to earn a passing grade in a clinical nursing course. Students who are not performing at a satisfactory level will be so advised at mid-point in the course. Students must pass both clinical and didactic components to pass the course.

The grading scale used for all nursing courses is:

A 90 - 100
B 80 - 89
C 75 - 79
D 65 - 74
F 64 or below

REQUIREMENTS FOR GRADUATION

In addition to achieving satisfactory grades for all courses required in the Program of Study, to be recommended for graduation the student must achieve at least the passing score established by nursing faculty on a comprehensive nursing test selected by Nursing Faculty. This comprehensive examination is the exit examination from the Nursing Program.

Student Participation in Governance within the Helene Fuld School of Nursing.

Students participate in program development and evaluation. At the end of each course, students have the opportunity to evaluate both the course and the instructor(s). Students participating on faculty committees are selected through the Nursing Student Association.

Repayment of Loans

Students who accept loans from the Federal Government or other agencies, are expected to repay the loans as agreed and avoid defaults.

Non-discrimination

The Helene Fuld School of Nursing does not discriminate against students on the basis of race, color, ethnicity, age, sex, marital status, sexual orientation, religion, creed, handicap, veteran status, or national origin.

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Health Insurance Portability and Accountability Act (HIPPA)

HIPPA Regulations – Maintaining client confidentiality is a major responsibility of health care providers. Students found in violation of the HIPPA regulations will be dismissed from the nursing program.

Academic Resources for Success in Nursing

The Nursing Program provides its students with various resources to assist in meeting their learning needs. Among the resources provided are: the Nursing Resource Center (NRC), and the Nursing Student Enrichment Program (NSEP). Students are also referred to the University's Academic Resource Center. Students' health needs may be met through the Daley Hall Health Suite or the Coppin State University Helene Fuld School of Nursing Community Health Clinic.

Nursing Resource Center (NRC)

The Nursing Resource Center is a modern clinical preparatory facility with standard medical equipment. Students practice in one-to-one patient care simulations before entering a health care facility. The NRC is equipped with the latest technological advances for computers and computer assisted instruction. Students may use the NRC on an independent basis or with an instructor to enhance nursing knowledge.

Nursing Student Enrichment Program (NSEP)

The Nursing Student Enrichment Program (NSEP) provides students with academic support services aimed at improving performance outcomes and retention. Prevention strategies are utilized. Early diagnosis of students' learning needs is employed and appropriate immediate intervention strategies are implemented.

Tutoring is provided through collaborative efforts by staff of the Nursing Resource Center, tutors, and the University Learning Skills Center. To ensure student success, referrals are made for appropriate tutoring and other supportive interventions.

Students' Fees

In addition to University Fees, generic students in the Helene Fuld School of Nursing should anticipate the following approximate expenses: transportation to clinical settings, $75/year; uniforms, $250 initially, $125/year; books, $750/year; $60.00 Nursing Kit, membership in the National Student Nurses Association $24/year for new members, renewal, $35;and senior class graduation, $125-$240. Yearly total fees $6,000.

Most clinical facilities are accessible by public transportation; otherwise, a personal automobile is needed. Access to an automobile is recommended during the senior year.

The National League for Nursing, 61 Broadway, New York, New York 10006, maintains information on schools of nursing fees. Information on fees for the Nursing Program is provided annually by the Helene Fuld School of Nursing to the National League for Nursing.

COPPIN STATE UNIVERSITY HELENE FULD SCHOOL OF NURSING TRADITIONAL BSN PROGRAM OF STUDY

LEVEL I (Freshman)

Fall Semester

ENGL	101	English Composition I	3
NURS	120	Academic Success in Nursing	3
HIST	201	World History I	
or			
HIST	203	U.S. History I	
or			
HIST	205	African-American History	3
BIOL	201	Human Anatomy and Physiology I	4
PSYC	201	General Psychology	3
Semester Total			**16**

Spring Semester

ENGL	102	English Composition II	3
SOCI	201	Intro. to Sociology	3
SPCH	105	Speech Communication	
or			
SPCH	202	Principles of Interviewing	
or			
SPCH	204	Critical Listening	3
BIOL	203	Human Anatomy and Physiology II	4
PHIL	102	College Algebra	3
PHIL	201		

LEVEL II (Sophomore)

Fall Semester

PHIL	102	Logic	
or			
PHIL	201	Intro. To Philosophy	3
WLIT	203	World Literature I	
or			
WLIT	204	World Literature II	3

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NURS	211	Intro. to the Nursing Process I	4
CHEM	103	Chemistry for Health Nutrition	4
HIST	202	World History II	
or			
HIST	204	U.S. History II	
or			
HIST	206	African-American History II	3
Semester Total			**17**

Spring Semester

BIOL	308	Microbiology	4
NURS	208	Clinical Computations	1
NURS	212	Intro. To the Nursing Process II	4
NURS	213	Normal/Applied Nutrition	3
NURS	214	Nursing Care to Promote Urban Family Health	3
Semester Total			**15**

LEVEL III (Junior)

Fall Semester

ART	105	Intro to Ceramic Sculpture	
or			
IDIS	102	Music and Dance	
or			
IDIS	103	Visual Arts and Theater	
or			
MUSC	201	Survey of Jazz Music	
or			
PHED	225	Fundamentals of Choreography	
or			
THEA	211	Fundamentals of Acting	
or			
LANG		Any Foreign Lang, Course	3
NURS	311	Medical Surgical Nursing	9
NURS	313	Pathophysiology and Therapeutic Regimen I	3
Semester Total			**15**

Spring Semester

ENGL		Elective (200 level or above)	3
MATH	203	Basic Statistics	3
NURS	314	Maternal/Child Health Nursing For Urban Fam.	9
NURS	316	Pathophysiology and Therapeutic Regimen II	3
Semester Total			**18**

LEVEL IV (Senior)

Fall Semeste

NURS	405	Med-Surg./Psychiatric Nsg.	9
NURS	315	Introduction to Nursing Research	3
NURS	318	Nursing Informatics	2
NURS	412	Special Pract. in Nurs. *	4
Semester Total			**14**

Spring Semeste

NURS	415	Special Topics in Nursing	3
NURS	416	Urban Health Care within the Community	6
NURS	420	Sociopolitical Activism in Nsg/Leadership Mgmt	6
Semester Total			**15**

Lower Division Nursing Credits	= 18
Upper Division Nursing Credits	= 53
Total Nursing Credits	**= 71**
General Education Credits (3 Elective credits included)	= 55
Total Credits	**=126**

*** Course is mandatory for those individuals who have not passed one out of two comprehensive exams.**

COPPIN STATE UNIVERSITY HELENE FULD SCHOOL OF NURSING

Program of Study – Registered Nurses

The School of Nursing offers a flexible program of study for RNs interested in pursuing a baccalaureate degree in Nursing. Then faculty believes RN to BSN students come into the program with diverse educational backgrounds and experiences from a variety of traditional and non-traditional clinical settings. They also are on different levels of the clinical or management ladder in their practice. The RN to BSN completion track is designed to facilitate diploma or associate degree students' movement through a process that promotes their personal and professional growth. Teaching strategies that facilitate adult learners' ability to be self directed and actively involved in their learning are the Hallmarks of the RN/BSN completion track.

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Advanced Placement Options (Consult RN Advisors to determine eligibility)

- Challenge Examinations – Maryland and Out-of-State RNs
- Direct Transfer Credit – Maryland graduates after 12/31/79
- Nursing Transition courses – Maryland Graduates prior to 1980, Out-of-State RN graduates who hold a Maryland License

LEVEL I

Semester One (Fall)

ENGL	102	English Composition	3
PHIL	201	Intro. to Philosophy	
or			
PHIL	102	Intro. to Logic	3
MATH	203	Basic Statistics	3
NURS	218	Nursing Theory	3
SOCI	402	Family Studies	3
Semester Total			**15**

Semester Two (Spring)

SPCH	105	Speech Communication	
or			
SPCH	202	Principles of Interviewing	
SPCH	204	Critical Listening	3
NURS	217	Health Assessment	4
NURS	220	Concepts of Health Promotion and Maintenance	3
CHEM	103	Chemistry for Health Sciences	4
NURS	318	Nursing Informatics	2
Semester Total			**16**

LEVEL II

Semester One (Fall)

ART	105	Intro. To Ceramic Sculp.	
or			
IDIS	102	Music and Dance	
or			
DIS	103	Theatre and Visual Arts	
or			
MUSC	201	Survey of Jazz Music	
or			
PHED	225	Fund. of Choreography	
or			
THEA	211	Fundamentals of Acting	
or			
LANG		Foreign Language	3
WLIT	203	World Literature I or II	3
NURS	315	Nursing Research	3
NURS	416	Urban Health Care in Community Setting	6
Semester Total			**15**

Semester Two (Spring)

HIST		World History or U.S. History	3
or		African American History	
NURS	408	Legal, Political, Social Issues in Nursing	3
NURS	409	Preparation for Professional Nursing Practice	6
NURS	411	Seminar in Nursing	2
		Elective	3
Semester Total			**17**

Total Credits	= 63
Nursing Credits	= 32
General Education Credits	= 31

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Continuing Education

The Office of Academic Affairs administers continuing education programs. Continuing education programs include the following:

1) the Minority Entrepreneurship and Small Business Workshop Series and Training Services;
2) the Business/Industry Training Service;
3) Non-credit Programs;
4) the On-Campus and Off-Campus Lecture, Seminar, and Workshop Series; and
5) the Community Outreach Program.

Certificates and Continuing Education Units

Continuing education programs provide students with several options for receiving credit for work which is successfully completed. These include certificates of completion in such areas as Minority Entrepreneurship, Small Business Management, or specially designed programs to meet the individual needs of business and industry such as Transportation Management, as well as many workshops for personal and career development.

In addition, students may work for Continuing Education Units. The Continuing Education Unit (CEU) is awarded for specially designed continuing education non-credit courses. A CEU consists of "ten contact hours of participation in an organized, continuing education experience under responsible sponsorship, capable direction, and qualified instruction." A permanent record of the number of CEUs is kept by the University and may be used by the student to demonstrate participation in a course. (CEUs are not convertible to university credits.)

CONTINUING EDUCATION PROGRAMS

The Minority Entrepreneurship and Small Business Workshop Series and Training Services

Included in the educational services are focused workshops and seminars designed to help minority and female entrepreneurs examine such emerging fields of business development as municipality privatization, procurement, and starting and managing a life science technology-based company. Selected training services in strategic and financial planning, developing a business plan, marketing strategies and techniques are offered, as well as consultative and support services to encourage minority and female entrepreneurship.

The Small Business Resource Center is also available, providing training, consultative and support services to small businesses. The SBRC specializes in assisting very small businesses operated by minorities and women. Each company contracts with the University for either on-site or on-campus instruction and assistance.

The Business/Industry Training Service

The Business/Industry Training Service (BITS) helps companies maintain a healthy competitive business posture by providing a wide range of educational programs designed by curriculum specialists. Credit and non-credit programs are available.

Non-credit Programs

Coppin State University provides selected non-credit and certificate programs.

Lecture, Seminar, and Workshop Series

Throughout the years the University has offered a series of lectures, seminars, and workshops both on and off campus on a variety of subjects. Although the series is primarily a non-credit one, seminars and workshops may be structured to provide participants with a certificate of completion or Continuing Education Units.

Many of the events in the series are held on campus. A complete schedule of these events is published periodically and is available upon request from the Office of Academic Affairs. In addition, interested groups may make arrangements for lectures, seminars, or workshops meeting their special interests and needs, to be held at times and locations convenient to participants.

The Community Outreach Program

The Community Outreach Program provides non-credit workshops to churches and community organizations. For the convenience of participants, instruction takes place at the church or community meeting place. Programs are offered on a wide range of topics, depending on the training and educational needs of the organization.

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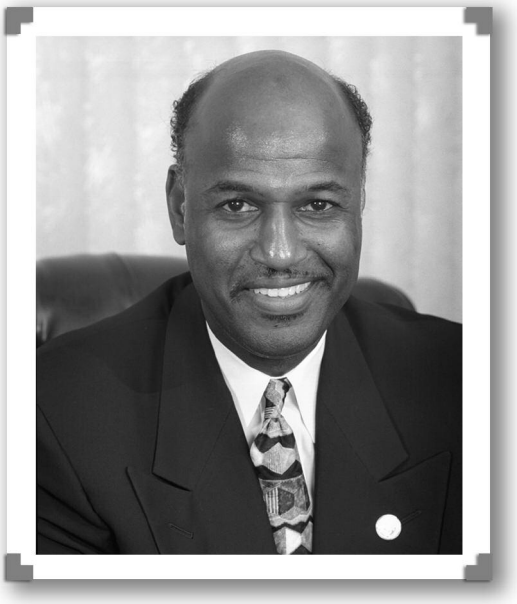
Who's Who at Coppin State University



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Special Assistant to the President

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Chief Information Officer

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Director, Human Relations

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Oyebanjo Lajubutu
Director, Institutional Research

Ron Mitchell
Director, Athletics

Raynoid DeDeaux
University Compliance Officer

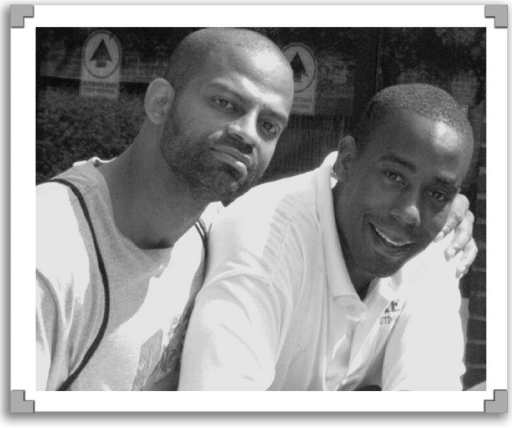
Sadie R. Gregory
Provost/Vice President, Academic Affairs

J. Richard Rembold
Associate Provost

Jacqueline Brice-Finch
Dean, School of Arts and Sciences

Mary Owens-Southall
Dean, School of Graduate Studies

Marcella Copes
Dean, School of Nursing



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Ronnie Collins, Sr.
Dean, Honors College

Margaret Turner
Registrar

Michael Bowden
Director, Academic Program Evaluation and Research

Mary E. Wanza
Director, Library

Habtu Braha
Coordinator, Academic Computing

Earl H. Jenkins
Vice President, Student Life

Vell Lyles
Associate Vice President, Enrollment Management

Joann M. Christopher-Hicks
Associate Vice President, Student Life

Michelle Gross
Director, Admissions

Linda Bowie
Director, Career Planning and Cooperative Education

Gillian Hallmen
Director, Counseling Center

Maqbool Patel
Director, Facilities

Patrick Bailey
Director, Housing

Ronald Collins
Director, Public Safety

Sandra Goodwin
Director, Student Activities

Lady Jenkins
Director, Student Financial Aid

Lelia Washington
Director, Student Support Services

Wendell Moore
Director, Upward Bound

Jackie Knight
Coordinator, Freshman Undeclared Major Advisement, Testing and Attendance

Clayton McNeill
Executive Vice President

Abu Kamal
Associate Vice President for Administration and Finance

Betty McNeill
Bursar

Vincent Blackwell
Controller

Verona Williams
Director of Student Accounts

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Budget Officer

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Vice President, Information Technology

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Director, Client Computing Support Services

Prasad Doddanna
Director, Information Systems

Delores Reaves
Director, Information Technology

Dick Rader
Director, Telecommunications

Andrew Bain
Director, Web and Multi-Media Development

Arthur Childs
Vice President, Institutional Advancement

James Roberts
Associate Vice President for Institutional Advancement

Tara K. Turner
Director, Alumni Relations and Annual Giving

George Uzzle
Director, Title III

Albert Robinson
Director, Corporate/Foundation Relations

Esperance Sutton
Director, Special Events

THE FACULTY EMERITUS OF COPPIN STATE UNIVERSITY

Daley, Guilbert A., Professor Emeritus, Fine and Communication Arts (Speech and Theatre) - Deceased

- A.B. The Catholic University
- M.A. The Catholic University
- L.D.A. University of North Carolina at Chapel Hill\
- Ph.D. Southern Illinois University at Carbondale

MacFadden, Fred R., Professor Emeritus, Humanities and Media (English)

- A.B. Princeton University
- M.A. University of Pennsylvania
- Ph.D. University of Pennsylvania

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The Faculty of Coppin State University

Abeson, Felix, Associate Professor, Management Science/Economics
- Cert. & Dip. Chartered Institute of Marketing, England
- B.Sc. U.S. International University
- M.B.A. U.S. International University
- D.B.A. U.S. International University

Addo, Samuel K., Assistant Professor, Helene Fuld School of Nursing
- B.S.N. Marymount University
- M.S.N. Marymount University

Adeyeye, Jacob, Assistant Professor, Natural Sciences (Bology)
- B.A. Andrews University
- M.S. Andrews University
- Ph.D. Clark Atlanta University

Amah, Alfred N., Assistant Professor, Natural Sciences (Chemistry)
- B.Sc. Cuttington University
- M.S. Ball State University
- Ph.D. Iowa State University

Anoruo, Emmanuel, Associate Professor, Management Science/Economics
- Diploma - Bank Management Skills and Theory - AIB (American Institute of Banking)
- B.S. Morgan State University
- M.B.A. Morgan State University
- Ph.D. Howard University

Arthur, Alcott, Associate Professor, Humanities and Media (Philosophy)
- B.A. Howard University
- M.A. Howard University
- Ph.D. Syracuse University

Ashby-Bey, Juanita, Assistant Professor, Curriculum and Instruction
- B.S. Coppin State University
- M. Ed. The Johns Hopkins University

Avery, James R., Associate Professor, Criminal Justice
- A.B. Morgan State College
- M.S. Michigan State University
- Ed.D. The George Washington University

Bailey, Carolyn, Assistant Professor, Nursing
- B.S.N. University of Maryland
- M.S. Johns Hopkins University

Barber, Glynis, Instructor, Curriculum and Instruction
- B.A. Norfolk State University
- M.Ed.. Towson State University

Belgrave, Lucille, Assistant Professor, Helene Fuld School of Nursing
- B.S.N. Long Island University
- M.S.N. Columbia University

Bell, Ruffin, Lecturer, Health, Physical Education, Recreation & Dance
- B.S. Coppin State University
- M.Ed.

Boyd, Ronnie G., Professor, Natural Sciences (Biology)
- B.S. Central State University
- M.S. Howard University
- Ph.D. Howard University

Braha, Habtu, Professor, Management Science/Economics
- B.B.A. Addis Ababa University
- M.B.A. Oklahoma State University
- Ph.D. Oklahoma State University

Bridges, Eloise A., Associate Professor, Social Work
- B.S. Langston University
- M.S. Boston University
- Ph.D. University of Maryland Baltimore

Britto, Elizabeth, Instructor, Mathematics and Computer Science
- B.S. University of the West Indies (Physics)
- B.S. University of the West Indies (Mathematics)
- M.Ed. Coppin State University

Brooks, Elizabeth H., Asistant Professor, Adult & General Education
- B.S. Cheyney University
- M.Ed. West Chester University
- Ed.D. Temple University

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Brooks, Sean, Assistant Professor, Mathematics and Computer Science
- B.S. Coppin State University (Mathematics)
- M.S. Howard University (Mathematics)
- Ph.D. Howard University (Mathematics)

Cain, Rosa, Assistant Professor, Helene Fuld School of Nursing
- B.S.N. Coppin Sate College
- M.S. University of Maryland at Baltimore

Carey, Hugh, Artist in Residence, Fine and Communication Arts (Music)
- B.S. Morgan State University

Caruso, Catherine, Assistant Professor (Nursing)
- A.A. Catonsville Community College
- B.S.N. College of Notre Dame
- M.S.N. Georgetown University

Cataliotti, Robert, Associate Professor, Humanities and Media (English)
- B.S. University of Colorado at Boulder
- M.S. Long Island University
- Ph.D. State University of New York at Stony Brook

Chapman, Julius, Professor, Adult & General Education
- B.S. Tuskegee University
- M.Ed. Tuskegee University
- Ed.S. Loyola College
- Ed.D. The Catholic University

Chiang, Liang-Wen, Assistant Professor, Mathematics and Computer Science
- B.S. National Cheng Kung University, Taiwan (Engineering Science)
- M.S. University of Delaware (Mechanical Engineering)
- Ph.D. University of Delaware (Electrical and Computer Engineering)

Chuk, Susan, Assistant Professor, Helene Fuld School of Nursing
- B.S.N. NCC
- MPA Long Island University

Clawsey, Mary C., Associate Professor, Humanities and Media (English)
- B.A. Western Maryland College
- M.A. University of Maryland
- Ph.D. University of Maryland

Cobb, Ann, Instructor, Humanities and Media (English)
- B.A. College of Notre Dame of Maryland
- M.A. University of Maryland Baltimore County

Coger, Wyatt, Assistant Professor, Curriculum & Instruction
- B.S. Coppin State university
- M.Ed. Towson University

Coleman, Cynthia, Assistant Professor, Humanities and Media (English)
- B.A. Bennett College
- M.A. Morgan State University
- Ph.D. Indiana University of Pennsylvania

Collins, Ronnie L., Assistant Professor, Humanities and Media, Dean, Honors Division
- B.A. Bowie State University
- S.P.G. Edinburgh University
- M.S. Georgetown University

Copes, Marcella A., Dean, Professor, Helene Fuld School of Nursing
- B.S.N. University of Delaware
- M.S.N. University of Delaware
- Ph.D. University of Delaware

Courts, Amini-Johari H., Professor, Fine and Communication Arts (Speech and Theatre)
- B.A. Hampton Institute
- M.F.A. Virginia Commonwealth University

Crawford, Reinaldo, Assistant Professor, Helene Fuld School of Nursing
- B.S.N. Coppin State University
- M.S.N. Coppin State University

Davidson, Roger, Jr., Assistant Professor, History, Geography, and Global Studies
- B.S. Virginia Polytechnic Institute and State University
- M.A. Howard University
- Ph.D. Howard University

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Day-Black, Crystal, Assistant Professor, Helene Fuld School of Nursing
- B.S.N. Coppin State University
- M.S.N. University of Maryland at Baltimore

Day Clark, Linda, Professor, Fine and Communication Arts (Art)
- A.A. Howard Community College
- B.F.A. Maryland Institute College of Art
- M.F.A. University of Delaware

Diala-Ogamba, Blessing, Instructor, Humanities and Media (English)
- B.A. University of Calabar
- M.A. University of Calabar
- M.Ed. Worcester State College
- M.Phil. University of Portharcourt
- Ph.D. University of Portharcourt

Dorsey, Glenn, Assistant Professor, Mathematics and Computer Science
- B.S. Coppin State College
- M. Ed. University of Maryland

Edwards, Jewel, Lecturer, Health, Physical Education, Recreation & Dance
- B.S. Coppin State University
- M.S. Coppin State university

Edwards, Shirley R., Assistant Professor, Special Education
- B.S. Coppin State College
- M.S. Indiana University

Eugene, Nicholas, Assistant Professor, Mathematics and Computer Science
- B.S. Coppin State University (Mathematics)
- Ph.D. Central Michigan University (Mathematics)

Ezeka, Hyacinth, Assistant Professor, Management Science/Economics
- B.S. Alabama A & M University
- M.B.A. Alabama A & M University
- CPA - States of Florida and Maryland

Gabbidon, Shaun L., Assistant Professor, Criminal Justice
- B.S. Christopher Newport College
- M.S. University of Baltimore
- Ph.D. Indiana University of Pennsylvania

Gardner, Bettye J., Professor, History, Geography, and Global Studies
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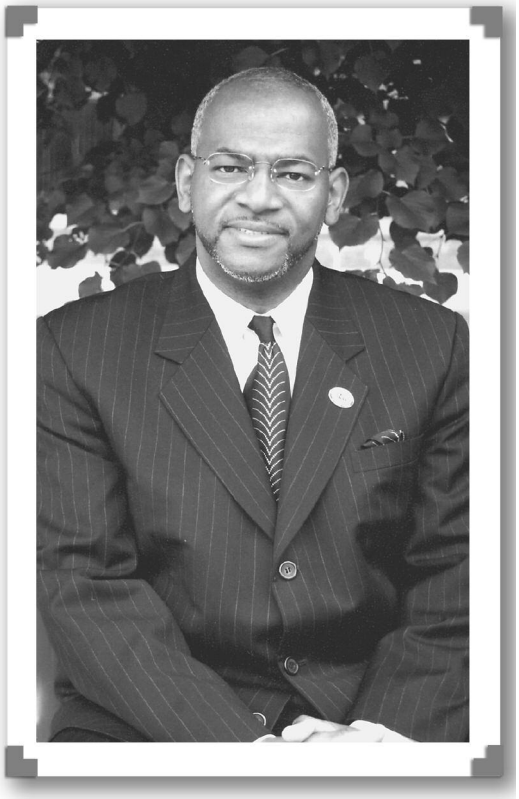

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Appendix A:
Board Admissions Policy

USM BYLAWS, POLICIES AND PROCEDURES OF THE BOARD OF REGENTS

III-4.00 - POLICY ON UNDERGRADUATE ADMISSIONS

(Approved by the Board of Regents, January 11, 1990; Revised October 4, 1996; Revised October 5, 2001)

Admission to the institutions of the University System of Maryland shall be determined without unlawful discrimination on the basis of race, color, religion, national origin, gender, age, sexual orientation, or disabling condition. The undergraduate student population of USM institutions should draw from all areas of the state and reflect the diversity of the state's population. Consistent with their individual missions, institutions will seek to enroll the students having greatest potential to benefit from their programs. Each institution shall take appropriate actions in its admissions procedures to achieve these goals, consistent with State and Federal laws.

I. ADMISSION OF FRESHMEN

Each institution shall publish its own decision criteria, which may be more rigorous than the systemwide minimal stated below.

A. Minimum Qualifications for Regular Admission

(1) **High school diploma or its equivalent** (See exception in paragraph B.)

(2) **Grade point average -** A high school grade point average equivalent to A C or better is required for admission of full-time and part-time entering freshmen who have graduated from high school within three years of intended enrollment.

(3) **Test Score -** A score on a nationally standardized examination such as the SAT or ACT is required of all applicants who have graduated from high school within three years of intended enrollment.

(4) **Minimum core content proficiency requirements -** To indicate their readiness for college-level work, high school seniors or graduates must demonstrate achievement of the appropriate level of competencies[1] and core content associated with the array of courses that follows:

Courses	Subject Year
English	4
Social Science/History	3
Biological and Physical Sciences[2]	3 2
Mathematics Algebra I or Applied Math I & II Formal Logic or Geometry Algebra II	3
Language other than English[3], or, Advanced Technology[4]	2

(5) **Other criteria -** Each institution shall publish other criteria for admission that may include (a) rigor of the high school curriculum as demonstrated by advanced level coursework, (b) academic electives, (c) performance on high school assessments, (d) trends in performance, (e) citizenship and leadership, (f) special talents, and (g) personal circumstances.

B. **Early Admission -** Early admission may be granted to a high school student who has demonstrated superior scholarship, as evidenced by his or her academic record or performance on standardized entrance examinations. The expectation is that the student will make arrangements to earn a high school diploma or equivalent. Each institution that offers early admission shall publish its procedures.

C. **Admission of Students from Non-accredited/ Non-approved High Schools.** Freshman applicants for admission who are graduates of non-accredited/non-approved high schools will be reviewed individually, with consideration given to factors such as scores on nationally standardized tests, high school course content, performance in high school academic courses, the performance of previous students with similar academic preparation, and other appropriate criteria as developed by each institution.

D. **Admission of Students with non-US Records** Students with international records, those who have completed part or all of their secondary and/or post-secondary education outside the United States, may be admitted using the guidelines of the following educational associations:

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1) Association of International Educators (NAFSA)
2) American Association of Collegiate Registrars and Admissions Officers (AACRAO)
3) National Association of College Admissions Counselors (NACAC)

Each USM institution will establish procedures to insure consistency in admissions practices for its applicants with academic records from non-US institutions.

E. **Admission of Home-Schooled Students-** All home-schooled students must demonstrate compliance with state and local education regulations. Demonstration of the competencies outlined in the USM Requirements for Admission may be combined with scores on a nationally standardized examination such as ACT or SAT to satisfy the minimum qualifications for admission. For Maryland students, the home instruction program must comply with 13A.10.01 of the General Regulations of the State Board of Education.

F. **Admission of Students with Proficiency-Based standards, Standardize Examinations, or Equivalency Diplomas.** Students who have graduated from regionally accredited secondary institutions with proficiency-based standards will be considered individually. Each secondary institution with proficiency-based standards will be asked to provide documentation about the student's achievement in secondary school. Admission may be granted to students who have been awarded a high school equivalency diploma by passing a standardized evaluation, such as the General Educational Development (GED) test or the External Diploma Program (EDP). Each USM institution will establish procedures to insure consistency in admissions practices for its applicants presenting external evaluations.

G. **Admission of Students Who Have Been Out of School More Than Three Years -** Students who have earned a high school diploma (or equivalent) with a minimum GPA equivalent to a C or better, but who are more than three years beyond high school enrollment, may be admitted without meeting the usual criteria for admission if the institution determines that the individuals applying have the potential for successful college work. This determination may be made by evaluation of successful work experiences, by portfolio assessment, and/or by placement testing.

H. **Special Program Requirements -** With the approval of the President, an institution may establish additional requirements for admission to specified academic programs.

I. **Admission to Two Institutions -** USM institutions that have established joint degree or cooperative programs with other institutions will outline procedures to permit students to be admitted simultaneously to two institutions to earn the targeted degree(s).

J. **Exceptions -** Each institution may admit, to a maximum of 15 percent of its entering freshman class, students who do not meet the minimum qualifications outlined in sections I.A.-G. of this policy, but who show potential for success in post-secondary education. Each institution shall develop written guidelines, in accordance with this policy, concerning individual admission. For those instances in which applicants have not completed all of the required courses for admission, each institution shall establish a method of assessment by which a student can demonstrate competence equivalent to having passed a required high school course to qualify for admission.

II. ADMISSION OF TRANSFER STUDENTS[5]

Each institution shall publish its own decision criteria that may be more rigorous than the systemwide minima stated below.

A. Minimum Requirements
   (1) All transfer students must have a cumulative GPA of at least a 2.0 on a 4.0 scale, or its equivalent, for all attempted college-level work.
   (2) Students who have completed 23 or fewer credits are required to meet minimum qualifications as set forth in Part I of this policy.
   (3) Students transferring from institutions that are not regionally accredited shall demonstrate proficiencies comparable with Sections II.A.1 and 2.

B. Maryland Public Institutions Of Higher Education
   (1) Students who have completed an associate's degree, or 56 or more credits of college/university parallel courses with a minimum GPA of 2.0 from public institutions of higher education in Maryland, shall be admitted to a USM institution. In cases where the number of applicants exceeds the number who can be accommodated, or where programs require higher performance standards, admissions

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decisions shall be based on criteria that provide fair and equal treatment for native and transfer students in accordance with COMAR Title 13B.06.01.02-1.

(2) Students wishing to transfer from public institutions of higher education in Maryland with fewer than 56 credits of college/university parallel coursework who would have met freshman requirements of the USM institution to which they are applying in the year they entered postsecondary education shall be admitted with a GPA of 2.0. In cases where the number of applicants exceeds the number who can be accommodated, or where programs require higher performance standards, admissions decisions shall be based on criteria that provide fair and equal treatment for native and transfer students in accordance with COMAR Title 13B.06.01.02-1.

C. Admission to Two Institutions To facilitate the enrollment of transfer students and to enhance relationships with community colleges, USM institutions are strongly encouraged to establish agreements with community colleges to provide for dual admission of students who first matriculate at the community college. The agreements shall stipulate requirements for eligibility, conditions for maintaining good academic standing, curricular requirements, and credit/grade transfer acceptance.

D. Providing Transfer Information Each institution shall participate in the systemwide computerized information system to assist prospective transfer students. In cooperation with Maryland community colleges, programs shall be developed that represent the lower division course work required for completion of a baccalaureate degree at that institution. Information about such recommended transfer programs, updated on a regular basis, shall be available to potential transfer students to serve as a basis for advisement and student planning. Students will be encouraged to seek advisement on a regular basis.

E. **Exceptions -** At the discretion of the receiving institution, transfer students with special circumstances may be admitted on the basis of criteria other than prior academic performance. Up to 15 percent of the institution's entering transfer cohort may comprise such exceptions.

III. ADMISSION OF SECOND BACCALAUREATE STUDENTS

Each institution shall publish in its catalog procedures for admission of students seeking a second baccalaureate degree.

IV. ADMISSION OF NON-DEGREE STUDENTS

A. Minimum Requirements- Procedures for admitting non-degree students shall be established by each institution. Criteria for changing from non-degree to degree status must be equivalent to, or exceed the minimum requirements set forth in this policy, sections II.A.1 and 2, for students transferring between Maryland public institutions.

B. Concurrent Enrollment- Concurrent enrollment may be granted to a high school student who has demonstrated superior scholarship, as evidenced by his or her academic record or performance on standardized entrance examinations. Each institution may allow such students to enroll in its undergraduate classes concurrently with their enrollment in high school.

V. ADMISSION OF OUT-OF-STATE STUDENTS TO UNDERGRADUATE PROGRAMS

Each institution may establish standards for out-of-state students that are higher than the undergraduate admission standards for in-state students. If a choice must be made between applicants of roughly comparable ability and promise, preference should be given to the Maryland resident.

Excluding UMUC students and all students enrolled exclusively in distance education programs, the number of out-of-state undergraduate students in any institution, shall not exceed 30 percent of its total undergraduate student body.

VI. IMPLEMENTATION

A. **Effective date -** Notice shall be provided local school systems and community colleges at least two years prior to the implementation of additional or modified course requirements in order that students may prepare to meet them.

