

Equal Opportunity

Coppin State College, 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 College 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 College 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 College Catalog Policy Statement

The provisions of this publication are not to be regarded as an irrevocable contract between the student and Coppin State College. The College 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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Mission

The primary mission of Coppin State College 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 College 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 College faces and addresses many challenges. In order to meet these challenges, Coppin State College will continue to develop as a model comprehensive, urban, liberal arts college 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 College

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 College moved to its present 38-acre site on West North Avenue.

In acknowledgment of the goals and objectives of the College, 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).

Coppin provides an academic program which includes program offerings through the Division of Arts and Sciences, the Division of Education, the Division of Nursing, the Division of Graduate Studies, or the Division of Honors.

Institutional Goals

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

- 1) become a model comprehensive urban, liberal arts college 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 resources 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 college;
- 6) use College resources to provide services and support to the community.

These goals reflect the College'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 College 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 College. 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 Division of Arts and Sciences, the Division of Education, the Honors Division, the Nursing Division, the Division of Graduate Studies, 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 scenic production area, a modern media center, a television control room, graphic production rooms, previewing rooms, and several other facilities to support the academic programs of the College.

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.

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, documents, 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 Rullen 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.

The President's House-The semi-colonial residence for the President of the College is located on Warwick Avenue between the Murphy Research Center and the Coppin Center.

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-The 300 bed facility opened in 1993. The state-of-the-art and 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.

2000-2002 COLLEGE CALENDAR

SUMMER 2000

May 31-June 2	Summer I - REGISTRATION (10:00 a.m.-7:00 p.m.)
June 5	Summer I - LATE REGISTRATION (10:00 a.m.-7:00 p.m.)
June 5	Summer I <u>Classes Begin</u>
July 13	Summer I <u>Classes End</u>
July 13	Summer I - Final Examinations
July 13-14	Summer II REGISTRATION (10:00 a.m.-7:00 p.m.)
July 17	Summer II - LATE REGISTRATION (10:00 a.m.-7:00 p.m.)
July 17	Summer II <u>Classes Begin</u>
August 3	Summer II <u>Classes End</u>
August 3	Summer II - Final Examinations

FALL 2000

June 27-29	New Students Orientation
July 12-August 10	Payment for Early Registered Students
July 12-August 31	Distribution of Bookstore Coupon Vouchers
July 18-20	New Student Orientation
August 4	Challenge Exam Applications Due
August 8-10	New Student Orientation
Last Day for Early Registered Students to Pay Bills	
Residence Hall Check-in -- Freshmen and Transfers	
August 20	Residence Hall Check-in -- Continuing Students
August 20	New Student Candlelight Ceremony
August 22	Orientation Program for New Students
August 22	NEW STUDENTS FALL REGISTRATION (All new students only)
August 23-24	REGISTRATION and DROP/ADD - 9:30 a.m. Distribution of Book Coupons
August 25	REGISTRATION and DROP/ADD - 9:30 a.m.- 3:00 p.m. Distribution of Book Coupons
August 28	REGISTRATION and DROP/ADD - 9:30 a.m. Distribution of Book Coupons
August 29-30	REGISTRATION and DROP/ADD - 9:30 a.m.
August 31	FALL CLASSES BEGIN LATE REGISTRATION - LATE FEE ASSESSED DROP/ADD - 11:00 a.m.
August 31	Deadline for submitting change of residency applications
September 1	End of Late Registration - 11:00 a.m. Distribution of Book Coupons Deadline for Inter-Institutional Registration
September 4	LABOR DAY HOLIDAY - COLLEGE CLOSED
September 5	FALL CLASSES RESUME
September 11	Deadline for Part-Time Students to Enroll in Insurance Program
September 11	Deadline for Insurance Waivers
September 22	ACADEMIC CONVOCAATION
October 2	Last Day to Change Spring 00 "A" Through "F" and "CS" Grading Errors
October 6	HONORS CONVOCAATION
October 23	Mid-semester Evaluations

Last Day for Students to Submit Assignments to
Change Spring 00 "I" Grades
October 26Mid-semester Rosters Due
Last Day for Faculty to Submit Changes for
Spring 00 "I" Grades
November 13Last Day to Apply for May 2001 Graduation
Spring 00 Registration (and Winter 2001)
November 21Last Day to Withdraw from Course(s) or College
November 22Residence Hall Check-Out
THANKSGIVING RECESS (Recess begins after last
class on 11/22/00)
Residence Hall Check-In
December 9Classes End - Weekend
December 13Classes End - Day, Evening, Weekend & Graduate
December 14Study Day
December 15-20Final Examinations - Day, Evening, Weekend &
Graduate
December 20Residence Hall Check-Out
December 20FALL SEMESTER ENDS
December 22Final Grade Rosters Due No Later Than 4:00 p.m.
December 25HOLIDAY RECESS

WINTER 2001

January 3-4REGISTRATION - 10:00 a.m. - 7:00 p.m.
January 8LATE REGISTRATION - 10:00 a.m. - 7:00 p.m.
January 8Classes Begin
January 25Classes End
January 25Final Examinations

SPRING 2001

January 5REGISTRATION (Schedule Key-In & Bill Payment)
Challenge Exam Applications Due
January 9-11New Student Orientation
January 15MARTIN LUTHER KING, JRS. BIRTHDAY
HOLIDAY - COLLEGE CLOSED
Last Day for Early Schedule Key-in & Bill Payment
January 20Residence Hall Check-In - Freshmen & Transfers
January 21Residence Hall Check-In - Continuing Students
ORIENTATION & REGISTRATION
New Students Only
January 23-24REGISTRATION FOR NON-REGISTERED
STUDENTS 9:30 a.m.
January 25REGISTRATION 9:30 a.m.
January 26REGISTRATION 9:30 a.m. - 3:00 p.m.
January 29SPRING CLASSES BEGIN
Distribution of Book Coupons -- 9:30 a.m.
Drop/Add, LATE REGISTRATION -
LATE FEE ASSESSED 9:30 a.m.
January 30LATE REGISTRATION -
LATE FEE ASSESSED - Drop/Add - 11:00 a.m.-
7:00 p.m.
January 31LATE REGISTRATION -
LATE FEE ASSESSED - Drop/Add - 11:00 a.m.-
7:00 p.m.
February 1LAST DAY OF REGISTRATION

February 6LAST DAY TO DROP/ADD
 March 2Last Day to Change Fall 00 "A" Through "F" and
 "CS" Grading Errors
 March 12.....Last Day to Apply for December 2001 Graduation
 Residence Hall Check-out
 March 19-25SPRING RECESS (Recess begins after last class on
 3/17/01)
 March 25.....Residence Hall Check-in
 March 26.....Classes Resume
 Last Day for Students to Submit Assignments to
 Change Fall 00 "I" Grades
 April 2Mid-semester Evaluations
 April 9Mid-semester Rosters Due
 April 16-May 4.....Registration for Fall 2001 and Summer 2001
 Last Day to Withdraw from Course(s) or College
 April 27FANNIE JACKSON COPPIN DAY
 May 8-9.....Final Examinations - GRADUATING STUDENTS
 Final Grades due for Graduating Students
 May 10.....Baccalaureate Services
 May 15.....Last Day of Classes - Day, Evening, Weekend &
 Graduate
 May 16.....Study Day
 Final Examinations - Day, Evening, Weekend &
 Graduate
 May 20.....COMMENCEMENT
 May 23.....Residence Hall Check-out - no later than 8 p.m.
 May 23.....SPRING SEMESTER ENDS
 May 25.....Spring Final Grade Rosters Due

SUMMER 2001

May 27-28.....Summer I - REGISTRATION (10:00 a.m-7:00 p.m.)
 May 29.....Summer I - REGISTRATION (10:00 a.m.-4:00 p.m.)
 June 1Summer I - LATE REGISTRATION
 (10:00 a.m.-7:00 p.m.)
 June 1Summer I - Classes Begin
 July 9.....Summer I - Classes End
 July 10.....Summer I - Final Examinations
 July 9.....Summer II - REGISTRATION (10:00 a.m.-7:00 p.m.)
 July 10.....Summer II - REGISTRATION (10:00 a.m.-4:00 p.m.)
 July 13.....Summer II - LATE REGISTRATION
 (10:00 a.m.- 7:00 p.m.)
 July 13.....Summer II - Classes Begin
 July 30.....Summer II - Classes End
 July 31Summer II - Final Examinations

FALL 2001

June 26-28.....New Student Orientation
 July 16-August 16.....Payment for Early Registered Students
 July 16-August 30.....Distribution of Bookstore Coupon Vouchers
 July 17-19.....New Student Orientation
 August 3.....Challenge Exam Applications Due
 August 7-9.....New Student Orientation

August 16.....	Last Day for Early Registered Students to Pay Bills
August 18.....	Residence Hall Check-In - Freshmen and Transfers
August 19.....	Residence Hall Check-In - Continuing Students
August 19.....	New Student Candlelight Ceremony
August 21.....	Orientation Program for New Students
August 21.....	FALL REGISTRATION (First-Time Freshmen, Readmits, Transfers & Graduate) Registration Starts at 12:00 noon
August 22-23.....	REGISTRATION (All Students) and DROP/ADD 9:30 a.m. - 7:00 p.m. Distribution of Book Coupons
August 24.....	REGISTRATION and DROP/ADD - 9:30 a.m. - 3:00 p.m. Distribution of Book Coupons
August 27-29.....	REGISTRATION and DROP/ADD - 9:30 a.m. - 7:00 p.m. Distribution of Book Coupons
August 27.....	Deadline for Submitting Change of Residency Applications
August 30.....	FALL CLASSES BEGIN Drop/Add-Late Registration - 9:30 a.m. - 7:00 p.m. Late Registration - <u>Late Fee Assessed</u>
August 31.....	LATE REGISTRATION - LATE FEE ASSESSED Drop/Add - 11:00 a.m. - 3:00 p.m.
September 3.....	LABOR DAY HOLIDAY - COLLEGE CLOSED
September 4.....	LAST DAY OF FALL 2001 REGISTRATION Deadline for Inter-Institutional Registration
September 10.....	Deadline for Part-Time Students to Enroll in Insurance Program
September 12.....	Deadline for Drop/Add
September 28.....	ACADEMIC CONVOCATION
October 1.....	Last Day to Change Spring 01 "A" Through "F" and "CS" Grading Errors
October 5.....	HONORS CONVOCATION
October 22.....	Mid-semester Evaluations
October 29.....	Last Day for Students to Submit Assignments to Change Spring 01 "I" Grades
October 29.....	Mid-semester Grade Rosters Due
October 31.....	Last Day for Faculty to Submit Changes for Spring 01 "I" Grades
November 12.....	Last Day to Apply for May 02 Graduation
November 12-December 13.....	Spring 02 Registration (and Winter2002)
November 27.....	Last Day to Withdraw from Course(s) or College
November 28.....	Residence Hall Check-Out
November 29-December 2.....	THANKSGIVING RECESS (Recess begins after last class on 11/28/01)
December 2.....	Residence Hall Check-In
December 8.....	Classes End - Weekend Only
December 12.....	Classes End - Day, Evening & Graduate
December 13.....	Study Day
December 14-19.....	Final Examinations - Day, Evening, Weekend, & Graduate
December 19.....	FALL SEMESTER ENDS
December 19.....	Residence Hall Check-Out
December 21.....	Final Grade Rosters Due No Later Than 4:00 p.m.
December 24.....	HOLIDAY RECESS

WINTER 2002

January 2-3.....	REGISTRATION (10:00 a.m.-7:00 p.m.)
January 7.....	LATE REGISTRATION (10:00 a.m.-7:00 p.m.)
January 7.....	Classes Begin
January 24.....	Classes End
January 22.....	Final Examinations

SPRING 2002

January 4.....	Challenge Exam Applications Due
January 8-10.....	New Student Orientation
January 19.....	Residence Hall Check-In - Freshmen & Transfers
January 20.....	Residence Hall Check-In - Continuing Students
January 21.....	MARTIN LUTHER KING JR.'S BIRTHDAY HOLIDAY - COLLEGE CLOSED
January 22.....	ORIENTATION & REGISTRATION 1st-Time Freshmen, Transfers, Readmits & Graduate Students Registration
January 23-24.....	REGISTRATION FOR NON-REGISTERED STUDENTS 9:30 a.m.
January 25.....	REGISTRATION 11:00 a.m.-3:00 p.m. Drop/Add
January 28.....	SPRING CLASSES BEGIN
January 28.....	Distribution of Book Coupons 9:30 a.m. Drop/Add
January 28.....	LATE REGISTRATION - <u>Late Fee Assessed</u>
January 29-30.....	LATE REGISTRATION - <u>Late Fee Assessed</u> Drop/Add - 11:00 a.m. Distribution of Book Coupons
January 31.....	LAST DAY OF LATE REGISTRATION
February 6.....	LAST DAY OF DROP/ADD
March 1.....	Last Day to Change Fall 01 "A" Through "F" and "CS" Grading Errors
March 11.....	Last Day to Apply for December 02 Graduation
March 23.....	Residence Hall Check-Out
March 25-31.....	SPRING RECESS (Recess begins after last class on 3/23/02)
March 31.....	Residence Hall Check-In
April 1.....	Classes Resume
April 1.....	Last Day for Students to Submit Assignments to Change Fall 01 "I" Grades
April 1.....	Mid-Semester Evaluations
April 8.....	Mid-Semester Grade Rosters Due
April 15-May 3.....	Registration for Fall 2002 and Summer 2002
April 17.....	Last Day to Withdraw from Course(s) or College
April 26.....	FANNIE JACKSON COPPIN DAY
May 8-9.....	Final Examinations - GRADUATING STUDENTS
May 9.....	Final Grades Due for Graduating Students
May 12.....	Baccalaureate Services
May 14.....	Last Day of Classes - Day, Evening, Weekend & Graduate
May 15.....	Study Day
May 16-24.....	Final Examinations - Day, Evening, Weekend & Graduate

“T” Grades

November 11	Last Day to Apply for May 03 Graduation
November 11-December 12	Spring 03 Registration and Winter 2003
November 26	Last Day to Withdraw from Course(s) or College
November 27	Residence Hall Check-Out
November 28-December 2	THANKSGIVING RECESS (Recess begins after Last Class on 11/27/02)
December 1	Residence Hall Check-In
December 7	Classes End - Weekend
December 13	Classes End - Day, Evening & Graduate
December 14-19	Final Examinations - Day, Evening, Weekend & Graduate
December 19	FALL SEMESTER ENDS
December 19	Residence Hall Check-Out
December 23	Final Grade Rosters Due No Later Than 4:00 p.m.
December 24	HOLIDAY RECESS

WINTER 2003

January 2-3	REGISTRATION - 10:00 a.m. - 7:00 p.m.
January 6	LATE REGISTRATION - 10:00 a.m. - 7:00 p.m.
January 6	Classes Begin
January 23	Classes End

SPRING 2003

January 3	Challenge Exam Applications Due
January 7-9	New Student Orientation
January 16	Last Day for Early Schedule Key-In & Bill Payment
January 18	Residence Hall Check-In - Freshmen & Transfers
January 19	Residence Hall Check-In - Continuing Students
January 20	MARTIN LUTHER KING JR.'S BIRTHDAY HOLIDAY - COLLEGE CLOSED
January 21	ORIENTATION & REGISTRATION NEW STUDENTS ONLY
January 22-23	REGISTRATION FOR NON-REGISTERED STUDENTS - 9:30 a.m.
January 24	REGISTRATION - DROP/ADD 9:30 a.m. - 3:00 p.m.
January 27	REGISTRATION - DROP/ADD 9:30 a.m.
January 28	SPRING CLASSES BEGIN LATE REGISTRATION - LATE FEE ASSESSED DROP/ADD - Distribution of Book Coupons 9:30 a.m.
January 29-30	LATE REGISTRATION - LATE FEE ASSESSED DROP/ADD - 11:00 a.m.
January 31	LATE REGISTRATION - LATE FEE ASSESSED DROP/ADD - 11:00 a.m. - 3:00 p.m.
February 3	LAST DAY OF SPRING REGISTRATION Distribution of Book Coupons
February 5	LAST DAY OF DROP/ADD
March 3	Last Day to Change Fall 02 “A” Through “F” and “CS” Grading Errors
March 10	Last Day to Apply for December 03 Graduation
March 22	Residence Hall Check-Out

UNDERGRADUATE ADMISSIONS

MILES W. CONNOR ADMINISTRATION BUILDING
FIRST FLOOR - ROOM 136
(410) 383-5990 or (800) 635-3674
Fax #: (410) 523-7238
WEB PAGE ADDRESS
www.coppin.edu

HOURS:

Monday, Tuesday, Thursday and Friday, 8:30 A.M. to 5:30 P.M.
Wednesday, 8:30 A.M. to 7:00 P.M.

Michelle R. Gross, Director of Admissions
Jacqueline Williams, Associate Director of Admissions
Lisa Thornton-Angeley, Assistant Director of Admissions

Admission to Coppin State College is granted to applicants whose academic potential and personal qualifications indicate their ability to succeed in college 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

To apply for admission to Coppin State College, students must secure an admissions application. An application can be obtained from the guidance offices at high schools, transfer offices at community colleges, or the Admissions Office at Coppin State College. All applicants should return all completed forms with the non-refundable application fee (check or money order only) to the Admissions Office. Freshman applicants must request that official high school transcripts be sent directly to the College. They must arrange to have all final grades with verification of high school graduation sent to the College as each becomes available. Additionally, freshman applicants must arrange to have their official Scholastic Aptitude Test (SAT-I) or American College Test (ACT) scores sent directly to the Admissions Office. Students are encouraged to take these tests in their junior year or the early part of their senior year in high school. Transfer applicants must have official transcripts sent to the College from all colleges attended.

Students seeking admission to the College should submit an application by July 15th for the fall semester and by December 15th for the spring semester. Priority will be given, however, to those completed applications received by March 15th for the fall semester.

GUIDELINES FOR FRESHMAN ADMISSIONS

Freshman applicants whose high school averages are 80 or greater and whose SAT verbal and mathematics scores are each 450 or greater are assured admission to the College. The projected freshman year grade point average (GPA) for such applicants is 2.5. For applicants who do not meet these criteria, the following formula is used to determine the projected freshman year GPA by adding the conversion numbers assigned to the SAT verbal score (V), the SAT mathematics score (M), the high school grade average (H), and adding 550 to the sum of these three numbers, and then dividing by 1,000. The resulting differential is the projected freshman year GPA $(V+M+H+550/1000)$. Each academic year, admission will be granted to no more than 15% of all freshmen whose projected freshman year GPA is less than 2.0.

HIGH SCHOOL COURSE REQUIREMENTS

Successful candidates, according to the year of high school graduation, will be expected to have completed four (Carnegie) units of English, three units of Social Science, two units of Science (Laboratory-based science), three units of Mathematics (Algebra I, Algebra II, and Geometry), two units of Foreign Language and six elective units or two units of approved Advanced Tech Prep program courses. An

applicant whose high school transcript does not include this combination curriculum requirements can be admitted with the understanding that deficiencies will be completed during the freshman year at Coppin. Other than foreign language, students must complete high school phase-in requirements within three semesters, beginning with the first enrolled semester at Coppin. Students for whom foreign language is a part of their high school phase-in requirements may take up to four semesters to complete the foreign language phase-in requirement. Students who fail to pass one or more of these courses within the time allotted may be dismissed from college.

ADMISSION OF STUDENTS FROM NON-ACCREDITED/NON-APPROVED HIGH SCHOOLS

Freshman applicants who are graduates of non-accredited or non-approved high schools will be reviewed individually. Admissions consideration will be based on factors such as standardized test scores, high school academic courses and other criteria as deemed appropriate.

GUIDELINES FOR TRANSFER APPLICANTS

Applicants who have earned twelve or more transferable credits at an accredited institution of higher learning are classified as transfer students. Generally, transfer students who have a 2.0 cumulative grade point average in course work from all previously attended institutions and who are in good academic standing at the most recently attended institution will be admitted. Transfer students with fewer than 25 transferable credits must meet the freshman diagnostic/placement test requirements.

The requirements for transfer admission vary depending upon the number of credit hours completed by the applicant. Those who have completed more than 25 transferable credit hours of college-level work at the time of transfer can be considered for admission if they possess at least a 2.0 cumulative grade point average for all college-level work completed and are in good academic standing. Additionally, a transfer applicant in good academic standing with fewer than 12 transferable credit hours must possess at least a 2.0 predicted collegiate average and meet the predictive average requirement and the SAT-I or ACT requirement for freshman students. Applicants who have attended multiple institutions will have each transcript evaluated on an individual basis.

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 based on all course work completed, as long as they possess combined GPA's which correspond to the transfer requirements listed above and are in good academic standing. Students who apply for transfer admission after enrolling at Coppin State College as a non-degree-seeking student must earn at least a 2.0 cumulative GPA to be considered for admissions.

TRANSFER CREDITS

Credit will be accepted at Coppin for course work completed at any regionally accredited college or university. Students transferring from community or junior colleges and 4-year institutions are not awarded transfer credits for remedial or developmental courses. Credits are given for all courses that have been articulated by the appropriate department or are approved by the Curriculum Committee of the College.

Transfer credit is granted if a student has earned a grade of "C" or higher. 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 higher. However, the grade of "D" in freshman English courses or in courses required for the major is not transferable.

Coppin 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 College.

EVALUATION OF TRANSFER CREDITS

The Office of Admissions will provide all transfer students an equivalency evaluation of all

transfer credits during the first semester of enrollment at the College. All transfer credits from the institution not on the semester system will be converted to semester credits.

Specific questions regarding transfer credits should be addressed to the Admissions Office upon receipt of the final transfer evaluation. Changes will not be made to the transfer evaluation after the first semester of enrollment.

Community College transfer students have the option of either following the catalog that was in effect at the time they were initially admitted as degree candidates from their previously accredited transfer institution, or they can adhere to the catalog assigned on the Evaluation of Transfer Credit. However, the first alternative is available only if no more than (6) six years have elapsed at from the time of Admission to the Community College and the initial admission to Coppin State College from the date of initial college matriculation.

Any student admitted to degree candidacy as a transfer student must maintain the appropriate cumulative average and remain in good academic standing through the most recent semester in attendance at his or her previous institution. Failure to meet this requirement will result in the cancellation of the College's original offer of admission and in the forfeiture of all related fees and privileges.

***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 who will provide information on the academic appeal policies.

GUIDELINES FOR READMISSION APPLICANTS

Any previously matriculated student who does not attend the College for one or more semesters must apply for readmission to the College. Forms are available in the Admissions Office located in the Administration Building. Deadlines for application for readmission are August 1st for fall semester and December 1st for the spring semester. Students who have been suspended or withdrawn while on probation should apply in the same manner. However, their applications should be submitted at least one month earlier than the date specified above since they must be examined by the Student Academic Review Committee for final decisions. All readmitted students must be advised as directed and students with fewer than 25 credits are subject to placement testing requirements. Readmitted students must meet grade point average and time frame requirements to be eligible for financial aid.

GUIDELINES FOR ADMISSION OF SPECIAL STUDENTS TO DEGREE-SEEKING STATUS

A special student is one who is taking courses but is not formally admitted to degree-seeking status. To obtain degree-seeking status, the special student must follow the same procedures for admission as required for applicants seeking general admission to the College. Special Students must not complete more than 55 credits before changing to degree-seeking status.

GUIDELINES FOR INTERNATIONAL STUDENT ADMISSIONS

An international student applying for admission should make application no later than April 15th for the fall semester or October 15th for the spring semester. International applicants from countries whose official language is not English are required to earn a score of at least 500 on the Test of English as a Foreign Language (TOEFL). Applicants must make their own arrangements for taking the test. Inquiries should be made to TOEFL/TSE Services, P.O. Box 6151, Princeton, New Jersey 08541, USA. The completed TOEFL score and the application fee must be sent to the ETS Office to insure timely receipt for processing at Coppin State. The Coppin State College ETS code is 5122. The completed admissions file must include the following:

- 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. To evaluate post-secondary course work, it is sometimes necessary for the College to use a professional evaluation service at the applicant's expense. The College will notify the applicant if this service is required.
- d. an official Test of English as a Foreign Language (TOEFL) result. All international students who do not speak English as their native language will be required to take the TOEFL examination. A minimum score of 500 is required. TOEFL examination dates (six times a year worldwide) and information may be obtained through the American Embassy, Consulate or U.S.I.A office or by writing TOEFL/TSE Services, P.O. Box 6151, Princeton, New Jersey 08541, U.S.A.).
- e. an official Scholastic Aptitude Test (SAT-I) or American College Testing (ACT) result. 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 if the TOEFL is not available.

Financial Certification forms are included in the international student admissions packet. The applicant is required to provide official financial statements verifying that \$16,000 is available annually.

International student admitted to the College 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 Admissions Office of his/her new local mailing address. International students may only attend Coppin 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 College 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 to apply for an F-1 student visa at an American Embassy or Consulate overseas. It 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. Limited relief may be granted for "unforeseen changes in financial circumstances."

Applicants who hold permanent resident or parole visa status must list their alien registration number in the space indicated on the undergraduate application. They are processed for fee purposes as State residents if they have established legal domicile in Maryland for one year. Presentation of an applicant's alien registration card for verification may be requested. An application and all documentation must be submitted by November 15th for the spring semester June 15th for the fall semester.

GUIDELINES FOR NON-TRADITIONAL ADMISSIONS

EARLY ADMISSIONS PROGRAM: Coppin State College 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: For admissions purposes, a mature adult may be defined as one who is older than the traditional undergraduate, and who meets one or more of the following criteria: (1) the applicant is

financially independent; (2) the applicant's primary responsibility is to duties other than being a student; (3) the applicant has been regularly enrolled in an educational institution for three years or more. 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 (see Testing and Placement)

VETERANS: For admissions purposes, a veteran may be 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 Admissions Office and the Office of Veterans Affairs with a copy of the DD form 214 verifying military service.

ADVANCED PLACEMENT AND CREDIT FOR ENTERING STUDENTS

Freshmen who have had the opportunity for advanced-level work and would like academic credit as well as advanced placement are encouraged to take the Advanced Placement Tests of the College Entrance Examination Board in May of their senior year of secondary school. Arrangements to take the tests are made through the high school counselor or the College Entrance Examination Board, P.O. Box 592, Princeton, New Jersey 08540. The results of these tests are received by the College in mid July.

Information concerning standards for determining advanced placement credit is available in the Office of Admissions.

COLLEGE LEVEL EXAMINATION PROGRAM (CLEP)

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

DISTINCTION BETWEEN GENERAL ADMISSION AND ADMISSION TO A MAJOR

Admission to the College is not an automatic guarantee of admission to a major program. All degree seeking students must officially declare a major. Each major department interviews and accepts its own students.

DECLARING A MAJOR

Students are required to complete any necessary remedial courses before declaring a major. All degree-seeking students must officially declare a major by the time they have accumulated 36 credits toward graduation.

Students who are eligible to declare a major should report to the Office of Freshman and Undeclared Major Advisement to obtain a Declaration of Major Form, obtain an unofficial copy of their transcript from the Registrar's Office, make an appointment to see the appropriate department chairperson, obtain acceptance in the major, and return the completed form to the Office of Freshman and Undeclared Major Advisement in the Administration Building.

The chairpersons of major departments assign faculty advisors to students who have officially declared a major. Undeclared undergraduate students are encouraged to declare their majors as soon as all remedial requirements are completed and/or earned twelve (12) credits toward graduation.

DETERMINATION OF 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 in a timely manner. Students request reevaluation 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. Only one petition per semester. Change in status is not granted retroactively. Appendix III includes the complete text of the policy governing eligibility for in-state status.

NOTE: The College is continuously evaluating its admissions requirements. All prospective students are encouraged to check with the Admissions Office for the most current admissions requirements.

COPPIN STATE COLLEGE

Tuition, Fees and Course Related Expenses 2000/2001

Full-Time Day and Evening Undergraduates

	Resident			Non-Maryland Resident		
	Fall 00	Spring 01	Total	Fall 00	Spring 01	Total
Tuition (12 or more credit hours)	\$1,251.00	\$1,251.50	\$2,503.00	\$3,740.00	\$3,740.00	\$7,480.00
Fees:						
Accident/Sickness Insurance	67.00	78.00	145.00	67.00	78.00	145.00
Student Activity Fee		32.00	64.00	32.00	32.00	64.00
College Center		184.50	369.00	184.50	184.50	369.00
Athletic Fee		144.50	289.00	144.50	144.50	289.00
Total Tuition and Mandatory Fees	\$1,679.50	\$1,690.50	\$3,370.00	\$4,168.00	\$4,179.00	\$8,347.00

Part-Time Students (11 or fewer credit hours)

	Resident	Non-Resident
Tuition per credit hour		
Undergraduate	114.00	262.00
Graduate	149.00	265.00
Fees:		
Athletic Fee per credit hour	19.00	19.00
Activity Fee	16.00	16.00
College Center Operating Fee	51.50	51.50

Other Fees

Acceptance	25	I.D. Replacement	5	Nursing Expenses	
Application	20	Late Deferment Fee	12	Accident and Hospitalization	To Be Determined
Art Studio	10	Late Registration	30	Achievement Tests	\$3-\$8 per test
Auto Registration	26	Lost Book Fee	12	Nurses' Liability Insurance	To Be Determined
Challenge Exam	25	Public Broadcasting	30	Uniforms and Accessories	175
Deferment Fee	12	Returned Check Fee	25	Laboratory Fee	10 per course
		Transcript - Regular	Free		
		- Emergency	10		
Graduation (UDG)	30	Teacher Education Expenses			
Graduation (GRAD)	35	NTE (Battery)	46		
		NTE (Specialty)	33		
		Student Teaching	250		
Residence Life		Room - Double Occupancy	3465		
		- Triple Occupancy	2665		
		Board - 19 Meal Plan	1970		

ALL CHARGES ARE REVIEWED ANNUALLY AND ARE SUBJECT TO REVISION WHEN REQUIRED, WITHOUT NOTICE.
For additional information on Tuition and Fees consult the Office of the Controller.

Students are expected to buy textbooks for their courses. The cost of books and supplies ranges from \$350 to \$400 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 College 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 College.

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 College or a course) must withdraw in accordance with the policies and procedures set forth in the College 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 college. See discussion of refund policy.

If a student's account becomes delinquent, the College will pursue collection of all outstanding balances under regulations of the State of Maryland. Accounts not paid to the College 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 College and will still be responsible for the outstanding balance.

Refund Policy

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

- ② Before the end of each registration period and before classes start-all tuition will be refunded.
- ② Before the fifteenth calendar day after the official beginning of classes each semester-80 percent of tuition will be refunded.
- ② 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.
- ② During the fourth week after the official beginning of classes for the semester-40 percent of tuition will be refunded.

- ② 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 credit-hour charge.

Refund Policy for Winter Minimester and Summer College Sessions

The following indicates the College's policy for refunds for the Winter Minimester and Summer College sessions:

- ② Prior to the first day of the Winter Minimester or Summer College session-all tuition will be refunded.
- ② 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.
- ② 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.
- ② 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.
- ② In the case of special courses of short duration (e.g. one week or less) this policy will be applied on a pro-rata 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).

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 (see pp. for descriptions):

- 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
- E. Coppin State College Diversity Grant
(Undergraduate and Graduate)
- F. William D. Ford Federal Direct Loan Program

The Free Application for Federal Student Aid (FAFSA) is available each January for the next academic year. Example: For the academic year 2000-2001, the application is available as of January 2000 and can be obtained from the Financial Aid Office, libraries or any area high school. However, students may apply for aid at any time during the academic year as long as the application packet is completed 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 College and the amount of resources available to the student and his/her family);
2. **Be admitted to the College as a degree-seeking student** and enrolled on at least a half-time basis. (Students enrolled less than half time may be eligible for Federal Pell Grant and Federal Perkins Loan);
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 Immigration and Naturalization Service 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, Direct Student Loans, or Guaranteed Student Loans or owe a repayment to the Pell Grant Program, Supplementary Educational Opportunity Grant, or 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

TO STUDENTS HAVING NEED BASED ON A FIRST-COME, FIRST-SERVE RECEIPT OF A COMPLETED APPLICATION BEFORE OR BY March 1ST. A COMPLETED APPLICATION MEANS THAT THE FOLLOWING ITEMS MUST BE ON FILE IN THE FINANCIAL AID OFFICE WITH ACCURATE INFORMATION:

1. Official acceptance to the College. Newly admitted freshmen or graduate students or continuing students who have never applied for aid at Coppin State College should contact the Admissions Office for this information.
2. A Coppin State College Institutional Financial Aid Application.
3. Financial Aid Transcript. A transfer student must submit a record of financial aid from all colleges previously attended. This requirement applies to all transfer students whether aid was received or not.
4. A copy of Permanent Residency Card (Eligible Non-Citizens **Only**.)
5. Official Readmittance to the College. This is required of students being readmitted following a period of non-attendance. Written notice must be submitted to the Financial Aid Office concerning Satisfactory Progress, notice can be obtained from the Registrar's Office.

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 October 15 for the upcoming spring semester. Later applications will be considered **ONLY** after all completed applications are awarded.

Reapplication Process

Students must reapply each year for financial aid and must follow steps #2 and #5 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 or professional, or married student; or has legal dependents. Financial aid administrators may document determination of independence by reason of other unusual or special circumstance allowed by the regulations.

Evaluation of Need

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

$$\text{Educational Costs} - \text{Expected Family Contribution} - \text{Outside Resources} = \text{Fundable Need}$$

Educational Costs

The typical expenses included in establishing the educational costs are:

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

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

Tuition and Fees	\$ 3,164
Books & Supplies	\$ 600
Travel, Room and Board	\$ 5,370
Personal.....	<u>\$ 2,785</u>
	\$11,919

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 by the deadline date specified, or be subject to cancellation. Award notices will reflect a distribution of aid in accordance with the financial aid packaging policy.

Students may accept or reject any portion of their award, and no penalty is imposed. However, students who reject loans or Federal College Work Study may not receive 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, DUE TO BUDGETARY CONSTRAINTS OR STUDENTS' NON-COMPLIANCE WITH FEDERAL REGULATIONS OR COPPIN STATE COLLEGE 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 College recommends that students apply for as many outside scholarships for which they may be eligible. Financial aid packages are therefore a combination of self-help (loan/work), and gift aid (grant/scholarship). The self-help program includes institutional employment, Federal Work Study Program Funds, Federal Perkins Loan, Wm. D. Ford Direct Loan Program, and institutional and private funds. Students who reject a loan or employment will not have 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 College.

In order to distribute the various types of financial aid equitably, the College 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 will be informed by the Controller's Office when to pick up a rebate check. Checks are distributed approximately two weeks after the student's account has been credited by the Financial Aid Office. Checks may be mailed to the student's local address. 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.

Financial Aid Policy Governing Readmitted Students

Students suspended for academic reasons who are readmitted to the College as degree-seeking students will not be eligible for financial aid until they meet the Satisfactory Academic Progress requirements.

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. Students planning to transfer to Coppin State College must submit a financial aid transcript from all previously attended institutions whether financial aid was received or not.

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 noncitizen who intends to become a U.S. citizen or permanent resident. Students on a student visa are not eligible to receive financial aid.

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 \$3,125.

Federal Supplemental Educational Opportunity Grant (FSEOG)

Federal Supplemental Educational Opportunity Grant is funded entirely by the federal government and require 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 College Diversity Grant (CSCDG)

The Coppin State College Diversity Grant is available to any 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 \$5000 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. Information regarding deferments is available at the time of completing the promissory note. A student who discontinues

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 months after graduation or discontinued attendance. A student who discontinues attendance ("drop out") and returns to the College 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 the 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. Unsubsidized loans are non-need based.

Federal Direct PLUS Loan

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 Direct Loan. Only one payment is made to the U.S. Department of Education.

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 30 hours per week while school is in session. Students are not allowed to work during scheduled class time unless approved by their supervisors. Federal Work-study awards may not be used to meet registration costs.

The Financial Aid Office must provide opportunities for students to work in community service jobs. Please contact the Financial Aid Office for more information.

Bookstore Charge Authorization

The purpose of the bookstore charge authorization is to allow financial aid recipients to purchase books and supplies at the College bookstore. 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 \$350.00 charge per semester. Nursing students are limited to a \$450.00 charge per semester.

Presidential and Honors Scholarships

Each year the College 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, include a book allowance in addition to funds for tuition and fees. Interested students request information and application forms from the Director of the College Honors Program.

Private-Donor Scholarships

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

The Division of Student Life Scholarship

The College 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 to applicants who are legal residents of the State. Interested high school students may obtain information from their high school counselors or the Maryland State Scholarship Administration.

Student Emergency Loan Fund (SELF)

The Student Emergency Loan Fund is designed to ensure that students attending Coppin State College 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; Louis e 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.

The College 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 college experience is most appropriately one of self-direction and stimulation. To aid in this process, the College 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 College'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 para-professional 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 college experience.

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

CAREER DEVELOPMENT AND COOPERATIVE EDUCATION CENTER

The Coppin State College Career Development Center, located in the Tawes College Center, views career planning as a developmental process that must be fostered during the entire period of a student's involvement with the College. 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 college 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 college 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:

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 Center for Living and Learning. The 300 bed residence hall, is designed with all the conveniences of home. Utilizing the "suite" concept, the state-of-the-art facility is 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 College 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 College, 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.

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 College and any parties entering into a housing agreement. Furthermore, the College 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.

HEALTH AND WELLNESS SERVICES

The Coppin State College Counseling Center is staffed by professionals and paraprofessionals who will provide health and wellness services in cooperation with the Coppin State College 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 College 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.

Coppin State College 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 College, which selects and maintains a variety of athletic activities. The College 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.

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 governing body.

Among the clubs and organizations are the following:

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

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

Testing and Placement

After students have completed the SAT tests and have been admitted to the College, they must take additional diagnostic/placement tests in mathematics, reading, and English before registering for classes. These tests are used to determine whether the students are ready to enroll in regular college level courses.

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

The following students must take the placement tests: new freshmen, readmit students with fewer than 25 credits who are returning to college after 5 years or more and who have not completed all remedial requirements, transfer students with fewer than 25 credits and do not have acceptable transfer credits in English and mathematics, and international students from countries where instruction is not in English.

The placement tests in English and mathematics are recommended for any transfer student who has not earned college level credit in these areas.

Developmental Courses

All students scoring below the mandated standards on placement tests must take developmental courses designed to help them improve their skills. At the end of these courses, students must again take tests to determine whether they have met the required standards. Students may not begin college level work in any subject in which they need developmental level courses until they have completed appropriate courses, including post-test requirements.

The credits earned in developmental courses are designated as "institutional credits" and do not count toward graduation.

Retention

A full-time student placed in one or more review 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 is dismissed from the College.

Newly admitted full-time freshmen subject to the retention policies of the University of Maryland System and placed in one or more review courses (DVMT 108, or DVMT 109) must meet the prescribed post-test standards for each course within three regular semesters, counting from their first semester at Coppin. Newly admitted part-time freshmen subject to these retention policies must meet the prescribed post-test standards by the time they have attempted 36 credit hours. Students who fail to pass one or more review course post-tests within the time allotted will be dismissed from the College.

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.65).

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

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 page 210)

HEGIS (Higher Education General Information Survey) Discipline Codes

DISCIPLINES	CODES
Adapted Physical Education	ADPE
Adult Education	ADLT
Anthropology	ANTH
Applied Psychology	APPL
Art	ART
Biology	BIOL
Chemistry	CHEM
Computer Science	COSC
Creative Writing	CRWR
Criminal Justice (Law Enforcement)	CRJU
Developmental English	DVWR
Developmental Reading	DVRD
Developmental Mathematics	DVMT
Early Childhood Education	ECED
Economics	ECON
Education, General	EDUC
Educ. Test Evaluation & Measurement	EDEM
Elementary Education	ELED
English	ENGL
French	FREN
Geography	GEOG
German	GERM
Health	HLTH
Health Education	HEED
History	HIST
Honors Interdisciplinary Studies	HONS
International Studies	INST
Interdisciplinary Studies	IDIS
Journalism	JRNL
Latin	LATN
Mass Communications	MCOM
Management Science	MNSC
Mathematics	MATH
Mathematics Education	MAED
Military Service	MISC
Music (Applied)	MUSA
Music	MUSC
Nursing	NURS
Orientation & Career Development	ORIE
Physical Education	PHED
Philosophy	PHIL
Physical Science	PHSC
Physics	PHYS
Political Science	POSC
Psychology	PSYC
Reading Education	REED

Secondary Education	SCED	
Social Foundations of Education		SFED
Social Sciences	SOSC	
Social Work	SOWK	
Sociology		SOCI
Spanish	SPAN	
Special Education	SPED	
Speech	SPCH	
Theatre	THEA	
World Literature	WLIT	

Course Numbers

Courses numbered 100 - review courses designed to eliminate basic skills deficiencies and to prepare freshmen for college-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 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:

<u>Credits Earned</u>	<u>Classification</u>
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 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 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 a maximum of eight weeks into the semester following the one in which the "I", 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 division 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 eighth week 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 division 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 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 and thereafter
Academic Suspension	< 2.00	3rd Year and thereafter, following PROBATION occurrence
Academic Dismissal	< 2.00	Following suspension occurrence

Academic Alert

An incoming freshmen 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 Freshmen and Undeclared Major 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 and thereafter 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 Freshmen and Undeclared Major 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

Following the occurrence of Academic Probation, a student who does not earn a 2.0 cumulative grade point average by the beginning of his/her third year of enrollment and thereafter will be placed on **Academic Suspension**. A student who has been suspended must remain out of the College for one semester. A suspended student who has been absent from the College 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 reasons and who wishes to be reinstated to the College must apply to the Office of Admissions by August 1 for the fall semester or December 1 for the spring semester.

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 Freshmen and Undeclared Major 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 College.

Dismissal

A student who is reinstated to the College 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 College. A student who has been Academically Dismissed may be considered for reinstatement after an absence from the College of five years or more. A student who has been dismissed for academic reasons and who wishes to be reinstated to the College 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 Freshmen and Undeclared Major Advising to develop a prescriptive plan to assist him/her in improving the grade point average.

Appeal Process

A student who feels he/she has been wrongfully Academically Suspended or Dismissed from the College 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 College.

***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 College 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.

Transfer Students

credits and quality points.

Academic Clemency Policy

A returning undergraduate student who has not enrolled at the College 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 Registrar's Office 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 ten 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 10 years must follow the catalog in effect at the end of the 10-year period. Students who have been absent for a period of time which will prevent their graduating within the ten-year period must follow the catalog in effect upon their return.

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

VETERANS AFFAIRS

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 College 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 College 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.

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

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.

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 their faculty or staff advisors when planning their schedule of courses for each semester.

Early Registration

During every regular semester there is a scheduled early registration period when students are encouraged to consult with their faculty or staff advisors to select courses for the following semester. 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 College.

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 at 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 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 College Calendar. Students failing to meet the deadline for withdrawing from a class which they 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 "I" grade.

To withdraw from a course, a student must complete the official withdrawal form in the Registrar's Office.

Withdrawal From the College

A student withdrawing from the College must complete the official College withdrawal form, available in the Registrar's Office, and file it in the Registrar's Office in compliance with the dates indicated in the College Calendar. A student failing to comply with this regulation will receive grades of "F" instead of "W" in all courses.

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 which 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.

Lists of courses in each discipline which can be challenged by examination are maintained in the offices of the Vice President for Academic Affairs and the division deans and in the Office of Records and

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 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 College Activities

Students who are absent from classes to participate in official college 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 College attendance policy allows for unexcused absences. Official college 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 College 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.

Program Transfer

Students in good academic standing in one undergraduate division may apply for transfer to another division and major by filing the appropriate form in the Office of Freshmen and Undeclared Major Advising. Final approval for all such program transfers is usually given by the appropriate department chairperson. However, the Dean of Nursing must approve all requests for entry into the Division 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

Student Academic Due Process

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

Transcripts of Academic Record

The College requires at least one week's notice to issue a transcript. Regular transcript service is free. There is a charge for emergency requests for transcripts. Transcripts are sent only upon written request of the student. A student with an outstanding indebtedness to the College is not eligible to receive transcripts of his record. Transcript request forms may be obtained from the Registrar's Office.