B. **Review Schedule -** Recognizing that Maryland is changing its high school graduation requirements

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to a proficiency-based system, this policy should be reviewed and revised as necessary to accommodate that transition.

C. **Publication of Standards -** The USM shall publish the content, competencies, achievement levels, and skills required for success in college. Each institution shall publish its admission standards in its catalog and shall submit them to University System of Maryland Office for information.

D. **Maintenance of Records -** Each institution shall maintain in each enrolled student's record evidence that minimum criteria for admission have been met. Lacking such evidence, the record shall contain a note that the student is an exception, and whether the exception was based on minimum GPA or demonstration of competency in the required courses.

E. **Application Fee -** Each constituent institution in the University System of Maryland may assess a non-refundable admission application fee for each applicant, unless the fee is waived in accordance with institutional policy. Replacement for: BOR I-1.00, 1.10, 1.11, 1.20, 1.30, 1.40, 1.50, 1.60, 1.80, 13.00 and BOT II-D.3, X-A.1, X-A.2, X-A.3, X-A.4, X-A.5, X-A.7, X-A.8, X-A.9, X-A.11, and X-B

Footnotes:

[1] A grade equivalent to a C or better in required courses would normally demonstrate the minimum level of preparation for college-level work.

[2] The courses completed must be in at least two different subject areas. Two of the three must include a laboratory experience. For students interested in science-oriented careers (such as medicine, engineering, the sciences, veterinary medicine, physical therapy, etc.), four years of science are recommended in three different science areas, with three laboratory experiences.

[3] The two units must be in the same language. American Sign Language is among the languages accepted.

[4] Students should consult the admissions office of the particular institution they are seeking to attend to determine if advanced technology is accepted in fulfillment of this requirement.

[5] A transfer student has earned a total of twelve or more transferable credits during a regular term or terms following high school graduation. Credits earned in courses taken during the first summer following high school graduation, concurrently with high school, by Advanced Placement, or by examination are not to be counted in the twelve.

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Appendix B: Policy for Student Residency

Classification for Admissions, Tuition and Differential Purposes

USM BYLAWS, POLICIES AND PROCEDURES OF THE BOARD OF REGENTS

VIII-2.70 POLICY ON STUDENT CLASSIFICATION FOR ADMISSION, TUITION AND CHARGE-DIFFERENTIAL PURPOSES

(Approved by the Board of Regents August 28, 1990; Amended July 10, 1998; Amended November 27, 2000; Amended April 11, 2003)

I. POLICY

It is the policy of the Board of Regents of the University System of Maryland (USM) to recognize the categories of In-State and Out-of-State students for the purpose of admission, tuition, and charge differentials at those institutions where such differentiation has been established.

A. An In-State student is a student whom the University determines to be a permanent resident of the State of Maryland. For the purposes of this Policy, "permanent resident" is defined as a person who satisfies all the following conditions and has done so for at least twelve (12) consecutive months immediately prior to and including the last date available to register for courses in the semester/term for which the person seeks In-State Status:
   1. Is not residing in the State of Maryland primarily to attend an educational institution; and,
   2. Owns and continuously occupies or rents and continuously 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 which are owned or rented and occupied by a parent, legal guardian, or spouse; and,
   3. Maintains within Maryland substantially all personal property; and,
   4. Pays Maryland income tax on all earned taxable income including all taxable income earned outside the State; and,
   5. Registers all owned motor vehicles in Maryland in accordance with Maryland law; and,
   6. Possesses a valid Maryland driver's license, if licensed, in accordance with Maryland law; and,
   7. Is registered in Maryland, if registered to vote; and,
   8. 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; and,
   9. Has a legal ability under Federal and Maryland law to live permanently without interruption in Maryland.

B. In addition, persons with the following status shall be accorded the benefits of In-State Status for the period in which they hold such status:
   1. A full-time or part-time (at least 50 percent time) regular employee of the University System of Maryland.
   2. The spouse or financially dependent child of a full-time or part-time (at least 50 percent time) regular employee of the USM.
   3. A full-time active member of the Armed Forces of the United States whose home of residency is Maryland or one who resides or is stationed in Maryland, or the spouse or a financially dependent child of such a person.
   4. For UMUC, a full-time active member of the Armed Forces of the United States on active duty, or the spouse of a member of the Armed Forces of the United States on active duty.
   5. A graduate assistant appointed through the University Systemof Maryland for the semester/term of the appointment. Except through prior arrangement, this benefit is available only for enrollment at the institution awarding the assistantship.

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C. 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.

D. Assignment of In-State or Out-of-State classification will be made by the University upon an assessment of the totality of facts known or presented to it. The person seeking In-State Status shall have the burden of proving that he or she satisfies all requirements.

E. Either of the following circumstances raise a presumption that the student is residing in the State of Maryland primarily for the purpose of attending an educational institution,

1. The student was attending high school or residing outside Maryland at the time of application for admission to a USM institution or,
2. The student is both (a) not financially independent and (b) is financially dependent upon a person not a resident of Maryland. The burden shall be on the student to rebut the presumption.

II. PROCEDURES

A. An initial determination of In-State Status will be made by the University at the time a student's application for admission is under consideration. The determination made at that time, and any determination made thereafter, shall prevail for each semester/term until the determination is successfully challenged in a timely manner.

B. A change in status must be requested by submitting a USM "Petition for Change in Classification for Admission, Tuition and Charge Differential". A student applying for a change to In-State Status must furnish all required documentation with the Petition by the last published date to register for the forthcoming semester/term for which the change in classification is sought.

C. The student shall notify the institution in writing within fifteen (15) days of any change in circumstances which may alter In-State Status.

D. In the event incomplete, false, or misleading information is presented, the institution may, at its discretion, revoke in-state status and take

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disciplinary action provided for by the institution's policy. Such action may include suspension or expulsion. If In-State Status is gained due to false or misleading information, the University reserves the right to retroactively assess all Out-of-State charges for each semester/term affected.

E. Each institution of the University System of Maryland shall develop and publish additional procedures to implement this policy. Procedures shall provide that on request the President or designee has the authority to waive any residency criterion set forth in Section I if it is determined that the student is indeed a permanent resident and the application of the criteria creates an unjust result. These procedures shall be filed with the Office of the Chancellor.

III. DEFINITIONS

A. **Financially Dependent:** For the 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 another person during the twelve (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 more than one person, 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-generated support one-half or more of his or her total expenses.

C. **Parent:** A parent may be a natural parent, or, if established by a court order recognized under the 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. **Child:** A child is a natural child or a child legally adopted pursuant to a court order recognized under the law of Maryland.

G. **Self-Generated:** Self-generated describes income which is derived solely from compensation for an individual's own efforts as evidenced, for example, by federal or state W-2 forms or IRS Form 1099 where interest income is based upon finances created from one's own efforts. For the purposes of this policy, grants, stipends, awards, benefits, loans and gifts (including federal and State aid, grants, and loans) may not be used as self-generated income.

H. **Regular Employee:** A regular employee is a person employed by USM who is assigned to a State budget line or who is otherwise eligible to enroll in a State retirement system. Examples of categories NOT considered regular employees are graduate students, contingent employees, and independent contractors.

IV. IMPLEMENTATION

This policy as amended by the Board of Regents on November 27, 2000 shall be applied to all student residency classification decisions made on or after this date.

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Course Descriptions

Following is a list by discipline of all courses offered by the University alphabetized according to the 3-4 letter HEGIS Discipline Codes. Below each discipline name is the name of the department within the University which offers the courses in that discipline. For further information, see the department chapter in the University catalog or consult the department chairperson.

ADULT EDUCATION (ADULT AND GENERAL EDUCATION)

ADLT 270 Introduction to Adult Education (3 credits)
A study of adult education, covering the definition, objectives, and history of adult education; reviewing present trends and future developments including critical analyses of the organization and operation of various adult education programs.

ADLT 272 The Psychology of the Adult Learner (3 credits)
A study of the cognitive and affective characteristics of adults as they relate to learning. **Prerequisite: PSYC 202.**

ADLT 275 Community Development (3 credits)
A study of the principles and techniques used to assist adult learners in identifying and using the resources in their communities and in understanding how local, state, and federal governmental agencies operate and how knowledgeable adults may participate in the activities of these agencies.

ADLT 371 Materials and Methods in Adult Education (3 credits)
A study of a broad range of methods and techniques available to help adults learn with emphasis on rationales for selecting particular methods and techniques for achieving particular educational objectives. Skills needed for designing learning experiences that make use of combinations of methods and techniques for optimal learning are stressed.

ADLT 372 Counseling Adults (3 credits)
A study of basic techniques of counseling, the duties of the counselor, the role of the teacher as counselor, and effective interviewing techniques.

ADLT 374 Principles and Program Planning in Adult Education (3 credits)
Emphasis is placed on the development of strategies for designing courses, classes, and programs for adult community groups, business and industrial groups, governmental and voluntary agencies, and continuing higher education programs. Emphasis is also upon evaluation and appraisal. **Prerequisite: Permission of the instructor.**

ADLT 471 School Community Relations (3 credits)
Emphasis is placed on the development of concepts, principles, and techniques in the organization, initiation, and operation of planned programs which focus upon school and community relations.

ADLT 473 Practicum in Adult Education (3 credits)
Emphasis is placed on giving students opportunities at all levels to gain experience in working with the adult learner in an adult education program.

ANTHROPOLOGY (SOCIAL SCIENCES)

ANTH 207 Cultural Anthropology (3 credits)
A study of the cultural similarities and differences among the peoples of the world past and present. A survey of the major theoretical fields of anthropology, evolutionism, functionalism, historicism, and structuralism. Selected cultures throughout the world are introduced and analyzed (i.e., hunting and gathering, horticultural, agrarian). Fall semester.

ANTH 208 Ethnological Profiles (3 credits)
An examination of a variety of existing cultures (i.e., bands, tribes, chiefdoms, and folk communities) distributed throughout the world. The course readings will draw on ethnographic case studies selected each year (i.e., Tiwi, Bunyoro, Cheyennes, Igbo). Spring semester.

ANTH 300 Physical Anthropology and Archaeology (3 credits)
This course examines two starting points on the road to a common goal — the understanding of our human past. First, it deals with theories and methods used at present in physical anthropology to study primate evolution and human physical diversity. Secondly, it deal with methods and techniques used in archaeology to study the origin and development of human settings.

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ANTH 310 Religion and Ritual (3 credits)
This course examines beliefs and practices in a variety of non-industrial and indigenous cultures (i.e., Bunyoro, Cheyenne). It deals with myths of origin, explanations of rituals, and anthropological theories of religion (i.e., R. Lowie, E. Durkheim, M. Weber).

ANTH 400 Anthropological Theory (3 credits)
An examination of major theoretical perspectives in the discipline (i.e., Evolutionism, Historical Particularism, Diffusionism, Functionalism, and Structuralism). The course will draw on original works of major anthropologists (i.e., E. Tyler, F. Boas, R. Lowie, R. Benedict, M. Mead, E. Durkheim, B. Malinowski, and C. Levi-Strauss).

ANTH 411 Seminar: Special Topics (3 credits)
This course provides students with the opportunity to examine at an advanced level selected issues or a cultural area in the field of anthropology. The course will draw on basic understandings of concepts available through other courses in the social sciences.

ANTH 412 Internship
Students in this course will pursue their interest in anthropology through placement in a local library or museum,

ART (FINE AND COMMUNICATION ARTS)

ART 103 Basic Design—Two Dimensional (3 credits)
A foundation course concerned with the elements and principles of design, line, form, shape, color, texture, harmony, direction, value, balance, contrast, etc. and their application in solving problems of unity. Emphasis is placed upon the relationship of form to material and purpose, upon unifying contrasting elements, and upon comprehending man-made order, structure, composition, and organization.

ART 104 Basic Design—Three Dimensional (3 credits)
An exploration of the plastic characteristics of various media, such as paper, styrofoam, glass, wax, masonite, cloth, rubber, wire, string, and man-made materials in terms of their elements and principles of design. Emphasis is placed upon the use of these materials, the methodology and basic concepts of sculpture and architectural design, and upon the strategies for exhibiting three-dimensional designs.

ART 105 Introduction to Ceramic Sculpture (3 credits)
An introduction to ceramic art and sculpture, featuring the slab, coil, and pinch techniques in producing pottery and ceramic sculpture and introducing principles of criticism that apply to these art forms. **This course satisfies the general education requirement in the arts and languages.**

ART 106 Handlettering (3 credits)
This course will develop students' comprehension of and skill in producing different styles of lettering, including the major styles of modern lettering.

ART 208 Basic Drawing (3 credits)
An introduction to the theories and techniques of drawing as an intuitive and personal mode of expression. Each student's exit-level achievement is measured against his or her initial level of skill and not against the level of any other student.

ART 210 and 211 Life Drawing (3 credits each)
An introduction to basic drawing skills which require live models, using a variety of media and stressing techniques of figure composition.

ART 301 Painting I (3 credits)
A creative approach to expression painting, using water color, gouache, oil, and other media.

ART 304 Ceramics II (3 credits)
A continuation of ART 105 with emphasis upon the making of delicate pottery and the more complex use of ceramics as a flexible, plastic medium. **Prerequisite: ART 105 or consent of instructor.**

ART 307 Fundamentals of Photography (3 credits)
An introduction to black and white photography, with an emphasis on the operation of a manual camera and dark room techniques to extend students' visual perception and concepts of design. Students must provide their own manual cameras.

ART 308 Photojournalism (3 credits)
This course incorporates the fundamentals of black and white photography with writing. Students are expected to create stories out of photographs and accompanying text. **Prerequisite: ART 307**

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ART 309 Special Project Design (3 credits)
An advanced course in which students execute a special project in commercial, graphic, or fine arts to illustrate their creative capabilities and skills.

ART 312 Museum/Collections Management (3 credits)
An introduction to the organizational structure, concepts, methodologies, and economics of museum and collection management. Students develop the skills needed to manage personnel; to budget; and to plan, execute, and promote exhibitions and artists. Students are introduced to collecting, conserving, and preserving artifacts and works of art. **Prerequisite: ENGL 102.**

ART 319 Cinematic Style in Documentary Expression (3 credits)
An introduction to the fundamentals of videography, including the writing, editing, lighting, directing, and pre-and post-production tasks required to create a video. Students also gain practice at recording and mixing sound, as well as with creating special effects and exploring career opportunities in videography. **Prerequisites: ART 307 and MCOM 301, or permission of the instructor.**

ART 321 Digital Photography (3 credits)
Students will use digital tools to move from the chemical to the digital darkroom and will expand lighting, design, and composition skills. Adobe Photoshop will introduce students to digital image acquisition, processing, manipulation and output technology while further developing the students' artistic vision. Lab work required. **Prerequisites: ART 307; Basic computer literacy highly recommended.**

ART 401 Art History Survey (3 credits)
The history of painting, sculpture, and architecture from prehistoric times to the Renaissance, emphasizing the impact which various modes of thinking have had upon the art produced during each period.

ART 403 African-American Art and Artists (3 credits)
A study of African-American art, emphasizing the contributions and influence of African-American artists upon the U.S. and other societies.

ART 404 The Arts of Africa (3 credits)
A study of the cultural, environmental, and spiritual influences of African art on the people of Africa. The course emphasizes body adornment, textiles, and carvings.

ART 405 Contemporary Art Imagery (3 credits)
An analysis of 20th century movements in Western Art from Abstract Expressionism through present-day art forms, emphasizing their effects upon painting, sculpture, architecture, graphic art electronic media, and popular culture, including music videos.

ART 406 Introduction to Art Criticism (3 credits)
An introduction to theory and practice in art criticism. The student will develop the ability to describe, analyze, interpret, and evaluate many types of art from many periods. **Prerequisite: ENGL 102 and at least one art history course.**

ART 420 Internship in Arts Management (3 credits)
Designed to help students integrate principles and practices associated with the contemporary administration of various types of arts organization, including museums and galleries. Students are assigned to field placements which promote their career goals in a selected area of arts management. **Prerequisite: ART 312.**

BIOLOGY (NATURAL SCIENCES)

BIOL 101 Biological Science (4 credits)
The principles and concepts of biology with an explanation of how they may be applied to the interpretation of natural phenomena, concentrating on topics representing a cross section of the biology disciplines. (3 hours lecture, 2 hours lab and 1 hour recitation per week). For non-science majors.

BIOL 102 Human Biology (4 credits)
Selected topics in hematology, cancer, cytology, cardiology, principles of EKG, normal and abnormal nutrition patterns, and human genetics. (3 hours lecture and three hours lab per week) **Prerequisite: BIOL 101. For non-science majors**.

BIOL 103 General Botany (4 credits)
A study of the structure, physiology, reproduction and evolution of plants, emphasizing classification, genetics, pathology, and economic use of plants as a foundation for more advanced courses. (3 hours lecture and 3 hours lab per week). Spring Semester. One of three prerequisites for all BIOLOGY majors and minors (See BIOL 104).

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BIOL 104 General Zoology (4 credits)
A study of the principles of animal structure and function from the phylogenetic approach, emphasizing the complexity of the organelles, organs, and systems found in animals. (3 hours lecture and 3 hours lab per week). One of three prerequisites for all BIOLOGY majors and minors (See BIOL 103).

BIOL 105 Urban Biology (2 credits)
Topics include aspects of air and water pollution, rodent control, malnutrition, and other biological problems as they relate to life in cities. (2 hours lecture per week)

BIOL 106 Fundamentals of Cell Biology (4 credits)
A study of the essential principles and processes governing the biology of the cell with emphasis on cell structures and functions, energetics, genetics and relationship of molecular function and structural properties. Laboratory experiences will include the use of current technology and techniques in the exploration of the cell. Fall and Spring semesters (4 hours lecture and 3 hours lab per week) Prerequisite for all courses in the science program.

BIOL 106L Fundamentals of Cell Biology Laboratory (1 credit)
Experimental investigations of selective concepts and topics in cell and molecular biology. (3 hours laboratory per week.) This course is required of all Biology majors and must be taken with or after BIOL 106.

BIOL 107 Comprehensive Preview of Life Sciences (4 credits)
A comprehensive preview of life sciences in preparation for professional careers in the allied health fields, focusing primarily on biological and chemical principles involving the human organism. (3 hours lecture and 2 hours lab per week)

BIOL 108 Genetics and Human Affairs (3 credits)
The study and discussion of variations, inheritance of traits, birth defects, mutagenesis, and the social, ethical, and legal implications of genetic research and manipulations. (3 hours lecture per week) Fall/Spring Semesters. **Prerequisites: Two lower courses in biology or consent of the instructor.**

BIOL 201 Human Anatomy and Physiology I (4 credits)
A study of the anatomy of the human body, including the muscular, skeletal, and nervous systems. (3 hours lecture and 3 hours lab per week). Fall Semester **Prerequisite: BIOL 104 or BIOL 107 with a grade of C or higher; satisfactory grade on the placement test or permission of instructor.**

BIOL 203 Human Anatomy and Physiology II (4 credits)
A study of the anatomy and physiology of the body, including the circulatory, respiratory, urinary, digestive, reproductive, and endocrine systems. Spring Semester (3 hours lecture and 3 hours lab per week) **Prerequisite: BIOL 201.**

BIOL 204 Vertebrate Structure and Development (4 credits)
A study of vertebrates as revealed through their comparative structure and development, considering early development processes along with fundamental structure and morphogenesis of integumentary, skeletal, muscular, nervous, endocrine, circulatory, digestive, respiratory, urinary, and reproductive systems. Spring Semester (3 hours lecture and 3 hours lab per week) **Prerequisite: BIOL 104.**

BIOL 206 Invertebrate Zoology (4 credits)
A study of representative invertebrates including morphology, life history, and phylogenetic relationships. (3 hours lecture and 3 hours lab per week). Spring Semester.

BIOL 211 Economic Botany (3 credits)
A study of plants that are economically significant in agriculture, medicine, and industry. (3 hours lecture per week). Fall Semester Prerequisite: BIOL 103 or permission of the instructor.

BIOL 213 Morphology of Vascular Plants (4 credits)
A morphological survey of the vascular plants from the ferns and fernallies through the seed plants, presenting representatives of the major families. Fall Semester (3 hours lecture and 3 hours lab per week) **Prerequisite: BIOL 103.**

BIOL 300 Normal and Therapeutic Nutrition (3 credits)
Basic nutritional fundamentals for meal planning and food selection for normal and special situations such as weight control, pregnancy, geriatrics, and genetic and

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other acquired abnormalities. (3 hours lecture per week). Spring Semester. **Prerequisite: One lower course in biology.**

BIOL 301 Animal Embryology (4 credits)

The origin and development of representative vertebrates illustrating in detail the development from zygote to germ layers to organ derivatives. Fall Semester (3 hours lecture and 3 hours lab per week) **Prerequisite: BIOL 104.**

BIOL 302 Animal Histology (4 credits)

A study of the normal structure and function of tissues and internal organs of vertebrates, including the procedures and techniques of staining, mounting and sectioning of specimens and the recognition of specific chemical substances in the preparation. Spring Semester (3 hours lecture and 3 hours lab per week) **Prerequisite: BIOL 104.**

BIOL 303 Introduction to Common Deciduous Broad-Leaf Trees (4 credits)

Classification and recognition of selected broad-leaf trees by their flowers, fruits, trunks, limbs, and leaf appearance during the summer and winter seasons. (2 hours lecture and 4 hours lab per week). Fall/Spring Semesters. **Prerequisite: BIOL 101 or BIOL 103.**

BIOL 305 Animal Physiology (4 credits)

An integrated study of the physiological processes of mammalian cells and organ systems. (3 hours lecture and 3 hours lab per week), Spring Semester **Prerequisite: BIOL 104, CHEM 101, and CHEM 102.**

BIOL 307 Introduction to Entomology (4 credits)

A study of the phylogeny, characteristics, and taxonomy of insects, examining the economic importance of insects to man and the interrelationship of insects to plants, insects and other animals. (3 hours lecture and 3 hours lab per week). Fall/Spring Semesters. **Prerequisite: BIOL 104.**

BIOL 308 Microbiology (4 credits)

Preview of bacteria, viruses, yeasts, and other microorganisms, stressing their distribution, growth, and control in our environment, their isolation, and culture with an emphasis on microbial metabolism, genetics and relevant technology. (3 hours lecture and 3 hours lab per week). Fall/Spring Semesters. **Prerequisites: BIOL 203 and CHEM 101 or 103 with a minimum grade of C or consent of the instructor.**

BIOL 400 Problems in Field Biolog (4 credits)

An introduction to the techniques used to conduct field study, teaching students how to collect, tabulate, and interpret field data. (2 hours lecture and 4 hours lab per week) Fall/Spring Semesters. **Prerequisite: BIOL 103 or consent of instructor.**

BIOL 401 General Ecology (4 credits)

A study of the relationship of plants and animals to one another and to their physical and chemical environment, illustrated through field trips in the State of Maryland. (3 hours lecture and 3 hours lab per week). Fall Semester. **Prerequisites: Two lower courses in biology or consent of instructor.**

BIOL 402 Principles of Genetics (4 credits)

Study of the basic principles and processes of Mendelian and molecular genetics, gene transmission, mutation, expression, and regulation and distribution. (3 hours lecture and 3 hours lab per week). Spring Semester. **Prerequisites: BIOL 103, BIOL 104, BIOL 308, and CHEM 307.**

BIOL 403 Seminar in Biology I (1 credit)

Student presentations on topics chosen by the instructor in addition to presentations by Biology Department faculty. (2 hours per week). Fall Semester. Prerequisites: Six courses in biology and two in chemistry. Enrollment limited to seniors or by permission of Chair

BIOL 404 Seminar in Biology II (1 credit)

A continuation of BIOL 403. Spring Semester. By permission of Chair.

BIOL 407 Introduction to Research (2-4 credits)

Laboratory work of an advanced nature, under the guidance of a department member, to familiarize the advance biology major with research procedures. Fall/Spring Semesters. Prerequisites: Four courses in biology and CHEM 101 and CHEM 102.

BIOL 408 Introduction to Research (2-4 credits)

A continuation of BIOL 407 in which the advanced junior or senior is permitted to do semi-independent work on a problem in an area of biology.

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BIOL 409 Human Metabolism (3 credits)
An introduction for science-oriented students to various pathways for metabolism of common compounds. (3 hours lecture per week) **Prerequisite: CHEM 307 and three courses in biology.**

BIOL 409 Molecular and Biotechniques and Applications
A course designed to provide students with intensive, hands-on laboratory experiences needed to effectively function in biomedical and biotechnological research settings. Laboratory topics and exercises include tissue culture techniques, isolation and culturing of stem cells for various research purposes, molecular separation and purification methods for DNA, RNA and protein, synthesis of cDNA and oligonucleotide probes, PCR techniques and gene cloning genomic library construction and analysis restriction enzyme digestion and analysis, DNA sequencing, Northern and Southern blotting, DNA micro-array technology, manipulation of proteins by electrophoresis, Western blotting and immunodetection techniques, Protein sequencing, Bioinformatics and human analysis. The course is a laboratory component of BIOL 410 and it is recommended for students seeking a sound knowledge of Molecular and Biotechnological techniques. Upon successful completion of the laboratory didactive, students would be required to complete a summer internship program in one of the Biomendical Research Centers like NIH, CDC and FDA laboratories, or any of the Biotechnology companies located here in MD.

BIOL 470 General Virology (4 credits)
This course is designed to examine the basic and molecular properties of animal viruses and bacteriophages with emphasis on the morphological and biochemical aspects of virus classification, cultivation, quantification and mechanisms of pathogenicity and control. One hour each week will devoted to discussion of current literature in virology. Fall semester. **Prerequisite: BIOL 308 and CHEM 308 or consent of the instructor.**

CHEMISTRY (NATURAL SCIENCES)

CHEM 100 Problem Solving in Chemistry (2 credits)
An introduction to the mathematics of general chemistry designed to prepare students for CHEM 101 General Chemistry I or CHEM 103 Chemistry for Health Sciences. (2 lecture hours per week)

CHEM 101 General Chemistry I (4 credits)
A systematic study of the principles, laws, and theories of modern chemistry, treating such topics as properties of elements and compounds, bonding, stoichiometry, gas laws, and electronic structure. In the laboratory, emphasis is placed on accurately collecting, recording, and reporting data as well as developing other laboratory techniques. (3 hours lecture and 3 hours lab per week) **Prerequisite: MATH 101 or consent of the instructor or satisfactory grade on the placement test.**

CHEM 102 General Chemistry II (4 credits)
A continuation of CHEM 101, covering such topics as solution and acid-base chemistry, spontaneity of reactions, chemical kinetics, chemical equilibrium, and electrochemistry. Laboratory work emphasizes both quantitative and qualitative chemistry. (3 hours lecture and 3 hours lab per week) **Prerequisite: CHEM 101.**

CHEM 103 Chemistry for Health Sciences I (4 credits)
A systematic study of the basic principles, laws, and theories of modern chemistry. General topics covered are as follows: measurement, atomic structure, formula names, periodic table of elements, chemical equations, chemical calculations, chemical bonding, stoichiometry, energy and chemical reactions. Any mathematical skill needed beyond MATH 100 will be developed as part of this course. This course is similar but not identical to CHEM 101. It is deigned primarily for nursing majors and deals less with theoretical chemistry but more with practical applications in health professions. **Prerequisites for this course are MATH 101, MATH 125, or CHEM 100. (3 hours of lecture and 3 hours of lab per week)**

CHEM 104 Chemistry for Health Sciences II (4 credits)
A continuation of CHEM 103, covering such topics in organic chemistry and biochemistry as organic functional groups, carbohydrates, lipids, proteins, and metabolism of the four classes of macromolecules. Laboratory work involves experiments in organic chemistry and biochemistry. (3 hours lecture and 3 hours lab per week) **Prerequisite: CHEM 101 or CHEM 103.**

CHEM 200 Fundamentals of Organic Chemistry (4 credits)
A study of selective topics in organic chemistry and biochemistry including the chemistry of natural and

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synthetic carbon compounds, principles governing the chemistry of carbohydrates, lipids, proteins and nucleic acids, and metabolism with emphasis on problem solving and practical applications to everyday life and biological processes. (3 hours lecture and 3 hours laboratory per week) This course is required of all GNSC-Biology Emphasis majors and may not substitute for CHEM 307 or be used as an elective for the major,

CHEM 205 Quantitative Analysis (4 credits)
A study of gravimetric, colorimetric, complex metric, and potentiometric methods of chemical analysis, emphasizing the treatment of analytical data, chemical calculations, and laboratory operations and procedures. (3 hours lecture and 3 hours lab per week) **Prerequisite: CHEM 102.**

CHEM 290 Introduction to Computational Chemistry
This course deals with the application of computational techniques and molecular modeling methods to chemistry. Topics covered include calculation of molecular structures using both classical mechanics and quantum mechanics. State of the art graphic techniques are used to visualize molecular structure. The course focuses on hands-on approach, allowing students to access molecular modeling and computation uses to visualize molecular structure and to access molecular modeling and computational chemistry package.

CHEM 307 Organic Chemistry I (5 credits)
A study of the basic concepts, principles, and theories of organic chemistry, including bonding in organic compounds and structure, stereochemistry of alkanes, alkynes, ethers, and alcohols, synthesis, reactions, and nomenclature of organic compounds. Laboratory techniques include purification, isolation, spectroscopic (IR, NMR, MS), and chromatographic methods of identification. (3 hours lecture, 1 hour recitation, and 3 hours lab per week) **Prerequisite: CHEM 102.**

CHEM 308 Organic Chemistry II (5 credits)
A continuation of CHEM 307 with emphasis upon structure, reactions and their mechanisms, preparations and properties of alcohols, aromatic compounds, aldehydes, ketones, carboxylic acids and their derivatives, amines, carbohydrates. Laboratory emphasizes synthetic, isolation and purification techniques, chemical reactions and spectroscopic (IR,1H-NMR, 13C-NMR, MS), and chromatographic methods of identification and synthesis. (3 hours lecture, 1 hour recitation, and 3 hours lab per week) **Prerequisite: CHEM 307.**

CHEM 310 Instrumentation (4 credits)
A study of the basic theory, techniques, and applications of modern instrumental methods of chemical analysis of both organic and inorganic samples. (3 hours lecture and 3 hours lab per week) **Prerequisites: CHEM 205 and CHEM 307.**

CHEM 313 Biochemistry (4 credits)
A study of the fundamental metabolic processes occurring in living organisms, covering the chemistry and metabolism of the four classes of macromolecules along with the treatment of enzymes, vitamins, nucleo-proteins, and other selected topics. Laboratory work covers selected areas of current interest in biochemistry. (3 hours lecture and 3 hours lab per week) **Prerequisites: CHEM 308, BIOL 308, or consent of instructor.**

CHEM 314 Qualitative Organic Analysis (3 credits)
A study of the qualitative analysis of organic mixtures, using both classical and modern instrumental techniques. Emphasis is placed on the separation, purification, and identification of constituents in mixtures of organic compounds. (1 hour lecture and 5 hours lab per week) **Prerequisite: CHEM 308.**

CHEM 315 Advanced Organic Chemistry (3 credits)
A lecture course on advanced topics in physical organic chemistry, including such topics as molecular orbital calculations, spectroscopy, kinetics, and mechanistic studies. (3 hours lecture per week) **Prerequisite: CHEM 308.**

CHEM 400 Mathematical Principles for Physical Chemistry (1 credit)
Advanced level mathematics needed for the study of Physical Chemistry I and II. (2 hours lecture per week) **Prerequisite: MATH 201.**

CHEM 401 Physical Chemistry I (4 credits)
A study of the applications of thermodynamic laws, and electrochemistry (3 hours lecture and 3 hours lab per week). **Prerequisite: MATH 202 or CHEM 400 or consent of instructor.**

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CHEM 402 Physical Chemistry II (4 credits)
A continuation of CHEM 401, covering quantum mechanical treatment of simple molecules, chemical kinetics and photochemistry, molecular symmetry, molecular spectroscopy. (3 hours lecture and 3 hours lab per week) **Prerequisite: CHEM 401.**

CHEM 403 Seminar in Chemistry I (1 credits)
Student presentations on a chosen topic by instructor in addition to presentation by faculty. (2 hours per week) Fall semester. **Prerequisites: Five courses in chemistry and two biology. Limited to seniors or permission of Chair.**

CHEM 404 Seminar in Chemistry II (1 credit)
A continuation of CHEM 407. Spring semester. By permission of Chair.

CHEM 405 Advanced Inorganic Chemistry (3 credits)
An advanced lecture course in theoretical inorganic chemistry designed to strengthen the student's background and understanding of basic principles and concepts of inorganic chemistry. Course material includes chemical bonding interpretations using Crystal Field Theory and Ligand Field Theory, as well as modern theories of atomic and molecular structure and of aqueous and nonaqueous solution chemistry. **Prerequisite: MATH 201.**

CHEM 407 Introduction to Research (2 credits)
A course including scientific readings, group discussions, literature research, report writing, and seminar presentations on selected topics in chemistry or physics. Approval of chairperson required.

CHEM 408 Research and Individual Study (4 credit)
A laboratory research project of undergraduate caliber conducted by a student under the guidance of a faculty member in the department, including an extensive presentation. Approval of chairperson required.