Requirements for graduation at Coppin vary according to the character of work in the different divisions, departments, and other academic units. It is the responsibility of the divisions, 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. Students must apply for graduation by obtaining an application from the Office of Records and Registration. General requirements for undergraduate programs at Coppin are outlined below.

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 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, division or program. Such requirements are stated in the catalog under the major.

5. Standardized Exit Examination Requirement

All graduating seniors are required to take a standardized exit examination, as advised by their departments. Among such examinations are the National Teacher Examination (required for all Teacher Education majors), the Graduate Record Examination, the Graduate Management Admissions Test (recommended for Management Science majors), the Law School College Admissions Test (recommended for law school applicants), the Medical College Admissions Test (recommended for medical school

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.

Second Degree Taken Sequentially

A student who has completed requirements for, and who has received one baccalaureate degree and who wishes to earn a second baccalaureate degree from Coppin must satisfactorily complete the requirements of the second degree and earn enough additional credits so that the total including all applicable credits earned at Coppin or elsewhere is at least 150 credits. At least half of the major requirements for the new major must be included in the second degree requirements. In no case will a second baccalaureate degree be awarded to a student who has not completed thirty credits in residence at Coppin.

Second 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 Freshman and Undeclared Major Advisement, Attendance and Testing.

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 Freshman and Undeclared Major Advisement. 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 College, 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 College 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 College, must have earned at least 48 credit hours at the College, and must have earned a cumulative grade point average of 3.75 to 4.00 in all college work.

average of 3.50 to 3.74 in all college work.

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

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 College's retention efforts, helps students to become assimilated into the college 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.

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

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 health 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 multi-dimensional education and its continuation in lifelong learning.

	or	or
	Gen. Psychology	PSYC 201
	or	or
	Intro. to Sociology	SOCI 201
	or	or
	Intro. to Soc. Sci.	SOSC 200

CATEGORY IV
 MATHEMATICS
 Total Credits = 3
 ACCORDING TO MAJOR

	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)

3-4

	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

	or	or
	Technology and Human Affairs	PHSC 103

CATEGORY VI
 INTERDISCIPLINARY & EMERGING ISSUES
 Total Credits = 6

	Personal Health	HLTH 101
	or	
	and three (3) hour health course	
	AND	AND
	Introduction to Speech Communication	SPCH 105
	or	or
	Principles and	

3

TOTAL GENERAL EDUCATION REQUIREMENTS

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* 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 the Registrar.
- 2) Nursing majors are exempted from several requirements. (See Division 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 College Honors Program, p. 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.

Majors and Minors

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

Students in many majors 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 Majors

Biology
Chemistry
Chemistry and Engineering (Dual Degree)
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

Nursing (Generic and RN to BSN)
Pre-Dental/General Science (Chemistry Emphasis) (Dual Degree)
Pre-Pharmacy/General Science (Chemistry Emphasis) (Dual Degree)
Pre-Physical Therapy
Psychology: Alcoholism and Drug Abuse Counseling or
Psychological Services Concentrations
Social Sciences: General, Political Science, and Sociology Concentration
Social Work
Special Education

COLLEGE HONORS PROGRAM

The College 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 College'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 college careers. The Four-Year Honors Program is designed for first-year students, students attending college 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

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

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

DIVISION OF ARTS AND SCIENCES

The Division of Arts and Sciences 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 college serving a largely urban population.

Arts and Sciences majors must complete a major program and in some cases a minor program as well as the General Education Requirements to receive a Bachelor of Science degree or a Bachelor of Arts degree. The Bachelor of Arts degree requires the completion of intermediate level courses in one foreign language and 3 credits in Philosophy beyond the General Education Requirements.

Students interested in a program in Arts and Sciences may obtain information from either the office of the Dean of Arts and Sciences, Grace Hill Jacobs Office/Classroom Building (Room 538), or from the Chairperson of the Department in which they wish to pursue a major.

Applied Psychology:	African American Studies
Alcoholism and Drug Abuse	Art
Counseling Concentration	Biology
Applied Psychology:	Chemistry
Psychological Services Concentration	Communication Management
Biology	Communication Research
Biology: Teacher Certification	Communication Technology
Computer Science	Comparative Literature
Criminal Justice	Computer Science
English: Liberal Arts	Criminal Justice
English: Teacher Certification	Economics
English: Media Arts	English
General Science: Biology Emphasis	Foreign Language: French, Spanish
General Science: Chemistry Emphasis	Geography
History: African Concentration	International Studies
History: African American Concentration	Journalism
History: United States Concentration	Linguistics
History: African Concentration	Management Science
Liberal Arts	Mathematics
Management Science;	Music
No Track	Philosophy
Accounting Track	Political Science
Marketing Track	Private Security Administration
Management Track	Psychological Services
Operations Management Track	Sociology
Economics and Finance Track	Social Welfare
Mathematics	Speech-Theatre
Social Science: General	
Social Sciences: Political Science Concentration	
Social Sciences: Sociology Concentration	
Social Work	

***Liberal Arts Major**

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

Dual Degree Programs **

General Science and Engineering
 Mathematics and Engineering
 Pre-Dental/General Science (Chemistry Emphasis)
 Pre-Pharmacy/General Science (Chemistry Emphasis)

** Engineering programs are with the University of Maryland College Park. Pre-Dental and Pre-Pharmacy Programs with the University of Maryland Baltimore.

Military Science Program

Coppin State College 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

completed the Basic Course or have been awarded credit on the basis of prior service, JROTC, or Reserve or National Guard membership.

Three degree programs, an undergraduate concentration, and an undergraduate minor are offered by the Department of Criminal Justice at Coppin State College. The degrees offered include the: Bachelor of Science in Criminal Justice; Master of Education in Correctional Education; and Master of Science in 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. The M.Ed. in Correctional Education is practice focused in specialty areas, while providing appropriate research skills, and a foundation for further study. The M.S. in Criminal is research oriented, and prepares the student for further study, and or occupational entry.

Undergraduate:

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

Graduate:

1. Master of Education in Correctional Education
 - a. Correctional Education Teaching
 - b. Correctional Education Counseling
 - c. Correctional Administration
2. Master of Science in Criminal Justice
 - a. Criminal Justice Administration
 - b. Juvenile Delinquency Prevention and Control
 - c. Criminal Justice Counseling
 - d. Criminal Justice Research and Planning

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. The Master of Education in Correctional Education prepares recipients for advanced responsibility in a variety of public and private agencies. The Master of Science in Criminal Justice prepares recipients for further study as well as for advanced responsibility in public and private agencies, with particular expertise in leadership and research.

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

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 college 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 college 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.

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.

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 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
SOC 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 430 Advanced Legal and Technical Writing
CRJU Criminal Justice Elective
CRJU Criminal Justice Elective

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

The Department of Fine and Communication Arts offers programs in the visual arts, music, speech, and theatre. There are minors in each of these four areas, 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
MUSC201	Survey of Jazz Music
PHED326	Fundamentals of Choreography
SPCH 105	Speech Communication
SPCH 202	Principles and Practices of Interviewing
SPCH 204	Critical Listening
THEA211	Fundamentals of Acting

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 program 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. Eleven-Hour Core Requirement

MUSC 231	Sight Singing and Ear Training
MUSC 234	Introduction to Harmony

II. Six-Hour Applied Music Option

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

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 program 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.

SPCH 102	Voice and Diction
SPCH 201	Basic Principles of Oral Interpretation
SPCH 202	Principles and Practices of Interviewing
SPCH 204	Critical Listening
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

HISTORY, GEOGRAPHY, AND INTERNATIONAL STUDIES

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

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. 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

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.

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

Support Electives (6 hrs)

HIST 304	Problems I
HIST 305	Problems II
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. Intl. Stud.

GEOG 101	Elements of Geography
GEOG 102	World Regional Geography
GEOG 304	Latin America
GEOG 306	Urban Geography
GEOG 402	Political Geography
GEOG 405	Geography of Africa

African American History Concentration

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

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.

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 393	Civil War & Reconstruction
HIST 442	Special Topics in History

Support Electives (9 hrs)

HIST 301	Hist. of Maryland
	Problems I
HIST 305	Problems II
HIST 313	Ancient Africa
	Modern Africa
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

Geography Electives (3 hrs)

GEOG 101	Elements of Geography
GEOG 102	World Regional Geography
GEOG 202	Geography of Maryland
GEOG 302	Anglo-American Geography
GEOG 306	Urban Geography
GEOG 405	Geography of Africa

Students pursuing certification in Secondary Social Studies are advised to strictly follow the Suggest Curriculum Plan on the following pages, through close advisement by the History department.

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 313	History of Ancient Africa
HIST 315	Modern Africa
HIST 318	History of Blacks in American Cities
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 International Studies

The objectives of the International 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 issues.

The minor in International 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 International 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 International Studies. Students have the option, in conjunction with the Cooperative Education Program, to work in an international agency during the regular day sessions while earning credits in the Evening School or during the Summer Session. Those who wish to select this option to earn 6 credits per semester for the practicum must obtain the approval of the Coordinator of the International Studies Program and the Dean of Continuing Education.

A student travel-study program has been initiated in order to provide structured and academically meaningful experiences in foreign nations. Students may travel to parts of West Africa and the Caribbean. The Coordinator will assist students in designing travel-study programs to other parts of the world.

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

History Major
African American History Concentration
Suggested Curriculum Plan

First Semester

ENGL 101 English Composition I
HIST HIST GER Option I
MATH Mathematics (GER option)
HLTH 101 Personal Health
Natural Science (GER option)
PHED 101 Physical Ed. Fund

Second Semester

ENGL 102 English Composition II
HIST HIST GER Option II
PHIL 102 Logic
or
PHIL 201 Intro. to Philosophy
IDIS 102 Music and Dance
Natural Science (GER option)

Sophomore Year**First Semester**

SPCH 105 Intro to Speech Communication
WLIT 203 World Literature I
or
WLIT 204 World Literature II
HIST 205 African American History I
GEOG 101 Elements of Geography
SOSC 200 Introduction to Social Sciences

Second Semester

HIST 206 African American History II
GEOG 102 World Regional Geography
PSYC 201 General Psychology
ECON 211 Principles of Economics
English (GER option)
IDIS 103 Theatre & Visual Arts

Junior Year**First Semester**

POSC 301 U.S. Government
HIST 301 History of Maryland
HIST 207 Intro. to Africa
Advised electives

Second Semester

HIST 423 Methods of Historical Research

Advised electives

Senior Year

First Semester

ECON Economics elective

HIST 318 History of African Americans in the Cities

HIST 348 History of African American Women in American Life & Culture

Advised electives

Second Semester

HIST 305 Problems in American History I

HIST 405 History of Latin America

HIST 430 History of West Africa

Advised electives

Suggested Curriculum Plan

Freshman Year

First Semester

ENGL 101 English Composition I
HIST HIST GER Option I
MATH Mathematics (GER option)
HLTH 101 Personal Health
Natural Science (GER option)
PHED 101 Physical Education Fundamentals

Second Semester

ENGL 102 English Composition II
HIST HIST GER Option II
PHIL 102 Logic
or
PHIL 201 Intro. to Philosophy
IDIS 102 Music and Dance
SPCH 105 Speech Communications

Sophomore Year

First Semester

Natural Science (GER option)
WLIT 203 World Literature I
or
WLIT 204 World Literature II
HIST HIST Survey Option I
GEOG 101 Elements of Geography
SOSC 200 Intro. to Social Sciences

Second Semester

HIST HIST Survey Option II
GEOG 102 World Regional Geography
PSYC 201 General Psychology
HIST 207 Intro. to Africa
HIST 423 Methods of Historical Research
IDIS 103 Theatre and Dance

Junior Year

First Semester

POSC 301 U.S. Government
HIST 315 Modern Africa
HIST 430 History of West Africa
Advised electives

Second Semester

ENGL 401 History of English Language

Advised electives

Senior Year

First Semester

HIST 432 History of Central Africa
HIST 436 History of South Africa
HIST 304 Problems in American History I
GEOG 405 African Geography
Advised electives

Second Semester

HIST 440 Seminar in African History
HIST 305 Problems in American History II
Advised electives

(Teacher Certification)
Suggested Curriculum Plan

Freshman Year

First Semester

ENGL 101	English Composition I Natural Science (GER option)
SOSC 200	Intro. to Social Sciences
HLTH 101	Personal Health
MATH	Mathematics (GER option)
PHED 101	Physical Education Fundamentals
HIST 201	World History I

Second Semester

ENGL 102	English Composition II Natural Science (GER option)
PHIL 201	Intro. to Philosophy
IDIS 102	Music and Dance
SOCI 201	Intro. to Sociology
HIST 201	World History II

Sophomore Year

First Semester

IDIS 103	Theatre & Visual Arts
WLIT 203	World Literature I
HIST 203	U.S. History I
PSYC 201	General Psychology
GEOG 101	Elements of Geography
EDUC 402	History of Education
or	
EDUC 403	Philosophy of Education

Second Semester

HIST 204	U.S. History II
SPCH 105	Speech Communications
PSYC 202	Educational Psychology
HIST 423	Methods of Historical Research
SPED 201	Intro to Needs of Exceptional Individuals
POSC 301	U.S. Government

Junior Year

First Semester

SCED 324	Social Studies in the Secondary School
POSC 302	State and Local Government
SCED 312	Principles of Secondary Education
GEOG 102	World Regional Geography
ECON 201	Intro. to Economics
WLIT 204	World Literature II

PSYC 305	Adolescent Psychology
POSC 303	Comparative Government
ECON 402	Comparative Economic Systems
HIST 407	U.S. Foreign Policy
MATH 203	Basic Statistics
SOCI 407	Research Methods

Senior Year

First Semester

EDUC 408	Measurement & Evaluation
SCED 456	Teaching Reading in Secondary Schools
HIST 422	Seminar in Amer. History
SOCI 403	American Minorities
INST 450	Seminar in International Studies
SOCI 207	Cultural Anthropology

Second Semester

SCED 414	Directed Teaching/Seminar
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HUMANITIES AND MEDIA

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

General Education Requirements

As part of the General Education Requirements all students must complete 12 credits in English in the following sequence: ENGL 101 and 102 (English Composition I and II, 3 credits each), WLIT 203 or 204 (World Literature, 3 credits), and an additional English course (e.g., linguistics, literature, writing) at the 200 level or above (3 credits).

Major in English (Liberal Arts)

The major in English 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 student completing a major in English is required to have a knowledge of the nature of literary

cultures. In addition, the student is required to be proficient in expository writing. The liberal arts English major must earn a Bachelor of Arts degree (see below).

Major in English (Teacher Certification)

The major in English (Teacher Certification) is designed to prepare the student to teach English in secondary schools. The student in this program completes 42 credits for the English major and a prescribed core of professional courses in education.

Major in English (Media Arts)

The Media Arts track of the English Major prepares students for leadership positions in 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. Potential careers include: public relations specialist, press secretary, newsletter publisher, magazine writer, television talk show host, editor, producer, script writer, film-maker, video maker, photographer, videographer, media sales specialist, and multimedia author.

All students are grounded in a firm English/Liberal Arts Curriculum. It is the philosophy of the Media Arts Program that graduates be able to adapt to changes and opportunities as new technology is introduced, and, therefore, the acquisition of a broad knowledge of American and world culture, and the development of strong reading, writing and thinking skills are major goals of the media arts curriculum.

Upon declaring a major in English/Media Arts, the student determines an area of concentration, choosing from the following three:

Publication. For both print and electronic media. Information that is presented for interactive and non-interactive audiences. Includes newspapers, magazines, books, television, the Internet, and all manner of advertising and writing.

Entertainment. Utilization of media as diversion or pleasure in an electronic presentation. Includes script writing, radio and television production, film making and video production, CD-ROM, the Internet and Virtual Reality.

Promotion. The use of the media, from print to the Internet, for advertising, promotion and public relations.

The media arts English major must earn a Bachelor of Arts degree (see below).

General Education Requirements for the Major

In addition to ENGL 101 and 102, **all** English majors (liberal arts, teacher certification, and media arts) must take WLIT 203 (World Literature I) and ENGL 208 (Critical Writing) to complete the English General Education Requirement. Additionally, students in the Media Arts track satisfy the Social and Behavioral Science GER by taking PSYC 201 (General Psychology), and MNSC 101 (Introduction to Business); and satisfy the Speech GER by taking SPCH 202 (Principles and Practices of Interviewing).

Bachelor of Arts Degree for English Majors (Liberal Arts and Media Arts)

All Liberal Arts and Media Arts English majors must earn the Bachelor of Arts degree. The requirements for the B.A. are completion of one foreign language at the intermediate level and of one additional philosophy course beyond the GER. Since this requirement is part of the major, not the GER, a student must earn a "C" or better in these courses no matter when or where he or she took them.

ENGLISH MAJOR COURSE REQUIREMENTS (LIBERAL ARTS AND TEACHER CERTIFICATION)

Group A-Courses Required Of All Majors (27 credits)

(NB. See also the General Education Requirements for the major, above, for additional requirements.)

ENGL 201

and

ENGL 202 Survey of British Lit. I and II

ENGL 205

and

ENGL 206 American Literature Survey I and II

ENGL 207 Literary Genres

ENGL 335

or 336 Literature of the Black American

ENGL 353

or 354 Shakespeare

ENGL 490 History of Literary Criticism

ENGL 496 Senior Colloquium

Group B-One course required (3 credits)

ENGL 305* Advanced Expository Writing

JRNL 210 Introduction to News Writing

JRNL 211 Reporting Public Affairs

JRNL 310 Article & Feature Writing

JRNL 311 Editorial & Review Writing

CRWR 303

or 304 Creative Writing

*Students in Teacher Certification must take ENGL 305.

Group C-One Course required (3 or 6 credits)

ENGL 301 Nature of Language

ENGL 302* Sociolinguistics

ENGL 401 History of the English Language

ENGL 406* Advanced Grammar

*Students in Teacher Certification must take both ENGL 302 & ENGL 406.

Groups D, E, F, G, and H-Literature electives (6-9 credits)

The liberal arts English major must select 3 courses (9 credits) from any 3 of the following groups, in consultation with a department major advisor.

English majors preparing for teacher certification must select ENGL 322 (Adolescent Literature) and one course from groups D-G.

ENGL 343 Literature of the Middle Ages
ENGL 346 Chaucer
ENGL 351 Renaissance Literature
ENGL 358 Milton

Group E-Later British Literature

ENGL 363 18th Century Literature
ENGL 367 British Romanticism
ENGL 371 Victorian Literature I
ENGL 372 Victorian Literature II

Group F-American Literature

ENGL 331 American Romanticism
ENGL 332 American Realism
ENGL 337 Contemporary American Literature

Group G-Genres

ENGL 311 Development of the Novel I
ENGL 312 Development of the Novel II
ENGL 313 Development of the Short Story
ENGL 314 Forms of Poetry

Group H-Special Studies

ENGL 322* Adolescent Literature
ENGL 325 Images of Women
ENGL 327 Images of the Disabled
ENGL 381 Contemporary Novel
ENGL 382 Contemporary Poetry
ENGL 383 Modern Drama
ENGL 391/2/3/4 Seminar in Special Topics
WLIT 321 Greek Culture and Western Civilization
WLIT 322 Roman Culture and Western Civilization
WLIT 323 Folklore
WLIT 324 Sacred Literature of the World
WLIT 386 Modern Literature: Africa, Asia & Latin America

*Students in Secondary Education must take ENGL 322.

ENGLISH MAJOR COURSE REQUIREMENTS (MEDIA ARTS)

Group A - Courses Required of All English (Media Arts) Majors (33 credits)

(NB. See also the General Education Requirements for the major, above, for additional major requirements.)

ART 307 Photography
ENGL 207 Literary Genres
ENGL 302 Sociolinguistics
MCOM 306 Introduction to Media Theory

MCOM 307	Writing for the Media
MCOM 490	Mass Communications Internship
MCOM 495	Research in Mass Communications
SPCH 303	Survey of Communication Research
PHIL 441	Special Topics in Philosophy: Media Ethics

Group B - Two 200-, 300-, or 400-Level Literature Course (6 credits)

Group C - Electives

Students in the Media Arts track take any of the following courses as needed to complete the number of credits required for graduation, after all other requirements have been met.

ANTH 207	Cultural Anthropology
ART 406	Introduction to Art Criticism
ART xxx	(Any art course relevant to the student's concentration and/or career
ENGL xxx	(Any 300 or 400 level literature course in addition to Group B courses)
MCOM, JRNL, etc.	(Any course from a concentration the student is NOT enrolled in)
MUSC 301	Survey of Music History and Literature
PHED 322	History of Dance
SPCH 201	Basic Principles of Oral Interpretation
SPCH 204	Critical Listening

In addition, students must complete the requirements for one of the following concentrations.

Concentration I: Publication and Production. Required Courses (21 credits):

CRWR 303 or 304	Creative Writing
JRNL 210	Reporting Public Affairs
JRNL 311	Editorial and Review Writing
JRNL 410	News Editing and Design
MCOM 301	Basic Techniques of TV Production
MCOM 307	Script Writing for Television
THEA 209	Basic Principles of Play Directing

Concentration II: Entertainment. Required Courses (21 credits):

CRWR 303 or 304	Creative Writing
MCOM 210	Entertainment Theory and Production
MCOM 301	Electronic Media Production I
MCOM 302	Electronic Media Production II
MUSC 231	Sight Singing and Ear Training
THEA 209	Basic Principles of Play Directing
THEA 211	Fundamentals of Acting I

Concentration III: Advertising and Promotion. Required Courses (21 credits):

JRNL 310	Article and Feature Writing
JRNL 410	News Editing and Design
MCOM 211	Media Production for Advertising & Public Relations
MCOM 308	Public Relations
MNSC 310	Marketing Management
MNSC 465	Advertising

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:

ENGL 207	Literary Genres
ENGL 301	The Nature of Language
or	
ENGL 302	Sociolinguistics
	Advised electives

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:

ENGL 207	Literary Genres
ENGL 302	Sociolinguistics
ENGL 305	Advanced Expository Writing
ENGL 321	Children's Literature
	Advised elective

Minor in Linguistics

The minor in Linguistics enables students to understand the nature of language in general and the English language in particular, and develops in them 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)

ENGL 301	The Nature of Language
ENGL 302	Sociolinguistics
ENGL 406	Advanced Grammar

ENGL 325	Images of Women
ENGL 401	History of the English Language
MCOM 306	Introduction to Media Theory
PHIL 415	The Philosophy of Mind and Language

Group C-Foreign Language Requirement

Minimum of 3 credits in a foreign language

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)

ENGL 207	Literary Genres
ENGL 323	Folklore
ENGL 325	Images of Women
ENGL 343	Literature of the Middle Ages
ENGL 381	Contemporary Novel
ENGL 386	Modern Literature: Asia, Africa, Latin America
ENGL 391/2/3/4	Special Topics (when contents include an appreciable proportion of non-English literature)
WLIT 203	World Literature (beyond the 3-credit GER)
WLIT 204	World Literature (beyond the 3-credit GER)
WLIT 321	Greek Culture and Western Civilization
WLIT 322	Roman Culture and Western Civilization
WLIT 324	Sacred Literature of the World

Group B-Related Courses (maximum of 3 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)
PHIL 301	Ancient Philosophy
PHIL 302	Medieval and Modern Philosophy
PHIL 303	Contemporary Philosophy
ART 401/402	Survey of Art History I or II
ART 405	Contemporary Art History

Group C-Foreign Language Requirement (minimum of 6 credits)

Students must complete a minimum of 6 credits in one foreign language.

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

enhance journalistic writing. 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

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

Recommended Electives:

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

Minors in Mass Communications

The program offers minors in Communication Management, Communication Research, and Communication Technology*.

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.**

Communication Management*

Required Courses-21 credits

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

Recommended Electives:

MNSC 201	Financial Accounting
JRNL 211	Reporting Public Affairs
JRNL 310	Article & Feature Writing

MCOM 303 TV Directing
MCOM 307 Script Writing for TV
ART 307 Photography I
ART 308 Photojournalism

Communication Research*

Required Courses-21 credits

MCOM 200 Introduction to Mass Communication
or
MCOM 201 Survey of Broadcasting Principles and Practices
MCOM 301 Basic Techniques of TV Production
MCOM 490 Mass Communications Internship
JRNL 210 Introduction to News Writing
COSC 101 Basic Computer Programming
SPCH 303 Survey Communication Research
SOC 407 Research Methods

Recommended Electives:

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

Communication Technology*

Required Courses-21 credits

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

Recommended Electives:

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

Minors In French And Spanish

total of six French or Spanish courses, one of which must be above 202 level. The course level can be determined by placement testing when appropriate.

Minor In French

Required

FREN 101	Elementary French I
FREN 102	Elementary French II
FREN 201	Intermediate French I
FREN 202	Intermediate French II
FREN 301	Advanced French I
FREN 302	Advanced French II

Minor In Spanish

Required

SPAN 101	Elementary Spanish I
SPAN 102	Elementary Spanish II
SPAN 201	Intermediate Spanish I
SPAN 202	Intermediate Spanish II
SPAN 301	Advanced Spanish I
SPAN 302	Advanced Spanish II

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.

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 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 college credit. Students who wish to take foreign languages are requested to consult with the appropriate foreign language faculty when registering for foreign language courses.

Philosophy

General Education Requirement in Philosophy

All students are required to take either PHIL 102 (Logic) or PHIL 201 (Introduction to Philosophy).

Minor in Philosophy

The minor in Philosophy provides students with a 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)

PHIL 305 Philosophical Logic

Group B-Two courses required (6 credits)

PHIL 301 Ancient Philosophy

PHIL 302 Modern Philosophy

PHIL 303 Contemporary Philosophy

Group C-Two courses required (6 credits)

PHIL 411 Ethics

PHIL 412 Death and Dying

PHIL 413 Medical Ethics

PHIL 414 Social and Political Philosophy

PHIL 415 The Philosophy of Mind and Language

PHIL 431 Philosophy of Religion

PHIL 435 Metaphysics

PHIL 436 Theory of Knowledge

PHIL 441-45 Special Topics

Group D-One Course Required (3 credits)

PHIL 490 Philosophical Research

Group E-Elective

Philosophy elective

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)

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 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 hours as follows:

Management Science Core Requirements

ECON 103 Introduction to Business & Entrepreneurial Economics
MNSC 150 Computer Literacy
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

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.

Minor in Management Science

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

ECON 103 Introduction to Business & Entrepreneurial Economics
MNSC 328 Dynamics of Management
MNSC Management Science electives

Tracks in Management Science

The selection of a track is optional. The tracks in the Department of Management Science and Economics are

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 410 Cost Accounting
MNSC 414 Tax Accounting
MNSC 417 Auditing I
MNSC 418 Auditing II
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 420 Management Science II
MNSC 422 Decision Support Systems
MNSC 450 Contemporary Developments in Computers
COSC 200 Computer Programming
COSC 307 Introduction to Artificial Intelligence
COSC 404 Data Communication

Marketing

MNSC 320 Managerial Economics
MNSC 360 Consumer Behavior
MNSC 365 Sales Management
MNSC 460 Marketing Research
MNSC 465 Advertising
MNSC 467 International Marketing
MNSC 470 International Finance

Management

MNSC 301 Organizational Psychology
MNSC 303 Labor-Management Relations
MNSC 304 Human Resource Management
MNSC 370 Seminar: Organizational Development Theory
MNSC 380 International Marketing
MNSC 420 Management Science II

Operations Management

MNSC 320 Managerial Economic
MNSC 391 Inverntory Management
MNSC 392 Project Management
MNSC 393 Quality Management
MNSC 420 Management Science II
MNSC 422 Decision Support Systems
MNSC 423 Forecasting For Management and Economics
COSC Computer Science Elective

ECON 303 Macroeconomics
ECON 304 Microeconomic
ECON 305 Money and Banking
MNSC 320 Managerial Economics
MNSC 334 Bank Management
ECON 402 Comparative Economic Systems
ECON 410 International Economics
MNSC 469 Fundamentals of Investment Management
MNSC 470 International Finance

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 credit hours 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 College 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 300 Human Relations and Organizational Behavior
RECR 339 Problems in Urban Recreation
MNSC, RECR, SOSC Internship (6 credits)
TOTAL = 21 credits

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: liberal arts, teacher certification, and 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 College 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. 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 other 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 112 Precalculus I
MATH 125 Mathematics for Liberal Arts.

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 Elementary Education must complete MATH 103 and MATH 104 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.

Major in Mathematics (Liberal Arts)

The required mathematics and computer science courses are COSC 200, COSC 201, MATH 150, MATH 201, MATH 202, MATH 211, MATH 301, MATH 302, MATH 303, MATH 305, MATH 306, MATH 307, MATH 310, MATH 401, MATH 405, and MATH 417.

Also required are 8 credits in calculus-based physics (these credits serve as the Natural Science GER options) or 3 courses in Computer Science beyond COSC 201 (note that, in this case, the Natural Science GER requirements must

Major in Mathematics (Teacher Certification)

The required mathematics and computer science courses are COSC 200, COSC 201, MATH 150, MATH 201, MATH 202, MATH 211, MATH 301, MATH 303, MATH 307, MATH 308, MATH 310, MATH 315, MATH 318, and MATH 417. Also required are:

- 1) 4 credit hours in calculus-based physics (Natural Science GER option) and
- 2) the required pre-professional and professional courses of the Secondary Education Program.

A student who chooses this program should contact the Teacher Education Coordinator as soon as possible.

Mathematics and Engineering (Dual Degree)

The Dual Degree Program in Mathematics and Engineering is designed to allow a student to attend Coppin State College for approximately three academic years as a mathematics major and then attend either the University of Maryland or Morgan State University College of Engineering for approximately two academic years. Upon completion of the requirements for the mathematics major the student will receive a B.S. degree in Mathematics from Coppin State College (normally by the end of the student's first year at the College of Engineering). Upon completion of all the requirements of the College of Engineering the student will receive a B.S. degree in engineering.

For details of the program, contact the Chairperson of the Department of Mathematics and Computer Science or the Admissions Office.

Major in Computer Science

Fifteen (15) specific Computer Science courses and two (2) specific Mathematics courses must be taken. Students planning on pursuing a graduate degree in Computer Science should take additional Mathematics courses as described below in III (the "graduate school track"). (Prerequisites are listed in parentheses).

COSC 200 Computer Programming I (College Algebra)
COSC 201 Computer Programming II (COSC 200)
COSC 202 Data Structures (COSC 201)
COSC 205 Programming Languages (COSC 201)
COSC 207 Assembly Language and Machine Organization (COSC 201 and MATH 211)
COSC 302 Advanced Data Structures and Files (COSC 202 and MATH 211)
COSC 306 Operating Systems (COSC 201)
COSC 307 Artificial Intelligence (COSC 201)
COSC 310 Systems Programming (COSC 201)
COSC 312 Database Management Principles (COSC 201)
COSC 339 Programming with Visual Basic
(COSC 200, MNSC 150, or any higher-level programming language)
COSC 406 Data Communications Systems (COSC 201)
COSC 409 Software Engineering (COSC 202)
COSC 410 Developing Windows Applications Using C++ (COSC 339 and COSC 409)
COSC 417 Computer Science Senior Seminar

II. Required Mathematics Courses

MATH 211 Discrete Mathematics I (College Algebra or Precalculus)
MATH 212 Discrete Mathematics II (MATH 211)

III. Mathematics Courses for the "Graduate School Track"

MATH 201 Calculus I
MATH 202 Calculus II
MATH 301 Linear Algebra
MATH 302 Numerical Methods

Minor in Mathematics

The requirements for a minor in mathematics are:

- 1) MATH 112, MATH 113, and MATH 201, and
- 2) 6 additional credit hours in mathematics or computer science approved by the department chairperson.

Minor in Computer Science

The minor in Computer Science prepares a student for employment as computer programmer, systems programmer, or system analyst in business, industry, or government. It also provides a strong background for managerial positions.

The required courses for the minor are COSC 200, COSC 201, and twelve (12) more credit hours in Computer Science approved by the Department Chairperson.

Area of Concentration for Elementary Education

The Department recommends the following sequence of six courses:

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.

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

- A. An external assessment: This assessment will be done using a standardized subject area exam -- either the Mathematics Field Test developed by Educational Testing Service for **Mathematics** majors. The Computer Science Field Test II developed by the Educational Testing Service is used for **Computer Science** majors.
- B. This assessment will take place within a capstone course (MATH 417) or COSC 417) to be taught in the first semester of 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 taught in the major-requirement courses. Both the project and the test may involve computers.

Mathematics Major (Liberal Arts) Suggested Curriculum Plan

Freshman Year

First Semester

ENGL 101 English Composition
GER Option Physical Education
MATH 112 Pre-Calculus I
IDIS 102 Music & Dance
ORIE 101 Freshman Seminar
SPCH 100 Speech Communication

Second Semester

ENGL 102 English Composition II
IDIS 103 Theatre & Visual Arts
HLTH 101 Personal Health
MATH 113 Pre-Calculus II
MATH 150 Language of Mathematics

Sophomore Year

First Semester

GER Option WLIT 203 or 204
PHIL 102 Logic
MATH 211 Discrete Mathematics I

Second Semester

COSC 201 Computer Programming II
GER Option HIST 202 or 204 or 206
GER Option English
GER Option Social Science
MATH 201 Calculus I

First Semester

GER Option Social Science

MATH 202 Calculus II

MATH 301 Linear Algebra

MATH 307 Geometry I

PHYS 303 Mechanics & Particle Dynamics

Second Semester

MATH 303 Intro. to Math Statistics

MATH 306 Multivariable Calculus

PHYS 304 Heat, Electricity, & Magnetism

Free Elective

Senior Year**First Semester**

MATH 302 Numerical Methods

MATH 305 Calculus III

MATH 405 Differential Equations

MATH 417 Mathematics Seminar

Second Semester

MATH 310 Algebraic Structures

MATH 401 Real Analysis

Free Electives

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
GER Option Social Science

Senior Year

First Semester

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
SCED 456 Teaching Reading in Secondary School
SPED 201 Intro to Needs of Exceptional Individuals

Second Semester

SCED 414 Directed Teaching in Secondary School/Seminar
Free Electives

**Mathematics and Engineering Core (Three Years)
Suggested Curriculum Plan**

Freshman Year

First Semester

CHEM 101 General Chemistry I
ENGL 101 English Composition I
HIST 201 World History I
MATH 150 Language of Mathematics
MATH 201 Calculus I

Second Semester

CHEM 102 General Chemistry II
COSC 200 Computer Programming I
ENGL 102 English Composition II
HIST 202 World History II
MATH 202 Calculus II

Sophomore Year

First Semester

COSC 201 Computer Programming II
MATH 211 Discrete Mathematics I
MATH 301 Linear Algebra
MATH 305 Calculus III
MATH 307 Geometry I
PHYS 303 Mechanics & Particle Dynamics

Second Semester

GER Option PHIL 102 or 201
MATH 303 Intro to Math Statistics I
MATH 306 Multivariable Calculus
PHYS 304 Heat, Electricity & Magnetism

Junior Year

First Semester

Sciences
MATH 405 Differential Equations
PHYS 305 Waves, Relativity & Quantum Physics

GER Option Social

Second Semester

MATH 302 Numerical Methods
MATH 310 Algebraic Structures
MATH 410 Real Analysis
PHYS 306 Statics
PHYS 308 Dynamics

**Computer Science Major
Suggested Curriculum Plan****Freshman Year****First Semester**

ENGL 101 English Composition I
HLTH 101 Personal Health
IDIS 102 Music & Dance
MATH 110 Intermediate Algebra
ORIE 101 Freshman Seminar
SPCH 105 Intro to Speech Communication

Second Semester

COSC 200 Computer Programming I
ENGL 102 English Composition II
IDIS 103 Theatre & Visual Arts
MATH 150 Computer Literacy
PHIL 102 Introduction to Logic

Sophomore Year**First Semester**

COSC 201 Computer Programming II
COSC 205 Small Systems Software
GER Option Natural Science
GER Option Hist 201 or 203 or 205
MATH 211 Discrete Mathematics I
GER Option WLIT 203 OR 204

COSC 205 Programming Languages
COSC 207 Assembly Language & Machine Organization
MATH 112 Precalculus
MATH 212 Discrete Mathematics II
GER Option English

Junior Year

First Semester

COSC 302 Advanced Data Structures & Files
COSC 307 Artificial Intelligence
COSC 310 Systems Programming
MATH 112 Precalculus II
MATH 201 Calculus I

Second Semester

COSC 306 Operating Systems
COSC 312 Database Management Principles
COSC 339 Visual Basic
MATH 202 Calculus II

Senior Year

First Semester

COSC 409 Software Engineering
COSC 417 Computer Science Seminar
GER Option Social Science
GER Option HIST 202 or 204 or 206

Second Semester

COSC 406 Data Communications Systems
COSC 410 Visual C++
GER Option Natural Science
GER Option Social Science

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; and Cooperative Program in Histotechnology with Harford Community College
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.

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.

CHEM 101 General Chemistry 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.

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 *

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

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 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.

Dual Degree Engineering Program

The Dual Degree Engineering Program, offered in cooperation with the University of Maryland College of Engineering, is designed to allow students proficient in mathematics and science to earn a Bachelor of Science degree in Chemistry at Coppin State College and later to earn a Bachelor of Science degree in Engineering at the University of Maryland School of Engineering.

A student who is accepted into the program at Coppin takes courses in pre-engineering and pursues, under the direction of an advisor, a major in Chemistry/Pre-Engineering or General Science/Pre-Engineering for approximately three years. Once this phase of the work has been successfully completed and the student has been recommended by a joint committee of both schools, he/she then transfers to the University of Maryland School of Engineering for approximately two years of engineering studies. Upon completion of all undergraduate requirements for Coppin (normally by the end of the student's first year at the College of Engineering), the student will receive the Bachelor of Science degree from Coppin in his/her respective area. Upon completion of all requirements of the College of Engineering, the student will receive the Bachelor of Science degree in Engineering from the University of Maryland.

For further details of the program, contact the department chairperson or the Admissions Office of Coppin State College.

Dual Degree Dental Program

The Dual Degree Dental Program is designed to allow selected students to earn a Bachelor of Science degree in General Science-Chemistry Emphasis or General Science-Biology Emphasis from Coppin State (at the end of the fourth year of the program, i.e., the first year at Maryland) and a doctoral degree in Dental Surgery (D.D.S.) from the University of Maryland Dental School (at the end of the seventh year of the program, i.e., the fourth year at Maryland). To become a dual degree candidate at the University of Maryland Dental School, a Coppin student must satisfy the following requirements at Coppin State College:

1) complete the General Science-Chemistry Emphasis or General Science-Biology Emphasis program;

- 3) complete the General Education Requirements;
- 4) maintain an overall grade point average of at least 3.00 in science and mathematics courses;
- 5) maintain a cumulative grade point average of at least 2.80;
- 6) obtain a favorable recommendation from the Pre-Professional Committee at Coppin State College;
- 7) earn an acceptable score on the Dental Admissions Test (DAT), as determined by the University of Maryland Dental School;
- 8) apply to the Dental School through the American Association of Dental Schools Application Service (AADSAS).
- 9) as a result of an interview, obtain a favorable recommendation from the Subcommittee on Dental Student Admissions at the University of Maryland Dental School.

At the University of Maryland Dental School, the student pursues four years of professional training. During the first year, the Pre-Dental advisor at Coppin and the Office of Recruitment and Admissions in the Dental School work closely to ensure the success of the student enrolled in the Dental School.

Dual Degree Pharmacy Program

The Dual Degree Pharmacy Program of Coppin State College and the University of Maryland School of Pharmacy is designed to allow Coppin pre-pharmacy students to earn a Bachelor of Science degree in General Science (Chemistry Emphasis) from Coppin State College at the end of the fourth year of the program, i.e., the first year at Maryland and a Bachelor of Science degree in Pharmacy from the University of Maryland School of Pharmacy at the end of the sixth year of the program, i.e., the third year at Maryland.

To become a dual degree candidate at the University of Maryland School of Pharmacy, a Coppin student must satisfy the following requirements at Coppin State College:

- 1) complete the General Science (Chemistry Emphasis) undergraduate program;
- 2) earn 96 to 100 academic credit (see suggested curriculum plan for Pre-Pharmacy);
- 3) complete the General Education Requirements;
- 4) maintain a grade point average of at least 3.00 in science and mathematics courses;
- 5) maintain a cumulative grade point average of at least 2.80;
- 6) obtain a favorable recommendation from the Joint Advisory Committee of Coppin State College and University of Maryland School of Pharmacy;
- 7) earn an acceptable score on the Pharmacy College Admissions Test (the average score of the most recently admitted University of Maryland School of Pharmacy class or a score deemed appropriate by the Joint Advisory Committee).

At the University of Maryland School of Pharmacy, the student pursues three years of professional training. During the first year, the Pre-Pharmacy advisor at Coppin and the academic counselor at the University of Maryland School of Pharmacy work closely to ensure the success of the student while at the School of Pharmacy.

For further details of the program, students should contact the department chairperson or the Admissions Office of Coppin State College.

Biology Major (Liberal Arts) Suggested Curriculum Plan

Freshman Year

First Semester

IDIS 102 Music and Dance

or

IDIS 103 Theatre and Visual Arts

or

or
BIOL 106 Cell Biology
MATH 110 College Algebra
HLTH 101 Personal Health
ENGL 101 English Composition I

Second Semester

BIOL 103 General Botany
BIOL 106 Fundamentals of Cell Biology
or
BIOL 104 General Zoology
ENGL 102 English Composition II
MATH 112 Pre-Calculus
BIOL 106L Fundamentals of Cell Biology Lab

Sophomore Year

First Semester

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

Second Semester

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

Junior Year

First Semester

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

Second Semester

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

Senior Year**First Semester**

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

Second Semester

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

* Open to graduating seniors only.

**Biology Major (Teacher Certification)
Suggested Curriculum Plan****Freshman Year****First Semester**

BIOL 106 Fundamentals of Cell Biology
BIOL 104 General Zoology
MATH 112 Pre-Calculus I
ENGL 101 English Composition I
SOSC 200 Introduction to Social Science

Second Semester

BIOL 103 General Botany
BIOL 106 Fundamentals of Cell Biology
or
BIOL 104 General Zoology
ENGL 102 English Composition II
SPCH 100 Speech Communications
PHIL 102 Logic

BIOL 106L Fundamentals of Cell Biology Lab

Sophomore Year

First Semester

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

Second Semester

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

Junior Year

First Semester

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

Second Semester

BIOL 402 Principles of Genetics
CHEM 308 Organic Chemistry II
CHEM 313 Biochemistry
EDUC 408 Measurement and Evaluation
IDIS 102 or 103

PHYS 301	General Physics I
SCED 326	Teaching Science in Secondary School
SCED 456	Teaching Reading in the Secondary School
BIOL 403 *	Seminar in Biology
BIOL 401	General Ecology
HLTH 101	Personal Health

Second Semester

SCED 414	Directed Teaching in Secondary School/Seminar
PHYS 302	General Physics II
BIOL 404 *	Seminar in Biology

* Open to graduating seniors only.