COMPUTER SCIENCE (MATHEMATICS AND COMPUTER SCIENCE)

COSC 199 Introduction to Computer Programming (3 credits)
Upon completion of this course, students will have acquired the skills needed to design and document structured solutions to various programming applications. They will learn to write simple programs in C++. A variety of problem solving tools will be introduced, as will data representation, documentation techniques and the use of various editors. **Prerequisite: DVMT 108.**
(This course was previously numbered COSC 150)

COSC 220 Computer Science I (4 credits)
This course is a continuation of COSC 199, Introduction To Computer Programming, which uses the C++ language as a vehicle to teach skills relevant to sound professional programming. Topics include: looping, functions, text files, arrays, searches, sorts, records, pointers, recursion, and C++ classes. **Prerequisite: Successful completion (C or better) of COSC 199 (COSC150) or permission of instructor.**

COSC 221 Computer Science II (4 credits)
This course uses the C++ language as a vehicle to teach Data Structures. Topics include: creating structured and enumerated types using the enum, typedef, and struct specifiers, higher dimensional arrays, records, pointers, text files, searching and sorting techniques (binary search, bubble sort, shell sort, mergesort, quicksort), external procedures and functions written in C++ and other languages, classes, inheritance, composition; using and linking libraries with C++ programs, stacks, queues, linked lists, recursion, and binary trees. **Prerequisite: Successful completion (C or Better) of COSC 220 or COSC 201.**

COSC 210 Small Systems Software (3 credits)
This course will cover advanced microcomputer topics, including: 1) advanced spreadsheets (functions, data management, and macro programming); 2) database management (create databases, manage the data, query a database, print reports, and handle ad-hoc requests), and 3) linking objects created by different microcomputer basd software packages. (This course is also numbered MNSC 341). **Prerequisite: MATH 110 or MATH 131 and MNSC 150.**

COSC 302 Advanced Data Structures and Files (3 credits)
This course will cover the use of various data structures (sets, trees, matrices, graphs), file structures (sequential tree structured, indexed sequential, random, inverted and network) and storage devices (tape, disks, mass storage). Efficiency analysis of sorting algorithms. Hashing, searching, and garbage collection. **Prerequisite: COSC 221 or COSC 202**

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COSC 306 Operating Systems (3 credits)
This course includes memory management, real and virtual memory. Process management, concurrent processes, mutual exclusion, synchronization, and deadlocks. Processor management, multiprocessing. **Prerequisite: COSC 221 or COSC 201**

COSC 307 Introduction to Artificial Intelligence (3 credits)
This course is an introduction to artificial intelligence. Techniques for logic programming, object-oriented systems, rule based systems representing uncertainty and searching will be presented. **Prerequisite: COSC 221 or COSC 201**

COSC 310 Systems Programming (3 credits)
This course is an introduction to operating system software. Process management, interprocess communication, file systems. Emphasis will be placed on actual operating systems such as UNIX and VMS. Case studies will be done in the C language. **Prerequisite: COSC 221 or COSC 201**

COSC 312 Database Management Principles (3 credits)
This course introduces the advantages of a database approach to data management. The course covers database systems architecture and design, logical and physical design, relational databases, data dependencies and normalization, query languages (including SQL), database security, data dictionaries, and distributed data bases. **Prerequisites: COSC 221 or COSC 201 and MATH 211**

COSC 314 Web Programming (3 credits)
A survey of programming languages, emphasizing client- and server-side web publishing languages and tools such as HTML, XHTML, JavaScript, Java applets, VBScript, and Active Server Pages (ASP), examining similarities and differences among the languages and stressing programming language principles as they relate to web applications. **Prerequisite: COSC 221**

COSC 316 Assembly Language and Machine Organization (3 credits)
Computer structures and logical design, machine and assembly languages, addressing techniques, digital representation of data, computer solution of several projects. **Prerequisite: COSC 221**

COSC 339 Programming with Visual Basic (3 credits)
Visual Basic is a Windows-based programming language used for developing Windows applications. Using the graphical user interface (GUI) provided by Visual Basic, students will learn to develop event-driven applications and the codes to control these applications. **Prerequisite: COSC 221 or COSC 201**

COSC 406 Data Communications Systems (3 credits)
This course will cover the basic theory of data communications, network design and computer communications architecture: data transmission, data encoding, digital data communication techniques, data link control, multiplexing, communication networking techniques, circuit and packet switching, local and wide area networks, protocols, internetworking, ISDN. **Prerequisites: COSC 221 or COSC 201 and MATH 211**

COSC 409 Software Engineering (3 credits)
This course is an overview of the techniques involved in the creation and maintenance of software. The course treats object-oriented design and emphasizes sound programming concepts, including classes, abstract data types, objects, inheritance, encapsulation, and polymorphism. **Prerequisite: COSC 302**

COSC 410 Developing Windows Applications using Visual C++ (3 credits)
In this course students will learn techniques for developing Windows applications using C++. The platform will be Microsoft`s Visual C++, Version 6. They will use various Microsoft Foundation Class (MFC) programs wizards and functions, ActiveX controls, develop single-document interface (SDI) and multiple document interface (MDI) applications, create DLLs, and gain experience with OLE. **Pre- (or co)-requisites: COSC 302 and COSC 339**

COSC 412 Computer Graphics (3 credits)
This course is an introduction to graphics systems. Introduction OpenGL, State Management and Drawing Geometric Objects, Viewing, Colors, Lighting, Fog, and Display Lists. Emphasis on realistic, 3D image synthesis. 70% Lectures 30% computer labs. **Prerequisites: MATH 301, COSC 221**

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COSC 417 Computer Science Senior Seminar (3 credits)
Thos course involves individual or group study under the direction of a member of the Mathematics/Computer Science Department of topics in advanced or applied Computer Science which are not treated in other course offerings. Topics are taken from such areas as computational theory, automata theory, graph theory, digital design, computer graphics. **Prerequisites: COSC 302 and senior, about to graduate**

COSC 420 Special Topics in Computer Science (3 credits)
The special topics course is designed to cover a broad range of topics reflecting current trends in computer science. Content will vary depending on the latest developments in the field, and the mutual research interests of faculty and students. **Pre- (or co-)requisite: COSC 302**

COSC 383 Coop Field Placement I (3 credits)

COSC 384 Coop Field Placement II (3 credits)

COSC 483 Coop Field Placement III (3 credits)

COSC 484 Coop Field Placement IV (3 credits)

Students gain experience in applying computer science in actual work situations. Professional supervision at the worksite is provided. **Prerequisite: COSC 221 and permission of the department chairperson.**

CRIMINAL JUSTICE (CRIMINAL JUSTICE)

CRJU 301 Introduction to Criminal Justice (3 credits)
A survey of the agencies and processes involved in the criminal justice system. Emphasis is on concepts, vocabulary, persons, events, and evolution. Criminal justice, its history and emerging role in contemporary society, including the balancing of the rights of the individual and the rights of the public in a democratic society are discussed. (One of two prerequisites for all Criminal Justice majors, Private Security Administration majors and Criminal Justice minors).

CRJU 302 Processes in Criminal Justice (3 credits)
An introduction to processes which must be followed in enforcing the law. The social and historical background of law enforcement practices, with emphasis upon technical problems and the need for absolute adherence to laws, rules and regulation by criminal justice professionals is reviewed. Structure, decision making dilemmas, rational limits, and legal requirements are investigated.

CRJU 303 Police Organization and Management I (3 credits)
An introduction to the principles of organization, administration, and management of police organizations. Services including personnel recruitment, training, and promotion; grievances and complaints; planning and research; inspection and control; discipline, and welfare; the police and the public; and public relations in the law enforcement field are reviewed. Required of all Private Security Administration majors.

CRJU 305 Principles of Criminal Law (3 credits)
An introduction to the principles of criminal law. Emphasis is on the role of the Supreme Court regarding laws governing deprivation of movement, questioning, search, seizure, arrest, processing, prosecution, defense, hearing, courts, probation, appeal, incarceration, and other selected aspects of criminal law are reviewed. The emergence of law at municipal, state, and federal court levels are discussed.

CRJU 306 Criminal Investigation (3 credits)
An analysis of the fundamental principles and concepts of investigation. Inductive and deductive methods of investigation are taught. The team approach, and roles of team members during crime scene analysis is reviewed. Technical and strategic search of the crime scene, and the collection and preservation of evidence following the rules of law are reviewed. **Prerequisite: CRJU 305.**

CRJU 307 Advanced Police Administration (3 credits)
An analysis of line and staff roles and functions in law enforcement agencies. Problems in decision making, executive development, program development, and the execution and evaluation of law enforcement organizational systems, with emphasis on the behavioral science approach to the law enforcement organization are surveyed.

CRJU 308 Penology (3 credits)
An introduction and overview of the principles and procedures in American corrections. Areas of emphasis include: philosophy of corrections, administration and management models, parole, probation, intermediate sanctions, and emerging correctional trends.

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CRJU 309 Team Approaches to Personnel, Resource, and Facility Security (3 credits)
A review of selected models of criminal justice teamwork. Emphasis is on jurisdiction, legal requirements, civil rights issues, quality control, and other germane concerns.

CRJU 310 Police Roles in Society (3 credits)
An examination of why police emerge in societies. A discussion of the appropriate roles of police departments and individual police officers in a democratic society. A review of the history and evolution of police roles, and functions: including crime control, social services responsibilities, and political perceptions. A review of selected studies focusing upon the perceptions by police of their roles, organizational practices, and the police as agents of social control.

CRJU 314 Introduction To Criminal Justice Budgeting Systems
A general introduction to accountability systems used in constructing, implementing and monitoring budgets in criminal justice agencies. Classical and innovative systems will be reviewed. Emphasis will be upon interpretation of budgeting language and the role of the audit.

CRJU 315 Seminar in Security Administration (3 credits)
An introduction to the administration of security agencies which provide services to retail, industrial, governmental agencies, private individuals and other entities. The essential requirements for employment in, or the establishment of a private security agency are discussed. The legal framework for security programs, environmental design, and security technology are reviewed. Systems for preventing crime, detecting criminal behavior, apprehending perpetrators of crime, and successfully prosecuting persons who commit crimes are surveyed.

CRJU 316 Juvenile Delinquency (3 credits)
An overview of the juvenile justice system from initial complaint to final resolution of disposition. The history and evolution of juvenile systems and philosophies is analyzed and the effects of significant U. S. Supreme Court decisions are presented.

CRJU 323 Criminological Thought (3 credits)
A study of deviant behavior as it relates to the definition of crime, the derivation of crime statistics, theories of crime causation, and crime topologies. The history of criminology including traditional and contemporary schools of thought are included. Emphasis is on motivations, targets, opportunities, and the ability to commit crimes. (One of two prerequisites for all Criminal Justice majors, Private Security Administration majors, and Criminal Justice minors).

CRJU 324 Police Organization and Management II (3 credits)
An advanced course in organizing and managing police organizations. Emphasis is on the use of case studies, historical and contemporary administrative models, political parameters, the media, and other issues related to the administration of police organizations.

CRJU 330 Police Community Relations (3 credits)
A review of the historical and contemporary relationships between police personnel and the publics which they serve. Emphasis is on the importance of identifying personal and organizational motives and philosophies and motivations. The role of the community and the role of the police in the development of expectations and relationships is discussed.

CRJU 335 The Administration of Justice and the Community (3 credits)
The nature and role of the administration of justice in the community is reviewed. Emphasis is on the impact of actions taken as parts of the functioning of the criminal justice system on the lives of individuals, families, groups, communities and municipalities. Included is the study of community perceptions of actions taken by persons in key roles in police, court, and corrections in the process of administering the law. Communications, community involvement, the effects of public policies, housing patterns, employment rates, education, child care, parenting, prejudice and discrimination are discussed.

CRJU 382 Etiquette, Ethics, Protocol And The Criminal Justice Professional (3 Credits)
A review of selected basic principles and issues regarding etiquette, ethics, and protocol which the criminal justice professional encounters and utilizes in the line of duty.

CRJU 404 Introduction to Poverty Law (3 credits)
A study of the impact of the criminal justice system upon the poor. Public interest law and the use of the criminal

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justice system in impoverished communities are reviewed. An analysis of the impact of historical and contemporary theories of combating crime on the poor, weak, and or politically deprived are reviewed. The impact of poverty as an industry and permanent culture is examined. The role and limits of law enforcement in serving the poor are reviewed. Laws focusing upon children, the elderly, the homeless and the physically and or mentally disabled are discussed.

CRJU 405 Women and The Criminal Justice System
The role of women in the all components of the criminal justice system is examined. Emphasis is upon women as citizens, women as law enforcement officials, and women who perpetrate crimes.

CRJU 407 Terrorism: Prevention, Detection, and Prosecution of Perpetrators (3 credits)
An introduction to the historical and contemporary issues relevant to terrorism. Emphasis is upon the role of criminal justice personnel in preventing and detecting terrorism as well as the processes necessary for collecting and documenting evidence for effective prosecution.

CRJU 408 Criminal Justice and the Constitution (3 credits)
A study of the principles embodied in the Constitution of the United States as they apply to the criminal justice system. The Constitution's processes and limitations as reflected in the criminal justice system, and the implications of federal constitutional protection with respect to police investigation, emphasizing pre-trial and post-conviction processes. Required of all majors.

CRJU 410 Institutional Corrections (3 credits)
Analysis of correctional processes in adult and juvenile institutions. The history and development of prisons and training schools will be presented in conjunction with corresponding changes in inmate treatment philosophies. Emphasis is placed on the causes of judicial intervention and its impact on correctional treatment conditions.

CRJU 412 Civil Rights and Civil Liberties in Law Enforcement (3 credits)
A study of the history and nature of civil liberties and civil/political rights in the United States. Emphasis is placed on the impact of legislation, judicial decrees, and executive orders upon policies and practices in the field of criminal justice.

CRJU 413 Delinquency, Prevention, and Control (3 credits)
A study of the development of the individual through childhood and adolescence in relation to issues surrounding delinquent behavior. Selected characteristics of juvenile and youthful criminality, and current principles, policies, and practices for its prevention and control are reviewed. Included are examinations of factors often found associated with delinquency, juvenile detention, the juvenile courts, training schools, community service and treatment of the juvenile offender. Required of all majors.

CRJU 414 Judicial Courts and Corrections (3 credits)
A study of the operations of state and federal court systems and their relationship to correctional processes. Emphasis is on the administrative relationship of courts to the trial jury, the grand jury, and other agencies.

CRJU 416 Field Service training and Internship I (3 credits)
All Criminal Justice Majors are required to complete 45 clock hours of supervised, volunteer service in an appropriate criminal justice agency.

CRJU 417 Independent Study Project (3 credits)
Independent research is conducted in conjunction with a designated professor. The topic or issue to be investigated by the student must be structured and agreed upon by the professor and the student. Documentation of discussions of the project between the student and the professor concerning the student's research must accompany the final report. An acceptable research report must be submitted by the student before the end of the semester in which the independent study takes place. **Prerequisites: Senior standing, minimum of 18 credit hours in criminal justice courses, and a minimum GPA of 3.00. NOTE: Independent Study Is Available Only When Listed In The Course Schedule Of A Specific Semester.**

CRJU 418 Independent Study Project (3 credits)
A program, under the supervision of a faculty member, of directed reading, concentrating on an issue, problem, or area of interest that has been agreed upon by the instructor and the student. An acceptable analytical paper must be submitted as a culminating activity. **Prerequisites:**

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Senior standing, minimum of 18 credit hours in criminal justice courses, and a minimum GPA OF 3.00. NOTE: Independent Study Is Available Only When Listed In The Course Schedule Of A Specific Semester.

CRJU 419 Field Service Training and Internship II (3 credits)

An opportunity to participate in supervised training and practice in selected criminal justice agency settings. This course may be used as an elective. This course is not a substitute for CRJU 416.

CRJU 420 Civil Law Enforcement for Compliance and Health Officers (3 credits)

A survey and analysis of the duties of compliance and health officers. Civil proceedings, and formal requirements of the legal system are reviewed. Emphasis is on court proceedings, hearings, submission of regulations, contest procedures, and jurisdiction. Case studies, site visits, documents are studied, with consideration given to the technicalities resulting in case dismissals.

CRJU 422 Investigation of Accidents in the Work place (3 credits)

An introduction to techniques for preventing and investigating accidents in the work place. Legal requirements and enforcement mechanisms are reviewed. Guidelines for developing systematic inspection procedures coordinated with existing or new Occupational Safety and Health (OSHA) Standards. Use of manuals, standards and reporting methods are reviewed.

CRJU 423 Seminar in Criminal Justice I (3 credits)

CRJU 424 Seminar in Criminal Justice II (3 credits)

CRJU 425 Seminar in Criminal Justice III (3 credits)

Note: Each seminar deals with selected issues in criminal justice, such as systems components, research, planning, and evaluation, in-depth discussion of the framework through which the objectives of the processes of criminal justice are attained, the administrative, political, and social milieu in which the machinery of criminal justice operates, and other relevant issues. No more than six (6) credits in seminars may be taken.

CRJU 429 Statistics For Criminal Justice Research (3 credits)

An introduction to and/or review of basic statistical concepts, vocabulary, and procedures used in social science research. Emphasis is upon interpretation and the use of computer software and programs.

CRJU 430 Advanced Legal and Technical Writing (3 credits)

Designed to develop or enhance skills in varied forms of writing required in the administration and study of criminal justice. Legal, technical, and research report writing styles are presented with emphasis on purpose, form, and function. **Prerequisites: ENGL 101 and ENGL 102.**

CRJU 431 Fundamentals of Criminal Justice Research (3 credits)

An introduction to traditional and innovative systems of research utilized in the criminal justice system. A review of selected classic studies in the field of criminal justice. An opportunity to explore and utilize local and national libraries as well as electronic media in the study of the interaction of theory, research, and practices in criminal justice. Research methodology, data collections, analytic techniques, data processing resources, and preparation of research reports are developed.

CRJU 432 Legal Liabilities and Rights of Criminal Justice Professionals (3 credits)

A survey of legal liabilities incurred in criminal justice employment. State and federal issues are addressed. Liability defenses are presented and emphasis is place on developing a methodology to minimize liability exposure. Civil and criminal issues will be discussed.

CRJU 433 Environmental Crime (3 credits)

This course will focus on environmental crime. These crimes typically involve counter ecological acts against the air, water, and nature in general. The course will specifically focus on these crimes as they relate to corporate violations. Because these violations regularly affect poor and minority communities, an extended discussion on environmental racism will be included in the course content. The various laws and agencies responsible for maintaining a safe environment will be also examined.

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CRJU 383 Coop Field Placement I (3 credits)

CRJU 384 Coop Field Placement II (3 credits)

CRJU 483 Coop Field Placement III (3 credits)

CRJU 484 Coop Field Placement IV (3 credits)

Note: The cooperative field placement process must be initiated at least one semester before the semester in which the student plans to work in an agency. Close cooperation with the Career Development Office in the process is required.

CREATIVE WRITING (HUMANITIES AND MEDIA)

CRWR 303/304 Creative Writing I & II (3 credits)
Practice in writing poetry, short stories, novels, plays, including workshops in which students' productions are discussed and evaluated.

TEACHER EDUCATION (CURRICULUM AND INSTRUCTION)

CUIN 336 Collaborating with Families and Communities (3 credits)
This course explores a study of the teacher's role and effective techniques for communicating and working with parents. A 24 hour practicum experience is required. **Prerequisite: EDUC 301**

DEVELOPMENTAL MATHEMATICS (MATHEMATICS AND COMPUTER SCIENCE)

***DVMT 108 Elementary Algebra (5 credits)**
Operation with whole numbers, integers, fractions, decimals, percents, rational numbers and real numbers; scientific notation; operation with algebraic expressions, integral components, equations and inequalities; absolute value equations and inequalities; systems of equations; solving equations with rational expressions; A graphing linear equations and finding the slope of a line. Prerequisite: Placement based on placement test scores and/or high school record. *A graphing (e.g. TI-82) calculator is required.*

***DVMT 109 Intermediate Algebra (4 credits)**
Relations and functions; expressing word statements as functions; factoring; rational expressions; solving and graphing quadratic equations; rational exponents and radicals; complex numbers; exponential functions; logarithms. Prerequisite: DVMT 108 or placement based on placement test score and high school record. *A graphing (e.g. TI-82) calculator is required.*

***Credits not counted toward graduation, nor do these courses satisfy the General Education Requirement in Mathematics.**

EARLY CHILDHOOD EDUCATION (CURRICULUM AND INSTRUCTION)

ECED 201 Learning Lab in and Educational Setting (Introduction to Early Childhood Theory – Practice) (3 credit hours)
This course combines, for Early Childhood majors, their first observation of children in early childhood classrooms. Students are exposed to the theory of working with students on all levels. A 24 hour practicum experience is required.

ECED 301: Child Growth and Physiological Development (3 credit hours)
This course is a study of the relationship of organic, neurological and muscular action to maturation and behavior in children, with some emphasis on the role of the endocrine, hormonal and metabolic processes in child development. A 24 hour practicum experience is required. **Prerequisite: EDUC 201**

ECED 329 Principles and Practicum in Early Childhood (3 credits)
This course conducts an investigation of principles, curricula, and techniques for planning and implementing effective early childhood programs. Major emphasis is placed on major research and theoretical approaches to understanding child development. A 24 hour practicum experience is required. **Prerequisite: EDUC 201**

ECED 330 Methods of Teaching Language Arts in Early Childhood (3 credits)
An examination of the theories of language acquisition and development basic to content selection. Teaching methods and materials for developing skills in teaching the language arts to young children. A 30 hour practicum experience is required **Prerequisite: ECED 329**

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ECED 331 Methods of Teaching Social Studies in Early Childhood (3 credits)
Provides experiences for the development of effective instructional strategies and activities to aid the prospective teacher in developing competencies to enable young children to function effectively in a technological society. A 30 hour practicum experience is required. **Prerequisite: ECED 329**

ECED 333 Methods of Teaching Reading in Early Childhood (3 credits)
This course examines the best practices for using developmentally appropriate instruction for teaching young children. With emphasis on the acquisition of language, the role of language in beginning literacy, and the centrality of a student-centered program, the participants in this course will demonstrate the knowledge and skills needed to address the emerging literacy needs of the young. A 30-hour practicum experience is required. **Prerequisite: ECED 329**

ECED 334 Creative Expression (3 credits)
A study of the place of creative expression in Early Childhood Education, emphasizing principles, materials and methods for developing skills and creativity in these areas. A 24-hour practicum experience is required. **Prerequisite: EDUC 201**

ECED 337 Methods of Teaching Science in Early Childhood (3 credits)
Provides experiences for the development of effective instructional strategies and curricular planning in Science. Aids in the development of teaching science concepts to young children. Emphasis is placed on the facilitation of current instructional strategies for teaching concepts. A 30 - hour practicum experience is required. Successful completion of Praxis I is required for enrollment in this course. **Prerequisite: ECED 329**

ECED 338 Methods of Teaching Mathematics in Early Childhood (3 credits)
Development of objectives, activities, and appropriate methodology for teaching mathematics concepts to young children. Emphasis is placed on the facilitation of current instructional strategies for teaching concepts. A 30-hour practicum experience is required. **Prerequisite: ECED 329**

ECED 339 Social Emotional Development of the Young Child (3 credits)
This course provides an overview or social and emotional development and looks at how social and emotional development effect other areas of development, how it effects school readiness and behavioral strategies for young children. **Prerequisite: ECED 329**

ECED 340 Introduction to Child Care (3 credits)
This course provides students with an introduction to childcare and opening a child care business. The course includes practical experience and an examination of licensing procedures, early childhood curriculum and developmentally appropriate practices. A 30 hour practicum experience in required. **Prerequisite: ECED 329**

ECED 344 Nutrition, Health, Safety, and Childhood Diseases (3 credits)
This course is designed to provide theory and content for teaching health, safety, nutrition, and childhood diseases. Students are expected to incorporate skills and knowledge from others methods and theory classes in applying the content of this class. A 12 hour practicum is required. **Prerequisite: ECED 329**

ECED 347 Before and After School Child Care (3 credits)
Students are introduced to a variety of experiences for before and after school programs. Discussions include strategies for meeting the needs of older children, assisting with homework, and providing supervision for a wide range of ages. A 24 hour practicum experience is required. **Prerequisite: ECED 329**

ECED 349 Introduction to Research, Evaluation, and Leadership in Early Childhood Education (3 credits)
A review of research in early childhood education and an exploration of research methodology and techniques utilized in conducting research in early childhood programs. Students will also examine leadership models and begin to develop their own leadership style and characteristics. A 30 hour practicum experience is required. **Prerequisite: ECED 329.**

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ECED 411 Directed Teaching in Early Childhood Education (12 credits)
Under the guidance of supervising and cooperating teachers, each student is gradually inducted into an understanding of the work of the earl childhood education teacher through observing, participating, teaching, and exercising other responsibilities common to this area. (5 days per week) Students participate in two experiences, one in Pre-K and the second in grades 1-3. **Prerequisites: Methods courses**

ECED 412 Directed Teaching in Early Childhood Education Seminar (0 credits)
This course is in conjunction with ECED 411. Each student works on an individual or group problem related to his/her student teaching experience, utilizing basic research procedures, resource persons, and multisensory aids. Meetings are as scheduled. Course is taken concurrently with ECED 411

ECONOMICS (MANAGEMENT SCIENCE)

ECON 103 Introduction to Business & Entrepreneurial Economics (3 credits)
A survey of the development, structures, activities, and problems of business enterprises in the United States of America. Examines the role of entrepreneurship in the growth of business enterprise, job creation, and economic growth.

ECON 201 Introduction to Economics (3 credits)
A systematic study of the basic principles of economics, covering problems of production, distribution, exchange, and consumption and their application to an understanding of the economic conditions of today. (This course is for non-MNSC majors).

ECON 211 Principles of Economics I (3 credits)
A systematic study and examination of the elements of macro-economic theory, presenting an analysis of the total economy and focusing on concepts such as national income, employment, inflation, and economic growth.

ECON 212 Principles of Economics II (3 credits)
A systematic study and examination of the elements of micro-economic theory, presenting an analysis of the household, business organizations, markets, and industry.

ECON 303 Macro-Economics (Intermediate) (3 credits)
Aggregate economic analysis, focusing largely on problems associated with output, unemployment, and inflation; embraces a theoretical analysis of the causes and effects of the major problems and an examination of their interrelationships; also addresses the theoretical implications of public economic policy, thus treating the whole subject of macro-economics from both positive and normative perspectives. **Prerequisite: ECON 211.**

ECON 304 Micro-Economics (Intermediate) (3 credits)
A study of consumer and producer behavior and resource allocation, dealing with such problems as how prices and wages are determined, why they are constantly changing, and who determines what and how much is to be produced. **Prerequisite: ECON 212.**

ECON 402 Comparative Economic Systems (3 credits)
A study of different types of economic systems including capitalism, mixed economics, socialism, communism, and economies in transition. **Prerequisites: ECON 201 or 211 and 212.**

ECON 410 International Economics (3 credits)
This course deals with the analysis of issues in international trade and finance, interrelationships among domestic and international economic forces, and institutions, international monetary systems, problems and issues. **Prerequisites: Econ 211, 212.**

TEACHER EDUCATION (ADULT AND GENERAL EDUCATION)

EDUC 202 Educational Psychology (3 credits)
A study of the teaching-learning process with emphasis on the analysis and application of principles of learning, motivation, individual differences, evaluation, and adjustment as related to the educational environment. Lecture and classroom observations in area schools. This course involves a minimum of 16 clock hours of practicum in the classroom setting.

EDUC 203 Fundamentals of Teaching with Audio-Visual Technology (3 credits)
Emphasis is placed on sources, selection, and use of audio-visual materials and methods in teaching, provides students with a background in the production of items for display

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including charts, pictures and lettering; develops computer capabilities as well as an understanding of audio and video; integrates the use of media in school programs.

EDUC 273 Enhancing Test Performance for Teacher Credentialing I (2 credits)

A course designed to assist students in developing effective test-taking skills for taking standardized tests, particularly the National Teachers Examinations. Emphasis will be placed on enhancing students' familiarity and contact with various standardized test formats including all components of the NTE.

EDUC 274 Enhancing Test Performance for Teacher Credentialing II (2 credits)

A course designed to assist students in developing effective test-taking skills for taking standardized tests, particularly the National Teachers Examinations. Emphasis will be placed on enhancing students' familiarity and contact with various standardized test formats including all components of the NTE.

EDUC 300 Foundations of Reading (Reading Acquisition Course) (3 credits)

This course provides students with the knowledge and skills needed to understand the processes and acquisition of reading. Students explore the history and foundations of reading instruction; the theoretical bases for approaches, techniques, and processes utilized in teaching reading. Phonics, as one of the interrelated cueing systems, is explored. The role of language and cognitive development in the acquisition of reading is examined. A 24–hour practicum experience is required.

EDUC 401 Diagnosis and Remediation of Reading Difficulties in the Classroom (Reading Assessment Course) (3 credits)

Participants in this course will demonstrate the knowledge and skill needed to employ both assessment and diagnosis to determine instructional support. Participants will explore and utilize assessment tools such as formal and informal teacher observations, running records, portfolios, informal reading inventories, and so on. Used in strategic combinations, these assessment tools will determine the diagnosis and subsequent intervention in either print knowledge and/or comprehension. A practicum experience is required.

EDUC 402 History of Education (3 credits)

Emphasis is placed on the lives and works of renowned educators who have helped to formulate educational ideas and principles, covering the span of educational history from per-Christian times to the present, with particular attention given to humanitarian, scientific, psychological, and sociological influences upon educational thought and the rise of national school systems.

EDUC 403 Philosophy of Education (3 credits)

The study of the supplication of philosophy to the problems of education, with a discussion of the four prominent schools of philosophy: idealism, naturalism, realism, and pragmatism. Some attention is given to the newer philosophical schools of existentialism and logical analysis.

EDUC 405 Analysis of Subject Difficulties (3 credits)

Emphasis is placed on training in the use of tests, informal instruments, and analysis techniques in diagnosing subject disabilities, including an introduction to materials for corrective purposes and supervised experience in treating disability cases.

EDUC 408 Measurement and Evaluation in Education (3 credits)

The study of objective measurements and evaluation in education, preparing the student for the selection, administration, interpretation, and effective classroom use of standardized and informal tests and test results. Emphasis is placed upon adequate diagnosis as the necessary basis for skillful educational guidance.

EDUC 415 Education of the Culturally Different (3 credits)

The study of special education problems of the culturally different child in contemporary American society, surveying background, etiological factors, and strategies devised for teaching children from the inner city in the major curricular areas, including counseling and guidance, discipline, and related school services.

EDUC 424 Principles and Practices of Guidance and Pupil Personnel Services (3 credits)

The study of basic guidance services and the functions of all personnel in the helping professions who contribute to the total development of the child through the team approach. Emphasis is placed on the work of the teacher, counselor, administrator, social worker, pupil personnel worker, psychologist, psychiatrist, special clinician, nurse, and physician as significant members of the pupil personnel services team.

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EDUC 425 Selected Topics in Teacher Education (1-3 credits)

Prerequisite: Major in education or consent of department. May be repeated to a maximum of six credits when topic is different.

EDUC 435 Seminar (1-6 credits)

Emphasis is placed on seminars conducted by the Division of Education (or developed cooperatively with other colleges and universities) and not otherwise covered in the present curriculum, including clinical experiences in pupil-testing centers. One (1) credit reflects a minimum of 15 contact hours, and students may register for the seminar until a maximum of six (6) credits has been earned.

EDUC 456 Teaching Reading in the Secondary School (3 credits)

A course designed to 1) focus on the psychology of the secondary learner, 2) provide prospective teachers with a basic understanding of a variety of strategies, techniques, and materials for teaching reading to the secondary learner, and 3) determine readability levels and rewrite materials to meet individual needs. A one hour per week practicum experience is required.

ELEMENTARY EDUCATION (CURRICULUM AND INSTRUCTION)

ELED 301 Curriculum, Planning And Management (3 credits)

This course is designed to provide the teacher candidate with the theory and rationale that support the purposes, objectives, and principles of elementary and middle school curriculum and organization. Comprehensive attention is given to planning instruction in each of the content areas. Specific attention will be focused on teaching behaviors that influence student achievement and other important outcomes. A 24 hour practicum experience is required. **Prerequisite: EDUC 202.**

ELED 302 Methods of Teaching Mathematics in Elementary School (3 credits)

This course provides a base for understanding the changing societal needs impacting on curriculum changes in mathematics. Emphasis is placed on aiding the prospective teacher in acquiring important mathematical concepts, skills, and effective strategies for teaching mathematics in the elementary classroom. A 30 hour practicum experience is required. **Prerequisite: ELED 301.**

ELED 303 Methods of Teaching Reading in the Elementary School (3 credits)

This course is designed to enable the elementary school teacher candidate to acquire knowledge and skills in the selection and use of reading texts. With emphasis on developmental appropriateness, students will explore the characteristics of a balanced, student-centered program that emphasizes the Maryland Reading Stances: reading for Literacy, reading to be informed, and reading to perform a task. At least 30 clock hours of observation and participation is required. **Prerequisite: ELED 301.**

ELED 304 Methods of Teaching Language Arts in the Elementary School (3 credits)

This course is designed to enable the elementary school teacher candidate to acquire knowledge and skills to assist the teaching of the language arts through a study of principles involving content selection, instructional techniques, and theories basic to effective classroom instruction. Research implications and the interrelatedness of the language arts are emphasized. At least 30 hours of observation and participation experience is required. **Prerequisite: ELED 301**

ELED 305 Methods of Teaching Science in the Elementary School (3 credits)

This course is designed to enable the elementary school teacher candidate to make effective decisions about pedagogical content knowledge, learning objectives, teaching strategies, assessment tasks, and curriculum materials that will facilitate scientific literacy for students with diverse backgrounds, experiences, motivations, learning styles, abilities, and interests. At least 30 clock hours of observation and participation experience is required. **Prerequisite: ELED 301.**

ELED 306 Methods of Teaching Social Studies in the Elementary School (3 credits)

This course is designed to provide the elementary school teacher candidate with effective methods for teaching social studies to assist elementary students to make informed decisions as citizens of a culturally diverse democratic society in an interdependent world. Candidates will come to know and understand the major concepts from the social studies, including history, geography, the social sciences, and other related areas such as law, religion, and technology. Candidates will focus on underlying philosophy, objectives, current curriculum trends, and organizational strategies for the classroom. At least 30 clock hours of observation and participation experience is required. **Prerequisite: ELED 301.**

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ELED 307 Methods of Teaching Art and Music in the Elementary School (4 credits)
This interdisciplinary course will prepare classroom generalists to plan and implement instruction designed to promote appreciation of music and art, as well as create activities appropriate for both the primary and the intermediate grades. There will be practice in constructing visual media and musical instruments from non-specialized materials in the average household. At least 30 clock hours of observation and participation experience is required. **Prerequisite: ELED 301**

ELED 412 Directed Teaching in the Elementary School (12 credits)
Under the guidance of supervising and cooperating teachers, each candidate is gradually inducted into an understanding of the work of the elementary education teacher through observing, reflecting, participating, teaching, and exercising other responsibilities common to this area. Candidates participate in two (2) experiences, one in grades 1-3 and the other in grades 4-8. One experience is in an urban setting and the other is in a surrounding metropolitan setting. Candidates participate full time for eight (8) full weeks in each experience, giving them a total of at least 464 clock hours of supervised student teaching experience.