**General Science (Biology Emphasis)
Suggested Curriculum Plan**

Freshman Year

First Semester

ENGL 101	English Composition I
MATH 110	College Algebra
IDIS 102	Music and Dance
or	
IDIS 103	Theatre and Visual Arts
or	
Language	
BIOL 104	General Zoology
or	
BIOL 106	Cell Biology
HLTH 101	Personal Health

Second Semester

ENGL 102	English Composition II
BIOL 103	General Botany
BIOL 106	Fundamentals of Cell Biology
or	
BIOL 104	General Zoology
MATH 112	Pre-Calculus
BIOL 106L	Fundamentals of Cell Biology Lab

Sophomore Year

BIOL 401 General Ecology
HIST 201 World History I
or
HIST 203 U.S. History I
or
HIST 205 African American History I
CHEM 101 General Chemistry I
WLIT 203 World Literature I
or
WLIT 204 World Literature II
SPCH 100 Speech Communications

Second Semester

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

Junior Year

First Semester

PHYS 301 General Physics I
BIOL 308 Microbiology
Advised Electives

Second Semester

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

Senior Year

First Semester

BIOL 403 Seminar in Biology I
Advised Electives
SOSC 200 Introduction to Social Science
CHEM 200 Fundamentals of Organic Chemistry or elective

Second Semester

BIOL 404 Seminar in Biology II

**Chemistry Major (Liberal Arts)
Suggested Curriculum Plan**

Freshman Year

First Semester

ENGL 101	English Composition I
BIOL 106	Cell Biology
or	
BIOL 104	General Zoology
CHEM 101	General Chemistry I
MATH 112	Pre-Calculus I
SOSC	Social Science (GER Option)

Second Semester

ENGL 102	English Composition II
CHEM 102	General Chemistry
HLTH 101	Personal Health
SPCH 100	Speech Communications
MATH 113	Pre-Calculus II

Sophomore Year

First Semester

WLIT 203	World Literature I
or	
WLIT 204	World Literature II
MATH 201	Calculus I
CHEM 307	Organic Chemistry I
PHIL 102	Logic
or	
PHIL 201	Intro. to Philosophy

Second Semester

GER Option	English
MATH 202	Calculus II
CHEM 308	Organic Chemistry II
SOSC	Social Science (GER Option)

Junior Year

First Semester

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

Second Semester

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

Senior Year

First Semester

CHEM 401 Physical Chemistry I
CHEM 405 Advanced Inorganic Chemistry
IDIS 103 Theatre & Visual Arts
or
IDIS 102 Music and Dance
or
Language
Advised electives

Second Semester

CHEM 402 Physical Chemistry II
CHEM 313 Biochemistry
Advised electives

**Chemistry Major (Teacher Certification)
Suggested Curriculum Plan**

Freshman Year

First Semester

ENGL 101 English Composition I
MATH 112 Pre-Calculus I
IDIS 102 Music and Dance
or
IDIS 103 Theatre and Visual Arts
HLTH 101 Personal Health
CHEM 101 General Chemistry I
SPCH 100 Speech Communications

ENGL 102	English Composition II
MATH 113	Pre-Calculus II
CHEM 102	General Chemistry II
BIOL 103	General Botany
BIOL 106	Fundamentals of Cell Biology

Sophomore Year

First Semester

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

Second Semester

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

Junior Year

First Semester

SCED 312	Prin. Secondary Education
CHEM 205	Quantitative Analysis
PHYS 303	Mechanics & Particle Dynamics
BIOL 104	General Zoology
BIOL 106	Fundamentals of Cell Biology

Second Semester

SCED 456	Teaching Reading in the Secondary School
HIST 201	World History I
or	
HIST 203	U.S. History I
or	
HIST 205	African American History I
CHEM 310	Instrumentation
PHYS 304	Heat, Electricity, and Magnetism
BIOL 103	General Botany
EDUC 408	Measurement and Evaluation

Senior Year

First Semester

Second Semester

CHEM 402	Physical Chemistry II
CHEM 405	Advanced Inorganic Chemistry
HIST 202	World History II
or	
HIST 204	U.S. History II
or	
HIST 206	African American History II
GER Option	Social Science
PHIL 201	Intro. to Philosophy

**General Science Major (Chemistry Emphasis)
Suggested Curriculum Plan****Freshman Year****First Semester**

ENGL 101	English Composition I
MATH 112	Pre-Calculus I
IDIS 102	Music and Dance
or	
IDIS 103	Theatre and Visual Arts
or	
Language	
CHEM 101	General Chemistry I
SPCH 100	Speech Communications

Second Semester

ENGL 102	English Composition II
MATH 113	Pre-Calculus II
CHEM 102	General Chemistry II
HLTH 101	Personal Health
BIOL 103	General Botany

Sophomore Year**First Semester**

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

Second Semester

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

Junior Year**First Semester**

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

BIOL 204 Vertebrate Structure and Development
Advised electives

Senior Year

First Semester

CHEM 313 Biochemistry
Advised electives

Second Semester

CHEM 310 Instrumentation
Advised electives

Chemistry and Engineering Core (Three Years) Suggested Curriculum Plan

First Year

First Semester

MATH 112 Pre-Calculus I
CHEM 101 General Chemistry I
ENGL 101 English Composition I
HIST 201 World History I
or
HIST 203 U.S. History I
or
HIST 205 African American History I
SOSC Social Science (GER Option)

Second Semester

MATH 113 Pre-Calculus II
CHEM 102 General Chemistry II
ENGL 102 English Composition II
HIST 202 World History II
SOSC Social Science (GER Option)
or
HIST 204 U.S. History II

Summer

PHIL 201 Intro. to Philosophy
MATH 201 Calculus I

Second Year

First Semester

MATH 202 Calculus II
PHYS 303 Mechanics & Particle Dynamics
CHEM 307 Organic Chemistry I
CHEM 205 Quantitative Analysis

Second Semester

PHSC 201 Intro. to Engineering Science
COSC 101 Computer Programming I

PHYS 304 Heat, Electricity & Magnetism

Third Year

First Semester

MATH 305 Calculus III
PHYS 305 Waves, Relativity, & Quantum Physics
PHYS 306 Statics
CHEM 401 Physical Chemistry I
BIOL 103 General Botany
or
BIOL 106 Fundamentals of Cell Biology

Second Semester

MATH 405 Differential Equations
PHYS 307 Mechanics of Materials
PHYS 308 Dynamics
CHEM 402 Physical Chemistry II
MATH 306 Multivariable Calculus

First Year

First Semester

MATH 112 Pre-Calculus I
CHEM 101 General Chemistry I
ENGL 101 English Composition I
HIST 201 World History I
or
HIST 203 U.S. History I
or
HIST 205 African American History I
Social Science (GER Option)

Second Semester

MATH 113 Pre-Calculus II
CHEM 102 General Chemistry II
ENGL 102 English Composition II
HIST 202 World History II
or
HIST 204 U.S. History II
or
HIST 206 African American History II
SOSC Social Science (GER Option)

Second Year

First Semester

MATH 201 Calculus I
PHYS 303 Mechanics and Particle Dynamics
CHEM 307 Organic Chemistry I
PHIL 201 Intro. to Philosophy

Second Semester

MATH 202 Calculus II
PHSC 201 Intro. to Engineering Science
COSC 101 Computer Programming I
CHEM 308 Organic Chemistry II
PHYS 304 Heat, Electricity & Magnetism

Third Year

First Semester

MATH 305 Calculus III
PHYS 305 Waves, Relativity, & Quantum Physics
PHYS 306 Statics
BIOL 104 General Zoology
or
BIOL 106 Cell Biology

PHYS 306	Mechanics of Materials
PHYS 308	Dynamics
MATH 306	Multivariable Calculus
BIOL 103	General Botany

**Pre-Dental/General Science (Chemistry Emphasis)
Suggested Curriculum Plan**

First Year

First Semester

ENGL 101	English Composition I
MATH 112	Pre-Calculus I
CHEM 101	General Chemistry I
BIOL 104	General Zoology
IDIS 102	Music and Dance

Second Semester

ENGL 102	English Composition II
MATH 113	Pre-Calculus II
CHEM 102	General Chemistry II
BIOL 103	General Botany
HLTH 101	Personal Health

CHEM 307 Organic Chemistry I
BIOL 308 Microbiology
WLIT 203 World Literature I
or
WLIT 204 World Literature II
SPCH 100 Speech Communications

*In April of the second year the dual degree student is to take the DAT.

Second Semester

CHEM 308 Organic Chemistry II
BIOL 204 Vertebrate Structure and Development
 Social Science (GER Option)
IDIS 102 Music and Dance
or
IDIS 103 Theatre and Visual Arts
PHIL 102 Logic
or
PHIL 201 Intro. to Philosophy

Third Year

First Semester

PHYS 301 General Physics I
CHEM 205 Quantitative Analysis
HIST 201 World History I
or
HIST 203 U.S. History I
or
HIST 205 African American History I
 Social Science (GER Option)
 English (GER Option)

Second Semester

PHYS 302 General Physics II
BIOL 402 Principles of Genetics
HIST 202 World History II
or
HIST 204 U.S. History II
or
HIST 206 African American History II
PHED Physical Education (GER Option)
CHEM 313 Biochemistry

Fourth Year

During the fourth year (first professional year at UMAB Dental School) the dual degree student will take the following courses, which will allow for the completion of all course work for the B.S. degree in General Science (Chemistry Emphasis) at Coppin State College:

Subject	Semesters	Clock Hours			Credits
		1	2	Total	
Anatomy DANA 511		255		255	13
Basic Dental Science DENT 511		180	185	365	14
Biochemistry DBIC 511		90		90	05
Conjoint Sciences DCJS 512			45	45	03
Microbiology DMIC 512			90	90	05
Oral Health Care Delivery OHCD 511		15	38	53	03
Physiology DPHS 512			90	90	05
		540	448	988	48

**Pre-Pharmacy/General Science (Chemistry Emphasis)
Suggested Curriculum Plan**

First Year

First Semester

ENGL 101	English Composition I
MATH 112	Pre-Calculus I
IDIS 102	Music and Dance
or	
IDIS 103	Theatre and Visual Arts
CHEM 101	General Chemistry I
SPCH 100	Speech Communications

Second Semester

ENGL 102	English Composition II
MATH 113	Pre-Calculus II
CHEM 102	General Chemistry II
HLTH 101	Personal Health
BIOL 106	Cell Biology
PHED	Physical Ed. (GER Option)

First Semester

SOSC Social Science (GER Option)

HIST 201 World History I

or

HIST 203 U.S. History I

or

HIST 205 African American History I

CHEM 307 Organic Chemistry I

PHIL 102 Logic

or

PHIL 201 Intro. to Philosophy

MATH 201 Calculus I

or	
HIST 204	U.S. History II
or	
HIST 206	African American History II
CHEM 308	Organic Chemistry II
WLIT 203	World Literature I
or	
WLIT 204	World Literature II
SOSC	Social Science (GER Option)
BIOL 103	General Botany

Third Year

First Semester

PHYS 301	General Physics I
BIOL 104	General Zoology
CHEM 205	Quantitative Analysis
CHEM 313	Biochemistry

Second Semester

PHYS 302	General Physics II
BIOL 204	Vertebrate Structure and Development
CHEM 310	Instrumentation English (GER Option) Advised Elective

Fourth Year

During the fourth year (first professional year at UMAB School of Pharmacy) the dual degree student will take the following courses, which will allow for the completion of all course work for the B.S. degree in General Science (Chemistry Emphasis) at Coppin State College:

Fall Semester

MCPG 331	Quantitative Pharmaceutical Analysis
MCPG 431	Biochemistry I
PCOL 331	Anatomy and Physiology I
PPAS 331	Introduction to Pharmacy and Health Care
PHAR 333	Basic Pharmaceutics I

Winter Semester

Optional electives available

Spring Semester

MCPG 432	Biochemistry II
MCPG 433	Biochemistry II Laboratory
MCPG 332	Pharmaceutical Microbiology I
PCOL 332	Anatomy and Physiology II
PHAR 334	Basic Pharmaceutics II
PPAS 332	Medical Care Organization

This agreement establishes a mechanism for the graduates of the Histotechnology Program from Harford Community College who are aspiring to become managers/administrators to pursue a bachelor's degree at Coppin State College and it also establishes a mechanism for Coppin State College matriculants who wish to pursue the concentration in Histotechnology to pursue the professional program at Harford Community College.

Objectives of the Cooperative Program

The Cooperative Program between Harford Community College and Coppin State College is designed to (a) give Harford Community College graduates an opportunity to obtain a bachelor's degree in a most expeditious way without undue obstacles upon their graduation from Harford Community College and (b) give Coppin State College students in the Life Sciences an opportunity to receive training and practicum in histological techniques at Harford Community College.

These opportunities will provide students with additional career options and enhance their upward mobility in the field of Histology

Application and Selection Procedure and Admission Process

Coppin students who have successfully completed the lower division program, as specified may apply to the pre-professional committee for recommendation for admission into the program. The committee would make its recommendation based on the strength of the candidate.

Harford Community College graduates would be admitted to the degree program to pursue the curriculum specified by completing the usual transfer application to Coppin State College with the recommendation from the supervisor of the Histology Program at Harford Community College.

Retention Criteria

1. Students must maintain cumulative grade point averages required for good standing by bothinstitutions.
2. Students must pursue courses pertaining directly to the career path as advised and prescribed by theiradvisor.

Course Articulations for Histotechnology Concentration

Coppin Students

Coppin State College science majors would be eligible for the CSC-Harford Community College Collaborative in Histotechnology upon successful completion of major courses, including the following:

BIOL 303	Animal Histology (CSC) -	4 credits
AHS 150 & 151	Histology Practicum I and II (HCC) -	14 credits
AHS 161	Histotechnology Seminar (HCC) -	1 credit

Students completing the 18 credit hours in the Histotechnology Concentration and the equivalent Coppin State course work identified in Table 1 will be eligible to graduate with the AAS degree in Laboratory Science: Histotechnology Option from HCC and also be eligible to take the ASCP certification examination to become a registered Histotechnician (HT).

Table 1

Course Title	HCC Course	Credits
Anatomy and Physiology I & II	BIOL 103 & 104	8
Microbiology	BIOL 205	4
Physics/Physical Science Elec.		3-4
Mathematics Elec.	MATH 101 or 216	3-4
General Chemistry I & II	CHEM 111 & 114	8

Technical Writing	ENGL 209	3
Arts/Humanities Elec.		3
Physical Education Fitness Elec.		1
Physical Education Elec.		1
TOTAL		43/45

The Histotechnology Practicum (14 credits) and Histotechnology Seminar (1 credit) would be accepted as general electives and counted toward the required 120 credit hours for a degree in General Science, Biology emphasis.

Harford Community College Graduates

Histotechnology graduates of the HCC aspiring to become managers and/or administrators should seek a bachelor's degree in General Science, Biology emphasis.

The following courses will be required at CSC for a degree in General Science, Biology emphasis:

BIOL 106	Fundamentals of Cell Biology	4 credits
BIOL 302	Animal Histology	4 credits
BIOL 402	Principles of Genetics	4 credits
BIOL 407	General Virology (recommended elective)	4 credits
CHEM 307	Organic Chemistry I	5 credits
PHYS 301	General Physics I	4 credits
PHYS 302	General Physics II	4 credits
MATH 112	Pre-Calculus I	4 credits
TOTAL		33 credits

Recommended electives:

Management Science Elec.	6-9 credits
Other General Electives (includes transfer courses)	to 120 credits

The following courses from HCC will be accepted by the Department of Natural Sciences, CSC, as partial fulfillment of major course requirements:

Human Anatomy & Physiology I/II (4 credits each)	8 credits
Microbiology	4 credits
General Chemistry I/II (4 credits each)	8 credits
TOTAL	20 credits

The Histotechnology Practicum (14 credits) and Histotechnology Seminar (1 credit) would be accepted as general electives and counted toward the required 120 credit hours for graduation.

The Department of Applied Psychology offers major programs which prepare students for careers in Alcoholism and Drug Abuse Counseling and Psychological 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.

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;
- 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

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.

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

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

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**

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

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

The Department of Social Sciences offers a general major program in Social Sciences and major concentrations in Political Sciences and Sociology. Minors are offered in Sociology, Political Sciences, and Non-Profit Management Youth Development (in conjunction with the Department of Management Science and Economics and the Department of Health, Physical Education, and 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 Social Sciences: General

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

SOSC 304	Intro to Public Administration
SOSC 407	Social Research Methods
SOSC 408	Social Statistics
SOSC 430	Social Science Applications

DIVERSITY

ANTH 207	Cultural Anthropology
or	
SOCI 403	Sociology of Race and Ethnicity

ECONOMICS

ECON 201, 211, or 212

POLITICAL SCIENCE

POSC 301	United States Government
POSC elective	

SOCIAL SCIENCE ELECTIVE

Advisor approved course from:

Anthropology, Political Science, Social Work or Sociology

SOCIAL SCIENCE MAJOR PROGRAM TOTAL: 30 credits**Major in Social Sciences: Concentration in Political Science**

The major concentration 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 concentration in Political Science 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 concentration:

POSC 301	U.S. Government
POSC 302	State and Local Government
POSC 303	Comparative Government
POSC 402	Political Theory
POSC	Advised Political Science electives

Major in Social Sciences: Concentration in Sociology

The major concentration in Sociology provides students with a general orientation to, and an understanding of the nature of society, its organization, functions, and fundamental processes. Primary attention is given to the patterns and structures of various groups and institutions, giving students the ability to manage or change social conditions for a more humane social environment.

The program's commitment is to provide Coppin students with the acquisition of concepts and skills which distinguish the informed person from the casual observer. Substantive and methodological requirements ensure preparation for either advanced study or a career after college (i.e., research assistants, interviewers, statisticians, housing inspectors, youth outreach workers, family planning workers, community organizers, etc.). Students also acquire skills and knowledge useful in a variety of business and governmental organizations.

In addition to the general Social Sciences major requirements, the following courses are required for the Sociology major concentration:

Required Courses: 18 credits

SOCI 201	Introduction to Sociology
ANTH 207	Cultural Anthropology
SOCI 303	Sociological Theory
SOSC 407	Social Research Methods
SOSC 408	Social Statistics
SOCI 409	Seminar in Sociology: Internship
or	
SOCI 410	Seminar in Sociology: Research Paper

SOCI 205	Class and Society
SOCI 301	Community Organization
SOCI 302	Social Psychology
SOCI 304	Sociological Theory: Modern
SOCI 402	Family Studies
SOCI 403	Sociology of Race and Ethnicity
SOCI 405	Criminology
SOCI 406	Sociology of the City
SOCI 411	Seminar in Sociology: Special Topics

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:

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:

SOCI 201	Introduction to Sociology
ANTH 207	Cultural Anthropology
SOCI 303	Sociological Theory
SOSC 407	Social Research Methods
SOSC 408	Social Statistics
SOCI 409	Seminar in Sociology: Internship
or	
SOCI 410	Seminar in Sociology: Research Paper

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	Logic
or	

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 World Literature I
 or
 WLIT 204 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
 SOWK 260 Intro. to Social Welfare, Social Policy, and Social Work I
 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

Second Semester
 SOSC 408 Social Statistics
 Social Sciences electives
 Natural Science (GER option)

Senior Year

First Semester
 SOCI 302 Social Psychology.....

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 College provides a major contribution to the college's mission of service to the community. Coppin State College 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 college's current efforts in community development, community nursing, social work field placements, summer youth camps and other community outreach.

Program Description

The Coppin State College 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 college. This 21-hour group of courses and field placement activities will be provided to degree seeking students. An outstanding potential exists to utilize college 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 College 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 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 CREDITS = 21

SOCIAL WORK

The social work major at Coppin State College 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

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

Spring Semester

BIOL 101	Biological Science
ENGL 102	English Composition II
PHIL 102 or 201	Introduction to Philosophy or Logic
HLTH	Option
HIST 203 or 205	History Option

Sophomore Year

Fall Semester

SPCH	Option
PSYC 201	General Psychology
WLIT 203 or 204	World Literature

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.

DIVISION OF EDUCATION

The Division of Education offers a variety of undergraduate and graduate programs designed primarily to prepare students for careers in teaching. The programs also qualify students for positions in such non-teaching fields as sport management, counseling and guidance, and human resource development in the public and private sectors.

An integral component of the Teacher Education Program 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

Teaching Seminar.

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 Teacher 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 Division of Education should contact the Coordinator of Field Services or one of the department chairs.

The Maryland Center for Thinking Studies is a center for innovative educational activities. It serves four populations: those involved in K-12 and in higher education as well as students K-12 in the Saturday School Program and parents in the Teaching Thinking at Home Series. The K-12 unit serves Baltimore City and all the counties in the State by providing teacher training, coaching, and curricular development in thinking instruction; by encouraging and disseminating sound research in thinking instruction; and by aiding the Maryland State Department of Education in its attempts to develop valid assessment of all dimensions of thinking.

The Higher Education unit serves-primarily but not exclusively-historically Black colleges and universities in the areas of teacher training, coaching, curricular development; assessment of all dimensions of thinking in the sciences and humanities; and by sharing the results of current research in cognitive development.

The Saturday School Program was created to provide students in grades K-12 opportunities to learn "how" to think rather than "what" to think. Students, working in small groups with expert faculty, learn how to solve problems, how to make decisions, how to become less impulsive, how not to jump to conclusions and how to be creative and look for other possibilities. The goal is to help students think critically, communicate more effectively and solve problems.

The Teaching Thinking at Home Series is designed especially for parents and guardians of children elementary and middle school age. Based on the premise that the most effective learning takes place in the home, this series is designed to give adults some practical strategies for improving the thinking abilities of their children in "outside-the-school" situations.

Undergraduate programs in the Division of Education include the following:

Majors

General Science/Pre Physical Therapy
Early Childhood Education (Pre-School to 3rd grade)*
Elementary Education (1st to 6th 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
Day Care Programs and Services
Early Childhood Education
Elementary Education
Physical Therapy

Dance

Areas of Concentration

Early Childhood Education
Elementary Education
Special Education
Urban Recreation

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.

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 program of Teacher Education consists 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 undergraduate component of the Division of Education. It 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 College having Teacher Education programs;
- 2) two (2) undergraduate students;
- 3) the Coordinator of Field Services;
- 4) the Dean of the Division 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.
- 7) Dean of Education

The Council is chaired by the Dean of the Division 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 the Teacher Education

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

Teacher Education Programs

The Division of Education 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 College is not an automatic guarantee of admission to a major program. Each major department interviews and accepts its own students. Students must complete necessary developmental courses and at least 12 credits of college-level work before declaring a major. 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 Academic Advising and Testing Office to obtain 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 Division of Education, must declare an education major and apply for admission to Teacher Education.

Eligible students should have:

- a. completed 30 credit hours;
- b. a cumulative GPA of 2.7 or better;
- c. completed English 101/103 and 102/104 (6 credit hours); and Math 103 or 104 or 125 (3 credit
- d. the declaration of major form signed by the department chairperson;
- e. a faculty advisor assigned by the chairperson;
- f. the Application to Teacher Education Form signed by the department chairperson;
- g. successfully completed the Learning Plus program (Diagnostic, Modules, Exit Exam) and Praxi

The following information also impacts students interested in entering Teacher Education.

- a. Students who have met all the above except the passing of Praxis I can be provis ionally admit

- d. Plus program (Diagnostic, Modules, and Exit exam) with a score equal to or greater than the cut of
Students who still have not successfully completed Praxis I will have **one** additional oppor
(*Students enrolled in EDUC 273 will receive a "CS" grade for the course until they pass
Praxis I.*)
- e. Students will be required to enroll in EDUC 274 before registering to take Praxis II.
- f. Students must take Praxis II prior to student teaching.
- g. Students must achieve state mandated cut-off scores on Praxis II prior to approval for gradu

The current MSDE cut-off scores are: MATHEMATICS (Computer-322, PPST-177), READING (Computer-325, PPST-177), WRITING (Computer-319, PPST-173).

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 chairperson of the department to 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 College 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:

- 1) completed all General Education Requirements;
- 2) acquired a 2.70 cumulative grade point average;
- 3) earned a grade of "C" or higher in all professional and methods courses;
- 4) passed the physical examination;
- 5) received the approval of the chairperson of the department in which the applicant will student teach;
- 6) passed the interview with the Student Teacher Review Committee;
- 7) obtained the qualifying scores established by MSDE on the Praxis; and,
- 8) received the approval of the Teacher Education Council.

Teacher candidates are recommended for certification only when they have:

- 1) successfully completed all course requirements of a particular program;
- 2) successfully demonstrated continued competence, aptitude, and potential for satisfactory success in teaching;
- 3) met the State of Maryland cutoff scores on the Praxis.

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) a minor in Adult Education.

Educational Foundations

Professional Courses for Teacher Education Majors

EDUC 201	Learning Laboratory in an Educational Setting
EDUC 202	Educational Psychology
EDUC 203	Fundamentals of Teaching with Audio-Visual 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
EDUC 415	Education of the Culturally Different
EDUC 424	Principles and Practices of Guidance and Pupil Personnel Services
EDUC 425	Selected Topics in Teacher Education
EDUC 435	Seminar

Secondary Education

I. Foundations Courses (10 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

B. Historical or Philosophical Foundations

EDUC 402	History of Education
	or

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 456	Teaching Reading in Secondary School

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
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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 (see p. 130)
- B. Chemistry (see p. 133)
- C. English (see p. 91/106)
- D. History/Social Studies (see p. 82/89)
- E. Mathematics (see p. 124)

Department Programs

The major programs in the Department of Curriculum and Instruction are Early Childhood Education, Elementary Education, Master of Arts in Teaching (MAT), 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 which 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 which will increase their understanding of the school as a social and educational institution and the role of the teacher in the total education program.

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.

Additionally, the Maryland Collaborative for Teacher Preparation (MCTP) is a program with a mathematics and science emphasis. This program, which will provide an exemplary interdisciplinary area of concentration in mathematics and science, is offered to elementary education majors who have had the approved program in elementary education. Students in this program will engage in genuine research activities, use modern technologies, and develop expertise working with diverse populations.

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.

Departmental 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" is 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.

The department reserves the right to make curriculum changes based on College 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, day 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 which will enable them to stimulate the sensory and cognitive abilities of the child through exploration, experimentation, discovery, and successful experiences.

Major in Early Childhood Education

A. General Education Requirements

B. Professional Education Requirements

SPED 201 Intro. to Needs of Exceptional Individuals
ECED 201 Learning Lab in an Educational Setting
EDUC 202 Educational Psychology
EDUC 203 Fundamentals of Teaching with Technology
EDUC 273 Enhancing Test Performance#
EDUC 274 Enhancing Test Performance#
EDUC 300 Foundations of Reading Instruction (Reading Acquisition)*
ECED 301 Child Growth and Physiological Development*
ECED 329 Principles and Practicum in Early Childhood*
ECED 330 Methods of Teaching Language Arts in Early Childhood*
ECED 331 Methods of Teaching Social Studies in Early Childhood*

ECED 334 Creative Expression*
ECED 338 Methods of Teaching Mathematics in Early Childhood*
CUIN 336 Working with Parents
ECED 337 Methods of Teaching Science in Early Childhood*
ECED 335 Methods of Teaching Mathematics and Science in Early Childhood**
EDUC 401 Diagnosis and Remediation of Reading Disabilities (Reading Assessment)*
EDUC 402 History of Education*
EDUC 408 Measurement & Evaluation*
REED 404 Materials for Teaching Reading*
ECED 411 Student Teaching/Seminar
ENGL 321 Children's Literature

#Division policy must be followed with respect to taking these courses.

*Division's Requirements. Students must secure approval of chair to register to take any part of PRAXIS

NOTE: Students must secure approval of Chair to register to take any part of PRAXIS.

C. Area of Concentration: 15-18 credits

D. Electives: 3-6 credits

On advice and consent of Chairperson of Major Department

Minor in Early Childhood Education

The minor in Early Childhood Education provides experiences to prepare students to enable the Per-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.

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 331 Methods of Teaching Social Studies in Early Childhood
ECED 334 Creative Expression

Minor in Day Care Programs and Services

The minor in Day Care Programs and Services provides students with 1) a knowledge of the historical, theoretical, and empirical basis for day care; 2) an understanding of the significance of providing support services to the families of children in day care, and 3) an opportunity to examine a variety of day care programs and to design day care programs. An important component of the Day 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 Day 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 340 Introduction to Day Care

ECED 343 Family Guidance and Parent Education

ECED 344 Nutrition, Health and Childhood Diseases

ECED 345 Organization of the Curricula for Day Care Programs

ECED 346 Parent Involvement in Day Care

or

ECED 347 Before and After School Child Care

or

ECED 348 Principles and Practices of Social Services and Support Systems in Day Care

or

ECED 349 Introduction to Research in Early Childhood

TOTAL: 21 credits

ELEMENTARY EDUCATION

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

learning.

Major in Elementary Education

A. General Education Requirements: 59-62 credits

B. Professional Education Requirements: 66 credits

SPED 201	Intro to Needs of Exceptional Children
EDUC 202	Educational Psychology
EDUC 203	Fundamentals of Teaching with Technology
PHED 201	Physical Education for the Elementary School
EDUC 300	Foundations of Reading Instruction (Reading Acquisition)#
ELED 301	Curriculum, Planning and Management#
ELED 307	Art and Music Methods in the Elementary School#
ELED 302	Methods of Teaching Math in Elementary School#
ELED 303	Methods of Teaching Reading in Elementary School (Reading Instruction)#
PSYC 304	Child Psychology
EDUC 273	Enhancing Test Performance*
EDUC 274	Enhancing Test Performance*
ELED 304	Meth. of Tch. Language Arts in Elementary School#
ELED 305	Meth. of Tch. Elementary School Science#
ELED 306	Meth. of Tch. Social Studies in Elem. School#
ENGL 321	Children's Literature#
EDUC 401	History of Education#
EDUC 402	Diagnosis and Remediation of Reading Difficulties (Reading Assessment)#
EDUC 408	Measurement and Evaluation#
REED 404	Materials for Teaching Reading#
ELED412/413	Directed Teaching/Seminar

* Division requirements

These courses may not be taken until the student has completed all requirements for admission to teacher education.

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".

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 Individuals
ELED 301	Curriculum, Planning, and Management
ELED 302	Methods of Teaching Math in Elementary School
ELED 303	Methods of Teaching Reading in Elementary School
ELED 304	Meth. of Tch. 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 Elementary School Science
ELED 306	Meth. of Teaching Soc. Stud. in Elem. Sch

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 is guided by the regulations of the Maryland State Department of Education and the standards from the International Reading Association. The course descriptions for the required courses follow. Practicum experiences are required.

Reading Course Requirements

EDUC 300	Foundations of Reading: Processes and Acquisition of Reading
	Explains the process of language development and cognitive responses to reading. Includes phonics instruction.
ELED 303	Methods of Teaching Reading in the Elementary School: Instruction of Reading
	Shows teachers how to use a balanced program of phonics, semantics, and syntactics in teaching reading.
ECED 333	Methods of Teaching Reading in Early Childhood: Instruction of Reading
	Shows teachers how to use a balanced approach of phonics, semantics, and syntactics in teaching reading.
REED 404	Strategies and Materials for Teaching Reading Instruction
	Exposes teachers to a variety of texts to be used in their classes and explains strategies for selecting and evaluating materials.
EDUC 401	Diagnosis and Remediation of Reading Disabilities: Assessment for Reading Instruction
	Shows teachers how to use state, local, and classroom reading assessment data to make ongoing instructional modifications.

**Early Childhood Education Major
Suggested Curriculum Plan**

Freshman Year

First Semester

ENGL 101	English Composition I
MATH 103	Math for Elem. Teachers I
BIOL 101	Biological Science
SPCH 105	Intro to Speech Communication
IDIS 102	Music and Dance

Second Semester

ENGL 102	English Composition II
PHSC 101	Physical Science
GEOG 101	Elements of Geography
HLTH 101	Personal Health
IDIS 103	Theater & Visual Arts
ORIE 101	Freshman Seminar

Sophomore Year

First Semester

ENGL 203	World Literature
HIST 201	World History I
or	
HIST 203	U.S. History I
PSYC 201	General Psychology
PHIL 102	Logic
or	
PHIL 201	Intro to Philosophy
SOSC 200	Intro. to Social Sciences
EDUC 202	Educational Psychology

Second Semester

HIST 202	World History II
or	
HIST 204	U.S. History II
ECED 201	Learning Lab (Introduction to Early Childhood Theory - Practice)
SPED 201	Introduction to the Needs of Exceptional Individuals

*EDUC 273 Enhancing Test Performance

*Must satisfactorily complete this course before being fully accepted into the major.
Prerequisite to all ECED courses.

Junior Year

First Semester

EDUC 402 History of Education
ECED 329 Principles and Practicum in Early Childhood
EDUC 300 Foundations of Reading Instruction
ECED 301 Child Growth and Development
ECED 331 Methods of Teaching Social Studies in Early Childhood
EDUC 401 Diagnosis of Reading (Reading Assessment)

Second Semester

ECED 333 Methods of Teaching Reading in Early Childhood
ELED 334 Creative Expression
ECED 336 Working With Parents
ECED 335 Methods of Teaching Math in Early Childhood
ECED 337 Meth. of Teaching Science in Early Childhood
ENGL 321 Children's Literature

Senior Year

First Semester

ECED 330 Meth. of Teaching Language Arts in Early Childhood
EDUC 408 Measurement & Evaluation
REED 404 Materials for Teaching Reading
Electives

Second Semester

ECED 411 Directed Teaching in Early Childhood Education
ECED 412 Directed Teaching in Early Childhood Education Seminar

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 Intro to Speech Communication
IDIS 102 Music and Dance
GEOG 101 Elements of Geography

Second Semester

ENGL 102 English Composition II
PHSC 101 Physical Science
MATH 103 Math for Elem. Teachers I

PHIL 201	Introduction to Philosophy
HLTH 101	Personal Health
IDIS 103	Theatre and Visual Arts

Sophomore Year

First Semester

ENGL 203	World Literature I
HIST 201	World History I
or	
HIST 203	U.S. History I
MATH 104	Math for Elementary Teachers II
SOSC 200	Intro. to Social Sciences
SPED 201	Intro. to Needs of Excep. Individuals

Second Semester

HIST	History Elective
HIST 204	U.S. History II
or	
HIST 202	World History II
EDUC 202	Educational Psychology Social Science Elective
EDUC 203	Fundamental of Teaching with Audio-Visual Technology
*EDUC 273	Enhancing Test Performance

*Prerequisite to all ELED courses. Must satisfactorily complete this course prior to being fully accepted into the major.

Junior Year

First Semester

PHED 201	Physical Education for the Elementary School
ELED 301	Curriculum, Planning and Management
IDIS 301	Art and Music Methods in the Elementary School
ELED 302	Methods of Teaching Mathematics in Elementary School
EDUC 300	Foundations of Reading (Reading Acquisition Course)
EDUC 274	Enhancing Test Performance II (If needed)

Second Semester

PSYC 304	Child Psychology
ENGL 321	Children's Literature
EDUC 402	History of Education
POSC 301	U.S. Government
or	
POSC 302	State & Local Government
EDUC 408	Measurement and Evaluation
EDUC 401	Diagnosis of Reading Disabilities (Reading Assessment Course)

Senior Year

First Semester

ELED 303	Methods of Teaching Reading in the Elementary School
ELED 305	Methods of Teaching Elementary School Science

Block taken in a public school setting, as **one option selected by the Chairperson.

REED 404 Materials for Teaching Reading
Electives

Second Semester

ELED 412 Directed Teaching in the Elementary School
ELED 413 Seminar Directed Teaching in the Elementary School

*Suggested to pass the NTE

**New requirement, as one option for completing these courses.

HEALTH, PHYSICAL EDUCATION, RECREATION, AND DANCE

The objectives of the Health, Physical Education, Recreation, and Dance groups are to provide invigorating, wholesome physical activities and skills in a basic instructional physical education program for all students. The program includes intramural sports, a dance group for those with exceptional talent, and the intercollegiate competitive experiences for highly skilled students.

The department with cooperation of the Natural Science Department offers a major in General Science/Biology with a track in Physical Therapy. In addition, the department offers minors in Urban Recreation, Dance and Sport Management.

The major is designed to give students a broad background in their area of specialization. In addition, it will prepare students for graduate schools as well as careers in local, state, private and government hospitals.

General Education Requirements

Every student in the College except nursing majors must take HLTH 101 Personal Health (3 credits) or an equivalent 3-credit Health course.

Pre-Physical Therapy Program

The pre-physical therapy program at Coppin State College is designed to prepare students for admission to the University of Maryland at Baltimore Professional School (UMAB) or the University of Maryland of Eastern Shore (UMES). Students who anticipate earning degrees in physical therapy from schools other than the University of Maryland should be familiar with the requirements of the school from which they plan to earn their degree.

Freshman-Sophomore-Junior Curricula. Pre-professional education consists of liberal arts and science courses which the student may take within the University of Maryland System or at any other accredited college or university. These courses have been selected to fulfill the professional prerequisites and also to provide a wide variety of career options without subsequent loss of credit should a student ultimately elect another course of study.

All pre-professional courses are required and be completed prior to matriculating in the professional program.

Required Courses:

Course Concentration

Arts and Humanities - 21 credits

History - 6 credits

Arts (Foreign Languages) - 6 credits

Humanities (3 hours of Philosophy and 6 hours of Sociology) - 9 credits

Biological Science - 12 credits

Including a Cellular or Molecular Biology course with lab - 4 credits

Computer Science (Hands on use of microcomputers) - 3 credits

English (courses should emphasize writing skills) - 6 credits

Mathematics - 3 credits

Calculus - 3 credits

Physical Science - 16 credits

General Chemistry with labs

General Physics with labs

Psychology - 9 credits

General Psychology

Developmental, Educational or Personality Psych

Human Growth and Development

Statistics - 6 credits

General statistics: central tendency, dispersion, distributions, probability normalcy, etc.

Parametric/non-parametric tests

Electives - 14 credits

TOTAL: 90 credits

Fifteen of the ninety prerequisite credits must be at the 300 level or higher.

The student may complete the pre-physical therapy program in three years, and, if accepted, will complete the physical UMAB or UMES in two and a half (2 ½) years (for a minimum of five and a half (5 ½) years.

Applicants should have a G.P.A. of 2.7 or higher for the 90 prerequisite credits with no grade lower than a "C" in any professional course.

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

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

PHED 120	Dance Fundamentals I
PHED 235	Jazz and Ethnic Dance
PHED 122	*Dance Group I
PHED 326	Choreography

Second Semester

PHED 121	Dance Fundamentals II
PHED 123	*Dance Group II
PHED 323	Folk & Square Dance

Third Semester

PHED 301	Kinesiology
PHED 322	History of Dance
PHED 124	*Dance Group III

Fourth Semester

PHED 324	Tap Dance
PHED 420	Dance Therapy

*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.

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

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

Pre-Physical Therapy

Suggested course sequence 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	

or
HLTH 203 Health and Urban Living
GER Elective (Gov't., Politics, Economics, or Social and Behavioral Science)

Second Semester

ENGL 102 English Composition II
BIOL 106 Cellular Biology
PHIL 201 Intro 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).

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

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**

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 special populations of students. The other approach emphasizes standards-based learning and teaching. As a Professional Teacher Preparation Program in Special Education, 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 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.

The Department of Special Education offers a Bachelor of Science in Special degree leading to initial state certification as a special education generalist. Students acquire standards-based knowledge and skills to work with learners with mild and moderate or severe and profound exceptionalities at the pre-kindergarten, elementary, and middle grades. 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 College 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).

VISION

The Department of Special Education will be second-to-none in the integration of teaching, advancing knowledge through research and scholarship, engaging in community programs and activities, and in preparing professionals who provide exemplary educational and related services to improve the lives of learners with disabilities in a changing and complex global society.

MISSION

In keeping with the primary mission of Coppin State College, **THE MISSION OF THE DEPARTMENT OF SPECIAL EDUCATION** is one leadership in reconceptualizing future professional roles of special educators who will assist children and youth with exceptionalities to gain greater academic independence in diverse, literacy intensive, and technology-rich educational and community settings. Central to this mission is the urgent need for highly skilled personnel.

SPECIAL EDUCATION PHILOSOPHY

Certain beliefs influence the nature and content of all instructional offerings and programs in Special Education. These underlying beliefs are:

1. 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 diverse population of learners with disabilities. This belief is infused throughout the program.
2. 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.

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.

4. 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.
5. Special educators are a resource to the educational community. Through their knowledge and skills, they provide both service to exceptional children and supportive services to persons, both professional and lay, who are responsible for teaching exceptional children.
6. Special Education training programs must be responsive to Maryland's need and should reflect current practices as well 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 College 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 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.

The Department of Special Education offers three major undergraduate programs tracks:

Track 1: A Generic Program in Teaching Learners with Mild and

Moderate Disa

Track 2: A Generic Program in Teaching Learners with Severe or Profound Disabilities; and

Track 3: A Generic Program in Early Childhood Special Education

Overall Program Objectives

The overall objectives of the Special Education Teaching Tracks are to:

1. 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,
2. 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,
3. help prospective teachers to understand the importance of diagnosis as the basis for effective instructional planning and classroom management, and
4. assist them in acquiring competencies in curriculum planning, teaching methodology, technology usage, classroom organization, and behavioral management.

Admission and Retention

A student, in order to be admitted to the Division of Education, 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

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 Student Teaching, located on the seventh floor of Grace Hill Jacobs Office/Classroom Building, an application to Teacher Education Program and signed by the chairperson; and **g**) successfully completed the Learning Plus program (Diagnostic, Modules, Exit exam) and passed Praxis I, with a score of Mathematics (Computer - 322, PPST – 178), Reading (Computer - 325, PPST – 177) , and Writing (Computer - 319, PPST – 178). 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 promotes 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 complete 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 College, the Division of Education, 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 throughout the program. Students must confer with their advisors at the following times:

1. during the early registration period (of each semester);
2. upon receipt of a deficiency notice for any courses;
3. when attendance problems occur;
4. prior to withdrawal from a course; and
5. 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 and submit a portfolio for review.

Student Participation in Department Governance within the Department of Special Education

Students participate in program development and evaluation by evaluating 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

Office/Classroom Building. The Department of Special Education's Administrative Office is in Room 714. The Division of 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 established jointly by the Division of Education and the Department of Special Education.

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, graduates, and faculty members. All special education teacher candidates are strongly encouraged to join. By joining the CEC you will receive the organization's journals, *Exceptional Children* and *Teaching Exceptional Children* and will receive discounts for registration at CEC- sponsored conventions.

Program of Study

Track I: A Generic Program in Teaching Learners with Mild and Moderate Disabilities in the Elementary and/or Middle Grades: Initial Certification and Bachelor of Degree in Special Education **in Science**

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.

I General Education Requirements

48-51 credits

	BIOL 101:	Biological Sciences		
	CHEM 103:	Chemistry for Health Sciences		
	PHSC 101:	Physical Sciences		
Health:				3 credits
	HLTH 101:	Personal Health		
Arts & Humanities:				12 credits
	PHIL 102:	Introduction to Logic	OR	
	PHIL 201:	Introduction to Philosophy		
	IDIS 102:	Music and Dance	OR	
	IDIS 103:	Visual Arts and Theatre	OR	
	Any Foreign Language			
	HIST 201:	World History I	AND	
	HIST 202:	World History II		
	OR			
	HIST 201:	United States History I	AND	
	HIST 204:	United States History II		
English Composition and Literature				12 credits
	ENGL 101:	English 101	OR	
	ENGL 103:	Honors English Composition I		
	ENGL 102:	English 102	OR	
	ENGL 104:	Honors English Composition II		
	ENGL 321:	Children's Literature		
	WLIT 203:	World Literature		
Social and Behavioral Sciences				6 credits
	PSYC 201:	General Psychology		
	SOSC 200:	Introduction to Social Sciences		
Mathematics				3 credits
	MATH 103:	Mathematics for Elementary Teachers I		
	<i>The following course is highly recommended for Special Education Teacher Candidates</i>			
	MATH 104:	Mathematics for Elementary Teachers II		
Interdisciplinary				3 credits
	SPCH 105:	Speech Communication		
	<i>The following course is highly recommended for Special Education Teacher Candidates</i>			
	SPCH 202:	Principles and Practices of Interviewing		
II. Professional Education Courses				24 credits
	EDUC 202:	Educational Psychology		
	EDUC 203:	Fundamental of Teaching with Audio-Visual Technology		
	PSYC 335:	Developmental Psychology		
	EDUC 402:	History of Education	OR	
	EDUC 403:	Philosophy of Education		
	EDUC 300:	Foundations of Reading		
	ADDITIONAL READING COURSES			

- SPED 201: Introduction to the Needs of Exceptional Individuals
- SPED 202: Practicum: Learners with Mild and Moderate Disabilities in the Elementary/Middle Grades
- SPED 203: Characteristics of Children with Behavioral and Learning Dysfunctions

Block II

- SPED 302: Educational Evaluation of Learners with Mild and Moderate Disabilities
- SPED 303: Techniques of Measurement and Evaluation of Learners with Mild and Moderate Disabilities

Block III

- SPED 301: Classroom Organization and Management in the Education of Learner with Mild and Moderate Disabilities in the Elementary/Middle Grades
- SPED 304: Curriculum Objectives, Methods, and Materials for Teaching Learners with Skills Mild and Mod
- SPED 305: Curriculum Objectives, Methods, and Materials for Teaching Learners with Mathematics, Social Studies, and Science Mild
- SPED 306: Curriculum Objectives, Methods, and Materials for Teaching Learners with Affective, Psychomotor, and Prevocational Skills Mild
- SPED 407: Special Education Technology

Block IV

- SPED 401: The Special Educator and the Interdisciplinary Team
- SPED 402: Counseling Parents and Family Members of Learners with Mild and Mode
- SPED 403: Developing Individualized Education Programs for Learners with Mild and

Block V

- SPED 404: Directed Teaching of Learners with Mild and Moderate Disabilities in the

Capstone Course

- SPED 405: Seminar in Special Education: Teaching of Learners with Mild and

Please see your advisor for a “Suggested Curriculum Plan.”