ELED 413 Seminar Directed Teaching in the Elementary School (0 credits)
This course is taken in conjunction with ELED 412. Each candidate works on an individual or group problem related to his or her student teaching experience, utilizing basic research procedures, resource persons, and multi-sensory aids. Seminar discussions also include: the functioning of children in the classroom setting, the role of the school in fostering the development of healthy children, and the role of the school in initiating partnership relationships with parents. Candidates discuss and work with individual or group problems related to their student teaching experience. Mandatory meetings are as scheduled.

ENGLISH (HUMANITIES AND MEDIA)

NOTE: English Composition I (ENGL 101) and English Composition II (ENGL 102), are prerequisites for all 200-, 300-, and 400-level ENGL, WLIT, CRWR, and JRNL courses. World Literature I (WLIT 203) or World Literature II (WLIT 204) is a prerequisite for all 300- and 400-level ENGL literature and WLIT courses.

*** Courses starred are offered infrequently.**

ENGL 101 English Composition I (3 credits)
The study of usage, mechanics, rhetoric, the elements of composition, and appropriate readings for the purpose of developing the ability to write clear expository prose. Topics for essays will be derived from critical reading and class discussions of selections from the reader.

ENGL 102 English Composition II (3 credits)
An introduction to academic writing and, in particular, to writing in the undergraduate curriculum as a whole. Instruction in techniques, such as summary, paraphrase, annotation, critique, common in academic papers. Instruction in basic research methods and the writing of documented papers. **Prerequisite: ENGL 101.**

ENGL 103 Honors English Composition I (3 credits)
A variation of ENGL 101 geared to the needs of honors students. **Prerequisite: admission to the Honors Program.**

ENGL 104 Honors English Composition II (3 credits)
A variation of ENGL 102 geared to the needs of honors students. **Prerequisite: ENGL 101 or 103 and admission to the Honors Program.**

ENGL 201 Survey of British Literature I (3 credits)
An analytical and historical study of principal British writers and their works from the beginning of their writings through 1780. Alternate fall semesters. **Prerequisites: ENGL 101 or 103 AND ENGL 102 or 104.**

ENGL 202 Survey of British Literature II (3 credits)
An analytical and historical study of principal British writers and their works from 1780 to present. Alternate spring semesters. **Prerequisites: ENGL 101 or 103 AND ENGL 102 or 104**

ENGL 205 Survey of American Literature I (3 credits)
A survey of major and minor American literature of artistic and historical significance from the colonial period to 1860. Alternate fall semesters. **Prerequisites: ENGL 101 or 103 AND ENGL 102 or 104.**

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ENGL 206 Survey of American Literature II (3 credits)
A survey of major and minor American literature of artistic and historical merit from 1861 to the present. Alternate spring semesters. **Prerequisites: ENGL 101 or 103 and ENGL 102 or 104.**

ENGL 208 Critical Writing (3 credits)
Practice in writing effectively about literature. Students are expected to acquire a critical vocabulary and a basic knowledge of contemporary critical approaches and to demonstrate their mastery of skills associated with explication and analysis by writing a series of critical essays on various literary works. Fall semesters. **Prerequisites: ENL 101 or 103 and 102 or 104.**

ENGL 210 Introduction to Literary Genres (3 credits)
An introduction to the nature of poetry, fiction, and drama; the restrictions and freedoms within their basic conventions; and the approaches necessary in reading them. Spring semesters. **Prerequisites: ENGL 101 or 103 and ENGL 102 or 104 and ENGL 208.**

ENGL 301 The Nature of Language and Its Application (3 credits)
An introduction to the study of language, its development, description, and application. Students learn to generate their own language and to understand the creative power of language in selected writings, with emphasis on the application of linguistic theory to the acquisition of language skills. **Prerequisites: ENGL 101 or 103 and ENGL 102 or 104 and WLIT 203 or WLIT 204 or WLIT 205 or WLIT 206.**

ENGL 302 Sociolinguistics (3 credits)
A study of the influence of social structures on the variations in the way people speak, including psychological attitudes and individual speech styles, the logic of nonstandard English, the politics of power and the politics of speaking, and sociolinguistic factors in the history of African-American dialects. **Prerequisites: ENGL 101 or 103 and ENGL 102 or 104 and WLIT 203 or WLIT 204 or WLIT 205 or WLIT 206.**

ENGL 305 Advanced Expository Writing (3 credits)
The development of effective expository writing skills in a variety of media, emphasizing essays, business letters, reports, resumes, and critical analyses. **Prerequisites: ENGL 101 or 103 and ENGL 102 or 104 and WLIT 203 or WLIT 204 or WLIT 205 or WLIT 206.**

ENGL 311 Development of the Novel I (3 credits)
A study of the development of the novel as a literary genre from its beginning in 18th century England and France to the 1860's, examining major American, British, and European novels in terms of form and content. **Prerequisites: ENGL 101 or 103 and ENGL 102 or 104 and WLIT 203 or WLIT 204 or WLIT 205 or WLIT 206.**

ENGL 312 Development of the Novel II (3 credits)
A study of the development of the novel as a literary genre from the 1860's to World War II, examining major American, European, and non-Western novels in terms of form and content. **Prerequisites: ENGL 101 or 103 AND WLIT 203 or WLIT 204 or WLIT 205 or WLIT 206.**

ENGL 313 Development of the Short Story (3 credits)
A study of the development of the short story as a literary genre from the 14th century to the present, with particular emphasis on developments and variations since the time of Poe, examining selected stories by American, European, and non-Western writers in terms of form and content. **Prerequisites: ENGL 101 or 103 and ENGL 102 or 104 and WLIT 203 or WLIT 204 or WLIT 205 or WLIT 206.**

ENGL 314 Forms of Poetry (3 credits)
A study of poetry as a literary genre in its various forms (lyric, narrative, and dramatic), including selections from the classical and biblical periods to the present. **Prerequisites: ENGL 101 or 103 AND ENGL 102 or 104 and WLIT 203 or 204 or WLIT 205 or WLIT 206.**

ENGL 321 Children's Literature (3 credits)
A study of both classic and modern literature designed for children from per-school through the elementary grades, concentrating on its history as a literary genre, the critical approaches required to analyze and evaluate it, and techniques for presenting it in the classroom. Spring semesters. Satisfies English GER option only for ECED, ELED, PSYC, and SPED majors. **Prerequisites: ENGL 101 or 103 and ENGL 102 or 104 and WLIT 203 or WLIT 204 or WLIT 205 or WLIT 206.**

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ENGL 322 Adolescent Literature (3 credits)
An analysis of the strategies by which secondary students can interpret the meaning and values inherent in a significant body of literature created or selected for adolescents. Alternate fall semesters. **Prerequisites: ENGL 101 or 103 and ENGL 102 or 104 and WLIT 203 or WLIT 204 or WLIT 205 or WLIT 206.**

***ENGL 325 Images of Women (3 credits)**
An exploration of historical and contemporary roles and stereotypes of women as revealed in language and literature. **Prerequisites: ENGL 101 or 103 and ENGL 102 or 104 and WLIT 203, or WLIT 204 or WLIT 205 or WLIT 206.**

***ENGL 327 Images of the Disabled in Literature (3 credits)**
A study of the treatment of the disabled as characters in literary works of various times and cultures, focusing on major thematic images. **Prerequisites: ENGL 101 or 103 and ENGL 102 or 104 and WLIT 203 or WLIT 204 or WLIT 205 or WLIT 206.**

ENGL 331 American Romanticism: 1810-1865 (3 credits)
A study of the various facets of Romanticism in America as reflected in poetry, short fiction, the essay, and the novel, including selected works of Irving, Cooper, Bryant, Poe, Emerson, Thoreau, Hawthorne, Melville, Whittier, Longfellow, Lowell, Holmes, and Whitman. **Prerequisites: ENGL 101 or 103 and ENGL 102 or 104 and WLIT 203 or WLIT 204 or WLIT 205 or WLIT 206.**

ENGL 332 American Realism (3 credits)
A study of the rise of Realism in America to the beginning of Naturalism as reflected in poetry, short fiction, the essay, and the novel, with special emphasis on the works of Twain, Howells, James, Wharton, Dickinson, Adams, and Crane. **Prerequisites: ENGL 101 or 103 and ENGL 102 or 104 and WLIT 203 or WLIT 204 or WLIT 205 or WLIT 206.**

ENGL 335 Literature of the Black American I (3 credits)
A sequential presentation of the development of the literature of the Black American from Phillis Wheatley to the Harlem Renaissance, including poetry, the drama, the essay, the novel, short fiction, autobiography, and other types of writing. Fall semesters. **Prerequisites: ENGL 101 or 103 and ENGL 102 or ENGL 104 and WLIT 203 or WLIT 204 or WLIT 205 or WLIT 206.**

ENGL 336 Literature of the Black American II (3 credits)
A sequential presentation of the development of the literature of the Black American from Richard Wright to the present, including poetry, the drama, the essay, the novel, short fiction, autobiography, and other types of writing. Spring semesters. **Prerequisites: ENGL 101 or 103 and ENGL 102 or 104 and WLIT 203 or WLIT 204 or WLIT 205 or WLIT 206.**

ENGL 337 Contemporary American Literature (3 credits)
A study of representative works in American literature from 1950 to the present. **Prerequisites: ENGL 101 and 103 and ENGL 102 or 104 and WLIT 203 or WLIT 204 or WLIT 205 or WLIT 206**

ENGL 343 Literature of the Middle Ages (3 credits)
A study of British and Continental literature, excluding Chaucer, from the fall of Rome to the Renaissance, designed to give insight into medieval thought through the reading of works which include the epic, narrative, lyric, drama, and religious and philosophical writings. **Prerequisites: ENGL 101 or 103 and ENGL 102 or 104 and WLIT 203 or WLIT 204 or WLIT 205 or WLIT 206.**

***ENGL 346 Chaucer (3 credits)**
An introduction to the language and writings of Chaucer, emphasizing the variety of genres which are illustrated in the minor poems and, more particularly, in The Canterbury Tales. **Prerequisites: ENGL 101 or 103 and EBGL 102 or 104 and WLIT 203 or WLIT 204 or WLIT 205 or WLIT 206.**

ENGL 351 Literature of the Renaissance (3 credits)
A study of British literature, excluding Shakespeare, from the beginning of modern English to the Restoration, tracing the development of the sonnet, drama, narrative poetry, and prose fiction. **Prerequisites: ENGL 101 or 103 and ENGL 102 or 104 and WLIT 203 or WLIT 204 or WLIT 205 or WLIT 206.**

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ENGL 353 Shakespeare's Early Plays (3 credits)
A study of the development of Shakespeare's techniques as revealed in his early plays, placing emphasis on the cultural, historical, and philosophical significance of selected plays to modern living. The course includes comedies through Much Ado About Nothing, tragedies through Julius Caesar, and histories through Henry IV, Part II. Alternate fall semesters. **Prerequisites: ENGL 101 or 103 andENGL 102 or 104 and WLIT 203 or WLIT 204 or WLIT 205 or WLIT 206.**

ENGL 354 Shakespeare's Later Plays (3 credits)
A study of Shakespeare's mature treatment of comedy, tragedy, and history, including comedies from As You Like It, tragedies from Hamlet, and histories from Henry V. Alternate fall semesters. **Prerequisites: ENGL 101 or 103 and ENGL 102 or 104 and WLIT 203 or WLIT 204 or WLIT 205 or WLIT 206.**

***ENGL 358 Milton (3 credits)**
A detailed study of Milton's major poems, minor poems, and prose, considering the social phenomena which influenced his writings. **Prerequisites: ENGL 101 or ENGL 103 and ENGL 102 or 104 and WLIT 203 or WLIT 204 or WLIT 205 or WLIT 206.**

ENGL 363 18th Century British Literature (3 credits)
A study of British literature from Dryden to Blake, with concentration on the heroic couplet, the satiric mode in prose and poetry, the development of non-fictional prose, the rise of the modern novel, and the shift from neoclassical concerns with nature, reason, and universal order to the modern emphasis on psychology, subjectivity, and the individual ego. **Prerequisites: ENGL 101 or 103 and ENGL 102 or 104 and WLIT 203 or WLIT 204 or WLIT 205 or WLIT 206.**

ENGL 367 British Romanticism (3 credits)
A study of the Romantic Movement in England through a close examination of the chief works of the major writers, with a view to placing them in the context of the European Movement and its continuation in America. **Prerequisites: ENGL 101 or E103 and ENGL 102 or 104 and WLIT 203 or WLIT 204 or WLIT 205 or WLIT 206.**

ENGL 371 Victorian Literature I: 1830-1865 (3 credits)
A study of British literature from the beginning of the major social reforms in England to the period of high Victorianism, including the influence of the industrial revolution, political liberalism, the rise of the middle class, and the mass reading public. Among the major writers studied are Tennyson, Browning, Carlyle, Dickens, and George Eliot. **Prerequisites: ENGL 101 or 103 and ENGL 102 or 104 and WLIT 203 or WLIT 204 or WLIT 205 or WLIT 206.**

ENGL 372 Victorian Literature II: 1865-1900 (3 credits)
A study of British literature from the period of high Victorianism to the end of the 19th century, including the influence of the theory of evolution, religious skepticism, the rise of socialism and imperialism, censorship and moral hypocrisy, and the conflict between science and culture. Among the major writers studied are Arnold, Swinburne, Ruskin, Meredith, and Hardy. **Prerequisites: ENGL 101 or 103 and ENGL 102 or 104 and WLIT 203 or WLIT 204 or WLIT 205 or WLIT 206.**

***ENGL 381 The Contemporary Novel (3 credits)**
A study of the trends in both form and ideas in the novel since World War II, including American, European, and non-Western authors. **Prerequisites: ENGL 101 or 103 and ENGL 102 or 104 and WLIT 203 or WLIT 204 or WLIT 205 or WLIT 206.**

***ENGL 382 Contemporary Poetry (3 credits)**
A study of British and American poetry from 1920 to the present, beginning with foundations established by Yeats, Pound, and Eliot and examining the various poetic schools and movements which grew from them. **Prerequisites: ENGL 101 or 103 and ENGL 102 or 104 and WLIT 203 or WLIT 204 or WLIT 205 or WLIT 206.**

ENGL 383 Modern Drama (3 credits)
A study of plays from the late 19th century to the present, examining such trends in the development of modern drama as impressionism, expressionism, the theatre of the absurd, and the avant-garde theatre. **Prerequisites: ENGL 101 or 103 and ENGL 102 or 104 and WLIT 203 or WLIT 204 or WLIT 205 or WLIT 206.**

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ENGL 391-392-393-394 Seminar in Special Topics (3 credits)
Each semester the seminar explores a different topic in language or literature, which is announced in advance and becomes part of the course title for the given semester. Topics may cover special studies in linguistics, in comparative literature, in literature and other arts, in literature and religion. Since the topics covered vary from semester to semester, students may take more than one course in the sequence. Spring semester. **Prerequisites: ENGL 101 or 103 and ENGL 102 or 104 and WLIT 203 or WLIT 204 or WLIT 205 or WLIT 206.**

***ENGL 401 History of the English Language (3 credits)**
A study of the development of modern English, considering various historical influences in the light of modern linguistic analysis. **Prerequisites: ENGL 101 or 103 and ENGL 103 or 104 and WLIT 203 or WLIT 204 or WLIT 205 or WLIT 206.**

ENGL 406 Advanced Grammar (3 credits)
An introduction to the grammatical systems of the English language, including structural, transformational-generative, and traditional grammars and their applications to the teaching of language skills. Alternate fall semesters.

***ENGL 407 The Theory of Composition (4 credits)**
A survey of the theory of written language acquisition, with attention to underlying theories in linguistics, rhetoric, and composition instruction, and including topics on the writing process, the roots of literacy, and instructing speakers of nonstandard dialects. **Prerequisites: ENGL 101 or 103 and ENGL 102 or 104 and WLIT 203 or WLIT 204 or WLIT 205 or WLIT 206.**

ENGL 490 History of Literary Criticism (3 credits)
A study of the major theories of literary criticism from Plato and Aristotle to contemporary critics. Consideration is given to the various psychological, social, and economic esthetics of literary criticism and the application of critical theories to literary works. Must be completed before ENGL 496. Fall semesters. **Prerequisites: all 200 level ENGL courses. Prerequisites: ENGL 101 or ENGL 103, and ENGL 102 or ENGL 104, and WLIT 203 or WLIT 204 or WLIT 205 or WLIT 206, and ENGL 201, ENGL 202, ENGL 205, ENGL 206, ENGL 208, and ENGL 210.**

ENGL 496 Senior Colloquium (3 credits)
A synthesis of students' knowledge of the major field in terms of literary history, with attention to the traditional literary periods, the development of the canon, the evolution of literary genres, and to literature in its cultural contexts. Credit for the course depends upon successful completion of the Senior Major Portfolio and the English Major Comprehensive Exam. Offered online through the Internet. Spring semester. **Prerequisite: ENGL 490 and senior standing as English major. Prerequisites: ENGL 101 or ENGL 103, and ENGL 102 or ENGL 104, and WLIT 203 or WLIT 204 or WLIT 205 or WLIT 206, and ENGL 201, ENGL 202, ENGL 205, ENGL 206, ENGL 208, and ENGL 210 and senior standing as an English major.**

SPECIAL TOPICS IN FOREIGN LANGUAGES (HUMANITIES AND MEDIA)

FOLA 101 Elementary [name of language] I (3 credits)
Pronunciation, alphabet, comprehension, and elementary grammar. No previous knowledge of the language is necessary.

FOLA 102 Elementary [name of language] II (3 credits)
A continuation of FOLA 101, designed to give a foundation to the four skills of understanding, speaking, reading, and writing. **Prerequisite: FOLA [same language] 101 or consent of instructor.**

FOLA 201 Intermediate [name of language] I (3 credits)
A continuation of FOLA 102, designed to expand the four skills of understanding, speaking, reading, and writing, including a review of grammar, dictations, composition, guided conversation, and selected readings. Conducted chiefly in the language. **Prerequisites: FOLA [same language] 101 and 102.**

FOLA 202 Intermediate [name of language] II (3 credits)
A continuation of FOLA 201, including discussion of selected readings to broaden the student's understanding of the culture and literature. **Prerequisites: FOLA [same language] 101, 102, and 201, or consent of instructor.**

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FRENCH (HUMANITIES AND MEDIA)

FREN 101 Elementary French (3 credits)
Pronunciation, beginning comprehension, and elementary grammar. No previous knowledge of the language is necessary. Fall semester.

FREN 102 Elementary French (3 credits)
A continuation of FREN 101, designed to give a foundation in the four language skills of understanding, speaking, reading, and writing. Spring semester. **Prerequisite: FREN 101 or permission of the instructor.**

FREN 201 Intermediate French (3 credits)
The first half of two courses at the intermediate level. In addition to engaging in conversation at the intermediate level, students learn to express opinions critically and analytically in both real and hypothetical terms on varied subjects. Students learn to review grammatical principles extensively through a survey of French literature. **Prerequisites: FREN 102 and FREN 102.**

FREN 202 Intermediate French (3 credits)
A continuation of FREN 201, designed to extemporaneously shape critical and analytical reading, writing, and speaking skills in a intensive focus on grammatical structures found in cultural explorations as well as in literary texts on varied subjects. **Prerequisite: FREN 101 and FREN 102 and FREN 201.**

FREN 203 Survey of French Literature (3 credits)
A survey of French literature from the Middle Ages through the Golden Age. These works will be attended to in a chronological order, and not all works will be read in their entirety so as to focus attention on literary figures and movement in French through the 17th century. **Prerequisite: FREN 101, FREN 102, and FREN 201.**

FREN 204 Survey of French Literature II (3 credits)
A survey of major French texts and authors from the beginning of the Enlightenment to recent times. Literary movements include neoclassicism, romanticism, modernism, and post-Franco literature. Literary analysis and historical context, as well as in-class lectures, will be used as supplementary sources of information. Lecture, outside readings, and reports are required. **Prerequisite: FREN 201 and FREN 202.**

FREN 301 Advanced French (3 credits)
An enrichment of writing and conversational ability for third-year French language students, including further work in contemporary and classical French literature and culture through selected readings and films. Conducted in French. **Prerequisite: FREN 201 and FREN 202, or permission of the instructor.**

FREN 302 Advanced French (3 credits)
A continuation of FREN 301. **Prerequisite: FREN 301 or permission of the instructor.**

GEOGRAPHY (HISTORY, GEOGRAPHY, AND INTERNATIONAL STUDIES)

GEOG 101 Elements of Geography (3 credits)
A course designed to introduce students to the field of geography and its relationship to other disciplines. Content will focus on the various subfields of geography and the tools involved in their study.

GEOG 102 World Regional Geography (3 credits)
A survey of important geographical characteristics and major problems of the major world regions.

GEOG 201 Cultural Geography (3 credits)
A course using the discipline's spatial perspective and thematic traditions to explore the geography of cultural features, such as landscapes, religions, languages, ethnicity, politics and economics.

GEOG 202 Geography of Maryland (3 credits)
A course focusing on the natural regions of Maryland, the environment, the cultural landscape, and the people in relation to the political, social, and economic development of the state and the nation. Field trips are integrated throughout.

GEOG 203 Physical Geography (3 credits)
A course providing a geographical perspective on the Earth's natural environment by exploring the spatial aspects of its landforms, climates, flora, fauna and other physical elements.

GEOG 301 Economic Geography (3 credits)
A survey of the sources of the most important raw materials of economic value, emphasizing production, distribution, and utilization of significant commodities. Attention is also given to the development of industrial regions and trade routes and to the development of a world viewpoint concerning the interdependence among peoples and nations.

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GEOG 302 Geography of North America (3 credits)
A regional study of the United States, Mexico and Canada, including the physical and cultural environments of each unit in relation to problems confronting those areas of the world.

GEOG Geographic Tools and Techniques (3 credits)
An introduction to Geographic Information Systems (GIS), Global Positioning Systems (GPS), satellite remote-sensing and tools and techniques that geographers use to explain phenomena.

GEOG 304 Latin American Geography (3 credits)
A regional survey of the area south of the Rio Grande River, emphasizing the problems which confront the Latin American nations: their physical features, cultural patterns, natural resources, and regional structure.

GEOG 305 Socio-economic Geography of American/Poverty (3 credits)
A geographical analysis of poverty and its existence in America in the past and at present, stressing theories regarding poverty and including actual field experiences in local poverty areas and work in agencies that deal with poverty.

GEOG 306 Urban Geography (3 credits)
An analysis of cities as units/areas through discussions of the characteristics of cities, through classification and comparison, and through a consideration of the theoretical distributions of cities. Methods of studying and analyzing patterns of the interior of cities are included, and emphasis is placed on sources of information and available geographical research.

GEOG 372 Introduction to Remote Sensing (3 credits)
A course expanding upon GEOG 303 to deepen students understanding of and skills with the broad range of satellite remote sensing imagery and some of their applications to Geographic topics.

GEOG 373 Introduction to Geographic Information Systems (3 credits)
A course expanding upon GEOG 303 to provide students a solid foundation of knowledge and esperience with Geographical Information Systems.

GEOG 402 Political Geography (3 credits)
An examination of the natural and cultural resources of major nations, states, and world regions from the geographical point of view, emphasizing the problems, weaknesses, and strengths of each state.

GEOG 405 African Geography (3 credits)
A regional analysis of the physical and related resources of Africa south of the Sahara Desert.

GLOBAL STUDIES (HISTORY, GEOGRAPHY, AND GLOBAL STUDIES

GLST 450 Seminar in Global Studies I (3 credits)
An exploration of the major themes and concerns in global affairs, including the presentations about specific topics by domestic and foreign guest speakers.

GLST 451 Seminar in Global Studies II (3 credits)
A study of the practical applications of knowledge about global affairs through field experiences and research.

HISTORY (HISTORY, GEOGRAPHY, AND GLOBAL STUDIES)

HIST 201 World History I (3 credits)
A survey-analysis of world institutions, their origins and development from the prehistoric period through the Ancient and Medieval ages, the Renaissance, the Reformation, and the age of discovery and colonization. The course examines the development of political, economic, and social institutions in Africa, Asia, Europe, and the Americas.

HIST 202 World History II (3 credits)
A survey-analysis of world institutions, their origins and development from the age of Enlightenment to the present, including the American and French Revolutions, the Age of Napoleon, the Vienna Settlement, the Industrial Revolution, Socialism, Marxism, World War I, the Depression, Communism, World War II, the emergence from colonization of African and Asian nations, and other historical events and ideologies.

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HIST 203 United States History I (3 credits)
A study of the discovery, exploration, and early settlement of the New World, including the rivalries of the European powers in North America, the American Revolution, and the political and economic forces which shaped the development of the United States through the Civil War.

HIST 204 United States History II (3 credits)
A survey-synthesis of the economic, social, and political forces which affected the American nation after the Civil War, emphasizing the rise of large scale industry and the emergence of this nation as a great power.

HIST 205 African American History I (3 credits)
The course depicts the African background of the African American and the integral role African Americans played in the exploration and the development of the United States. Also examined is the impact of the constitutional, political, economic, social, cultural, and religious development of the United States as related to the African American in the context of both a slave and a free society.

HIST 206 African American History II (3 credits)
The course will focus on the social, economic, and political problems facing African Americans in the decades since Reconstruction. Special attention will be given to the period of Reconstruction, the return of White Supremacy in the South, the exodus of blacks to the West and to urban areas, race riots, World Wars I and II, the Depression, the Civil rights Movement, and the decades since the 1960s.

HIST 207 Introduction to African History (3 credits)
An introduction to the study of African civilization to the early Christian era, dealing with the ethno-historical culture of the African continent with special emphasis on the analysis of historical developments in the various regions of the continent and the contributions of indigenous Africa to the development of modern civilization in the Western world. **Prerequisites: HIST 201 and HIST 202.**

HIST 301 History of Maryland (3 credits)
The founding and growth of Maryland from its colonial beginning to the present time, covering its social, economic, and political development; the people, their institutions, and problems; and the growth of Maryland to a leading position in the modern industrial world.

HIST 304 Problems in American History, 1776-1876 (3 credits)
A study of the years between the signing of the Declaration of Independence and the ending of Reconstruction in the South, with special emphasis given to the development of nationalism, industrial growth, slavery/abolition, women's rights, immigration, and Black political involvement in the South. **Prerequisites: HIST 203 and HIST 204.**

HIST 305 Problems in American History, 1876 to the Present (3 credits)
A study of the years between the ending of Reconstruction in the South and the present, with emphasis on race relations in the post-Reconstruction South, migration to cities, the World Wars, the Depression, the Civil Rights Movement, Vietnam, the Student Movement, and Watergate.

HIST 307 Economic History of the United States (3 credits)
The development of economic institutions and their relation to economic growth in the United States with emphasis on the economic movements and social and political reform.

HIST 313 History of Ancient Africa (3 credits)
A study of the pre-colonial development of Africa, examining movements of the Bantu-speaking peoples and the rise and development of early state and stateless forms of social organization throughout the African continent. Emphasis is also given to the European intrusion in Africa, the slave trade, and colonialism.

HIST 315 Modern Africa (3 credits)
This course is designed to give students an understanding of contemporary Africa. The course seeks to acquaint students with the major developments in African history, utilizing specific examples to go into depth of detail and analysis. It examines the emergence of independence in Africa, African resources, socio-economic problems and global politics in Africa.

HIST 318 History of African Americans in American Cities (3 credits)
An examination of the forces which led to the migration of African Americans to cities and the early involvement of African Americans in the political, economic, and social affairs of major American cities.

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HIST 319 Urban America Since 1870 (3 credits)
An examination of the development of cities in the United States after the Civil War with a focus on five major urban areas: Baltimore, Chicago, Atlanta, New York, and Los Angeles.

HIST 348 History of African American Women in American Life and Culture (3 credits)
A course dealing with the problems and experiences of African American women as slaves, abolitionists, freedom fighters, laborers, and professionals in industry, business, and politics.

HIST 350 African American Intellectual History (3 credits)
This course is designed to provide majors, minors, and other students with an intellectual context for understanding the African American experience. The writings of a select group of 19th and 20th century intellectuals will be examined and discussed.

HIST 354 The Modern Civil Rights Movement (3 credits)
An examination of the modern Civil Rights Movement of the 1950s and the 1960s through research and study of those civil rights activities that resulted in a radical transformation of the fabric and social order of the American society. Special attention will be devoted to the legal origins and culture of Jim Crow, the landmark Brown v. Board of Education decision which declared legal segregation unconstitutional, the Greensboro sit-ins, the Freedom Rides to the March on Washington, the March from Selma to Montgomery, and the subsequent passage of the Voting Rights Act.

HIST 393 Civil War and Reconstruction (3 credits)
A course dealing with the background, causes, and military campaigns of the Civil War, as well as the political, economic, and social problems of the South during and after Reconstruction. Fall semester.

HIST 404 Modern Asia (3 credits)
A survey of the countries and peoples of the continent of Asia, emphasizing the cessation of colonialism, the rise of national states and their role in international relations in the twentieth century world with particular reference to China and Japan.

HIST 405 History of Latin American (3 credits)
A survey of Latin America from its colonial origins to the present, with special emphasis on economic, political, social, and cultural developments and Pan-American relations. Spring semester. **Prerequisites: HIST 203 and HIST 204.**

HIST 406 The Soviet Union (3 credits)
Beginning with a brief overview of Imperial Russia, the course is a study of Russian history from the revolution of 1917 to the collapse of the Soviet Union. Major topics include the rise of Bolshevism, the Stalinist dictatorship, the impact of World War II, and the policies of Khrushchev, Brezhnev, Gorbachev and Yeltsin.

HIST 407 United States Foreign Policy (3 credits)
An examination of the development of American foreign policy from 1776 to the present, focusing on the transition from isolation to active participation, with special emphasis on the Monroe Doctrine, dollar diplomacy, and the policy of containment. **Prerequisites: HIST 203 and HIST 204.**

HIST 410 History of Europe: 1815 to World War I (3 credits)
A study of the dominant intellectual, political, cultural, economic and social forces that impacted Europe between 1815 - World War I. The course emphasis will include the Congress of Vienna, the impact of industrialism, socialism, romanticism, nationalism—with particular reference to its triumph in Italy and Germany, the progress of science, the struggle for democracy in Britain, the Third Republic in France, and the factors that gave rise to World War I.

HIST 411 History of Europe: World War I to Present (3 credits)
Beginning with World War I, attention will be devoted to a study of the major political, social, economic and cultural forces in twentieth century Europe. Major topics include the inter-war crisis of Western democracy, the rise of communism and fascism, World War II, post-war reconstruction, European unification and the Eastern European revolutions of 1989.

HIST 420 Seminar in African American History (3 credits)
Designed for majors in history with an emphasis on the African American historical experience, the course exposes

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students to certain vital resource materials, to the basic classical or standard works within their field of interest, and to the tools and techniques of research.

HIST 422 Seminar in American History (3 credits)
A study of the methods and techniques of research, providing an opportunity for students to do extensive reading on a variety of topics concerning issues and events which resulted in important changes in the social, political, and economic development of America. Spring semester.

HIST 423 Methods in Historical Research (3 credits)
An introduction to historiographic methods of research and to the world of publishing. Students write a scholarly paper as the final requirement of the course.

HIST 424 History Internship
This course is designed to provide history majors and minors at the junior and senior levels a professionally guided experience in a field related to history in an external local, state, or federal agency (public or private). Only three credit hours will apply toward requirement for the major.

HIST 426 History of the Middle East (3 credits)
Beginning with an overview of the development of the Middle East from its ancient civilization, attention will be devoted to the history, geography, politics, society, economy, and culture of the region. Specific emphasis will be devoted to a study of factors which gave rise to the prominent position which the Middle East occupies in the present day international world.

HIST 428 The History of Women in America (3 credits)
A study of the part which women have played in the growth and development of America from the colonial period to the present, emphasizing their experiences in both war and peace and in religion, education, industry, agriculture, family life, and civil rights.

HIST 430 History of West Africa (3 credits)
This course is designed to examine the history and culture of West Africa, focusing on aspects of social, political, and economic changes from per-historic to the present. It is organized to provide a survey of major developments in the study of West African history: per-colonial political institutions, European invasion and conquest, the colonial era, the rise of nationalism and the road to independence.

HIST 432 History of Central Africa (3 credits)
A survey of the development of all areas of Central Africa, covering the Stone Age cultures, the traditional or indigenous cultures and peoples, the precolonial period, the colonial period, and selected events up to the 1960's. **Prerequisites: HIST 201 and HIST 202.**

HIST 436 History of South Africa (3 credits)
An examination of the history and culture of South Africa, focusing on the social, political, and economic changes from the per-colonial era to the present, organized to provide an analysis of the current crisis in South Africa by tracing the origins of apartheid.

HIST 438 History of East Africa (3 credits)
A survey of the development of all the areas in the eastern region of the African continent, covering the Stone Age cultures, the early kingdoms and empires of the per-colonial age, the colonial era, and the period up to the independence of the 1960's.

HIST 440 Seminar in African History (3 credits)
A survey and analysis of aspects of African historical experiences, covering African civilizations from their early beginning to the development of contemporary African civilizations, with emphasis on their achievements as well as their contributions to world civilizations. The seminar also deals with the decline of early African civilizations, the African heritage of the African American people, and an analysis of archeological, literary, and historical source materials.

HIST 442 Special Topics in History (3 credits)
The special topics course is designed to cover a broad range of topics reflecting current trends and their historical origins. Content will vary according to the mutual scholarly interests of faculty and students. Topics may include issues such as: the Changes in Eastern Europe, the Collapse of the Soviet Union, Perspectives on Post Apartheid South Africa, Pan Africanism, and the Civil Rights Movement.

HIST 452 Great Books: A Cross-Cultural Perspective (3 credits)
An introduction to noted historical works from the earliest of writings to contemporary works. The seminal works

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chosen for this course are selected for their enduring interest and attention to issues that continue to impact the human condition.

HEALTH (HEALTH, PHYSICAL EDUCATION, RECREATION, AND DANCE)

HLTH 101 Personal Health (2 credits)

An introduction to the concepts concerning individual, family, and community health problems. This course will focus on lifestyles and the roles of individuals and help them to refine their health.

HLTH 102 Human Sexuality (3 credits)

An analysis of selected aspects of family relationships and human sexuality, emphasizing the development of concepts related to physical and mental health as well as to other psychological and sociological considerations.

HLTH 103 Health & Wellness (Honors) (3 credits)

This course is designed to cover five (5) contemporary topics and issues in health and wellness: 1) products of dependence; 2) diseases; 3) sexuality; 4) consumerism and environment; and 5) growing older. Emphasis is placed on acquiring information through research assignments, practice, observations, volunteer service and if possible, short internships with local health agencies, organizations, or professionals. **Prerequisite: HLTH 101, SOCI 201, or enrollment in the Honors Program.**

HLTH 110 Drug Abuse Education (3 credits)

A study of the principles and factual bases of drug use and abuse, viewing drug dependence as a sign of deeper emotional and psychological problems expressed through abnormal social behavior. Included are laws and restrictions governing drug use and social, economic, and community problems resulting from drug use and abuse.

HLTH 201 First Aid and Safety Education (2 credits)

A study of the skills and techniques of first aid, including current safety problems of the home, community, and school.

HLTH 202 Health Education in the School (3 credits)

This course will provide the student athlete, coach, or teacher with the information necessary for the adequate conditioning of athletes and the proper care of any injuries that fall within his or her jurisdiction.

HLTH 203 Health and Urban Living (3 credits)

A study of conditions relevant to the health and well-being of urban dwellers, including the nature and extent of programs dealing with atmospheric pollution, water supply, housing, sanitation, behavioral disorders, mental illness, communicable disease, etc. **Prerequisite: HLTH 202, SOCI 201, or enrollment in Honors Program.**

HLTH 205 Nutrition, Exercise and Weight Control (2 credits)

A study of the nutritional requirements for optimal health and dietary planning, including techniques and procedures on the selection and application of concepts and programs to meet each student's specific exercise and weight control needs and interests.

HLTH 301 Sex Education and the Developmentally Disabled (3 credits)

An overview of human sexuality, emphasizing the social, emotional, and psychological problems of individuals who are retarded in their mental development, exploring realistic and sound attitudes toward sexual relationships, and analyzing the complexities involved in helping retarded youth and adults to understand their own bodies.

HLTH 420 Community Health (3 credits)

A study of the health problems of the community as a whole, including interrelationships of various world, state, and local health agencies.

UNIVERSITY HONORS PROGRAM

HONS 150 Honors Community-Service Seminar (1 credit)

The seminar is a discussion-oriented course designed to introduce honors students to the concept of community service and to provide them with the opportunity to engage in service. Students will select one of two group service projects in which they will participate. The course will include readings related to the chosen project, guest speakers, and films. Field trips to the service site will occur throughout the semester. spring semester.

HONS 380 Honors Introduction to Research I (3 credits)

Part I of an introduction to generic research methodologies used by scholars across the disciplines and to specific approaches used by scholars in the physical sciences, the social sciences, and the humanities. The course is

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designed to prepare prospective graduate students for post-baccalaureate study in a variety of disciplines. Critical inquiry and qualitative and quantitative approaches to research—as these topics are applied across disciplines—are among the subjects that participants in the course examine. Students will gain practice in reading scholarly journals in their respective disciplines. fall semester.

HONS 381 Honors Introduction to Research II (3 credits)
A continuation of Honors 380, with the emphasis on actual library research and drafting, revising, editing, and presenting of the final research paper. Students will conduct thorough research into a topic in their respective disciplines, demonstrating their ability to employ the research skills acquired in HONS 380. They will also deliver oral presentations of the results of their research. spring semester.

HONS 390/391 Interdisciplinary Honors Seminar (4 credits)
A team-taught course that examines a selected subject from the perspectives of several disciplines. Through the exploration of many modes of inquiry and through a body of literature from several fields of study, participants in the course learn about topics that lend themselves to scholarly investigation. **Prerequisite: Must have successfully completed the English 101 Exit Examination.**

HONS 470/471 Honors Field Practicum I/II (3 - 6 credits)
Career-related experiences on- or off-campus. The Coordinator of the Honors Program, appropriate department chairpersons/advisors, and representatives from agencies, institutions, and businesses plan these opportunities for upper-division honors students. Sophomores must receive permission from the Dean/Assistant Dean of the Honors Division to register for this course.

HONS 480 Honors Research Assistantship (3 credits)
A formal mentorship during which participants learn about the research process by assisting faculty members in their major departments with research activities. Students' assignments/tasks will vary by discipline. By assisting faculty members, students should be better prepared to engage in their own independent research projects both in the present and in the future.

HONS 490 Honors Thesis (3 credits)
The thesis is the final requirement for successful completion of the Honors Program. With the aid of a faculty member in the honors candidate's major department, the student conducts research on a topic, synthesizes information, and prepares an honors-quality thesis. All Honors Program students, regardless of major, must complete the Honors Thesis to earn a citation on their transcript.

INTERDISCIPLINARY COURSES IN THE ARTS (FINE AND COMMUNICATION ARTS)

IDIS 102 Music and Dance (3 credits)
An interdisciplinary introduction to elements, media, representative artists, and genres in music and in dance. Students are expected to attend and criticize dance and instrumental concerts at theatres and/or concert facilities in the Baltimore-Washington area. The course is taught and students are evaluated collaboratively by faculty specialists in music and dance. This course satisfies the general education requirement in the arts and language.

IDIS 103 Visual Arts and Theatre (3 credits)
An interdisciplinary introduction to elements, media, representative artists, and genres in theatre and in the visual arts. Students are expected to attend and criticize theatre performances and art exhibits at theatres, museums, and/or art galleries in the Baltimore-Washington area. The course is taught and students are evaluated collaboratively by faculty specialists in the visual arts and theatre. This course satisfies the general education requirement in the arts and language.

IDIS 104 Honors Music and Dance (3 credits)
This course satisfies the honors general education requirement in the arts. IDIS 104 prepares students to: (1) understand and apply the role of the elements of music and dance in various genres and their contribution to the development of human cultures; (2) determine the interrelationships and intra-relationships between music and dance; (3) prepare the student to participate in experiences common to college graduates on a global basis. This course satisfies the general education requirement in the arts and language.

IDIS 270 Seminar: Introduction to Urban Arts Production (1 credit)
Required for graduation in urban arts production (UAP), this course is a seminar designed to acquaint students with the mission of and the disciplines, visual and performing arts venues, and professional networks within UAP. The

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course features guest speakers and guided field experiences. **Prerequisites: IDIS 102 or IDIS 103**

IDIS 300 Fundraising for the Arts (3 credits)
An introduction to principles and practices of fundraising for the non-profit organization. Students gain familiarity and practice with common strategies used to research and cultivate prospects and to secure gifts from individual donors, foundations, and corporations. Alternate fall semesters. **Prerequisites: MNSC 404 as well as the GER in mathematics, speech, and English composition.**

IDIS 370 Seminar: Principles and Practices of Urban Arts Production (2 credits)
This course is a seminar designed to help students understand principles of urban arts production. It features participation in and analysis of guided field and focused service-learning experiences. **Prerequisites: IDIS 270, two studio classes, ECON 103, SOCI 201 and ENGL 102.**

IDIS 470 Seminar: Principles and Philosophies of Urban Arts Production (3 credits)
This course is a capstone seminar required for graduation for urban arts production majors. Students analyze, synthesize, and evaluate selected principles, practices, and philosophies of urban arts production. Students will complete senior portfolios. **Prerequisites: IDIS 370 and senior standing.**

INTERNATIONAL STUDIES (HISTORY, GEOGRAPHY, AND INTERNATIONAL STUDIES)

INST 450 Seminar in International Studies I (3 credits)
An exploration of major international themes and concerns, including the presentation of specific topics by local and foreign guest speakers.

INST 451 Seminar in International Studies II (3 credits)
Practical applications of international knowledge through field experiences and research.

JOURNALISM (HUMANITIES AND MEDIA)

JRNL 210 Introduction to News Writing (3 credits)
An exploration of a variety of news sources and practices for mastering the basic skills of news writing. Fall semester. **Prerequisites: ENGL 101 and ENGL 102.**

JRNL 211 Reporting Public Affairs (3 credits)
The investigation and reporting of such public affairs as conventions and civil and criminal court proceedings and the discussion of issues by corporate and financial institutions, political parties, and other organizations. Spring semester. **Prerequisites: ENGL 101, ENGL 102 and JRNL 210.**

JRNL 310 Article and Feature Writing (3 credits)
The preparation of the longer, more complex article for magazines and newspapers, emphasizing the use of a variety of features such as human interest, side-bar, background, and color. Alternate fall semesters. **Prerequisites: ENGL 101, ENGL 102, and JRNL 210.**

JRNL 311 Editorial and Review Writing (3 credits)
Practice in writing informed opinion on current issues and events and critical commentary on cultural productions such as books, plays, concerts, and exhibits. Alternate fall semesters. **Prerequisites: ENGL 101, ENGL 102 and JRNL 210.**

JRNL 410 News Editing and Design (3 credits)
The fundamentals of editing news copy and presenting the finished product in an attractive format with practice in using standard editing symbols, writing headlines, and laying out copy. Although the course has a newspaper orientation, the basic skills taught are applicable to effective communications in many other professions. Spring semester. P**rerequisites: ENGL 101, ENGL 102, and JRNL 210.**

JRNL 490/491 Television/Newspaper Internship (3 credits)
Registration by permission of the instructor only. **Prerequisites: ENGL 101, ENGL 102, and JRNL 210.**

LATIN (HUMANITIES AND MEDIA)

LATN 101 Elementary Latin (3 credits)
An introduction to classical Latin based on readings from ancient authors, emphasizing grammar, the necessary tools for reading and comprehension, derivatives, and word etymology. No previous knowledge of the language is required.

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LATN 102 Elementary Latin (3 credits)
A continuation of LATN 101 with emphasis on grammar, vocabulary development, and simple readings from Latin literature. **Prerequisite: LATN 101 or permission of the instructor.**

LATN 201 Intermediate Latin (3 credits)
Further development of proficiency in classical Latin and an understanding of Roman culture and civilization through more complex readings from Latin literature. **Prerequisite: LATN 102 or permission of the instructor.**

LATN 202 Intermediate Latin (3 credits)
A continuation of LATN 201. **Prerequisite: LATN 201 or permission of the instructor.**

MATHEMATICS (MATHEMATICS AND COMPUTER SCIENCE)

***DVMT 108 Elementary Algebra (5 credits)**
Operations with whole numbers, integers, fractions, decimals, percents, rational numbers and real numbers; scientific notation; operations with algebraic expressions, integral components, equations and inequalities; absolute value equations and inequalities; systems of equations; solving equations with rational expressions; graphing linear equations; finding the slope of a line; factoring, rational exponents, and radicals. **Prerequisite: Placement based on placement test scores and/or high school record.**

***DVMT 109 Intermediate Algebra (3 credits)**
Relations and functions; expressing word statements as functions; factoring; rational expressions; solving and graphing quadratic equations; rational exponents and radicals; complex numbers; inverse functions, exponential functions; logarithms. **Prerequisite: DVMT 108 or placement based on placement test scores and/or high school record.**

*** Credits not counted toward graduation, nor do these courses satisfy the General Education Requirement in Mathematics.**

MATH 103 Mathematics for Elementary Teachers I (3 credits)
Sets, numeration systems, and number systems. Traditional and nonroutine algorithms explored and used in real world settings. Whole numbers, integers, rational numbers and basic notions about irrational numbers are treated in an axiomatic sense without formal proof. Calculators will be the basic tools for problem solving. **Prerequisite: DVMT 109 or placement based on test scores.**

MATH 104 Mathematics for Elementary Teachers II (3 credits)
Elementary logic; algebraic statements; relations and functions; nonmetric, metric, and coordinate geometry; elements of probability and statistics. Calculators and computers will be the basic tools for exploration and problem solving. **Prerequisite: Math 103.**

MATH 110 College Algebra: Concepts and Applications (3 credits)
The course covers the following topics: the Cartesian plane and graphs of equations; linear modeling, using a graphing calculator, functions and graphs of functions, translations and combinations of functions, inverse functions and quadratic functions, logarithmic and exponential functions and equations, systems of equations and inequalities. **Prerequisite: DVMT 109, or placement based on test score and high school record.** *A graphing (e.g. TI-83) calculator is required. Online sections will be required to use MS Office (Word with Equation Editor) and should have access to MS window operating system.*

MATH 125 Mathematics For Liberal Arts (3 credits, 4 contact hours)
This course is designed to fulfill the General Education Requirement in Mathematics for those students whose major requires no mathematics beyond the GER, and for Education majors. The diverse content is intended to give students a comprehensive exposure to selected areas of mathematics. Special emphasis will be placed on applications to the real world. The topics include: sets, logic, probability, statistics, mathematical systems, selected topics in geometry and applied mathematics. **Prerequisite: DVMT 108 or placement based on test scores.**

MATH 131 College Algebra for Mathematics and Science Majors (3 credits)
Real numbers field; sets of real numbers; linear equations and inequalities, absolute value; exponents; radicals; polynomials and roots of polynomial equations; complex numbers; linear, quadratic, rational and radical functions; systems of equations with two variables; methods of combining functions; inverse functions, the cartesian plane and

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graphs of equations and inequalities; exponential and logarithms functions and equations. **Prerequisite: DVMT 109** *TI-83 Graphing Calculator is required.*

MATH 132 Precalculus (4 credits)
Trigonometric functions and their graphs; trigonometric identities, right triangle and circular trigonometry; laws of sines; laws of cosines; trigonometric form of a complex number; DeMoivre's theorem, roots of complex numbers; polar coordinates and graphs; vectors in the planes; analytical trigonometry; analytical geometry and system of equations and inequalities. **Prerequisite: MATH 131 or consent of the Department** *TI-83 Graphing Calculator is required.*

MATH 201 Calculus I (4 credits)
Review of function concepts, limit and continuity of a function; derivative of a function; differentiability and continuity; derivatives of algebraic, composite, power, sines and cosines functions; implicit differentiation; maxima and minima; Rolle's Theorem and the Mean Value Theorem; differentials; antidifferentiation, the definite integral; the Fundamental Theorem of Calculus; applications, approximate integration. **Prerequisite: Math 132.** *A graphing (e.g. TI-82) calculator is required.*

MATH 202 Calculus II (4 credits)
Differential and differential formulas; anti-differentiation, the definite integral, the Fundamental Theorem of Calculus, applications of the definite integral, differential equations with variables separable; logarithmic, exponential, and trigonometric functions; techniques of integration. **Prerequisite: MATH 201.** *A graphing (e.g. TI-82) calculator is required.*

MATH 203 Basic Statistics (3 credits)
Basic concepts of probability theory and their applications in statistical analysis, including descriptive statistics, sample space, frequency distributions; measures of central tendency and variation, normal distribution, and sampling theory. **Prerequisite: DVMT 108**

MATH 207 Technology-Based Mathematics for Teachers (3 credits)
Algebraic and analytic technology-based approaches to problem solving, data analysis and probability; mathematical system; transformational geometry; introduction to mathematical proofs; and other mathematical topics from an advanced viewpoint. A capstone course designed for students in teacher education. Lecture and Technology Laboratory. **Prerequisite: MATH 104 or Equivalent. See Instructor or Chair for Approval.**

MATH 208 Mathematics for High School Teachers (3 credits)
An introductory capstone course from an advanced perspective addressing the NCTM Content and Process Standards for Secondary School Mathematics. **Prerequisite: MATH 250**

MATH 211 Discrete Mathematics I (3 credits)
Logic and proofs, binary and hexadecimal systems, sets functions and relations, algorithms and combinatorics. This course is intended to provide the student with an introduction to those areas of mathematics which are of practical use in the field of computer science. **Prerequisite: MATH 131.**

MATH 212 Discrete Mathematics II (3 credits)
Planar graphs, bipartite graphs, Hamiltonian graphs, the graph isomorphism problem, trees, connectivity and spanning trees, formal models of automata, language, and computability and their relationships, finite automata and regular languages, push-down automata, context-free languages and the background needed by students in computer science. **Prerequisite: MATH 131**

MATH 250 The Language of Mathematics (3 credits)
An introduction to mathematical and language skills including the ability to read with comprehension, express mathematical thoughts clearly, and reason logically. The course will advance students from a level of mechanistic procedural manipulations to an abstract level of algebraic thinking. Spring semester. **Prerequisite: MATH 201**

MATH 301 Linear Algebra (3 credits)
Systems of linear equations and matrices, determinants, Cramer's Rule, vectors in 2-space and 3-space, vector spaces, linear transformations, eigenvalues, eigenvectors, diagonalization of matrices. Fall semester. **Prerequisite: MATH 132; Online sections will be required to use MS Office (Word with Equation Editor) and should have access to MS window operating system.**

MATH 302 Numerical Methods (3 credits)
An introduction to numerical algorithms fundamental to scientific computer work and engineering. Floating point

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arithmetic, elementary discussion of error, use of numerical subroutine packages, root finding, numerical differentiation and integration, matrix computations, curve fitting, numerical solutions to differential equations. Alternate spring semesters. **Prerequisites: MATH 202 and MATH 301.**

MATH 303 Introduction to Mathematical Statistics I (4 credits)
Random variables, distributions, mathematical expectation, mean and variance, samples, probability, enumeration, conditional probability, independent events, Bayes' Theorem, distributions of the discrete type, moment-generating function, distributions of the continuous type, simulation, multivariate distributions, sampling distributions, Central Limit Theorem, approximations. Alternate spring semester. **Prerequisite: MATH 202.**

MATH 305 Calculus III (3 credits)
Polar coordinates, conic sections, indeterminate forms, improper integrals, Taylor's formula, and infinite series. Fall semester. **Prerequisite: MATH 202.**

MATH 306 Multivariable Calculus (3 credits)
Vectors in the plane and parametric equations, vectors in 3-dimensional space, cylinders and surfaces of revolution, quadric surfaces, cylindrical and spherical coordinates, limits and continuity of functions of more than one variable, partial derivatives, chain rule, directional derivatives and the gradient, and multiple integration. Spring semester. **Prerequisite: MATH 202.**

MATH 307 Elements of Euclidean and Non-Euclidean Geometries (3 credits)
An investigation of the foundations of geometry using both an experimental and an axiomatic approach and treating such topics as points, betweenness, lines, planes, separations, curves, surfaces, congruence, perpendiculars, bisectors, circles, spheres, and measures. Alternate fall semesters. **Prerequisite: MATH 250.**

MATH 310 Algebraic Structures (3 credits)
Mappings, operations, composition, groups, permutations, subgroups, groups and symmetry, equivalence relations, congruence, Division Algorithm, integers modulon, Euclidean Algorithm, Fundamental Theorem of Arithmetic, generators and direct products, cosets, Lagrange's Theorem, isomorphism, Cayley's Theorem. Alternate spring semesters. **Prerequisite: MATH 201.**

MATH 315 Origins of Mathematics (3 credits)
A survey of the early development of mathematics, treating such topics as the use of other numeral systems, different methods of arithmetic, the origins of algebra, geometry, trigonometry, and analytic geometry. Alternate spring semesters. **Prerequisite: MATH 307.**

MATH 401 Real Analysis I (3 credits)
Sets, relations and functions, mathematical induction and recursion, equivalent and countable sets, sequences and convergence, Cauchy sequences, limits of functions, continuity, open and closed sets, the definition and fundamental properties of derivatives, and the Mean-Value Theorem. Alternate spring semester. **Prerequisite: MATH 305.**

MATH 405 Differential Equations (3 credits)
Linear and exact differential equations of first order, integrating factors, homogeneous equations of first order, linear equations with constant coefficients, Newton's laws of motion and other applications, solutions in power series, and numerical methods. Alternate fall semester. **Prerequisite: MATH 202, Online sections will be required to use MS Office (Word with Equation Editor) and should have access to MS window operating system..**

MATH 417 Mathematics Seminar (3 credits)
Individual or group study under the direction of a member of the Mathematics Department of topics in advanced or applied mathematics which are not treated in other course offerings. Topics are taken from such areas as differential equations, group theory, mathematical physics, and statistics. Fall semester. **Prerequisites: MATH 202 and permission of the department chairperson.**

MATH 383 Coop Field Placement I (3 credits)

MATH 384 Coop Field Placement II (3 credits)

MATH 483 Coop Field Placement III (3 credits)

MATH 484 Coop Field Placement IV (3 credits)

Students gain experience in applying mathematics in actual work situations. Professional supervision at the worksite is provided. **Prerequisite: MATH 202 and permission of the department chairperson.**

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MASS COMMUNICATIONS (HUMANITIES AND MEDIA)

MCOM 200 Introduction to Mass Communication (3 credits)

A course designed to introduce students to mass media. It explores the world of mass communications and efforts that affect this area.

MCOM 201 Applied Media Aesthetics (3 credits)

A study of the specific techniques for applying an aesthetic choice upon a broadcast or other media production for the purpose of engaging or manipulating an audience member. This is a theory course that primarily emphasizes visual communication and provides the student with a basic vocabulary for critical academic and professional discourse.

MCOM 210 Entertainment Theory and Production

An introduction to the history, concept and qualities of entertainment as it relates to mass media and culture. Study of the vocabulary necessary for critique, production and evaluation of entertainment for a mass audience, including film, television, music, writing, comedy, horror, melodrama, opera, news, adventure, action, and myth.

MCOM 211 Media Production for Advertising & Public Relations

An introduction to the process of production in electronic/digital media (television and computer) as well as the production of an event (concert, conference or celebration).

MCOM 301 Electronic Media Production (3 credits)

Students are exposed to issues and experiences involved in the act of producing electronic media. This includes radio, music, television, film, video, and multimedia for both the internet and interactive telecommunications. The student will address and explore the range of styles, challenges and options inherent in each of these formats. The course includes both witnessing and participating in each medium followed by an evaluation or analysis of production technique. **Prerequisite: ENGL 102 or ENGL 104 and MCOM 200.**

MCOM 302 Electronic Media Production II (3 credits)

A course designed for advanced production students. The course will move students beyond the work completed in MCOM 301. Students will write, produce, and direct their own productions. **Prerequisites: ENGL 102 or ENGL 104 and MCOM 200 and MCOM 301.**

MCOM 303 Television Directing (3 credits)

A course designed for advanced video production students. Students will move beyond the work completed in MCOM 302. In addition to producing and directing, students will be responsible for editing their productions. **Prerequisites: ENGL 102 or ENGL 104, and MCOM 301, and MCOM 302.**

MCOM 306 Media Theory (3 credits)

This course examines the key issues in media theory. Students focus on how the social, cultural and political aspects of our society are influenced by the existence of the mass media and how these media influence human behavior. Topics such as the construction of reality, popular culture, the pervasive nature of advertising, technology, media and politics, and morality in the media, are discussed. **Prerequisites: 101 or 103 and ENGL 102 or 104.**

MCOM 307 Writing for the Media (3 credits)

This course prepares students for opportunities in writing across the mass media. The course emphasizes not only the specific requirements for writing within each media, but the discipline specific techniques essential for the gathering, writing, editing and processing of information. The course requires extensive practice at writing so that the student may perfect his or her skills as a writer within the media industry. **Prerequisites: MCOM 200 AND ENGL 210, or permission of the instructor.**

MCOM 308 Public Relations (3 credits)

This course prepares students with the skills, techniques, practices and issues related to the field of public relations. In addition, students are also exposed to the methods of critical analysis regarding public relations campaigns.

MCOM 490 Mass Communications Internship (3 credits)

An intensive field experience designed to promote the career of students attracted to any of a broad range of corporate or institutional job opportunities in broadcasting or other media functions such as public relations, advertising, or sales of media services. Placements reflect the particular program

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sequence in which a student is enrolled. **Prerequisites: Completion of 30 graduation credits, 12 credits in a communications sequence or equivalent competencies, ENGL 101, and the mathematics GER.**

MCOM 495 Research in Mass Communication (3 credits)

A synthesis of students' knowledge of the major field, involving compilation of a senior portfolio. **Prerequisite: Senior standing.**

MILITARY SCIENCE

MISC 103 Introduction to Military Science (Military Science I) (2 Credit)

Hours: 2 Hour Lecture, 1.5 Hour Laboratory per week

This course will introduce the student to the organization, role and branches of the U.S. Army. Special emphasis will be placed on note-taking, critical thinking, time management, national affairs, proper study habits, problem solving, methods of communicating effectively, military customs, laws and traditions, military qualification programs, leadership development, and the roles of the U.S. Army Reserve and Army National Guard. Special emphasis within the laboratory will be place on weapons familiarization and qualification, drill and ceremony, practical first aid, cold and heat injury prevention, proper nutrition, health and physical fitness, and wear and maintenance of the uniform. In addition, students are required to attend physical training for one hour per week. Physical training will focus on strength training, conditioning, and cardiovascular improvement.

MISC 104 Basic Military Skills (Military Science I) (2 Credit)

Hours: 2 Hour Lecture, 1.5 Hour Laboratory per week

This course is a continuation of MISC 103 and an introduction to new cadets that choose to enroll in the ROTC program in the spring. Students will be introduced to the overall organization of the Total Army and the role it plays in the defense and preservation of our country's national objectives. In addition, students will be exposed to academic improvement programs such as critical thinking, logic, time management, briefing techniques, group dynamics, diversity awareness, and leadership development. Special emphasis within the laboratory will be placed on weapons familiarization and qualification, drill and ceremony, practical first aid, cold and heat injury prevention, proper nutrition, health and physical fitness, and wear and maintenance of the uniform. In addition, students are required to attend physical training for one hour per week. Physical training will focus on strength training, conditioning, and cardiovascular improvement.

MISC 200 Leadership Development I (Military Science II) (3 Credit)

Hours: 3 Hour Lecture, 1.5 Hour Laboratory per week

This course is designed to provide the student with a realistic view of the duties and responsibilities of the small unit leader. Special emphasis within the lecture will be placed on national and international affairs, history of military conflict, leadership development, land navigation, preliminary marksmanship instruction, and introduction to small unit tactics. Special emphasis within the laboratory will be placed on weapons familiarization and qualification, drill and ceremony, practical first aid, cold and heat injury prevention, proper nutrition, physical fitness, and wear and maintenance of the uniform. In addition, students are required to attend physical training for one hour per week. Physical training will focus on strength training, conditioning, and cardiovascular improvement.

MISC 204 Leadership Development II (Military Science II) (3 Credit)

Hours: 3 Hour Lecture, 1.5 Hour Laboratory per week

This course is designed to instill within the student a sense of responsibility and commitment in order to prepare him or her for both continuation in the ROTC Program and a future as a commissioned officer in the U.S. Army. Special emphasis within the lecture will be placed on improving global awareness, leadership development, review and continuation of land navigation, preliminary marksmanship instruction, and small unit tactics within an infantry squad. Special emphasis within the laboratory will be placed on weapons familiarization and qualification, drill and ceremony, practical fist aid, cold and heat injury prevention, proper nutrition, physical fitness, and wear and maintenance of the uniform. In addition, students are required to attend physical training for one hour per week. Physical training will focus on strength training, conditioning, and cardiovascular improvement.

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MISC 205 Leadership Training Camp (LTC) (3 Credit)
Five Weeks, ca 560 hours

This is a five-week course conducted at Fort Knox, Kentucky. This camp provides training equivalence to the Basic Course and is designed to qualify students for ROTC Advanced Course. Emphasis is placed on training in the basic military skills of leadership, weapons, communications, tactics, land navigation, first aid, and physical training. Students are paid a stipend by the Department of the Army for their participation in the course. LTC applications must be made through the Professor of Military Science.

MISC 301 Introduction to Team and Small Unit Operations (Military Science III) (3 Credit)
Hours: 3 Hour Lecture, 1.5 Hour Laboratory per week

This begins the professional phase of the student's ROTC career. The broad objective is to further the development of the cadet in the responsibilities of and techniques utilized by a military leader. The sub-courses are developed to direct the thrust of education toward the knowledge, leadership, and management skills needed by an Army Second Lieutenant. Emphasis in the lecture will be placed on the Army Leadership Development Program (LDP), land navigation, weapons qualification, squad and platoon level infantry tactics, physical training, and job performance. Emphasis in the laboratory will be placed primarily on position assessment and performance as a cadet non-commissioned officer and assisting the cadet officers and cadre with the instruction of Basic Course cadets during leadership laboratory or in ROTC extracurricular activities. Students enrolled in this course are required to attend physical training three to five days per week, depending on their performance on the Army Physical Fitness Test. Students are also required to go to Field Training Exercises (FTX) at least once a month in order to apply classroom instruction in a practical environment on land navigation courses, squad tactical exercise lanes, or weapon ranges.

MISC 302 Introducion to Military Training Management (Military Science III) (3 Credit)
Hours: 3 Hour Lecture, 1.5 Hour Laboratory per week

This course is a practical continuation of the subject matter covered in the MISC 301 course. Students will continue to be challenged in furthering their development in the responsibilities of and techniques utilized by a military leader. Their sub-course, like those in MISC 301, is developed to direct the thrust of education toward the knowledge, leadership, and management skills needed by an Army Second Lieutenant. Emphasis in the lecture will continue to be placed on the Army Leadership Development Program (LDP), land navigation, weapons qualification, squad and platoon level infantry tactics, physical training, and job performance. However, training and evaluation of these tasks will be entirely from the tactical perspective. Emphasis in the laboratory is still placed primarily on position assessment and performance as a cadet non-commissioned officer and assisting the cadet officers and cadre with the instruction of Basic Course cadets. Students enrolled in this course are required to attend physical training three to five days per week. Students will go to Field Training Exercises (FTX) at least once a month in order to apply classroom instruction in a practical environment on land navigation courses, squad tactical exercise lanes, or weapon ranges.

MISC 303 Natioanl Advanced Leadership Camp
A five-week, fully paid course conducted at Fort Lewis, WA. Must successfully complete prior to commissioning. Cadets will put into practice the leadership and soldier skills learned in the classroom and lab. Conducted during the summer session. **Prerequisites: MISC 301-302.**

MISC 401 – 402 Military Science IV (6 Credit)
Hours: 6 Hour Lecture

This course completes the professional phase of the ROTC Program. It provides for continued study of the problem-solving techniques used in leadership and management with emphasis on the skills needed for effective day-to-day unit leadership. A special block of instruction on ethics and professionalism is included.

Cadet Enhanced Skills Training Program (ESTP)
The Enhanced Skills Program (ESTP) is funded by the Department of the Army and managed by the U.S. Training and Doctrine Command (TRADOC). The ESTP is designed for cadets who need to improve their competency levels in mathematics, written English expression and oral communication, reading and cognitive skills as they relate to duty performance in the Army. ESTP classes enhance communication and mathematic skills that are required by U.S. Army officers.

The ESTP classes are not remedial but are designed to enhance the skills already developed in the regular college English and mathematics classes. Students in the

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ESTP classes will receive college level work and instruction and will be evaluated according to the grading standards established by the university. It is required by the Army that students be given a pre- and post-test to access their level of proficiency.

Placement in the ESTP is determined by using a holistic scored writing sample and standardized tests administered to each cadet. Cadets who score below the 60th percentile on the Nelson-Denny Reading Test and below the 85th percentile on the Descriptive Tests of Mathematics Skills (both arithmetic and algebra), and below a holistic score of seven (7) on their writing sample will be required to enroll in the ESTP.

***Each course includes a one-hour laboratory during which the student will learn basic soldiering skills and leadership fundamentals. Courses also include requirements to attend physical readiness training, field training exercises and orientation trips. Individual course requirements are included in the course syllabus.**

MANAGEMENT SCIENCE (MANAGEMENT SCIENCE AND ECONOMICS)

MNSC 150 Technology Fluency (3 credits)

This course introduces the students to the components and the capabilities of a microcomputer system. Students will be trained to use the microcomputer as a productive tool. The different components of a microcomputer will be introduced to the students. Students will learn to use a graphical interface (Windows), a word-processing package, a spreadsheet package, and a presentation package. They will also be introduced to the various resources on the Internet. **Prerequisite: None. NOTE:** This course helps students meet the institution's and University System of Maryland's requirement that all graduating students be technologically fluent. Please meet with your advisor to determine whether your major requires this course or its departmentally approved equivalent.

MNSC 201 Financial Accounting I (3 credits)

An examination of the procedures for current and recommended concepts of accounting, emphasizing financial control and its implications in the decision-making process, with special attention given to financial statements, their interrelationships to one another, and their related significance to financial problems.

MNSC 202 Financial Accounting II (3 credits)

A continuation of Financial Accounting I covering basic accounting concepts relating to partnerships and corporations. Also covered are Statement of Cash Flow, Analysis and Interpretation of Financial Statements and Compound Interests. **Prerequisite: MNSC 201.**

MNSC 220 Personal Financial Management (3 credits)

An introduction to the principles and techniques of personal financial planning. Topics covered include insurance decisions, budgeting, household cash management, consumer credit, income tax planning, time value of money, trusts, investment decisions, retirement, and estate planning.