Track 2: A Generic Program in Teaching Learners with Severe or Profound Disabilities

This track prepares the prospective teacher to teach learners with severe or profound disabilities (cross-categorical) in self-contained a setting. The teacher candidate majoring in this area of concentration also pursues the generic program in teaching learners with mild and moderate disabilities in the elementary/middle grades. The following courses are required:

General Education Requirements

48-51 credits

Natural Sciences: Select one course from each of two disciplines

8 credits

- BIOL 101: Biological Sciences
- CHEM 103: Chemistry for Health Sciences
- PHSC 101: Physical Sciences

Health

3 credits

- HLTH 101: Personal Health

Arts & Humanities

12 credits

DIS 102: Music and Dance OR
IDIS 103: Visual Arts and Theatre OR

Any Foreign Language

WLIT 203: World Literature

HIST 201: World History I AND

HIST 202: World History II

OR

HIST 201: United States History I AND

HIST 204: United States History II

English Composition and Literature 12 credits

ENGL 101: English 101 OR

ENGL 103: Honors English Composition I

ENGL 102: English 102 OR

ENGL 104: Honors English Composition II

ENGL 321: Children's Literature

Social and Behavioral Sciences 6 credits

PSYC 201: General Psychology

SOSC 200: Introduction to Social Sciences

Mathematics 3 credits

MATH 103: Mathematics for Elementary Teachers I

The following course is highly recommended for Special Education Teacher Candidates

MATH 104: Mathematics for Elementary Teachers II

Interdisciplinary 3 credits

SPCH 105: Speech Communication

The following course is highly recommended for Special Education Teacher Candidates

SPCH 202: Principles and Practices of Interviewing

II. Professional Education Courses 21 credits

EDUC 202: Educational Psychology

EDUC 203: Fundamental of Teaching with Audio-Visual Technology

PSYC 335: Developmental Psychology

EDUC 402: History of Education OR

EDUC 403: Philosophy of Education

EDUC 300: Foundations of Reading

ADDITIONAL READING COURSES

Major Requirements

Block I

SPED 201: Introduction to the Needs of Exceptional Individuals

SPED 202: Practicum: Learners with Mild and Moderate Disabilities in the Elementary/Middle Grades

SPED 211: Characteristics of Learners with Severe and Profound disabilities

SPED 303:	Techniques of Measurement and Evaluation of Learners with Mild and Moderate Disabilities Elementary/Middle Grades	
SPED 311:	Behavioral Analysis and Management in the Classroom for Learners with	Sever
SPED 312:	Assessment and Diagnosis of Learners with Severe and Profound Disabilities	
SPED 313:	Instructional Programming for Learners with Severe and Profound	Disab

Block III

SPED 301:	Classroom Organization and Management in the Education of Learners with Mild and Moderate Disabilities: Elementary/Middle Grades	
SPED 304:	Curriculum Objectives, Methods, and Materials for Teaching Learners with	Mild
SPED 305:	Curriculum Objectives, Methods, and Materials for Teaching Learners with Mild and Moderate Disabilities in the Elementary/ Middle Grades: Mathematics, Social Studies, and Science	
SPED 306:	Curriculum Objectives, Methods, and Materials for Teaching Learners with Affective, Psychomotor, and Prevocational Skills	Mild
SPED 314:	Programming for Infants with Severe and Profound Disabilities	
SPED 315:	Programming for Pre-School Age Learners with Severe and Profound	Disab
SPED 407:	Special Education Technology	

Block IV

SPED 401:	The Special Educator and the Interdisciplinary Team	
SPED 402:	Counseling Parents and Family Members of Learners with Mild and	Mode
SPED 411:	Programming for School-Age Learners with Severe and Profound Disabilities	
SPED 412:	Programming for Adults with Severe and Profound Disabilities	

Block V

SPED 413:	Directed Teaching with Learners with Severe and Profound Disabilities	
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Capstone Course

SPED 414:	Advanced Seminar in Teaching Learners with Severe and Profound	Disab
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Please see your advisor for a “Suggested Curriculum Plan.”

Track 3: A Generic Program in Teaching Early Childhood 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) at the pre-kindergarten level in an inclusive and resource room or a self-contained setting in the elementary/middle grades.

General Education Requirements

48-51 credits

Natural Sciences: Select one course from each of two disciplines

8 credits

BIOL 101:	Biological Sciences
CHEM 103:	Chemistry for Health Sciences
PHSC 101:	Physical Sciences

Health

3 credits

HLTH 101:	Personal Health
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Arts & Humanities **12 credits**

PHIL 102: Introduction to Logic OR
PHIL 201: Introduction to Philosophy

IDIS 102: Music and Dance OR
IDIS 103: Visual Arts and Theatre OR

Any Foreign Language

WLIT 203: World Literature

HIST 201: World History I AND
HIST 202: World History II
OR

HIST 201: United States History I AND
HIST 204: United States History II

English Composition and Literature **12 credits**

ENGL 101: English 101 OR
ENGL 103: Honors English Composition I
ENGL 102: English 102 OR
ENGL 104: Honors English Composition II

ENGL 321: Children's Literature

Social and Behavioral Sciences **6 credits**

PSYC 201: General Psychology
SOSC 200: Introduction to Social Sciences

Mathematics **3 credits**

MATH 103: Mathematics for Elementary Teachers I

The following course is highly recommended for Special Education Teacher Candidates

MATH 104: Mathematics for Elementary Teachers II

Interdisciplinary **3 credits**

SPCH 105: Speech Communication 3

The following course is highly recommended for Special Education Teacher Candidates

SPCH 202: Principles and Practices of Interviewing

Program Requirements

General Education Requirements **48-51 credits**

II. Professional Education Courses **24 credits**

EDUC 202: Educational Psychology
EDUC 203: Fundamental of Teaching with Audio-Visual Technology
EDUC 300: Foundations of Reading
EDUC 402: History of Education OR
EDUC 403: Philosophy of Education
ECED 341: Growth and Development of Young Children
PSYC 304: Child Psychology
ADDITIONAL READING COURSES

Major Requirements

Block I

SPED 220: Observation/Participation with Learners with Mild and Moderate Disabilities in the Primary Grades

Block II

SPED 302: Educational Evaluation of Learners with Mild and Moderate Disabilities
SPED 303: Techniques of Measurement and Evaluation of Learners with Mild and Moderate Disabilities Elementary/Middle Grades
ECED 340: Introduction to Day Care

Block III

ECED 311: Methods of teaching Social Studies in Early Childhood
ECED 330: Methods of Teaching Language Arts in Early Childhood
ECED 333: Methods of Teaching Reading in Early Childhood
ECED 334: Creative Expression
SPED 320: Communication Skills for Young Learners with Mild and Moderate Disabilities

Block IV

SPED 401: The Special Educator and the Interdisciplinary Team
SPED 402: Counseling Parents and Family Members of Learners with Mild and Moderate Disabilities
SPED 403: Developing Individualized Education Programs for Learners with Mild and Moderate Disabilities
SPED 407: Special Education Technology

Block V

SPED 420: Directed Teaching in Early Childhood Special Education

Capstone Course

SPED 405: Seminar in Special Education: Teaching of Learners with Mild and Moderate Disabilities in the Pre-K/Elementary/Middle Grades

Please see your advisor for a “Suggested Curriculum Plan.”

DIVISION OF NURSING

Nursing is a complex field which requires knowledge of nursing and knowledge of the humanities, behavioral and natural sciences. The Coppin State College Helene Fuld School of Nursing prepares students for

The Nursing Program is comprised of a series of carefully articulated courses offered within four levels. The General Education Requirements of the College and specific courses selected from the Division of Arts and Sciences are included in the curriculum plan as supporting courses. In order to achieve maximum benefit from this educational experience, students must demonstrate success in prerequisite courses before advancing to higher level courses.

The Nursing Program, initially approved by the Maryland State Board of Examiners of Nurses in 1974 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 has been maintained. The Division of Nursing is an agency member of the Council of Baccalaureate and Higher Degree Programs of the National League of Nursing and the American Association of Colleges of Nursing. Policies of the Division of Nursing are subject to change due to requirements of external accrediting agencies.

COPPIN STATE COLLEGE NURSING CENTER

The Coppin State College Nursing Center, a nurse-managed clinic located at 2551-2553 West North Avenue, is a primary care facility which is operated by the Division of Nursing. The Center provides readily accessible, low cost, high quality care to residents of the neighborhood surrounding the College. 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 College.

Services are provided by nurse practitioners, faculty and students of the Division 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 implement nursing practice decisions.
2. Apply the nursing process to deliver and manage care for culturally diverse individuals, families and groups, across the life span in a variety of health care settings with on the urban community.
3. Use critical thinking strategies, communication, and other affective skills, as well as psychomotor skills, to provide therapeutic nursing intervention to culturally diverse individuals, families, and groups in varying health states.
4. Assist individuals, families, and communities to mobilize resources to health care needs.
5. Collaborate with consumers, members of the health care team and others to improve the delivery of health care.
6. Employ research findings to affect changes in the delivery of nursing care.
7. Use leadership strategies while functioning as a care giver and manager of nursing care.
8. Accept professional and legal responsibility for nursing practice.

ADMISSION OF NURSING STUDENTS

Admission Policies

Students must be admitted to the College prior to admission to the Nursing Program. The Nursing Entrance Test is required of all applicants. Applicant records are reviewed by the Admissions, Promotion, and Progression Committee and the Dean of the Division of Nursing.

The Division of Nursing admits applicants without regard to race, color, religion, national origin, age, sex, marital status, handicap, or veteran status.

Applicants are advised that if they have been convicted of/or have pled *nolo contendere* to a felony or to a crime involving moral turpitude, they may not be eligible for licensure as a professional nurse in Maryland.

Group I - Applicants without previous college experience.

Criteria

1. Qualify for admission to the College.
2. Achieve 470 or above on each of the SAT components, verbal and mathematics tests; and
3. Have a "C" average in major subjects on high school transcripts.*
4. Achieve a passing score as determined by nursing faculty on Nursing Entrance Test (NET).

Procedure

1. Identify Nursing as the major of choice on the College Admission form.
2. Complete the application form for the Nursing Program.
3. Submit three letters of recommendation using the form required by the Division of Nursing.
4. The Admissions Office will send the applicant's record to the Division of Nursing for review.
5. The Nursing Admission, Retention, and Progression Committee and the Dean of Nursing will review the record and determine admission status.
6. The Nursing Office will inform the applicant of the decision.

Group II - Applicants who have current or prior enrollment at Coppin in another major, or major is unknown or non-declared.

Criteria

1. Satisfactory completion of any required developmental courses, ENGL 101 English Composition and ENGL 102 English Composition.*
2. Have a cumulative grade point average of at least 2.5.
3. Achieve a passing score as determined by nursing faculty on the Nursing Entrance Test.
4. Required sciences courses should have been taken within five years or less.

Procedure

1. Complete the application forms for the Nursing Program.
2. Take the Nursing Entrance Test.
3. Submit three letters of recommendation using the form required by the Division of Nursing.
4. The Nursing Admission, Promotion, and Progression Committee and the Dean of Nursing will review the application and academic record and recommend admission status. Required science courses should have been taken within five years or less.
5. The Dean will inform the applicant and the Student Advisement Office of the decision.

*Students who have not had biology or chemistry in high school and within five years prior to admission are required to successfully pass CHEM 107 Comprehensive Review of Life Science prior to enrolling in any science course required for the Nursing Program. Registered Nurses are exempt from this requirement.

Group III - Applicants who have 25 or more acceptable transfer credits from another college.

Criteria

1. Complete application to the College, including specific forms required by the Division of Nursing;
2. Have 25 or more acceptable transfer credits with a grade point average of 2.5 or better (a "D" is not acceptable for transfer credit for courses required by the Nursing Program); and
3. Achieve a passing score as determined by nursing faculty on the Nursing Entrance Test.

Procedure

1. Identify Nursing as the major of choice on the College Admission form.

4. The Admissions Office will send record to the Division of Nursing for review.
5. The Nursing Admission, Retention, and Progression Committee and the Dean of Nursing will review the record and determine admission status.

Any applicant in groups I, II, or III who does not pass the nursing entrance test on the first attempt will have one additional opportunity to take it. Prior to taking the test a second time, the applicant must successfully complete all required remedial courses and also complete the following courses with a grade of "C" or better:

ENGL 101	English Composition
MATH 110	College Algebra
PSYC 201	General Psychology
HIST 201	World History I
or	
HIST 203	U.S. History I
or	
HIST 205	African American History I

Upon successful completion of the above courses the applicant may retake the Nursing Entrance Test. If a satisfactory score is attained, Nursing as a major may be declared.

Group IV - Registered Nurse Applicants.

Criteria

1. Hold current registered nurse licensure in Maryland.
2. Possess a cumulative grade point average of at least 2.5.

Procedure

1. Identify Nursing as the major of choice on the College Admission form.
2. Complete the application form for the Nursing Program.
3. Submit three letters of recommendation using the form required by the Division of Nursing.
4. The Admissions Office will send applicant's record to the Division of Nursing for review.
5. The Nursing Admission, Promotion, and Progression Committee and the Dean of Nursing will review the record and determine admission status.
6. The Nursing Office will inform the applicant of the decision.

Advisement

Each student admitted to the Nursing Program is assigned a Nursing faculty advisor. Students may seek advisement at any time during the year. It is recommended that students make appointments with faculty advisors, except in emergency situations. Advisors will assist students to plan for progression through the Program. Students must confer with their assigned advisors at the following times:

1. during the early registration period (of each semester);
2. upon receipt of a deficiency notice for any course;
3. when attendance problems occur;
4. prior to withdrawal from a course; and
5. when achievement test results are received.

Transfer Credits

The Division of Nursing adheres to policies of the College and Maryland Higher Education Commission regarding transfer credits.

General Progression and Retention Policies

Satisfactory progress in the Nursing Program promotes and enhances retention and expansion of knowledge and skills. 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.

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" (2.5; 75%) or better in any required course. A student will be dismissed from the Nursing Program for any of the reasons listed in the next section.

PROBATION AND DISMISSAL POLICIES (GROUNDS FOR)

1. A student who fails any course required in the Nursing Program 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, as 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 College 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.

Any student who is dissatisfied with a dismissal action of the Division of Nursing has the right to follow the Academic Due Process of the College.

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.

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.

- 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.

Registered Nurse Program

Registered nurses seeking the Bachelor of Science degree must complete the application to the College and must be accepted into the Nursing Program. The Nursing Entrance Test is required as a diagnostic and intervention tool only.

Registered nurse students are assigned to a nursing faculty advisor, and may select one of the following options for advanced placement:

1. Transition courses (3)-Upon successful completion of the three courses, 60 credits will be awarded: NURS 021 NTC, NURS 022 NTC, and NURS 023 NTC. For additional information consult the Nursing Student Handbook.
2. Direct transfer of credits for nursing, nursing support, and general education courses (60 credits awarded). This option is available only to persons who graduated from Maryland A.A. degree and diploma programs after September 1980.

Student Participation in Division Governance within the Division of Nursing.

Students participate in program development and evaluation. For example, 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.

Nondiscrimination

The Division of Nursing does not discriminate against students on the basis of race, sex, creed, or national origin.

**COPPIN STATE COLLEGE HELENE FULD SCHOOL OF NURSING
PROGRAM OF STUDY - REGISTERED NURSES**

The Division of Nursing offers a flexible program of study for RNs interested in pursuing a baccalaureate degree in Nursing. The faculty believe 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 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 which facilitate adult learners' ability to be self directed and actively involved in their learning are the hallmarks of the RN/BSN completion track.

Advanced Placement Options (Consult RN Advisors to determine eligibility)

- Direct Transfer of Credits-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

ENGL 102	English Composition
PHIL 201	Intro. to Philosophy
or	
PHIL 211	Intro. to Logic
SOCI 402	Family Studies
MATH 203	Basic Statistics
NURS 218	Nursing Theory

Semester Two

SPCH 105	Intro to Speech Communication
NURS 217	Health Assessment
NURS 220	Concepts of Health Promotion and Maintenance
CHEM 103	Chemistry for Health Sciences
NURS 318	Nursing Informatics

LEVEL II

or
 IDIS 103 Theater and Visual Arts
 or
 Foreign Language
 NURS 315 Nursing Research
 WLIT 203 World Lit I
 or
 WLIT 204 World Lit II
 NURS 416 Urban Health Care in Community Setting

Semester Two

HIST 202 World History II
 or
 HIST 204 U.S. History II
 or
 HIST 206 African American History II
 NURS 408 Legal/ Political/ Social Issues in Nursing
 NURS 409 Preparation for Professional Nursing Practice
 NURS 411 Seminar in Nursing
 Elective

Nursing Credits	32	
General Education Credits	31	
Total Credits		63

**COPPIN STATE COLLEGE HELENE FULD SCHOOL OF NURSING
 GENERIC PROGRAM OF STUDY**

LEVEL I

Fall Semester

ENGL 101 English Composition
 BIOL 201 Human Anatomy and Physiology I
 PSYC 201 General Psychology
 NURS 120 Academic Success in Nursing
 HIST 201 U.S. History I
 or
 HIST 203 World History I

Spring Semester

ENGL 102	English Composition
SOCI 201	Introduction to Sociology
SPCH 105	Speech Communication
BIOL 203	Human Anatomy and Physiology II
PHIL 102	Logic
or	
PHIL 201	Introduction to Philosophy

LEVEL II**Fall Semester**

MATH 110	College Algebra
WLIT 203	World Literature I
or	
WLIT 204	World Literature II
NURS 211	Intro to the Nursing Process I
CHEM 103	Chemistry for Health Science
HIST 202	World History II
or	
HIST 204	U.S. History II
or	
HIST 206	African American History II

Spring Semester

BIOL 308	Microbiology
NURS 208	Clinical Computations
NURS 212	Intro to the Nursing Process II
NURS 213	Normal/Applied Nutrition
NURS 214	Nursing Care to Promote Urban Family Health

LEVEL III**Fall Semester**

IDIS 103	Theater and Visual Arts
or	
IDIS 102	Music and Dance
or	
Foreign Language	
NURS 311	Medical/Surgical Nursing
NURS 313	Pathophysiology and Therapeutic Regimen I

Spring Semester

ENGL	Elective (200 level or above)
MATH 203	Basic Statistics
NURS 314	Maternal/Child Health Nursing for Urban Families
NURS 316	Pathophysiology and Therapeutic Regimen II

Fall Semester

NURS 405	Med-Surg./Psychiatric
NURS 315	Intro. to Nursing Research
NURS 318	Nursing Informatics

Spring Semester

NURS 415	Special Topics in Nursing
NURS 416	Urban Health Care Within the Community Setting
NURS 420	Social, Political Action and/or Leadership

Lower Division Nursing Credits = 18	General Education Credits = 55
Upper Division Nursing Credits = 53	(3 elective credits included)
Total Nursing Credits = 71	Total Credits = 126

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
and
A Nursing Student Enrichment Program

Nursing Resource Center

The Nursing Resource Center is a modern clinical preparatory facility with standard medical equipment. Students practice in actual one-to-one patient care simulations before entering a health care facility. The Nursing Resource Center is equipped with state of the art Apple and IBM computer hardware and software. Students may use software on an independent basis or with an instructor to enhance nursing knowledge.

Nursing Enrichment Program

The Nursing Enrichment Program 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 College Learning Skills Center. To ensure student success, referrals are made for appropriate tutoring and other supportive interventions.

Students' Fees

In addition to College Fees, generic students in the Division of Nursing should anticipate the following approximate expenses: transportation to clinical settings, \$75/year; uniforms, \$250 initially, \$125/year; books, \$600/year; membership in the National Student Nurses Association \$24/year for new members, renewal, \$35; and senior class graduation, \$125-\$240. 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, 350 Hudson Street, New York, New York 10014, maintains information on school's nursing fees. Information on fees for the Nursing Program is provided annually by the Division of Nursing to the National League for Nursing.

CONTINUING EDUCATION

The Office of Academic Affairs administers continuing education programs for students who are unable or who choose not to attend classes in the regularly scheduled day program to further their education through credit and non-credit courses, lectures, seminars, and workshops in a variety of subjects. It eliminates such barriers as time constraints, inconvenient work or personal schedules, attitudes about learning and about oneself as a learner, for students, especially adult learners, seeking personal or professional enrichment. The College is committed to meeting the needs of this largest segment of college and university students in the State of Maryland, identified as the "New Majority" in higher education, through innovative programs and services.