MNSC 222 Mathematics for Management (3 credits)

Applying mathematics for the students of management, business, and economics, providing a comprehensive treatment of selected topics in calculus and probabilities. Topics covered are set theory, random variables, probability, differentiation, and integrations. **Prerequisite: MATH 131.**

MNSC 300 Human Relations and Organizational Behavior (3 credits)

An introduction to the intricacies of interpersonal and intergroup relationships among peers, the supervisor, and the supervised in an organizational setting. **Prerequisite: ECON 103.**

MNSC 301 Organizational Psychology (3 credits)

An introduction to job analysis, recruitment, testing, training, opinion surveys, promotion, demotion, and motivational factors within the modern organization, examining employee efficiency and job satisfaction along with the tools for the measurement of optimum worker input and organizational success. **Prerequisite: ECON 103.**

MNSC 303 Labor-Management Relations (3 credits)

An examination of the meaning, problems, and potential solution of work as they relate to management and its employees. An analysis of the legal framework within which the U.S. industrial relations system operates, labor-management relations problems, collective bargaining, and the limitations that the collective bargaining agreement imposes on the day-to-day functions of management and labor in the private and public sectors. Emphasis is

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placed on the role of the National Labor Relations Board and its impact on labor-management disputes. Fall semester. **Prerequisite: ECON 103.**

MNSC 304 Human Resource Management (3 credits)

An inquiry into the contemporary techniques and issues related to personnel selection in modern organizations, examining human resource factors, manpower planning, staffing, human resource development, intergroup relationships, managerial leadership, current manpower trends, and recruitment implications. Spring semester. **Prerequisite: ECON 103.**

MNSC 310 Marketing for Managers (3 credits)

An introduction to the challenges, failures, opportunities, successes, and potential of the processes for the distribution of goods and services, exploring the approaches and problems of the marketing manager's job and the world in which he/she operates: **Prerequisite: ECON 103.**

MNSC 311 Intermediate Accounting I (3 credits)

An intensive study of the theory and problems of valuation of assets, application of funds, corporation accounts and statements, and the interpretation of finance statements. Fall semester. **Prerequisite: MNSC 202.**

MNSC 312 Intermediate Accounting II (3 credits)

A continuation of MNSC 311, covering issues related to income determination, income taxes, pensions, accounting for leases, diluted securities, investments in securities, financial statements analysis, and financial reporting. Spring semester. **Prerequisite: MNSC 311.**

MNSC 313 Business and Professional Ethics (3 credits)

An introduction to business ethics that examines the moral, ethical and legal bases of corporate decision-making and other activities, using critical ethical analysis. This course seeks to educate the student regarding the legal, moral and ethical issues in business and finance, create a sensitivity to the consequences of one's decisions, as well as train the students in critical thinking and moral/ethical analysis. **Prerequisites: ECON 103, PHIL 102 or 201.**

MNSC 315 Legal Analysis of the Management Process (3 credits)

A study of the nature of employer-employee and principal agent relationship, real and personal property, contracts, sales, negotiable instruments and government regulations. **Prerequisite: ECON 103.**

MNSC 316 Small Business Management (3 credits)

A focus on current theory and practices needed to start a small business, manage a small business And grow that business in a competitive market. **Prerequisites: ECON 103 or permission from instructor or department head.**

MNSC 320 Managerial Economics (3 credits)

An introduction to the application of microeconomic and macroeconomic theory to managerial decision-making, covering such topics as demand analysis, production theory, cost analysis, economic forecasting, and decision-making under uncertainty. Fall semester. **Prerequisites: ECON 212, MNSC 222.**

MNSC 322 Managerial Statistics (3 credits)

A study of the application of statistics to decision-making and research, covering such topics as confidence intervals, hypothesis testing, analysis of variance, linear regression, and correlation analysis. **Prerequisite: MNSC 222.**

MNSC 325 Managerial Accounting (3 credits)

A study of the internal use of accounting data by managers in making policy decisions relating to such matters as financial planning, resource allocations, cost control, performance evaluation, etc. (for non accounting majors only). Spring. **Prerequisite: MNSC 202.**

MNSC 328 Dynamics of Management (3 credits)

A study of the modern organization, its structure, dynamics, administration, and work distribution, emphasizing the dynamics of management in both the public and private sectors, with special attention given to the synergistic results of the people involved. **Prerequisite: ECON 103.**

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MNSC 330 Financial Management (3 credits)
An introduction to the concepts, practices, and procedures of financial management, this course focuses on the basic paradigms in Finance such as cash flow analysis, short-term financial planning, net present value, capital asset pricing theory, and market efficiency. These basic paradigms are taught in the context of valuation of risky assets. **Prerequisites: MNSC 202, 222.**

MNSC 334 Bank Management (3 credits)
To familiarize students with the organization and structure of the commercial banking industry, and with the asset and liability management, capital structure, investment and other contemporary issues confronting the banking industry. **Prerequisites: ECON 211, MNSC 330.**

MNSC 336 Not-For-Profit Management (3 credits)
Analysis of Administrative structures, decision making and program delivery systems of Not-For-Profit youth and human service agencies. Budget control and accountability centering on Financial administration and accounting within such organizations are reviewed and analyzed. **Pre-requisite: None (This course is required of students pursuing a minor in American Humanics, but is open to all students from any academic area.)**

MNSC 337 Financial Markets and Institutions (3 credits)
A study of financial markets, instruments and institutions. Topics covered include, the financial environment, the Federal Reserve and monetary policy, debt security markets, equity markets, derivative security markets, commercial banking, and nonbank operations. **Prerequisite: MNSC 330.**

MNSC 339 Programming with Visual Basic (3 credits)
A Windows-based programming language used for developing Windows applications. Using the graphical user interface (GUI) provided by Visual Basic, students will be able to develop event-driven applications and the codes to control these applications. **Prerequisite: MNSC 150, or any programming language.**

MNSC 341 Small Systems Software (3 credits)
An examination of advanced microcomputer topics including: 1) advanced spreadsheets (functions, data management, and macro programming); 2) database management (create databases, manage the data, query a database, print reports, and handle ad-hoc requests); and 3) linking objects created by different microcomputer based software packages. **Prerequisite: MNSC 150.**

MNSC 348 System Analysis and Design (3 credits)
A study of the fundamentals of structured systems analysis and design techniques. Students will learn to define user problem statements, isolate user requirements, model the flow of data through an organization and design systems to solve management problems. Fall semester. **Prerequisite: MNSC 150, 341.**

MNSC 350 Data Base Management Principles (3 credits)
An introduction to the advantages of a database approach to data management. The course covers database systems architecture and design, logical and physical design, relational database, data dependencies and normalization, query languages (including SQL), database security, data dictionaries, and distributed databases. **Prerequisites: MNSC 222, 341.**

MNSC 355 Management Science I (3 credits)
An introduction to the scientific approach to management including conceptual modeling of decision processes and applied quantitative techniques that help managers quantify decision variables. Coverage includes: game theory, decision trees, expected value and utility theory, multifactor decision making, linear programming, duality, transportation and assignment problems and forecasting techniques. **Prerequisite: MNSC 222.**

MNSC 360 Consumer Behavior (3 credits)
The fundamentals of consumer behavior, involving the study of the principles which underlie consumption patterns and their relationship to the marketing of goods and services. Spring Semester. **Prerequisite: MNSC 310.**

MNSC 365 Sales Management (3 credits)
An introduction to sales management with emphasis on major decision areas such as selection, recruitment, training, motivation, evaluation, planning, territory, decisions, communication, and organization. Fall semester. **Prerequisite: MNSC 310.**

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MNSC 370 Seminar: Organizational Development Theory (3 credits)
An examination of the literature that explores the cultures, values, and rituals that develop in organizations that managers, leaders, and administrators are confronted with as they attempt to achieve the goals and objectives of the organization. Fall semester. **Prerequisite: MNSC 300.**

MNSC 380 International Marketing (3 credits)
An analysis of cultural, legal, political, and economic factors affecting the marketing of goods and services in world markets. Emphasis is placed upon differences in life styles, beliefs, attitudes, etc., and their influence on the marketing decisions of international firms. **Prerequisite: MNSC 310.**

MNSC 383 Coop Field Placement (3 credits)
A course intended to provide real world work experience to students in Management Science. They will work under the supervision of employers who commit themselves to give the students meaningful work experience and evaluate their performance at the end of the semester. Students are expected to present a seminar and a written report about their experience. **(Departmental approval required.)**

MNSC 384 Coop Field Placement (3 credits)
Continuation of MNSC 383.

MNSC 390 Operations and Production Management (3 credits)
An examination of conceptual modeling and applied quantitative techniques that help managers quantify decision variables. Coverage includes: inventory models, queuing theory, project management, location strategies, procurement and just-in-time strategies, learning curves, material requirements planning, scheduling, quality control, maintenance and reliability. **Prerequisite: MNSC 222.**

MNSC 391 Inventory Management (3 credits)
A study of the concepts, practices, and applications of Inventory Management, focusing on Aggregate Planning, Inventory Management, Materials Requirement Planning, Just-In-Time Systems, Supply Chain Management and Simulation related to Inventory Management. **Prerequisite: MNSC 390.**

MNSC 392 Project Management (3 credits)
A study of project management techniques including PERT analysis, CPM techniques, Scheduling and Queuing Models and Simulation techniques. **Prerequisites: MNSC 355, 390**.

MNSC 393 Quality Management (3 credits)
A study of the concepts, practices and procedures for quality management, including quality control techniques, statistical quality control process, process capacity, and sampling acceptances, etc. **Prerequisite: MNSC 355, 390.**

MNSC 400 Management Information Systems (3 credits)
An examination of the elements, relationships and procedures comprising goal directed systems, identifying, evaluating, and justifying the concepts of management information systems according to the information sources required for effective decision-making. This is a capstone course for all students in the MIS Track. Fall semester. **Prerequisite: MNSC 348 or 350.**

MNSC 403 Management of E-Commerce (3 credits)
A study of the continuously evolving electronic commerce in an increasingly global market by integrating Internet, web and other technologies with business processes. **Prerequisite: MNSC 150, 310, 328**

MNSC 404 Managerial Communications (3 credits)
An introduction to the forms and methods of both written and oral management communications, exploring the means of improving interpersonal relationships and of resolving representative management problems through the writing of letters, memoranda, and reports and through oral communications such as interviews. **Prerequisite: ENGL 102, MNSC 328.**

MNSC 407 Seminar in Management Science (3 credits)
This course is intended to help students synthesize the knowledge, skills, values/beliefs, acquired in the various management science and economics courses. Students will be expected to apply the behavioral, quantitative, analytical, computer skills learned to identify, analyze, solve real world management cases and problems. This is a capstone course which will also be used for student learning outcomes assessment **Prerequisite: Senior standing or the consent of instructor(s).**

MNSC 410 Cost Accounting (3 credits)
An examination of the theory of job order, process, and standard cost accounting systems in relation to inventory valuation and income determination. Consideration is given to the role of both the accountant and the manager in their

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use of data provided by the cost accounting system in planning and controlling operations. Fall semester. **Prerequisite: MNSC 202.**

MNSC 414 Tax Accounting (3 credits)
A comprehensive study of the federal tax structure and practical application of the tax principles to specific problems. Spring semester. **Prerequisite: MNSC 202.**

MNSC 417 Auditing I (3 credits)
A study of standards and procedures applicable to auditing in public accounting work, covering such specific problems as statistical sampling in auditing, audits of machine records, and management advisory services. **Prerequisite: MNSC 312.**

MNSC 419 Governmental Accounting (3 credits)
An examination of accounting principles applicable to governmental agencies, covering specific problems in fund accounting (general funds, special funds, bond funds, working capital funds, etc.) and accounting for colleges, universities, and other non-profit organizations. **Prerequisite: MNSC 202.**

MNSC 420 Management Science II (3 credits)
A course in operations management including conceptual modeling and applied quantitative techniques that help managers quantify decision variables. Coverage includes: forecasting, inventory models, network models, computer simulation, queuing theory, project management, mark of processes, utility and decision making. **Prerequisite: MNSC 355.**

MNSC 421 Advanced Accounting(3 credits)
A study of financial accounting for complex business relationships, including business combinations, consolidated financial statements, home office-branch accounting, partnerships, foreign currency transactions, translation of financial statements of foreign affiliates, and ethical issues in advanced accounting. **Prerequisite: MNSC 312.**

MNSC 422 Decision Support Systems (3 credits)
An examination off systems structure and guidelines for developing and implementing high quality EDP system, including the processes of designing a system, its project phases, categories, and tasks. **Prerequisites: MNSC 150, 341.**

MNSC 450 Contemporary Developments in Computers (3 credits)
A survey of new developments in software offerings, state-of-the-art development in software, and hardware technology. **Prerequisite: At least one course in computers and information systems.**

MNSC 460 Marketing Research (3 credits)
A study of the research methodologies and techniques used to obtain information needed for the marketing of goods and services. Fall semester. **Prerequisites: MNSC 310.**

MNSC 465 Advertising (3 credits)
A study of advertising concepts, design, and practices. The course examines the advertising industry, government regulations of advertising, and alternative advertising media. Spring semester. **Prerequisite: MNSC 310.**

MNSC 469 Fundamentals of investment Management (3 credits)
A systematic study of the securities markets; the analytical techniques and theory essential for valuation of various types of securities; risks associated with investments; and the process of portfolio selection. **Prerequisites: MNSC 202, 330.**

MNSC 470 International Finance (3 credits)
A study of principles of international finance, monetary and financial systems, Exchange rates, capital markets, capital flows, balance of payments, public and private financial and banking institutions and their role in international lending. **Prerequisites: ECON 211, 212.**

MNSC 480 Practicum in Management Science I (3 credits)
Students gain experience in using the tools and concepts learned in solving management science problems in actual working situations by being placed in various organizations and by participating in a scheduled seminar to review and interrelate their experiences. Supervision is offered at the work site by professional managers. **Prerequisite: Senior standing or the consent of the instructor. Fall semester.**

MNSC 481 Practicum in Management Science II (3 credits)
A continuation of MNSC 480. Spring semester. **Prerequisite: Senior standing or the consent of the instructor.**

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MNSC 483 Coop Field Placement (3 credits)
Continuation of MNSC 384.

MNSC 484 Coop Field Placement (3 credits)
Continuation of MNSC 483.

APPLIED AND ENSEMBLE MUSIC (FINE AND COMMUNICATION ARTS)

MUSA 151 Class Instruction in Voice (2 credits)
Students will explore aspects of good vocal production for singing and speaking, including posture, breathing, and song interpretation.

MUSA 152 Class Instruction in Voice (2 credits)
This course is a continuation of MUSA 151.

MUSA 161 Group Instruction in Piano (2 credits)
Small group lessons will assist beginners in developing basic skills in technique, tone production, and musicianship.

MUSA 162 Group Instruction in Piano (2 credits)
This course is a continuation of MUSA 161.

MUSA 251 Class Instruction in Voice (2 credits)
This course is a continuation of MUSA 152.

MUSA 261 Group Instruction in Piano (2 credits)
This course is a continuation of MUSA 162.

MUSA 271 Group Instruction in Brass/Percussion (2 credits)
This course provides an opportunity for students with an instrumental background to provide public service through entertainment at basketball games and other athletic or community events.

MUSA 351 Class Instruction in Voice (2 credits)
This course is a continuation of MUSA 251.

MUSA 361 Group Instruction in Piano (2 credits)
This course is a continuation of MUSA 261.

MUSA 371 Group Instr. in Brass/Percussion (2 credits)
This course is a continuation of MUSA 351.

MUSA 451 Private Instruction in Voice (2 credits)
Students take private lessons in voice, with emphasis placed on solo repertoire.

MUSA 461 Private Instruction in Piano (2 credits)
Students take private lessons in piano, including study and performance of piano literature of various composers and styles.

MUSA 471 Private Instruction in Brass/Percussion (2 credits)
In this course private lessons are given in the student's major instrument. Weekly assignments consist of standard solo literature with emphasis on technique, interpretation, and style.

MUSC 123 College Choir (2 credits)
This course is devoted to the study and performance of various musical genres including classical, musical theatre, spiritual, and contemporary.

MUSC 124 College Choir (2 credits)
This course is a continuation of MUSC 123.

MUSC 223 College Choir (2 credits)
This course is a continuation of MUSC 124.

MUSC 224 College Choir (2 credits)
This course is a continuation of MUSC 223.

MUSC 323 College Choir (2 credits)
This course is a continuation of MUSC 224.

MUSA 327-328 Brass Percussion Ensemble (4 credits)
This course is an intensive study and performance of a variety of music, musical arrangements, and transcription for brass, winds and percussion.

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MUSC 423 College Choir (2 credits)
This course is a continuation of MUSC 323

MUSIC (FINE AND COMMUNICATION ARTS)

MUSC 101 Fundamentals of Music (3 credits)
This course is an introduction to the basic elements of music, emphasizing rhythmic, melodic, and harmonic materials and the reading and writing of music notation. This course also includes development of aural skills through sight singing, dictation, improvisation, and basic keyboard applications.

MUSC 201 Survey of Jazz Music (3 credits)
An introductory survey of American Jazz, beginning with a analysis of the African Heritage and tracing the elements, styles, musicians, and dialects of Jazz from their origins to the present. This course satisfies the general education requirement in the arts and language.

MUSC 202 Fundamentals of Music II (3 credits)
A continuation of MUSC 101. Topics include scale and chord structure, chord relationship and basic principles of harmonic writing, progression, and improvisation, including primary chords, inversions, and the dominant seventh. Students will continue keyboard work. **Prerequisites: MUSC 101 or Consent of Instructor.**

MUSC 210 Avocations in Music (1 credit)
An introductory seminar for students who do not plan to major in music, this course introduces students to nontraditional careers and to avocational opportunities in the field of music. Students become familiar with music venues and with musicians in the greater Baltimore area.

MUSC 301 Survey of Music History and Literature (3 credits)
A required course for the minor in music The course provides a chronological study of representative compositions from the middle ages to the twentieth century. Students analyze the social environment within which the selected works were created, as well as each composer's unique style.

MUSC 303 Musicianship (3 credits)
This course focuses on the development of aural skills through sight singing, dictation, improvisation, and keyboard applications. **Prerequisites: MUSC 101, MUSC 202, or consent of instructor, and basic keyborad facility.**

MUSC 305 Music of the African American (2 credits)
A historical survey of the music of Black Americans, beginning with an analysis of the African heritage and tracing the origin and development of musical styles, from the colonial period to modern times.

NURSING (NURSING)

NURS 120 Academic Success in Nursing (3 credits)
Nursing students are guided in forming the "psychology of success" which will enhance achievement and retention in subsequent courses. In addition, selected basic concepts which are relevant to nursing practice, such as medical terminology are explored. **Prerequisite: Acceptance to Program. Second degree students are exempted. Meets ORIE 101 (University requirement) for Traditional BSN students.**

NURS 208 Clinical Computations (1 credit)
Develops skills in calculating dosage of medications and preparation of solutions used in health care delivery systems. **Prerequisite: NURS 211; Corequisites: NURS 212, NURS 213, NURS 214, and BIOL 308.**

NURS 211 Introduction to the Nursing Process I (4 credits)
Introduces conceptual bases of nursing with emphases on curriculum strands and the nursing process. Basic assessment, interpersonal, psychomotor skills are the focus of this course. **Prerequisites: Completion of all Level I courses on the Traditional BSN Program of Study; Corequisites: CHEM 103**

NURS 212 Introduction to the Nursing Process II (4 credits)
A course that focuses on the Bio-psychosocial, spiritual and cultural concepts of the individual which are basic to nursing practice. Initial clinical experience in the application of health assessment skills and the conservation principles in the care of well individuals across the life cycle are provided. **Prerequisites: Completion of all Level I courses and Level II courses on the Traditional BSN Program of Study; Corequisite: NURS 208, NURS 213, NURS 214, and BIOL 308.**

NURS 213 Normal/Applied Nutrition (3 credits)
Focuses on normal and applied nutrition involving clients with ability/inability to conserve energy and maintain

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structural, personal, and social integrity. Emphasis is placed on nutritional adaptation. **Prerequisite: Completion of all Level I courses and Level II courses on the Traditional BSN Program of Study; Corequisite: NURS 208, NURS 212, NURS 214, and BIOL 308.**

NURS 214 Nursing Care to Promote Urban Family Health (3 credits)

Introduces concepts of healthy family development and dynamics for urban families. Includes familyassessment, growth and development of individuals, and nursing strategies to promote urban family health and family functioning. **Prerequisite: Completion of all Level I courses and Level II courses on the Traditional BSN Program of Study; Corequisites: NURS 208, NURS 212, NURS 213, and BIOL 308.**

NURS 216 Transition to Traditional Nursing Practice

This course designed for registered nurses will enhance prior learning and will direct new knowledge to a more conceptual and universally applicable level of practice in nursing. The course includes philosophical and historical perspectives of nursing education and practice, conceptual frameworks and nursing theories as foundations of professional nursing practice in the United States.

NURS 217 Health Assessment (4 credits)

Provides theoretical and practical experience opportunities to develop assessment skills which determine the client's status in the conservation of energy and the maintenance of structural, personal, and social integrity. **Prerequisites: BIOL 201 and BIOL 203; admission to RN to BSN completion program, and NURS 218; Corequisite: NURS 220.**

NURS 218 Nursing Theory (3 credits)

A course for registered nurses which enhances prior learning. Includes philosophical and historical perspectives of nursing education and practice, conceptual framework, and nursing theories. Competency in using the nursing process and teaching-learning theory will be developed. **Prerequisites: Current license to practice nursing in the State of Maryland and admission to RN to BSN completion program.**

NURS 220 Health Promotion and Maintenance (2 credits)

A course designed to assist registered nurse students to enhance knowledge of concepts related to health promotion and maintenance of health in multicultural individuals and vulnerable population groups across the life span. Conceptual models are used to explore selected health problems of multicultural individuals across the life span with a focus on lifestyle and behavioral changes. **Prerequisite: NURS 218. Corequisite: NURS 217.**

NURS 311 Medical/Surgical Nursing (9 credits)

Explores and provides clinical experiences in nursing management of specific acute and chronic health behaviors and patterns used by clients to conserve energy and integrity. **Prerequisites: Completion of all Level I and Level II courses on the Traditional BSN Program of Study; Corequisite: NURS 313.**

NURS 313 Pathophysiology And Therapeutic Regimen I (3 credits)

Introduces basic principles and concepts related to pathophysiologic processes, including biochemical concepts. The inability of clients of all age groups to conserve energy and maintain structural integrity. Pharmacologic management will be discussed concurrently concerning each disease process with specific emphasis on therapeutic actions and adverse effects. **Prerequisites: Completion of all Level I and Level II courses on the Traditional BSN Program of Study.**

NURS 314 Maternal/Child Health Nursing For Urban Families (9 credits)

This continues exploration of the family with focus on the childbearing and childrearing urban family experiencing mild to moderate health variations. Students will use nursing strategies directed toward conserving energy and integrities of clients. Completion of all Level II courses in the traditional BSN program of study and completion of all Level II Fall courses on the Traditional BSN program of study. **Corequisite: NURS 316.**

NURS 315 Nursing Research (3 credits)

Introduces research design and methods of gathering, analyzing, and interpreting data most commonly utilized in nursing research, with emphasis on the application of the research process to a nursing problem. **Prerequisites: Completion of all Level I courses on the RN to BSN completion program of study or all Level I, II and Level III courses on the Traditional BSN program of study for Traditional BSN students.**

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NURS 316 Pathophysiology and Therapeutic Regimen II (3 credits)

Continuation of the exploration of pathophysiology across the life span. Course of study directed toward analyzing the etiology, physiologic processes and related treatment and pharmacologic approaches to illnesses as they interfere with the client's ability to conserve energy and maintain structural integrity. **Prerequisite: Completion of Level II and Level III Fall courses on the Traditional BSN program of study. Corequisite: NURS 314.**

NURS 318 Nursing Informatics (2 credits)

A course designed to provide nursing students with knowledge in design, use, and management of Health Information System. Expected competencies in nursing informatics practice are discussed. **Prerequisite: Completion of all Level I, Level II and Level III courses on the Traditional BSN program of study or permission of the instructor; may be taken concurrently with NURS 217 and/or NURS 220 for RN to BSN Completion students. Meets MNSC 150 (University requirement) for Traditional BSN students.**

NURS 405 Medical Surgical/Psychiatric Nursing (9 credits)

Theoretical and clinical experiences provide opportunity to explore concepts relative to conserving the structural, personal, social integrity and energy of clients receiving selected psychiatric-mental health and medical-surgical therapies in urban acute care, critical care and long-term health and mental healthcare settings. **Prerequisites: Completion of all Level I, Level II, and Level III courses on the Traditional BSN program of study; Corequisite: NURS 315.**

NURS 408 Legal, Political, And Social Issues In Nursing (3 credits)

A course designed for registered nurse students to focus on selected legal, political and social issues influencing the nursing profession. Emphasis is placed on the responsibility and accountability inherent in professional practice. Students are assisted in identifying strategies to effect creative problem-solving approaches to issues. **Prerequisites: Completion of all Level I and Level II Fall courses on the RN to BSN completion program of study. Corequisites: NURS 409 and NURS 411.**

NURS 409 Preparation For Professional Nursing Practice (6 credits)

A course designed for registered nurses to provide learning experiences in which concepts of leadership and management are applied to clinical nursing practice. Nursing strategies which promote maintenance of personal, social, and structural integrities in health care organizations are explored. **Prerequisites: Completion of all Level I and Level II Fall courses on the RN to BSN completion program of study; Corequisites: NURS 408 and NURS 411.**

NURS 411 Contemporary Issues in Nursing (2 credits)

Registered nurse students are encouraged to investigate forces which influence the health status of clients and families, gain increased knowledge of current issues confronting nursing, using research findings in problem solving. The course also provides opportunities for in-depth study of issues relevant to nursing practice. **Prerequisites: Completion of all Level I and Level II Fall courses on the RN to BSN completion program of study; Corequisites: NURS 408 and NURS 409.**

NURS 412 Special Practicum in Nursing (4 credits)

This course is designed for students who do not pass the comprehensive examination and have completed all of the nursing education curriculum. This required course is designed to offer diagnostic and prescriptive activities for students needing supplemental instruction in nursing theory and practice. **Prerequisite: Completion of all Level I through Level IV courses on the Traditional BSN program of study.**

NURS 415 Special Topics In Nursing (3 credits)

Assists nursing students to synthesize knowledge from previous courses and clinical experiences to enhance their functioning in society as professional nurses. Opportunity is provided for in-depth study of clinical issues or problems related to the nursing care of clients across the life span. A standardized test is given as the final examination for this course. **Prerequisite: Completion of all Level I through Level IV Fall courses on the Traditional BSN program of study; Corequisites: NURS 416 and NURS 420.**

NURS 416 Urban Health Care Within the Community (6 credits)

Focuses on the role of the nurse in assisting families and groups in the urban community to conserve integrity and

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energy. The Levine model and related theories are utilized to evaluate care to client groups and the community. Clinical experiences facilitate assessment of a community, implementation of a teaching/learning project with a selected group, and beginning skills in coordination of health care through collaboration with a multi-disciplinary team. **Prerequisite: Completion of all Level I through Level IV Fall courses on the Traditional BSN program of Study Corequisites: NURS 415 and NURS 420 [Traditional BSN students] or NURS 315 [RNS].**

NURS 420 Sociopolitical Activism In Nursing/Leadership-Management (6 credits)

Course content includes environmental factors influencing the integrities of the nursing profession. Emphasis is placed on the responsibility and accountability inherent in professional practice and identifying strategies to effect creative problem solving approaches to health related issues. Experiences include application of concepts of organization, management, and leadership of inpatient, acute care settings. **Prerequisite: Completion of all Level I through Level IV Fall courses on the Traditional BSN program of study; Corequisites: NURS 415 and NURS 416. For RN to BSN program of study: Prerequisite is admission to professional level of study.**

NURS 460 Ethics in Nursing (3 credits)

This course provides the student the opportunity to strengthen clinical ethical analysis within the context of health care. Reviews ethical theories and principles applied to health care, explores particular clinical setting to determine the ethical significance of that reality, discuss the knowledge to determine the extent to which a given practice is in service to the role of nursing care in society.

NURS 470 Nursing and the Law (3 credits)

An introductory course for non-lawyers that addresses questions regarding the law and legal/ethical issues affecting nurses and their practice. It examines what the law is, how the law works, and how it applies to nursing practice. It provides the knowledge necessary to respond appropriately to a broad range of situations in health law and social justice. Major focus is on fundamental legal principles and legal reasoning, recurring legal issues confronted by health professionals, and giving students tools to utilize when they encounter law-related problems in their professional careers. **Prerequisites: Completion of all semester one courses in the RN to BSN accelerated program of study.**

PHYSICAL EDUCATION (HEALTH, PHYSICAL EDUCATION, RECREATION, AND DANCE)

PHED 101 Physical Education Fundamentals (1 credit)

A course designed to prepare students for a lifetime of fitness, exercise and activities. This course will create an understanding of the fundamental skills of physical fitness, calisthenics, recreational games and team sports. **(2 hours per week—ACTIVITY)**

PHED 103 Aerobic Fitness (1 credit)

A course designed to allow students to develop and achieve fitness goals through aerobic programming. Activities in the course include warm-up, aerobic, body-toning, and cool-down exercises. Students are encouraged to adopt a lifestyle approach to fitness. **(2 hours per week—ACTIVITY)**

PHED 120 Dance Fundamentals I (1 credit)

Development of an appreciation of dance and an awareness of the potential of the body as an instrument of communication by disciplining it to move and respond with ease and coordination. **(2 hours per week—ACTIVITY)**

PHED 121 Dance Fundamentals II (2 credits)

A continuation of PHED 120 with greater emphasis on intermediate modern dance technique and application of movement principles essential to the training of the dancer. **(LEC/LAB)**

PHED 122-129 Dance Group I-VIII (1 credit)

Studies of the performance aspects of dance, including costumes, makeup, choreography, and the technical aspects of dance production. **(ACTIVITY)**

PHED 151 Beginning Swimming (1 credit)

Practice in the elementary skills of swimming as outlined in the American Red Cross standards for beginning swimmers. **(2 hours per week—ACTIVITY)**

PHED 152 Intermediate Swimming (1 credit)

A continuation of practice in the techniques of swimming. **(2 hours per week)**

PHED 201 Physical Education for the Elementary School (2 credits)

An introduction to the overall objectives of the physical education program of the elementary schools, along with the

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philosophy and principles which underline the program, guiding the student in the selection and use of materials which contribute to the realization of these objectives. **(LEC/LAB)**

PHED 226 Fundamentals of Choreography (3 credits)
A comprehensive approach to the fundamentals of choreography using space, theme, force, form, and improvisation as the bases for creativity. Emphasis will be placed on beginning/intermediate modern dance technique, and the application of movement principles to the training of the dancer. The course fulfills the general education requirements in the arts.

PHED 231 Introduction to Adapted Physical Education for the Handicapped (3 credits)
An introduction to the various types of handicaps, the prevalence of the handicapping condition, history of the development of adapted physical education, and the relationship of physical education to the other areas involved in educating the handicapped.

PHED 241 Intramural Sports (2 credits)
A study of programs of activities, types of competition, scoring, awards, schedules, organization, publicity and other topics related to intramural sports in elementary and secondary schools. **(LEC)**

PHED 243 Sports Psychology (2 Credits)
A study that examines the skills and motor performances and their effects on Athletes and Coaches and their emotions. This course will also examine the ways various psychological states and traits influence athletic performance. **(LEC)**

PHED 251 Football, Badminton, Weight Training (2 credits)
An introduction to the games of football, badminton, and weight training. An examination of activities essential to participating in each sport with an emphasis on the techniques and strategies that are used after skill acquisition has occurred. **(ACTIVITY)**

PHED 252 Basketball, Volleyball, Track and Field (2 credits)
An introduction to the games of basketball, volleyball, and track and field. An examination of activities essential to participating in the sport with an emphasis on the techniques and strategies that are used skill acquisition has occurred. **(ACTIVITY)**

PHED 253 Senior Life Saving (1 credit)
Training in swimming and life-saving skills required for the American Red Cross standard Life-Saving certificate. **(ACTIVITY)**

PHED 261 Principles of Physical Education (2 credits)
A study of the philosophical, historical, psychological, sociological, and political foundations of physical education. This course also will study the practical problems concerned with curriculum, methods, administration, evaluation, and research. **(LEC)**

PHED 301 Kinesiology (3 credits)
An anatomical and physiological analysis of body movements with relation to the muscles. Designed to serve as the basis for the prescription of activities for individual physical education, for form and style in athletic performance, and for an analysis of coordination in sports and ordinary activities of daily life. **(LEC)**

PHED 321 Test and Measurements/P.E. (3 credits)
Training in measurement techniques to be used in programs of physical education; elementary statistical procedures; interpretation of data; selection and administration of test measuring fitness, motor ability, and sport skills that are applicable to various grade levels. **(LEC/LAB)**

PHED 322 History of Dance (2 credits)
A study of the development of dance from primitive time to the present, emphasizing the role of culture and its influence on the development of dance. **(ACTIVITY)**

PHED 323 Folk and Ethnic Dance (1 credit)
A study of the fundamental movements from which basic folk and ethnic dance steps are derived. Rhythmic patterns and spatial patterns as well as the origin and development of folk and ethnic dance are integral parts of the course. **(ACTIVITY)**

PHED 324 Modern Dance (1 credit)
A course designed to enhance the student's appreciation of modern dance as a creative art form. Emphasis is placed on

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the steps, patterns, and origins of dances from various countries and the United States. **(ACTIVITY)**

PHED 325 Jazz and Ethnic Dance (1 credit)
A course designed to serve the needs of students interested in the art, music, and dance, of contemporary America. Emphasis is placed on the steps, patterns, and origins of dances of jazz from various countries to the United States. **(ACTIVITY)**

PHED 326 Dance Composition (2 credits)

PHED 343 Coaching and Officiating (2 credits)
A study of the technical aspects of coaching and teaching. Included are the essentials of effective sports officiating. Video review, field design, markings, etc.

PHED 351 Tennis, Racquetball, and Paddleball Games (2 credits)
An introduction to the games of tennis, racquetball, and paddleball. An examination of activities essential to participating in the sport with an emphasis on the techniques and strategies that are used after skill acquisition has occurred. **(ACTIVITY)**

PHED 352 Soccer, Softball, and Individual Activities (2 credits)
An introduction to the games of soccer and softball, and individual activities. An examination of activities essential to participating in each sport or activity with an emphasis on the techniques and strategies that are used after skill acquisition has occurred. **(ACTIVITY)**

PHED 354 Water Safety Instruction (1 credit)
A course designed to teach the student to know where, when, how, and under what conditions he/she will be safe, to acquire the skill to meet these conditions without danger to self, and in case of accident, to know how to save his/her own life and the lives of others. **(2 hours per week) (ACTIVITY)**

PHED 362 Physiology of Exercise (3 credits)
Classification and effects of exercises, physiological experiments, and diagnostic techniques and methods. **(LEC)**

PHED 401 Methods in Secondary Physical Education (3 credits)
This course is designed to teach students about the types of materials and methods of teaching physical education at the secondary school level with an emphasis placed on the management of physical education classes. **(LEC/LAB)**

PHED 403 Student Teaching/ Internship/Seminar (12 credits)
A supervised experience conducted by a master teacher in the student's area of specialization. Students will glean information about teaching through observation, participation, assisting in teaching and engagement in responsibilities common to all teachers. (5 days per week) A Seminar in Directed Teaching will be provided for students to work on problems related to their student teaching. **(TBA)**

PHED 405 Student Fieldwork/Internship (3 credits)
Sport Management major students must complete one practicum and one internship (field experience). These work experiences are designed to involve students in a professional environment outside the classroom. Field experiences are carefully selected by the students and approved by their academic advisor.

PHED 404 Organization and Administration of Physical Education (3 credits)
An examination of the organization and administration of the school program of physical education and the management of athletics and of intramural and recreational programs. **(3 hours per week) (LEC)**

PHED 424 Curriculum Development in Physical Education (3 credits)
A course designed to teach the principles of planning, developing, and implementing a physical education curriculum to all grade levels, whether in a regular or adapted physical education program. The student learns the unique part physical education plays in the broad scheme of an educational curriculum. **(LEC)**

PHED 451 Golf, Archery, and Aerobics (2 credits)
An introduction to the sports of golf, archery, and aerobics. An examination of activities essential to participating in each sport with an emphasis on the techniques and strategies that are used after skill acquisition has occurred.

PHILOSOPHY (HUMANITIES AND MEDIA)

PHIL 102 Logic (3 credits)
The development of a facility with techniques of informal logic and critical thinking including identification, analysis,

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composition, and evaluation of claims, definitions, explanations and arguments; identification and dissolution of informal fallacies; and the composition of logically sophisticated argumentative essays.

PHIL 201 Introduction to Philosophy (3 credits)
A study of the origins of philosophy and some of the principal developments in the history of philosophic thought, identifying and assessing its present trends and contradictions and thus aiding the student to achieve greater clarity and consistency in the development of a personal philosophy of life.

PHIL 202 Introduction to Philosophical Theology (3 credits)
As introduction to the basic questions of theology and to the role of philosophy in the theological treatment and philosophical analysis of them. The traditional and contemporary treatment of these questions is examined from the philosophical perspectives of ontology, metaphysics, and epistemology. **Prerequisites: PHIL 102 or PHIL 201 or permission of the instructor.**

PHIL 204 Honors Introduction to Philosophy (3 credits)
An in-depth examination of selected major problems in philosophy, covering such areas as values, knowledge claims about the world, God, and human action and responsibility, with an emphasis given to seeking solutions and better understanding of problems through independent research, collaborative study, and discussion.

***PHIL 301 Ancient Philosophy (3 credits)**
An introduction to the origin and development of Greek philosophy from the Pre-Socratics to St. Augustine, emphasizing the unity of the Greek philosophical outlook and its relevance to contemporary philosophical problems. **Prerequisites: PHIL 102 or PHIL 201 or permission of the instructor.**

***PHIL 302 Modern Philosophy (3 credits)**
An examination of major philosophical themes from Descartes to Hegel, with special attention to the presuppositions and respective programs of the rationalists and empiricists, emphasizing the ways in which issues in medieval philosophy are appropriated, altered, and developed by these philosophical traditions in the light of the emergence of natural science and the waning of traditional theology. **Prerequisites: PHIL 102 or PHIL 201 or permission of the instructor.**

***PHIL 303 Contemporary Philosophical Thought (3 credits)**
A study of the ways in which traditional philosophical issues have been rethought after the death of Hegel and their influence on the literary, artistic, scientific, political, and social perspectives of the 20th century. **Prerequisites: PHIL 102 or PHIL 201 or permission of the instructor.**

***PHIL 305 Philosophical Logic (3 credits)**
An intensive study of the philosophical implications of discoveries in contemporary logic including treatments of the justification of deduction; meaning and reference; ontology and logic; modal, deontic, and many-valued logics, the implications of "fuzzy logic" and the problem of rationality as it emerges in recent discussions of cognitive science research human inference. **Prerequisites: PHIL 102 or PHIL 201 or permission of the instructor.**

PHIL 411 Ethics (3 credits)
An investigation of the nature of choice, decision, and value, developing a critical analysis of the principal ethical theories and their practical application to the problems concerning the individual, community, and society. **Prerequisites: PHIL 102 or PHIL 201 or permission of the instructor.**

***PHIL 412 The Philosophy of Death and Dying (3 credits)**
An approach to the problem of death and dying from the theoretical point of view, tracing the ever-present phenomenon of death as a problem that philosophers have speculated about throughout the ages, and from the practical point of view, considering death in the here and now as something facing every person. **Prerequisites: PHIL 102 or PHIL 201 or permission of the instructor.**

***PHIL 413 Biomedical Ethics (3 credits)**
A study of the problems of medical ethics from the philosophical perspective, dealing with the questions of the ideal society, the freedom to choose, and the concept of a person, and from the practical perspective, exploring the choices involved in medical ethics and their consequences. **Prerequisites: PHIL 102 or PHIL 201 or permission of the instructor.**

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*PHIL 414 Social and Political Philosophy (3 credits)

A critical examination of selected classical and contemporary social and political philosophies, giving special attention to the analysis of such twentieth century movements as communism, socialism, fascism, Nazism, and nonviolent resistance. **Prerequisites: PHIL 102 or PHIL 201 or permission of the instructor.**

*PHIL 415 The Philosophy of Mind and Language (3 credits)

Development of the conceptual and logical tools needed to understand the current multi-disciplinary discussions on the nature of mind and the role and significance of language. The student is exposed to the terminology, conceptual difficulties, logical techniques, and arguments of the competing theories of mind and language. **Prerequisites: PHIL 102 or PHIL 201 or permission of the instructor.**

*PHIL 431 Philosophy of Religion (3 credits)

A critical examination of some traditional and contemporary approaches to religion and God, including such topics as religious language, arguments for the existence of God, atheism, the problem of evil, the verification of religious experiences, and faith and immortality. **Prerequisites: PHIL 102 or PHIL 201 or permission of the instructor.**

*PHIL 435 Metaphysics (3 credits)

A study of the structure and rationale of metaphysical thinking, both descriptive and revisionary, emphasizing problems that must be encountered and resolved in any metaphysical system, including the search for an ultimate category; word-world conundrums; part-whole, intention-extension, person-thing, essence-existence, and praxis-theory dichotomies; revisionism and deconstructionism; and issues surrounding the existence of God. **Prerequisites: PHIL 102 or PHIL 201 or permission of the instructor.**

*PHIL 436 Theory of Knowledge (3 credits)

Development of theories of knowledge from ancient realism through the Cartesian, Lockean, and Kantian revisions to contemporary issues of the validity of the analytic/synthetic distinction, foundationalism vs. holism, and the status of perceptual knowledge. Emphasis is placed on the influence of these issues on contemporary epistemological crises in science, theology, and the media. **Prerequisites: PHIL 102 or PHIL 201 or permission of the instructor.**

*PHIL 441-45 Special Topics in the History of Philosophy (3 credits)

The student explores with the philosophy faculty an area in the history of philosophy in which he/she has specialized or has an interest, investigating more intensely areas surveyed in other courses. **Prerequisites: PHIL 102 or PHIL 201 or permission of the instructor.**

*PHIL 450-461 Special Topics in Philosophical Theology (3 credits)

Offerings include problems in current philosophical-theological literature such as religious language; evil; the unity of God in Islam, Judaism, and Christianity; the nature of argument in theology. **Prerequisites: PHIL 102 or PHIL 201 or permission of the instructor.**

PHIL 490 Philosophical Research (3 credits)

The student, independently and in concert with an instructor, thoroughly investigates a philosophical issue or system. Open to students with a grade point average of 3.00 who submit a letter of recommendation from an instructor in their major program of study of students who have completed two courses in philosophy. **Prerequisites: PHIL 102 or PHIL 201 or permission of the instructor.**

***Starred courses are offered infrequently.**

PHYSICAL SCIENCE (NATURAL SCIENCES)

PHSC 101 Physical Science (4 credits)

An introduction to the physical sciences, designed to give the non-science major knowledge of scientific principles and practice in using the scientific method. Areas covered in the course include math, physics, chemistry, earth science and astronomy. (3 hours lecture, 2 hours lab and 1 hour recitation per week)

PHSC 102 Earth and Space Science (4 credits)

A survey of the present knowledge of the earth and its environment with emphasis on the basic concepts in ecology, astronomy, meteorology, and space science. (3 hours lecture and 3 hours lab per week)

PHSC 103 Technology and Human Affairs (3 credits)

A study of both the positive and negative impact of science and technology on human development and, ultimately, on human survival, including discussion of environmental

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issues, consumption of resources, population growth, health, nutrition, food production, energy sources, nuclear proliferation, pollution, technology transfers in developing nations, and other subjects of current interest in the context of both national and international political structures and institutions. (3 hours lecture per week)

PHSC 200 Topics in Physical Science (2 credits)

A lecture course for science and non-science majors, covering selected topics in physics and chemistry as well as the lives and accomplishments of well-known scientists of the past and the present.

PHSC 201 Introduction to Engineering Science (2 credits)

A study of the basic language of the engineer, elements of graphic communication and analysis, orthographic projection and descriptive geometry, conventions, graphs and curve fitting, and applications of geometry to engineering problems. (1 hour lecture and 2 hours lab per week) **Prerequisite: MATH 113.**

PHYSICS (NATURAL SCIENCES)

PHYS 301-PHYS 302 General Physics—Non-Calculus Based (4 credits each)

An introduction for Biology and General Science majors to classical and modern physics, including kinematics, dynamics, wave motion, heat, thermodynamics, kinetic theory of gases, optics, electricity and magnetism, special relativity, and atomic, nuclear, and particle physics. (3 hours lecture and 3 hours lab per week) **Prerequisite: MATH 112 (PHYS 301 is prerequisite for PHYS 302).**

PHYS 303 Mechanics and Particle Dynamics—Calculus Based (4 credits)

A study of vectors, linear and circular motion, force and energy, principles of mechanics, collisions, harmonic motion, rotation, and gravitation. (3 hours lectures and 3 hours lab per week) Fall Semester. **Prerequisite: MATH 201.**

PHYS 304 Heat, Electricity, and Magnetism—Calculus Based (4 credits)

A continuation of PHYS 303 covering such topics as thermodynamic kinetic theory, electricity, magnetism, electrodynamics, Maxwell's equation, and electrodynamics. (3 hours lecture and 3 hours lab per week) Spring Semester. **Prerequisite: PHYS 303.**

PHYS 305 Waves, Relativity and Quantum Physics (4 credits)

A study of wave motion, electromagnetic waves, properties of electromagnetic waves, special theory of relativity, and quantum physics. (3 hours lecture and 3 hours lab per week) Fall/Spring Semesters. **Prerequisites: PHYS 304 and MATH 305.**

PHYS 306 Statics (3 credits)

A lecture-recitation course covering equilibrium of stationary bodies, forces, moment of inertia, beams and friction, centroids, and frames and machines. Scalar and vector methods are used to solve problems. (2 hours lecture and 2 hours recitation per week) Fall/Spring Semesters. **Prerequisite: PHYS 304.**

PHYS 307 Mechanics of Materials (3 credits)

A study of the distortion of engineering materials in relation to changes in stress and temperature and of the geometry of internal strain and external displacement as applied to beams, columns, shafts, tanks, and other structural machines and vehicles members. (3 hours lecture per week) Fall/Spring Semesters. **Prerequisites: PHYS 304 and MATH 202.**

PHYS 308 Dynamics (3 credits)

A study of systems of heavy particles and rigid bodies in motion, force, acceleration, work energy, impulse-momentum relationships, and motion of one body relative to another in a plane and in space. (3 hours lecture per week) Fall/Spring Semesters. **Prerequisites: PHYS 304 and MATH 305.**

POLITICAL SCIENCE (SOCIAL SCIENCES)

POSC 201 Introduction to Political Science (3 credits)

This is a general, comparative introduction to the concepts, subject matter and general issues of political science. This course examines a variety of approaches to the study of politics. The institutions, policies and benefits of modern government, including the government of the United States, will be a major focus of analyzing the relationship between the government and the governed.

POSC 300 American Political Economy (3 credits)

An examination of the political economy of the United States, which is both capitalist (the means of production are privately owned) and democratic (citizens compete for

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elected offices). Political economy studies the relationship between politics and economics through a systematic exploration of power relations involved in economic production, distribution, exchange, consumption and the economic foundations of political life.

POSC 301 U.S. Government (3 credits)
A study of how the United States system of government is designed to function, emphasizing ways in which individual citizens can go about making their government relevant to their particular needs. Myths and misunderstandings concerning national goals are explored and discussed in detail.

POSC 302 State and Local Government (3 credits)
An analysis of the structure, principles, and operations of state and local units of government in the United States, giving attention to the collaboration between the state, local, and national branches of government that has developed over the years as each has realized increasingly that no one level of government can meet independently the needs of the people.

POSC 303 Comparative Government (3 credits)
A study of the governments and politics of selected countries of the world, emphasizing the human, social, and cultural factors that characterize the matrix in which each government system operates, with frequent comparative reference to the government of the United States.

POSC 400 Canadian-United States Relations (3 credits)
A study of Canadian history and politics from the beginning of the nation, emphasizing the growth of nationalism and the part played by the English-speaking and French-speaking segments of the population, with attention given to the role of the French-Canadians as a constitutionally recognized minority.

POSC 402 Political Theory (3 credits)
A study of the origin and evolution of major political theories and ideologies from the Greeks and Machiavelli to Mills, Marx, Marcuse, and contemporary political thinkers.

POSC 403 International Political Economy (3 credits)
An introduction to the political implications of trade, aid, investment, technology and energy relations and their impact on relationships between both rich and poor countries. This examination of the politics and diplomacy of economic relationships in the global system analyzes the fields of domestic, comparative and international political economy, with particular emphasis on economic growth and decline, competitiveness, and the political effects of globalization.

POSC 404 International Relations (3 credits)
An examination of past/present-day relations and problems among nation states of the world, and factors that underlie and influence these relations.

POSC 405 Politics and Parties in North America (3 credits)
A study of the origin and growth of national parties in North America and the history of party struggles, with emphasis upon elections, pressure groups, and techniques used in gaining political power.

POSC 406 People and Politics of South Africa (3 credits)
This course will examine the early political, economic and historical experiences of the African people of the area before the Europeans came. A systematic exploration of the Colonial era, the denial of rights and the imposition of apartheid as a racist political doctrine serving the interest of a frightened European settler people. We will explore Africanity and the African personality.

POSC 407 Urban Civilization in North America (3 credits)
An analysis of the African experience and the experience of others ethnic groups in North American cities from an interdisciplinary perspective, using material from political science, sociology, and the arts, particularly the American novel.

POSC 408 Peoples and Politics of Africa I (3 credits)
A study of the development of early African political, governmental, and cultural institutions of ancient NuBia/Kemet (Egypt).

POSC 409 Peoples and Politics of Africa II (3 credits)
An analysis of the African world view, European Colonialism, Neo-Colonialism, Nationalism and Nationhood, contemporary governance and political entities.

POSC 410 Peoples and Politics of Asia (3 credits)
A study of the governments and political processes of Asian nations, using case studies of individual nations

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and revolutionary situations and stressing cultural similarities and differences. **Prerequisites: ECON 402 and HIST 404.**

POSC 411 Seminar in Practical Politics and Field Experience (9 credits)

A course that offers the student the opportunity to gain practical political experience. Students are assigned to work for extended periods in government as well as with private sector organizations after receiving approval of a political science advisor. A research paper is required of each participant.

POSC 412 African American Political Behavior (3 credits)

Development of concepts regarding the political behavior of African Americans and the application of these concepts to current problems of the African American community.

POSC 413 Nationalism and Revolution (3 credits)

The course explores theories/nature of revolutions, basic political/sociological theories of political violence, the nature of nationalism, its impact on social change. Analysis of revolutions in Africa's Nile Valley, China, France, Russia, England, contemporary Africa, Latin American and Asia.

POSC 414 People and Politics of North America Labor (3 credits)

A study of the development of organized labor in North America, focusing in particular on the unique relationships between the national movements of Canada and the United States as well as Mexico. Internal union politics is analyzed, while union external activism is examined with special attention to the dramatic difference in approach between these labor movements. The role of international unions in Canada is also studied.

POSC 415 People and Politics of Latin America (3 credits)

An examination of significant issues confronting the people of Latin America, and how they impact the North American nations of Canada, Mexico and the United States.

POSC 420 Constitutional Law I: Federalism and Separation of Powers (3 credits)

A study of the United States Constitution as it has been interpreted by the Supreme Court, with particular attention paid to Judicial Review and the powers and limitations of government.

POSC 421 Constitutional Law II: Civil Rights and Civil Liberties (3 credits)

A study of the United States Constitution as it has been interpreted by the Supreme Court, with particular attention paid to the Bill of Rights and its incorporation as well as jurisprudence of the Fourteenth Amendment's equal protection clause.

POSC 450 Special Topics in Political Science (3 credits)

The special topics course is designed to cover a broad range of topics reflecting current trends in political and Political Science scholarship. Content will vary according to the mutual scholarly interests of faculty and students. Topics may include Women and Politics; African American Political Thought; The International "Clash of Civilization"; Race; Crime and Justice; Racism and Rationality; Political Theory and Urban Politics.

APPLIED PSYCHOLOGY (PSYCHOLOGY)

NOTE: PSYC 201 is a prerequisite for all other PSYC courses.

PSYC 201 General Psychology (3 credits)

An introduction to the behavior of living organisms, surveying psychological activity such as learning, perception, intelligence, motivation, personality, and the physiological and neurological bases of behavior. **Prerequisites: ENGL 101 and ENGL 102 and Reading requirements.**

PSYC 207 Basic Statistics in Behavioral Sciences (3 credits)

This course is designed to provide the necessary basic concepts in statistical analysis for the major in psychology as well as students with interests in the behavioral sciences. Students will be expected to master descriptive statistics, measures of central tendency, frequency distributions, normal distributions, measures of variability, correlations, and analysis of group comparison from among a selection of concepts. In addition, critiques and statistical interpretations of research samples will be provided. All concepts will be presented in the context of behavioral sciences. Computer assignments of statistical concepts will also be included. **Prerequisite: MATH 101 or MATH 125.**

PSYC 210 Applied Psychology (3 credits)

A career-oriented course which examines the skills, activities, and responsibilities of professionals in applied

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psychology. The course considers applications of psychology to learning, perception, personality formation, interviewing, counseling, deviant behavior, vocational selection, and use of test measurements in professional settings.

PSYC 233 Psychological and Physiological Aspects of Substance Abuse (3 credits)

An introduction to the rudimentary dynamics of substance use, abuse, dependency, and treatment, designed to facilitate the acquisition and retention of information needed by the prospective professional in the field of alcohol and drug abuse treatment.

PSYC 304 Child Psychology (3 credits)

A study of physical, intellectual, and emotional development, social behavior, and problems of adjustment in children before the onset of puberty. **Prerequisite: PSYC 201.**

PSYC 305 Adolescent Psychology (3 credits)

A study of the physical, intellectual, and emotional development, social behavior, and problems of adjustment which accompany and follow the physiological changes in puberty. **Prerequisite: PSYC 201.**

PSYC 306 Personality (3 credits)

A study of the development of the contemporary theories of personality, the assessment of personality, and the role of personality factors in the development and integration of individual behavior. **Prerequisite: PSYC 201.**

PSYC 335 Developmental Psychology (3 credits)

A survey of human development from conception to death, regarding human development as a product of heredity and environment and emphasizing characteristic age changes in physical, social, emotional, intellectual, and psychological spheres. **Prerequisite: PSYC 201**

PSYC 341 Psychological Assessment and Evaluation (3 credits)

A study of problems related to assessment and evaluation, including the functions and origins of assessment testing, and evaluation. Topics include the social and ethical implications of assessment and evaluation, testing, self-report inventories, measures of interest, attitudes and values, projective techniques and other assessment techniques including sociometric studies and intelligence tests. **Prerequisites: PSYC 201 and PSYC 207.**

PSYC 342 Psychological Report Writing (3 credits)

The development of various types of psychological reports, including reports of interviews, analyses, and therapy; research papers, abstracts, and anecdotal and other observational reports. Topics include intellectual and scientific integrity, practical use of standard English, professional jargon, language styles, oral versus written communication, the use of statistics, tables, and similar documentation, and bibliographies. **Prerequisite: ENGL 102 or equivalent and PSYC 201, and PSYC 207.**

PSYC 343 Psychological Research (4 credits)

An introduction to the basic concepts and principles of behavioral research. Topics covered include an overview of the scientific method, techniques for explaining behavior, procedures for developing research ideas, choosing and using research participants, ethical considerations in using research participants, observational (non-experimental) research methods, quasi-experimental and experimental research designs. **Prerequisites: PSYC 201 and PSYC 207**

PSYC 344 Experimental Psychology (3 credits)

An introduction to experimental methods and techniques, emphasizing specific applications in psychology and related disciplines including addictions counseling and developmental, industrial, educational and school psychology. Students perform naturalistic and controlled laboratory research including simulated interactive computerized projects. **Prerequisites: PSYC 201, PSYC 207 and PSYC 343.**

PSYC 345 Behavior Modification (3 credits)

An introduction to the concepts, theories and applications of learning theory and behaviorism as they are applied to a variety of treatment conditions. **Prerequisite: PSYC 201**

PSYC 347 Alcohol Abuse and other Addictions in the Inner City and Other Communities (3 credits)

An introduction to problems of alcohol abuse in an urban environment, with special emphasis on those who are outside the mainstream of American life. Included are a study of sociological, psychological, and economic factors accompanying alcohol abuse, an analysis of the extent and distribution n the inner city, and research into the causes, diagnosis, prevention, and treatment of alcohol abuse and other addictions. **Prerequisite: PSYC 201**

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PSYC 351 Counseling Techniques (4 credits)
A review of the assumptions and facts fundamental to counseling, interview processes, a variety of tools and techniques of counseling, counseling resources, and the relationship of counseling to the total guidance process. **Prerequisite: PSYC 201.**

PSYC 352 Counseling In Groups (3 credits)
A continuation of PSYC 351, emphasizing the group process. Discussion includes group guidance, group dynamics, and counseling in groups as it relates to different counseling theories including Psychodynamic, Adlerian, Jungian, Psychodrama, behavioristic, cognitive, transactional analysis, Humanistic, Reality and Rational Emotive Therapies. Oriental group therapies will also be discussed. **Prerequisites: PSYC 201 and PSYC 351.**

PSYC 354 Foundations of Effective Alcohol Abuse and Other Addictions Counseling (3 credits)
A discussion of special techniques useful in the treatment of alcohol abusers and other addicts, including group counseling and various types of therapy, with special emphasis on individual therapy, crisis intervention, planning evaluation and assessment, referral, communication, intake, case analysis, case consultation, follow-up, and in-service growth. **Prerequisite: PSYC 351.**

PSYC 411 Abnormal Psychology (3 credits)
An examination of the etiology, symptoms, and treatments of personality disorders with emphasis on differentiating maladaptive from deviant behavior. Included are various medical and psychological models and various perspectives including psychodynamic, behaviorist, humanistic, existentialist, Adlerian, Jungian and reality and rational emotive therapies. Emphasis is placed on diagnosing (DSM-IV) and treating a range of existing disorders. **Prerequisite: PSYC 201.**

PSYC 440 History and Systems of Psychology (3 credits)
A study of the historical antecedents and philosophical foundations of contemporary psychology. **Prerequisite: Fifteen credit hours in psychology or permission of the instructor.**

PSYC 451 Field Placement I (3 credits)
Students receive supervised experience for at least 90 hours a semester in government or private social service agencies, correctional institutions, mental health institutions, college or university counseling centers, or programs for the treatment of drug abuse and alcoholism, and mental illness in jobs similar to those for which they are preparing. **Prerequisites: The majority of required courses in the major concentration.**

PSYC 452, 453, 454 Field Placement II, III, IV (3 credits each)
A continuation of PSYC 451, taken in order to complete the requirements for practical training. **Prerequisite: PSYC 451 or permission of the instructor.**

READING (HUMANITIES AND MEDIA)

READ 101 College Reading (3 credits)
An emphasis on critical reading, thinking, and writing skills across academic disciplines. Instruction in effective note-taking strategies, vocabulary development strategies, and effective test-taking dtrategies aimed at preparing students to master college-level coursework.

URBAN RECREATION (HEALTH, PHYSICAL EDUCATION, RECREATION, AND DANCE)

RECR 101 Sport Governance and History (3 credits)
This course takes a look at sports sociology in a global, issues-oriented approach to study the role of sport in society. It encourages the discussion of current sports-related controversies and helps students develop critical thinking skills.

RECR 201 Facilities and Event Management (3 credits)
This course is an analysis of effective management strategies and the body of knowledge associated with pursuing a career in sport management. The course will introduce students to sport management career opportunities in the sport industry and to sport principles as they apply to facility management and event planning, leadership style, communication and motivation.

RECR 331 Community Recreation and Fitness (3 credits)
A survey of the historical development of recreation and leisure and its corresponding philosophical and theoretical thought. Understanding of and ability to facilitate leisure lifestyles and use of leisure resources in the community.

RECR 332 Sports, Ethics, and the Law (3 credits)
This course will explore the ethics and legal principles and rules of law affecting the administration of sports and recre-

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ation programs. Emphasis will be placed in the areas of negligence, product liability, nuisance, contracts, leisure, personnel practices, and risk management.

RECR 339 Problems in Urban Recreation and Sport (3 credits)
An in-depth analysis of the causes and consequences of contemporary problems in urban sport. Students will utilize the case-study approach to examine the social, political, and economic factors influencing the structure and experience of sport in American cities. Emphasis will be placed on formulating solutions and potential strategies to address identified problems.

RECR 400 Sport Management Practicum (6 credits)
Sport Management major students must complete one practicum and one internship (field experience). These work experiences are designed to involve students in a professional environment outside the classroom. Field experiences are carefully selected by the students and approved by their academic advisor.

RECR 435 Organization /Administration of Recreation (3 credits)
This course is designed to explore the different types of recreational sport programs and how they are organized and administered at the school, community and professional levels. It will also explore the management of intramural, recreation, sport and health club programs.

READING (CURRICULUM AND INSTRUCTION)

REED 401 Diagnosis and Remediation for Reading Difficulties (3 credits)
This course provides experiences with a variety of assessment procedures and techniques for identifying reading problems. Students will experience practical ways to address the diagnosed needs with appropriate instructional responses in the classroom and at home. A 24 hour practicum experience is required. **Prerequisite: EDUC 301**

REED 405 Strategies and Materials for Teaching Reading (3 credits)
This course provides exposure to a variety of materials for reading instruction. Candidates will identify, use, and evaluate assorted text and technology to be used for the three purposes of reading: Reading to be informed, Reading to Perform a Task, and Reading for Literary Experiences. Candidates will develop relationships with parents and community leaders to develop independent readers.

SECONDARY EDUCATION (ADULT AND GENERAL EDUCATION)

SCED 312 Principles of Secondary Education (3 credits)
A study of the basic principles of teaching in the secondary school including the objectives, organization, and curriculum of the junior/senior high school, planning of course content, lesson planning and assignments, differentiation of instructional activities for both the regular and exceptional student, evaluation techniques, and use of resources in education.

SCED 324 Social Studies in the Secondary School (3 credits)
Emphasis is placed on an examination of effective methods for teaching and social studies, focusing on philosophy, objectives, curriculum trends, and organization of subject matter for teaching purposes. The course includes demonstrations, observations, and other activities in actual secondary school situations.

SCED 325 Teaching English in the Secondary School (3 credits)
A study of materials, facilities, and methods of teaching English on various levels in junior and senior high schools.

SCED 326 Teaching Science in the Secondary School (3 credits)
A study of the variety of methods, materials, facilities, and philosophies relevant to modern-day science teaching.

SCED 327 Teaching Mathematics in the Secondary School (3 credits)
Emphasis is placed on an examination of the organization of content, methods of presentation, selection of materials, and evaluative instruments in teaching mathematics, with some attention given to the historical development and current trends of the secondary curriculum. Observation and tutoring are an integral part of the course.

SCED 335 English Curriculum in the Secondary School (3 credits)
A study of socio-economic and philosophical commitments which influence the changing structure of the secondary school English curriculum and an analysis of

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major historical changes in the goals and methods of teaching literature, composition, linguistics, and grammar, including the relationship between educational theory and research-based curriculum development. **Prerequisite: Completion of 15 credits of required professional courses and 27 credits of required courses in the English major.**

SCED 414 Directed Teaching in the Secondary School/Seminar (12 credits)
Emphasis is placed on the gradual induction of students into an understanding of the work of teachers in the student's area of specialization through observation, participation, assisting teaching, and engagement in responsibilities common to all teachers of the subject area. Supervision by a master secondary teacher is a key component. (5 days per week). A Seminar in Directed Teaching in the Secondary School provides an opportunity for secondary student teachers to work on problems related to their student teaching. (Meetings as scheduled)

SCED 417 Instructional Analysis (4 credits)
Emphasis is placed on giving the student the opportunity to analyze systematically the instructional process in a school setting. (3 days per week)

SCED 456 Teaching Reading in the Secondary School (3 credits)
Emphasis is placed on strategies, techniques, and materials for teaching reading to the secondary learner and determining readability levels and materials to meet individual needs. Laboratory experiences are included.

SOCIOLOGY (SOCIAL SCIENCES)

SOCI 201 Introduction to Sociology (3 credits)
An introduction to the systematic study of society, including a study of the major concepts in sociology and the scientific approach in dealing with social phenomena.

SOCI 205 Class and Society (3 credits)
Sociological analysis of major categories of social differentiation within American society: social class, race, ethnicity, and sex. Social movements directed toward the achievement of racial and sexual equality are also examined.

SOCI 301 Community Organization (3 credits)
An exploration of the various concepts of the community and of cooperative studies of old and new approaches to the ever changing community in urban social settings, emphasizing the concepts of human ecology and of structural and functional aspects in the analysis of community organization.

SOCI 302 Social Psychology (3 credits)
An examination of the individual in interaction with other individuals and with groups in different social settings, dealing with the cognitive system, motivation, formation of attitudes and changes, aggression, pro-social behavior, and other related areas of society in cultural interaction.

SOCI 303 Development of Sociological Theory I (3 credits)
A study of the rise of sociology in Europe and America, its antecedents in moral and natural philosophy, and its differentiation from the other social sciences. The master concepts of sociology and major theoretical perspectives as they developed in social and historical context during the nineteenth and early twentieth century. Attention to Comte, Weber, Marx, Durkheim, Pareto, Parsons, DuBois, and others.

SOCI 304 Development of Sociological Theory II (3 credits)
The master concepts of sociology and major theoretical perspectives as they developed in social and historical context during the middle and later part of the twentieth century. Attention to Homans, Merton, Goffman, Frazier, and others.

SOCI 402 Family Studies (3 credits)
An examination of historical and present family systems in their relationships to the changing urban environment. Examination of family roles, structure, conflicts, internal dynamics, and alternate family forms.

SOCI 403 Sociology of Race and Ethnicity (3 credits)
A study of the history of minority groups and an examination of the problems, relationships, and adjustments of racial, cultural, and ethnic minorities, with emphasis on the social setting in the United States.

SOCI 405 Criminology (3 credits)
A general overview of principles and procedures within the major areas of criminological studies; causes of criminal behavior, establishing the fact of crime, reactions of the society to crime, and elimination of the causes of crime. Emphasis is placed on crime control through criminal law and its enforcement, the criminological approach to the problem, and the study of juvenile delinquency.

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SOCI 406 Sociology of the City (3 credits)
A study of the origins and functions of cities, their ethnic and class differences, subcultures, and the general urban way of life. Spring semester. **Prerequisites: SOSC 200 or SOCI 201.**

***SOCI 409 Sociology Internship (3 credits)**

***SOCI 410 Sociological Seminar (3 credits)**

***SOCI 411 SSociology Specail Topics (3 credits)**

***Practical experience for the student in sociology through outside, professionally guided fieldwork involving internships with local, state, or federal social agencies, an in-depth analysis of a problem, or an empirical research project. (SOCI 409 Internship; SOCI 410 Research Paper; SOCI 411 Special Topics.) Prerequisites: Permission of instructor and SOCI 201/SOCI 407 or 6 additional hours in sociology.**

SOCIAL SCIENCES (SOCIAL SCIENCES)

SOSC 200 Introduction to the Social Sciences (3 credits)
An introduction to all of the social sciences, offering a realistic view of interdisciplinary possibilities and the common elements that bind the social sciences together.

SOSC 201 Honors Introduction to the Social Sciences (3 credits)
Prerequisite: Permission of Honors Program Director.

SOSC 230 Human Ecology and Demography (3 credits)
This course examines the subjects of the socio-cultural environment, demographic changes in the United States, the environmental crisis, and solutions to ecological problems.

SOSC 304 Introduction to Public Administration (3 credits)
An introduction to social, economic, political and organizational concepts related to public administration, with emphasis on pragmatic approaches to policy analysis, planning, procurement, budget and other public sector management issues.

SOSC 310 Introduction to Basic Statistics (3 credits)
Concepts, mathematical skills, and use of statistics in analyzing and interpreting collected data. Exercises in graphic presentations, measures of central tendency and variability, probability, t-Test, analysis of variance, chi square, correlation, regression analysis, and other nonparametric tests of significance. Use of statistical, computer programs in classroom exercises.

SOSC 340 Social Intervention and Program Planning (3 credits)
An introduction to the history, philosophy, and structure of nonprofit human service organizations. The course will examine the process for developing, implementing and evaluating nonprofit social programs and interventions.

SOSC 407 Social Research Methods (3 credits)
An introduction to research design and methods of gathering data based on theory and research techniques. Exercises in hypothesis formation, designs (i.e., survey, interview, experimentation), formation of questionnaire, coding and computer use (i.e., Goldstat or SPSS) in the construction of quantitative recorded materials.

SOSC 410 Statistical Analysis (3 credits)
Review of measures of central tendency, variability, probability, and normal curve. Two-tailed analysis of sample means research and null hypothesis testing, analysis of variance (ANOVA), multiple cross-tabulations, correlaton, and regression analysis. Emphasis on utilizing statistical paths to the solution of actual social problems.

SOSC 430 Social Science Applications (3 credits)
This course develops a practical approach to utilizing the social science perspective in such areas as demography, human ecology, social policy, and social program development. Students enrolled in this course will complete an abbreviated research project, a program proposal and a professional resume

SOCIAL WORK

SOWK 210 Introduction to Social Work (3 credits)
This course provides new BSW majors, as well as undergraduate students who are exploring the field of social work, with an overview of the basic components that describe

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social work as an academic discipline and a practice profession. Students are introduced to the primary purpose, knowledge base, values, and practice skills of social work. Opportunities are provided to explore various fields of practice in public and private agency settings. Students examine professional social work roles and responsibilities from the perspective of practitioners who provide direct and indirect services to individuals, families, groups, organizations, and communities. Practice problems and issues related to values and ethics, diversity, social and economic justice and vulnerable populations will be discussed. The course also provides students with information and resources to explore the requirements of a social work major.

SOWK 260 Introduction to Social Welfare, Social Policy and Social Work I (3 credits)

This course is the first social policy course required of all social work majors. It provides an overview of the historical development and contemporary forces that have shaped the social welfare system in the United States. It examines the social welfare system in relationship to the problems and issues addressed by the social work profession in the development of services to diverse populations. Students will be provided with an overview of current income maintenance and social service programs. Special attention is given to the service delivery role of the professional social worker in working with the aged, children, women, people of color, and socially and economically oppressed populations. **Prerequisite: SOCI 210.**

SOWK 360 Social Welfare, Social Policy, and Social Work II (3 credits)

This course is the second required social policy course for all social work majors. The course examines the current American social welfare system as it operates on national, state, and local levels. Specific attention is given to examining the major public and private sector programs delivering services in the areas of income support, housing and homelessness, health and mental health, children, families, and aging in an effort to prevent poverty. Students develop skills in the use of scientific knowledge to understand the impact contemporary issues have on defining social problems, techniques for analyzing existing policies and programs, and developing intervention strategies for meeting the needs of a diverse population. Conceptual frameworks for comparing American and global social welfare systems are presented. **Prerequisite: SOWK 260.**

SOWK 379 Social Work Methods I: Introduction to Practice (3 credits)

This course taken prior to the field practicum provides knowledge, skills, and values needed for beginning social work practice. Emphasis is placed on communication skills and the beginning stages of the problem solving process. Special attention is given to the concept of human diversity. **Prerequisite: SOWK 260. NOTE: This course must be taken prior to SOWK 480 and SOWK 481.**

SOWK 388 Human Behavior and the Social Environment I (3 credits)

This course is designed to provide an opportunity for the student to learn and integrate knowledge of the psychological and social forces which influence human development. It is a course on the development of the individual in his environment. The course draws upon systems theory, ego psychology, symbolic interaction, and small group theory for its theoretical foundation. The central themes of the course will promote understanding of stability, change, and interaction in human functioning and development. **Prerequisites: Junior standing, PSYC 201, and SOWK 210.**

SOWK 389 Human Behavior and the Social Environment II (3 credits)

This course examines the socio-cultural context of human behavior as it relates to social work practice. It explores human functioning at family, group, and community levels. Additionally, it examines concepts of organizational structure and change as they relate to the delivery of social work services. **Prerequisites: PSYC 201 and SOWK 388.**

SOWK 390A Special Topics in Aging (3 credits)

This course provides students with the opportunity to examine select issues in aging. Major intervention strategies, policies, and services in working with older clients are presented. This course is designed to provide an introduction for all students who are interested in the field of aging as it interfaces with social work.

SOWK 390B Special Topics in Community Health (3 credits)

This course presents a critical review of the psychosocial practice of service to families in the health care system. Emphasis will be on the role of social work health programs, including both micro and macro aspects of health care delivery. A systems ecological perspective will serve as the underpinning for an examination of the role of the social worker.

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SOWK 390C Special Topics in Child Welfare (3 credits)
This course provides students with the opportunity to examine the current situation in services for children, a historical perspective on the development of our society's perception of children's needs and current intervention strategies. It attempts to go beyond the traditional definitions of child welfare as an institution and considers a social welfare system for children which includes family policy and advocacy, programs to enhance socialization, and services to surrogate families. Select interventive techniques for working with children and their parents are presented.

SOWK 390D Special Topics: Social Work in Organizations and Communities (3 credits)
This course provides the student with a beginning knowledge of the community and its human service networks. The nature and dynamics of diverse communities will be explored with emphasis on the range of roles used by the social worker in community and interorganizational practice.

SOWK 390E Special Topics: Diversity in Social Work/Groups at Risks (3 credits)
This course brings to the student's awareness critical concepts of diversity in families, age, sexual orientation, race, ethnicity, gender and culture in a pluralistic society as significant factors in the formulation of diagnosis service interventions. The relationship between institutionalized practices and the functioning level of key high-risk groups within our society are examined.

SOWK 390F Special Topics: Substance Abuse Issues and Services (3 credits)
This course provides the student a framework to understand the extent to which alcohol and other drug issues affect not only the lives of the abusers, but also the families, communities and societies in which they live. It explores strategies for working with persons who abuse alcohol and other drugs.

SOWK 390G Special Topics: Social Work with Families (3 credits)
This course introduces students to the generalist approach in helping families. It will enhance the student's understanding of how the problem-solving model applies to work with families. Emphaisis will be placed on viewing the family from an ecological/systems strengths based perspective and addressing multiple needs with generalist practice knowledge and skills. Understanding of impacts from the internal and external social environment on family functioning will be derived from analysis of case examples which highlight family problems and issues related to: helping multi-problem families; addressing family conflict and family preservation issues; strengthening parent-child realtionships; and respecting diversity among families.

SOWK 460 Information Technology in Social Work (3 credits)
This course provides an overview of information systems. Students are introduced to foundation information about computer-related topics ranging from the major components of a computer, various types of information systems, and the use of electronic resources. These resources are presented as contemporary methods for enhancing client service delivery in social work agencies. Students will have the opportuity for direct application of computer resources. **Prerequisite: MNSC 150**

SOWK 461 Social Work Research (3 credits)
This course provides an opportunity for social work majors to learn the elements of the scientific method as applied to the practice of research in the field of social work. Students develp basic research competencies in the context of social work practice situations. They are introduced to alternative research design strategies and the use of various techniques for gathering, analyzing, and interpreting social data. The course emphasizes the importance of utilizing knowledge and skill in social work research to assure effectiveness in developing, implementing, and evaluating social work services and programs for individualas, families, groups, communities and organizations. **Prerequisite: MATH 203.**

SOWK 480 Field Experience in Social Work (6 credits)
Students enrolled in this course are placed in social agencies where they participate in the delivery of social work services. **Prerequisites: SOWK 260, SOWK 379, SOWK 388, senior standing for graduation, and permission of the department. Note: Must be taken concurrently with SOWK 481. Available fall semester only. Pass/fail grades only.**

SOWK 481 Social Work Methods II: A Generalist Approach to Practice (3 credits)
This course presents a conceptual framework for social work intervention, and covers the common elements of social work practice. It examines the theoretical perspectives in relationship to planned change models, and provides students with a foundation for developing basic social work skills. Students are introduced to concepts and

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skills relevant to assessment, intervention, and endings with clients. Particular emphasis is placed on case management and crisis intervention. Students are also introduced to intervention strategies for working with and on behalf of clients. **Prerequisites: SOWK 260, SOWK 379, and SOWK 388; senior standing for graduation, and permission of the department. Note: Must be taken concurrently with SOWK 480. Available fall semester only.**

SOWK 482 Advanced Field Experience in Social Work (6 credits)

This course provides the student with continuing participation in the delivery of social work services with increased practice responsibilities. **Prerequisites: SOWK 389, SOWK 480, SOWK 481, and permission of the department. Note: Must be taken concurrently with SOWK 483. Available only in the spring semester. Pass/fail grades only.**

SOWK 483 Social Work Methods III: Selected Intervention Strategies, Research and Evaluation (3 credits).

The course emphasizes student learning of varied change strategies which pertain to family treatment, group work and community organization. Research findings pertinent to selected problems in social functioning are identified, analyzed, and applied to practice. Approaches to the evaluation of the student's own practice are presented. **Prerequisites: SOWK 389, SOWK 480, SOWK 481, and permission of the department. Note: Permission must be obtained before registration. Available only in the spring semester.**

SOWK 490 Professional Issues Seminar (2 credits)

This upper level seminar is designed to provide graduating social work majors with an opportunity to assess the extent to which mastery and integration of generalist practice content taught across the curriculum has been achieved. Students will participate in a series of mini seminars designed to increase understanding and appreciation of integrative practice themes in the BSW curriculum pertaining to the values and ethics, human diversity, social and economic justice, and populations at risk. The seminar will provide students with career planning information, preparation for social work licensure, graduate school and job placement resources. The Professional Issues Seminar will close with a full day dialogue/retreat between students and BSW practitioners who are Coppin graduates. **Prerequisites: SOWK 480 and SOWK 481. Available only in the spring semester.**

SPANISH (HUMANITIES AND MEDIA)

SPAN 101 Elementary Spanish (3 credits)

Pronunciation, beginning comprehension, and elementary grammar. No previous knowledge of the language is necessary. Fall semester.

SPAN 102 Elementary Spanish (3 credits)

A continuation of SPAN 101, designed to give a foundation in the four language skills of understanding, speaking, reading, and writing. Spring semester. **Prerequisite: SPAN 101 or permission of the instructor.**

SPAN 201 Intermediate Spanish I (3 credits)

The first half of two courses at the intermediate level. In addition to engaging in conversation at the intermediate level, students learn to express opinions critically and analytically in both real and hypothetical terms on varied subjects. Students also learn to review grammatical principles extensively through a survey of Spanish literature. **Prerequisites: SPAN 101 and SPAN 102**

SPAN 202 Intermediate Spanish II (3 credits)

A continuation of SPAN 201, designed to extemporaneously shape critical and analytical reading, writing, and speaking skills in an intensive focus on grammatical structures found in cultural explorations, as well as in literary texts on varied subjects. **Prerequisite: SPAN 101, SPAN 102, and SPAN 201.**

SPAN 203 Survey of Spanish Literature (3 credits)

A survey of Spanish literature from the Middle Ages through the Golden Age. These works will be attended to in chronological order, and not all works will be read in their entirety so as to focus attention on literary figures and movements in Spanish through the 17th century. Literary analysis and historical context, as well as in-class lectures, will be used as supplementary sources of information. Lecture, outside readings, and reports are required. **Prerequisites: SPAN 201 and SPAN 202.**

SPAN 204 Survey of Spanish Literature II (3 credits)

A survey of major Spanish texts and authors from the beginning of the Enlightenment to recent times. Literary movements include neoclassical, romanticism, and modernism. Literary analysis and historical context, as well as

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in-class lectures, will be used as supplementary sources of information. Lectures, outside readings, and reports are required. **Prerequisites: SPAN 201 and SPAN 202.**

SPAN 301 Advanced Spanish (3 credits)
An enrichment of writing and conversational ability for third-year Spanish language students, including further work in contemporary and classical Spanish literature and culture through selected readings and films. Conducted in Spanish. **Prerequisite: SPAN 201 and SPAN 202, or permission of the instructor.**

SPAN 302 Advanced Spanish (3 credits)
A continuation of SPAN 301. **Prerequisite: SPAN 301 or permission of the instructor.**

SPEECH (FINE AND COMMUNICATION ARTS)

SPCH 102 Voice and Diction (3 credits)
Develops basic skills in coordinating the breathing, vocalizing, and articulating organs for more effective non-regional speech, assisting each student with particular speech problems through a thorough knowledge of the vocal mechanism and interrelationship between voice and diction. This is an elective course.

SPCH 103 Public Address (3 credits)
Focuses on organizing ideas and expressing them extemporaneously with varying degrees of formality, covering most of the types of speeches according to the purpose, platform behavior, and delivery techniques. This is an elective course.

SPCH 104 Honors Speech Communication (3 credits)
Focuses on the philosophy of rhetoric, rhetorical theories, and methods of rhetorical criticism, as well as on oral presentations of various types. This course is the Speech GER for students in the General Studies Honors Program.

SPCH 105 Speech Communications (3 credits)
Focuses on both the theory and the practice of rhetoric. Students critique historically-significant speech texts and other forms of public rhetoric. They also present speeches adapted to particular genres, audiences, purposes, and occasions. This course fulfills the general education requirement for speech. Certain majors may require SPCH 202 or SPCH 204.

SPCH 201 Basic Principles of Oral Interpretation (3 credits)
Develops proficiency in the basic principles of oral interpretation of literature, focusing on the practical application of the skills involved in bringing literature to life.

SPCH 202 Principles and Practices of Interviewing (3 credits)
Develops proficiency in planning and conducting interviews, both as interviewers and interviewees. Students are expected to acquire the vocabulary of relevant interpersonal communication theory, to distinguish the structures and uses of different types of questions, and to recognize and manage in actual practice factors which motivate or inhibit the accurate and ready flow of information. This course fulfills the general education requirement for speech. Certain majors may require SPCH 105 or SPCH 204.

SPCH 204 Critical Listening (3 credits)
Emphasizes the theory and techniques of comprehending, retaining, analyzing and evaluating aural expository and persuasive material delivered orally. Students participate in listening drills, perform exercises, and attend assigned on-campus lectures. This course fulfills the general education requirement for speech. Certain majors may require SPCH 105 or SPCH 202.

SPCH 205 Intercultural Communicatio (3 credits)
This course focuses on understanding a multidimensional form of interaction among members of national, ethnic, racial and cultural groups. It also includes communication among members of subgroups or subcultures within a cosmopolitan community. Students analyze cultural groups and explore case studies of successful minority programs.

SPCH 301 Phonetics of American Speech (3 credits)
Emphasizes study of the International Phonetic Alphabet and its application to everyday speech usage, emphasizing translation from both the written and the spoken language.

SPCH 303 Survey of Communication Research (3 credits)
Focuses on terminology, concepts, and empirical methodologies used to conduct research regarding human communication. The course develops understandings and skills needed to analyze problems applicable to print and broadcast media, public relations and advertising agencies,

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and political campaigns. **Prerequisites: The GER in speech and three credits in mass communication or journalism. This course is offered fall semesters only.**

SPCH 326 Argumentation and Debate (3 credits)

Emphasizes theory and practice in developing an understanding of the role of formal debate and argumentation in the shaping and management of social policy and the knowledge, skills, and attitudes necessary for participation in intercollegiate tournament debating.

SPECIAL EDUCATION (SPECIAL EDUCATION)

SPED 201 Introduction to the Needs of Exceptional Individuals (3 credits)

An introduction to and overview of special education, providing majors and non-majors alike with a broad view of historical, philosophical, legal, ethical, and practical problems and issues as they relate to the education of all exceptional individuals from the early years into adulthood.

SPED 202 Practicum: Learners with Mild and Moderate Disabilities in the Elementary/Middle Grades (3 credits)

An intensive beginning practicum experience in working with disabled students in which students meet in special settings in a public school or an institutional setting to observe and interact with mildly and/or moderately disabled students in the classroom. Spring semester.

SPED 203 Characteristics of Children with Behavioral and Special Learning Dysfunctions (3 credits)

A study of the psychological, medical, sociological, and educational characteristics of children with behavioral and learning problems. Spring semester.

SPED 211 Characteristics of Learners with Severe and Profound Disabilities (3 credits)

A survey of the medical educational, behavioral, and epidemiological aspects of the most frequently occurring syndromes that are associated with severe and profound disabling conditions, emphasizing the role of genetic and environmental factors in the causation and prevention of these syndromes and the role of special education and other disciplines in their treatment. Course topics include child-find systems for locating, identifying, assessing, and referring individuals to specialized services, services and programs available, the legal and legislative requirements placed on these services, and procedures for locating and using the professional literature.

SPED 220 Observation/Participation with Learners with Mild and Moderate Disabilities in the Primary Grades (3 credits)

An intensive beginning practicum experience in working with and teaching mildly and moderately disabled infants and other young children. The course features field experiences in public and private settings. Meeting two mornings a week, the student spends half a semester in a facility for disabled infants and the other half semester in a facility for disabled primary grade students. Relevant lectures are also provided by the course instructor.

SPED 301 Classroom Organization and Management in the Education of Learners with Mild and Moderate Disabilities in the Elementary/Middle Grades (3 credits)

Extensive discussion and practicum experiences in classroom organization and behavioral management of the mildly and moderately disabled students in the elementary/middle grades. Also studied are methods and techniques for arranging, scheduling, and adapting equipment and materials. Behavioral management techniques and technology for the mildly and moderately handicapped learner are emphasized. A practicum is required. Fall semester.

SPED 302 Educational Evaluation of Learners with Mild and Moderate Disabilities (3 credits)

Students learn to observe and assess skills of mildly and moderately disabled children in readiness, learning, behavior, and achievement, using written evaluations and informal methods of assessment. Fall semester.

SPED 303 Techniques of Measurement and Evaluation of Learners with Mild and Moderate Disabilities Grades (3 credits)

The examination and use of various kinds of standardized instruments and techniques for assessment of disabled children, including the study of criteria for selecting, administering, and interpreting data essential for planning education programs. Fall semester.

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SPED 304 Curriculum Objectives, Methods, and Materials for Teaching Learners with Mild and Moderate Disabilities Learner in the Elementary/Middle Grades: Literacy Skills (3 credits)

A study of the means by which mildly and moderately disabled individuals in the elementary/middle grades may accurately perceive and interpret the language of others and express themselves intelligently with as much clarity of meaning and consistency of syntax as possible through instruction in oral language, reading, and written expression, emphasizing special techniques of adaptation and modification. A practicum is required. Spring semester.

SPED 305 Curriculum Objectives, Methods, and Materials for Teaching Learners with Mild and Moderate Disabilities in the Elementary/ Middle Grades: Math, Social Studies, and Science (3 credits)

In order to interact with others predictably and adequately, the elementary/middle grade level mildly and moderately disabled learners must 1) be able to perform mathematical skills and handle associated tools accordingly, 2) be able to understand historical events, and 3) be able to demonstrate an understanding of the physical world in their daily activities, and 4) understand the nature of people and their institutions. Special techniques and modifications are also emphasized along with curriculum components and material development. A practicum is required. Spring semester.

SPED 306 Curriculum Objectives, Methods and Materials for Teaching Learners with Mild and Moderate Disabilities in the Elementary/Middle Grades; Affective, Psychomotor, and Prevocational Skills (3 credits)

A study of methods, materials, and techniques for developing affective and psychomotor skills in mildly and moderately disabled learners in the elementary/middle grades. Prevocational skills, including cognitive, psychomotor, and social/interpersonal elements are also emphasized. Spring semester.

SPED 311 Behavioral Analysis and Management in the Classroom for Learners with Severe and Profound Disabilities (3 credits)

A study of the methods and techniques for arranging, scheduling, and organizing classroom environments including: adapting and constructing instructional equipment and materials; organizing and scheduling the work of aides; working with parents, interdisciplinary or transdisciplinary teams; eliminating architectural barriers; and developing materials and visual aids. Also included are behavioral analysis techniques and terminology and the technologies of stimulus control and contingency management, placing special emphasis on educational and therapeutic applications of behavior modification procedures in natural settings. Practicum experiences are included.

SPED 312 Assessment and Diagnosis of Learners with Severe and Profound Disabilities (3 credits)

A study of the standardized, criterion-referenced, and ordinal tests that are available for assessment, program planning, and program evaluation purposes with the severely and profoundly disabled. Included are instruments designed to assess intellectual, motor cognitive, self-care, social and academic skills. Practicum experience is required.

SPED 313 Instructional Programming for Learners with Severe and Profound Disabilities (3 credits)

A brief review of standardized, criterion-referenced, and ordinal tests that are available for assessment of the severely and profoundly disabled. Included in this course are the criteria for establishing, and evaluating curricula and curriculum guides designed for the severely and profoundly disabled, procedures for developing individualized educational designs in concert with parents and professionals from other disciplines, developing curriculum sequences in particular developmental or educational domains, and several formats for doing task analyses, data collection, lesson plans, and instructional techniques used with the severely and profoundly disabled. Practicum experiences are included. **Prerequisite: SPED 361.**

SPED 314 Programming for Infants with Severe and Profound Disabilities (3 credits)

A review of normal sequences and patterns of emotional, social, cognitive, intellectual, language, motor, and sensorimotor behavior, identifying developmental delays in each and emphasizing early intervention curricula and procedures and the roles of parents, teachers, and other professionals in early education programs.

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SPED 315 Programming for Pre-School Age Learners with Severe and Profound Disabilities (3 credits)

A review of normal development during the pre-school period, relating the sequences, patterns, and benchmarks of normal development to early education programs for the severely and profoundly disabled, Assessment devices, curricula, and teaching methods appropriate to the pre-school age group are reviewed in detail, and the mechanics of developing and implementing educational programs that facilitate language, cognitive, self-care, social, and emotional development.

SPED 320 Communication Skills for Young Learners with Mild and Moderate Disabilities (3 credits)

An overview of language development beginning with the development of pre-language. Techniques for evaluating and stimulating oral language development are explored and demonstrated, starting with strategies for infant stimulation through the primary grade years. Nonverbal communication including facial expressions, gestures, and other Kinesics cures; paralinguistic elements; proxemics; and artifactual cues are studies. Strategies that facilitate oral and written language in pragmatic situations in the home, school, and community are identified and demonstrated. Prereading and prewriting skills are also reviewed as are beginning reading and expository and creative writing. Aesthetic language experiences are investigated. Lesson planning and student conducted demonstrations are also required.

SPED 401 The Special Educator and the Interdisciplinary Team (3 credits)

An exploration and clarification of the nature and scope of the interdisciplinary team and of various professionals serving special students, including the study of professionals in various medical specialties, the traditional therapies, the more esoteric therapies (dance, art, music, nutrition), dentistry, orthotics, prosthetics, social work, and therapeutic recreation. Fall semester.

SPED 402 Counseling Parents and Family Members of Learners with Mild and Moderate Disabilities (3 credits)

An intensive discussion of the rationale, goals, and techniques for developing the most effective means of counseling parents and family members of the mildly and moderately disabled, emphasizing auxiliary programs and services and the interdisciplinary team approach. Fall semester.

SPED 403 Developing Individualized Education Programs (IEP's) for Learners with Mild and Moderate Disabilities (3 credits)

Acquisition of the skills required for writing comprehensive and professional diagnostic reports, including recommendations for educational goals, programming, and methods of evaluating pupil progress, emphasizing competencies in sharing and clarifying reports to pupils, parents, and other professionals. Fall semester.

SPED 404 Directed Teaching of Learners with Mild and Moderate Disabilities (12 credits)

Experiences in practicing classroom techniques with mildly and moderately handicapped pupils in the elementary/middle grades under the supervision of a master teacher and the college specialist.

SPED 405 Seminar in Special Education: Teaching of Learners with Mild and Moderate Disabilities (3 credits)

A series of weekly seminars which provide seniors in the mildly and moderately disabled program with the final experiences of their undergraduate training, discussing relevant social and educational issues and helping them prepare for employment with opportunities for working through feelings, attitudes, and ideas.

SPED 407 Special Education Technology (3 credits)

Students explore the personal computer as a tool for learning and develop skills for using the computer in the teaching/learning environment. Students analyze current educational software and develop computer-based activities in special education that will meet the needs of students in the elementary and/or middle grades. Using the IBM compatible computer, students design application projects using word processing, database management, electronic spreadsheets, and telecommunications software as tools to assist in classroom teaching and learning.

SPED 411 Programming for School-Age Learners with Severe and Profound Disabilities (3 credits)

A study of educational curricula, teaching methods, and classroom and residential environments for school-age severely and profoundly disabled students, stressing educational programs that are designed to increase self-help and independent living and prevocational academic skills. Students study assessment devices that can be used to measure social, language, and motor functioning.

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SPED 412 Programming for Adults with Severe and Profound Disabilities (3 credits)
A study of specific methods and procedures for providing age appropriate vocational, educational, residential, and recreational programs for severely and profoundly disabled adults, including assessment devices, curricula, teaching methods, and the basic components of comprehensive services.

SPED 413 Directed Teaching with Severe and Profound Disabilities (12 credits)
Experiences in practicing classroom techniques with severely and profoundly disabled pupils in the elementary/middle grades under the supervision of a master teacher and the college specialist.

SPED 414 Advanced Seminar in the Severely and Profoundly Disabled (3 credits)
A research and discussion seminar on the topic of comprehensive services for severely and profoundly disabled individuals of all age groups in which each student is required to investigate a particular service and analyze the components necessary for it to achieve its goal.

SPED 420 Directed Teaching with Mildly and Moderately Disabled Infants and Primary Grade Students (12 credits)
Experiences in practicing classroom techniques with mildly and moderately disabled infants and primary grade students under the supervision of a master teacher and the college specialist.

SPED 490-499 Special Topics in the Education and Rehabilitation of Special Individuals (1 credit each)
Nine one-credit special topic seminars in the education and rehabilitation of special individuals which have been set aside to allow faculty and students to explore current problems and issues that are normally not covered in existing courses primarily because of their recentness/or esoteric nature.

THEATRE (FINE AND COMMUNICATION ARTS)

THEA 202 Make-up for Theatre and Television (3 credits)
Practice in the proper application and removal of make-up, emphasizing straight, character, and grotesque make-up, the necessary items for a make-up kit, and sources of reliable make-up materials.

THEA 203 The Theatre: Its People, Plays, and Buildings (3 credits)
A study and analysis of plays, buildings, and personalities of playwrights, from the ancient Greeks to the English Renaissance, demonstrating the way in which the building structure was influenced by the nature of the plays and vice versa, examining how each movement in the development of the theatre was influenced by a revolt against the preceding movement, and considering sociopolitical-economic influences on the development of theatre as an art form.

THEA 204 The Theatre: Its People, Plays, and Buildings (3 credits)
A continuation of THEA 203, beginning with Elizabethan Period and including all of the great European movements through the Black Theatre movement of the 1960's in America.

THEA 209 Basic Principles of Play Directing (3 credits)
An examination of the duties and responsibilities of the director, including the basic principles of directing, the director's approach to the script, auditions, casting, rehearsing, and other aspects of directing, including the opening of the play. Each student is required to direct on paper a one-act play or one act of a full-length play.

THEA 211 Fundamentals of Acting I (3 credits)
An exploration of the fundamental elements of acting found on formal and informal stages. An introduction to acting terminology and methodology, including relaxation and concentration exercises, sensory awareness techniques, the application of vocal techniques, body dynamics, facial expression, and gesture. Students will be introduced to script analysis and character delineation. This course satisfies the general education requirement in the arts and language.

THEA 212 Fundamentals of Acting II (3 credits)
An exploration of the development of characterization via scene work. Students are introduced to character analysis techniques and to basic methods of both presentational and representational acting. **Prerequisite: THEA 211 or permission of the instructor.**

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THEA 301 The Black Performer in the American Theatre (3 credits)
A study of the Black performer in the American theatre beginning with the first play in America with a Black character and concluding with the present day Black theatre movement. The course parallels the Black performer's struggle with that of Black Americans, evaluating Black characters created by White and Black playwrights and played by White and Black performers, with some reference to the motion picture and television.

THEA 302 Stagecraft for Theatre and Television I (4 credits)
A study of the environment and functions of the scene designer and the parameters of set design. Students study building and mounting the set, achieving special effects, lighting the stage, designing sound for the stage, and striking the set. **Prerequisites: IDIS 103 and GER in mathematics.**

THEA 303 Stagecraft for Theatre and Television II (4 credits)
A continuation of THEA 302, with emphasis upon budgeting for a stage set, designing the scene for a one-act play, building and executing the set, striking and storing the set, creating and executing a light and sound design, chairing a crew, managing the box office, and managing the house. **Prerequisite: THEA 302 or permission of the instructor.**

THEA 113-114; THEA 213-214; THEA 313-314; THEA 413-414 Coppin Players-Performing Arts (1 credit per semester)
A student may acquire a maximum of 8 credits in four years as a member of the Coppin Players. Each semester's work is designated by an appropriate number so that a student will receive credit only for the work accomplished each semester. THEA 113/213/313/413 offered fall semester, THEA 114/214/314/414 offered spring semester.

THEA 415 Theatre Administration (3 credits)
An introduction to economic and administrative aspects of the American theatre, especially as applied to repertory, community, and educational theatre organizations. Theory and practice for students are integrated with strong backgrounds in both management science and theatre. Class work is supplemented by a minimum of thirty hours of administrative assignments related to college and community theatre programs. **Prerequisites: Completion of nine advised credits of management science and twelve advised credits of theatre, in addition to the GER in mathematics, speech, theatre, and English composition.**

THEA 420 Internship in Theatre Management (3 credits)
Designed to enhance the integration of principles and practices utilized in the management of repertory, community, and educational theatre organizations. Students are assigned to field placements which promote their particular career goals in theatre management. **Consent of Instructor Required.**

WORLD LITERATURE (HUMANITIES AND MEDIA)

NOTE: ENGL 101 or ENGL 103 **and** ENGL 102 or ENGL 104 are prerequisites for all WLIT courses.

WLIT 203 World Literature I: Ancient to Medieval (3 credits)
Selected major works of both Western and non-Western world literature in translation from the time of Gilgamesh through the 15th century, including the epic, tragedy, comedy, and romance. **Prerequisites: ENGL 101 or 103 and ENGL 102 or ENGL 104**.

WLIT 204 World Literature II: Renaissance to Modern (3 credits)
Selected major works of Western and non-Western world literature in translation from the 16th century to the present, emphasizing the cultural and philosophical crosscurrents of thought which have influenced our modern world. **Prerequisites: ENGL 101 or ENGL 103 and ENGL 102 or ENGL 104.**

WLIT 205 Honors World Literature I (3 credits)
A variation of WLIT 203 geared to the needs of honors students. **Prerequisite: ENGL 101 or ENGL 103 and ENGL 102 or ENGL 104 and admission to the Honors Program.**

WLIT 206 Honors World Literature II (3 credits)
A variation of WLIT 204 geared to the needs of honors students. **Prerequisite: ENGL 101 or ENGL 103 AND ENGL 102 or ENGL 104 AND admission to the Honors Program.**

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WLIT 321 Greek Culture and Western Civilization (3 credits)

An analysis of Greek thought as expressed through the fine arts, literature and language, philosophy, mythology, religious ideas, and ethical concepts, considering historical events which are of major significance today and emphasizing the impact of Classical Greece on the artistic and scientific direction of modern culture. **Prerequisites: ENGL 101 or ENGL 103 AND ENGL 102 or ENGL 104 AND WLIT 203 or WLIT 204.**

WLIT 322 Roman Culture and Western Civilization (3 credits)

An analysis of Roman thought as expressed through the fine arts, literature and language, philosophy, mythology, religious ideas, and ethical and legal concepts, with specific consideration of the arts and cultures of the Roman provinces and their impact upon the evolution of Rome, emphasizing major historical events which have influenced contemporary society. **Prerequisites: ENGL 101 or ENGL 103 AND ENGL 102 or ENGL 104 AND WLIT 203 or WLIT 204.**

WLIT 323 Folklore: Myth, Fable, and Legend (3 credits)

A study of myths, legends, ballads, popular tales, and sayings (ancient and modern) as symbolic images expressing permanent human values. **Prerequisites: ENGL 101 or ENGL 103 AND ENGL 102 or ENGL 104 AND WLIT 203 or WLIT 204.**

WLIT 324 Sacred Literature of the World (3 credits)

The cultural and intellectual heritage of man through reading and interpreting selected sacred writings, including literary materials from the Old and New Testaments, the Koran, the wisdom of Buddha, the Vedas, and the sacred literature of ancient Egypt, sub-Saharan Africa, and the Americas. **Prerequisites: ENGL 101 or ENGL 103 AND ENGL 102 or ENGL 104 AND WLIT 203 or WLIT 204.**

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