Continuing education programs include the following: 1) evening-weekend classes; 2) the winter session; 3) summer classes; 4) the 90-hour Day Care certification program; 5) the Minority Entrepreneurship and Small Business Workshop Series and Training Services; 6) the Business/Industry Training Service; 7) the Management Science Consortium; 8) the Life Sciences Technology Workshop Series; 9) Credit and Non-credit Programs through the UMS Downtown Baltimore Center; 10) the Express Teacher Certification Program; 11) the On-Campus and Off-Campus Lecture, Seminar, and Workshop Series; and 12) the Community Outreach Program.

Degrees, Certificates, Transferable Credits, and Continuing Education Units

Continuing education programs provide students with several options for receiving credit for work which is successfully completed. These include the following: 1) the baccalaureate degree for students taking evening and weekend classes; 2) 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; and 3) credits transferable to regular academic programs through courses taken in the winter and summer sessions.

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 College and may be used by the student to demonstrate participation in a course. (CEUs are not convertible to college credits.)

CONTINUING EDUCATION PROGRAMS

Evening/Weekend Classes

The College attempts to provide a wide array of General Education Requirement and major courses to facilitate student retention and graduation. Courses are scheduled from 5:20 p.m. to 10:30 p.m., Monday through Thursday, often permitting students to schedule as many as twelve credit hours (the minimum full-time load) each semester.

During the weekend, the College offers a further opportunity for course enrollment in GERs and major courses. Courses are scheduled from 5:20 p.m. to 10:30 p.m., on Fridays and from 8:00 a.m. to 4:30 p.m. on Saturdays and Sundays. Evening/Weekend course provide an excellent opportunity and an alternative means to complete the equivalent of a full-time semester load while taking courses only two or three days a week. Students who wish may enroll in evening and weekend courses to increase the diversity as well as the number of courses they may take in a semester.

Winter Session

One three-week session is normally scheduled between the Fall and Spring semesters. Classes are scheduled from 8:00 a.m. - 10:30 p.m., Monday through Friday. Students may take a maximum of 6 credits during the Winter

Summer College

One six-week session and one three-week session are usually offered each summer. Classes are held from 8:00 a.m. to 10:30 p.m., Monday through Friday. Students may take a maximum of twelve credits during summer classes.

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 College 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.

The Life Sciences Technology Workshop Series

A series of professional development seminars designed to provide hands-on skill enhancement in new techniques for individuals currently in the biomedical workforce.

Credit and Non-credit Programs through the UMS Downtown Center

Coppin State College provides selected credit and non-credit programs as part of the University System of Maryland's Downtown Center. Credits earned in courses taken at the Center are transferable to regular academic programs on campus or to other System institutions.

The Express Teacher Certification (E.T.C.) Program

Designed to support the Division of Education, the program is designed for persons who hold undergraduate or graduate degrees in other fields and are interested in becoming classroom teachers, and for current education professionals seeking additional certification in Early Childhood, Elementary, or Special Education. The College makes this program available to public and private schools and systems across the state to assist their efforts to certificate faculty currently on a provisional contract or respond to those seeking an additional area of endorsement. The certification programs, following the guidelines contained in the [Code of Maryland Regulations](#), can be offered on-site or through the Maryland Distance Learning Network (MDLN) to locations sharing this technology.

Lecture, Seminar, and Workshop Series

Throughout the years the College 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 provides non-credit workshops and credit courses 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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III - 4.0 - POLICY ON ADMISSIONS

(Approved by the Board of Regents, January 11, 1990; Revised and Approved by the Board of Regents, October 4, 1996)

Admission to the institutions of the University of Maryland System 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 UMS 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 statewide minima, 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 of 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 admission 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 competencies¹ and core content associated with the array of courses that follows:

Subject	Year Courses
English	4
Social Science/History	3
Science	3

In at least two different subject areas. Two of the three must include a laboratory

¹A grade of C or better in nineteen of the twenty-one courses normally demonstrate the minimum level of preparation for college-level work.

sciences, veterinary medicine, physical therapy, etc.), four years of science are recommend in three different science areas, with three laboratory experiences.

Mathematics	3
Algebra I <u>or</u> Applied Math I & II ²	
Geometry	
Algebra II	
Foreign Language, <u>or</u>	2 <u>or</u>
Advanced Technology Education in a State approved Tech Prep program ³	2
Academic Electives	<u>6</u>
Total	<u>21</u>

(5) Other criteria

Each institution shall publish other criteria for admission that may include (a) strength of the high school curriculum,(b) trends in performance, (c) citizenship and leadership, (d) special talents, and (e) 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 which offers early admission shall publish its procedures.

C. Admission of Students from Non-accredited 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 standardized tests, high school course content, performance in high school courses, the performance of previous students with similar academic preparation, appropriate criteria as developed by each institution.

academic and other

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

² Only the enhanced version of Applied Math I and II satisfies all the requirements.

³Students should consult the admissions office of the particular institution they are seeking to attend regarding foreign language requirements.

- 2.) American Association of Collegiate Registrars and Admissions Officers
- 3.) National Association of Collegiate Admissions Counselors (NACAC)

Each UMS 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

Completion of an approved program of home schooling and demonstration of the competencies outlined in the UMS Requirements for Admission may be combined with scores on a nationally standardized admission 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, Standardized 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 UMS institution will establish procedures to insure consistency in admissions practice 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 of 2.0 but 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 programs.

I. Admission to Two Institutions

UMS 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

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 STUDENTS⁴

Each institution shall publish its own criteria, which may be more rigorous than the system wide minima, stated below.

A. Minimum Requirements

1. All transfer students must have at least a 2.0 cumulative GPA for all 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 who have completed an associate degree, or 56 or more credits of college/university parallel credits with a minimum GPA of 2.0, from **public institutions of higher education in Maryland** shall be admitted to a UMS institution, although higher performance standards may be required for entrance into some programs.
4. 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 in the year they entered postsecondary education shall be admitted with a GPA of 2.0.
5. To facilitate transfer of students **within the University of Maryland System**, the receiving institution will waive the application fee for intra-UMS transfers beginning on the October 1 following full, systemwide (except UMAB) implementation of electronic application for admission.
6. Students transferring **from independent or out-of-state institutions** shall, at minimum, meet the standards established in 1 and 2.
7. **International students who have completed course work at another college or university** shall, at minimum, meet standards comparable with those established in paragraph II.A.1,2, and I.D.
8. Students transferring from **institutions that are not regionally accredited** shall demonstrate proficiencies comparable with paragraphs II.A.1 and 2.

⁴ A transfer student has earned twelve or more transferable credits. Credits earned in courses taken concurrently with high school, by Advanced Placement, by examination, or during the first summer after graduation from high school are not to be counted in the twelve.

community colleges, UMS institutions may 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.

C. Providing Transfer Information

Each institution shall participate in the systemwide computerized information system to assist prospective transfer students. Programs shall be developed, in cooperation with Maryland community colleges, which 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.

D. 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 meet 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 resident.

Maryland

The number of out-of-state undergraduate students in any institution, excluding UMUC, 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 to a proficiency-based system, this policy should be reviewed and revised as necessary to accommodate that transition.

C. Publication of Standards

The UMS 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 of Maryland System Administration for information.

D. Maintenance of Records

Each institution shall maintain in each enrolled student's record evidence that minimum criteria 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 not demonstrating competency in the required courses.

E. Application Fee

Each constituent institution in the University of Maryland System may assess a non-refundable admission fee for each applicant, unless the fee is waived in accordance with institutional policy.

APPENDIX B: POLICY FOR STUDENT RESIDENCY CLASSIFICATION FOR ADMISSION, TUITION AND CHARGE-DEFERENTIAL PURPOSES

(Approved by the Board of Regents, August 28, 1990; Amended July 10, 1998)

I. POLICY

necessary to establish eligibility for in-state status.

Students who are financially independent or financially dependent, as defined herein, shall have their residency classification determined on the basis of permanent residency which for purposes of this policy shall be determined by the criteria set forth in I, A-E below. A student will be assigned in-state status for admission, tuition, and charge differential purposes only if the student, or in the case of a financially dependent student, if the student's parent, guardian or spouse fulfills all of the following.

A. FOR AT LEAST TWELVE CONSECUTIVE MONTHS immediately prior to and including the last date available to register for courses in the semester/term for which the petition applies, the student, or if the student is financially dependent, the parent, guardian, or spouse MUST:

1. own and continuously occupy or rent and continuously occupy living quarters in Maryland. There must exist a genuine deed or lease in the individual's name reflecting payments/rents and terms typical of those in the community at the time executed. Persons not having such a lease may submit an affidavit reflecting payments/rents and terms as well as the name and address of the person to whom payments are made which may be considered as meeting this condition. As an alternative to ownership or rental of living quarters in Maryland, a student may share living quarters in Maryland which are owned or rented and occupied by a parent, legal guardian, or spouse;
2. maintains within Maryland substantially all personal property;
3. pay Maryland income tax on all earned taxable income including all taxable income earned outside the State;
4. 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;
5. have a legal ability under federal and Maryland law to reside permanently in Maryland without interruption;

B. For at least eleven consecutive months immediately prior to and including the last date available to register for courses in the semester for which the application applies, the student, or if the student is financially dependent, the parent, guardian or spouse must:

1. register all owned motor vehicles in Maryland; and
2. obtain a valid driver's license issued by the State of Maryland, if licensed to drive in any other jurisdiction.

C. Within twelve consecutive months immediately prior to and including the last date available to register for courses in the semester for which the application applies, the student or if the student is financially delendent, the parent, guargian, or spouse must register to vote in Maryland, if registered in any other jurisdiction.

D. A financially independent classified as in-state loses that status at such time as the student no longer meets one or more of the criteria set forth in I, A-C. A financially independent student classified as in-state loses that status at such time as the parent, guardian, or spouse on whom the status was based no longer meets one or more of those criteria.

E. In addition, persons in the following categories shall be accorded the benefits of in-state status for the period in which any of the following apply:

1. a full-time or part-time (at least 50 percent time) regular employee of the University System od Maryland;
2. the spouse or dependent child of a full-time employee or part-time employee (at least 50 percent time) regular employee of the University System of Maryland.;

4. for UMUC, a full-time active member of the Armed Forces of the United States on active duty, or the spouse of a member of the Armed Forces of the United States on active duty;
5. a graduate assistant appointed through the University System of Maryland for the semester/term of the appointment. Except through prior arrangement, status is applicable only for enrollment at the institution awarding the assistantship.

F. Students not entitled to in-state status under the preceding paragraphs shall be assigned out-of-state status for admission, tuition and charge-differential purposes.

II. PROCEDURES

- A. The University will make an initial determination of in-state status at the time a student's application for admission is under consideration. The determination made at that time, and any determination made thereafter, shall prevail for each semester/term until the determination is successfully challenged in a timely manner.
- B. A change in residency status must be requested by submitting a University System of Maryland "Petition for Change in Residency Classification for Admission, Tuition and Charge Differential". A student applying for a change to in-state status must furnish all required documentation with the petition by the last published date to register for the forthcoming semester/term for which a residency classification is sought.
- C. The student shall notify the institution in writing within fifteen (15) days of any change of 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 or take other disciplinary actions provided for by the institution's policy. If in-state status is gained due to false or misleading information, the University reserves the right to retroactively assess all out-of-state charges for each semester affected.
- E. Each institution of the University System of Maryland shall develop and publish additional procedures to implement this policy. Procedures shall provide that, on request, the President or designee has the authority to waive any residency criterion as set forth in Section I, if it is determined that application of the criteria creates an unjust result. These procedures shall be filed with the Office of the Chancellor.

III. DEFINITIONS

- A. **Financially Dependent:** For purposes of this policy, a financially dependent student is one who is claimed as a dependent for tax purposes, or who receives more than one-half of his or her support from a parent, legal guardian, or spouse during the 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 a parent and/or legal guardian and/or spouse, the student shall be considered financially dependent on the person providing the greater amount of support. The dependent relationship must have formally existed by legally contracted marriage or court order recognized under the laws of the State of Maryland for at least twelve (12) consecutive months prior to and including the last date available to register for courses in the semester/term for which the petition applies.
- B. **Financially Independent:** A financially independent student is one who (1) declares himself or herself to be financially independent as defined herein; (2) does not appear as a dependent on the Federal or State income tax return of any other person; (3) receives less than one-half of his or her support from any other person or persons; and (4) demonstrates that he or she provides through self-support one-half or more of his or her total expenses.

- 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 as recognized under the laws of the State of Maryland.
- F. 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.
- G. Regular Employee: A regular employee is a person employed by the University System of Maryland who is assigned to a state budget line. Examples of categories NOT considered regular employees are graduate assistants, contingent employees, if-and-when-needed, and regular temporaries.

I. TRANSFER POLICIES

The fair and equal treatment of "native" and "transfer" students is the fundamental principle of these policies.

A. Admission of Transfer Students:

1. Associate Degree Holders (or those with 56 or more credit hours):
 - a. Students who have completed the Associate degree or students who have completed 56 semester hours of credit with a cumulative grade point average (GPA) of 2.0 or higher on a scale of 4.0, in either case in college and university parallel courses, shall not be denied direct transfer to Coppin State. (Only the last grade received in a course repeated by the student shall be used in computing a cumulative grade point average.)

If the number of students seeking admission exceeds the number that can be accommodated in a particular professional or specialized program, or certain circumstances exist which limit the size of an upper division program or the total enrollment, admission decisions will be based on criteria developed and published by the receiving institution, providing fair and equal treatment for native and transfer students.

- b. Courses taken at a Maryland community college as part of a recommended transfer program oriented toward a baccalaureate degree shall be applicable to related programs at Coppin.
 - c. The Associate degree (or those with 56 or more credit hours) shall meet the lower level general education requirements at Coppin State. In cases where the general education requirements at the institution exceed those of the sending institution, the transfer student will be required to take no more than the same number of lower division general education credits than those required of the native student.
 - d. The determination of the major program requirements for a baccalaureate degree, including courses in the major taken in the lower division, shall be the responsibility of the faculty of the institution awarding the degree. Coppin may set major requirements which may fulfill general education requirements simultaneously. However, in developing its lower division course work, Coppin State College would be expected systematically to exchange information with the community college to assure the transferability of credits into that program.
2. Transfer Without Associate Degree (or fewer than 56 credit hours)
 - a. Students from Maryland community colleges who were admissible to the institution as high school seniors, and who have attained a cumulative 2.0 average in college/ university parallel courses shall

Such requirements for admission may vary by program, according to criteria developed and published by Coppin. Such admission criteria shall provide for equal access for native and transfer students.

- c. If the student has attended more than one institution, the cumulative GPA for admission purposes will be computed on grades received in courses at all institutions attended.
- d. Transferable courses defined as meeting the general education requirements at the sending institution shall be applicable to the general education requirements of Coppin.

B. Credit Transferability:

1. Traditional Credit

- a. Credit earned at any public institution in Maryland shall be transferable to any other public institution provided:
 - o the credit is from a college or university parallel course Program;
 - o the grades in the block of courses transferred average 2.0 or higher; and
 - o the acceptance of the credit is consistent with the policies of the receiving institution governing students following the same program. (For example, if a "native" student's "D" grade in a specific course is acceptable in a program, then a grade of "D" earned by a transfer student in the same course is also acceptable in the same program.)
- b. Credit earned in or transferred from a community college normally shall be limited to half the baccalaureate degree program requirement, but in no case more than 60 credits, and to the first two years of the undergraduate educational experience.

2. Non-Traditional Credit

- a. The assignment of credit for AP, CLEP, or other nationally recognized, standardized examination scores presented by transfer students will be determined according to the same regulations that apply to native students at Coppin State College, and such assignment must be consistent with the State minimum requirements.
- b. Transfer of credit from the following areas shall be consistent with the State minimum standards and shall be evaluated by Coppin on a course-by-course basis:
 - o technical courses from career programs;
 - o course credit awarded through articulation agreements with other segments or agencies;
 - o credit awarded for clinical practice or cooperative education experiences; and
 - o credit awarded for life and work experiences.

The basis for the awarding of the credit shall be indicated on the student's transcript.

- c. Coppin State College shall inform transfer students of the procedures through which coursework for which there is no clear equivalency can be validated, such as ACE recommendations, portfolio assessment, credit through challenge, examinations and satisfactory completion of the next course in sequence in the academic area.
- d. Coppin State College shall use validation procedures when a transferring student successfully completes a course at the lower division level which the institution offers at the upper division level, and once validated, the credits earned for the course shall be substituted for the upper division course.

3. Program Articulation

- a. Recommended transfer programs will be developed through consultation between the sending institution and Coppin. As such, each recommended transfer program represents an agreement between the two institutions that allows students aspiring to the baccalaureate degree to plan their programs. These programs will constitute freshman/sophomore level casework to be taken at the

TRANSFER STUDENTS.

- A. Admission requirements and curriculum prerequisites shall be stated explicitly in institutional publications.
- B. Transfer students from newly established public colleges which are functioning with the approval of the Maryland Higher Education Commission shall be admitted on the same basis as applicants from regionally accredited colleges.
- C. Coppin State College shall evaluate the transcripts of degree seeking transfer students as expeditiously as possible, and shall notify students of the results no later than at the completion of the students' first semester of enrollment at the receiving institution. Students shall be informed both of which courses are acceptable for transfer credit and which of those are applicable to the student's intended program of study.
- D. Transfer students shall be given the option of satisfying institutional graduation requirements at the time they enrolled as freshmen at Coppin. In the case of major requirements, the transfer student has the option of satisfying the major requirements in effect at the time when the student was identifiable as pursuing the recommended transfer program at Coppin. These conditions are applicable to the student who has been continuously enrolled at the community college by completing a minimum of 112 hours within the calendar year.

III. STUDENT APPEALS AND PERIODIC REVIEW

A. Appeal Process:

- (1) Notification of denial of transfer credit by the Coppin State College:

The Transfer Coordinator at Coppin must inform a transfer student in writing of the denial of transfer credit no later than mid-semester of the transfer student's first semester provided that all official transcripts have been received at least 15 working days before mid-semester. If transcripts are submitted after 15 working days before mid-semester of the student's first semester, the Transfer Coordinator at Coppin must inform the student of credit denied within 20 working days of receipt of the official transcript.

A statement of the student's right to appeal the denial and a notification that this appeal process is available in the institutions's catalog shall accompany the notification of denial of transfer credit.

- (2) Student appeal to Coppin State College:

If a student believes she/he has been denied transfer credits in violation of the State Student Transfer Policy, she/he must initiate an appeal by contacting Coppin's Transfer Coordinator or other responsible official of the institution within 20 working days (4 weeks) of receiving notice of the denial of credit. Coppin shall inform the student of this time limitation at the same time as the transfer of credit is denied.

- (3) Response by Coppin State College

Coppin must respond to the student appeal within 10 working days (2 weeks). The institution may either grant or deny the appeal. The institution's reasons for denying an appeal must be conveyed to the student in written form.

- (4) Appeal to sending institution:

If the student has been denied transfer credit after an appeal to Coppin, the student may request the sending institution to intercede on his/her behalf by contacting the Transfer Coordinator of the sending institution. The student must make this appeal to the sending institution within 10 working days (2 weeks) of having received the decision of Coppin.

involved in the appeal. The sending institution will inform the student of the result of the consultation.

(6) Appeal to the Student Transfer Advisory Committee

If the transfer of credit is still denied after consultations between the sending institutions and Coppin, and the sending institution considers the student's appeal to have sufficient merit, the sending institution may appeal in writing to the Secretary of Higher Education to request that the Student Transfer Advisory Committee review the student's appeal and make a ruling on the merit of the appeal. The sending institution must make this appeal to the Secretary within 10 working days (2 weeks) of having informed the student of the result of the consultation between the two institutions.

In the absence of an appeal to the Secretary by the sending institution, if the credit is still denied, the student may appeal in writing to the Secretary to request that the Student Transfer Advisory Committee review the student's appeal and make a ruling on the merit of the appeal. The student must make this appeal to the Secretary within 10 working days (2 weeks) of either being informed of the result of the consultation between the two institutions or, if the student received no notification, within 10 working days (2 weeks) of the expiration of the time period of the sending institutions's right to appeal.

(7) Consideration and action by the Student Transfer Advisory Committee:

The Student Transfer Advisory Committee shall receive relevant documentation, opinions, and interpretations in writing from the sending institutions and Coppin and from the student at its next regularly scheduled meeting after the Secretary has received an appeal from a sending institution or from a student.

The Committee will hold a hearing if it deems a hearing to be necessary to act upon the appeal.

(8) Advisory opinion of the Secretary:

After receiving testimony on the merits of the appeal from the sending institutions and Coppin, the Student Transfer Advisory Committee shall render an advisory opinion on the merits of the appeal to the Secretary of Higher Education. The Secretary will then convey the opinion of the Student Transfer Advisory Committee to the appropriate segmental chief executive for disposition.

B. Periodic Review:

1. The progress of students who transfer from two-year and four-year institutions within the State shall be reported annually by the receiving institution to each community college and to the Secretary of the Maryland Commission of Higher Education. Such information shall include longitudinal reports on the subsequent academic success of enrolled transfer students, including graduation rates, by major subject areas. Comparable information on the progress of native students shall be included.
2. Each public institution of higher education shall designate a Transfer Coordinator, who serves as a resource person to transfer students at either the sending or receiving campus, and who is responsible for overseeing the application of the policies and procedures outlined in this plan. The Transfer Coordinator shall also assist in interpreting transfer policies to the individual student and to the institution.
3. The Maryland Higher Education Commission has established a permanent Transfer Advisory Committee that meets regularly to review transfer issues and recommend policy changes as needed. The committee arbitrates disagreements as necessary and receive written appeals as described in the "student appeals" section above.

(Rev'd 1/27/94)

COURSE DESCRIPTIONS

HEGIS Discipline Codes. Below each discipline name is the name of the department within the College which offers the courses in that discipline. For further information, see the department chapter in the College 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

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.

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)

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

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 per- 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 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.

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. Prerequisites: 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).

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 and 1 credit)

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

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)

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 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 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 Biology (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 406 Genetics and Human Affairs (3 credits)

The study and discussion of genetic 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 instructor.

BIOL 407 Introduction to Research (2-4 credits)

Laboratory work of an advanced nature, under the guidance of a department member, to familiarize the advanced 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.

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.

mechanisms of pathogenicity and control. One hour each week will be 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 course similar but not identical to CHEM 101, designed primarily for students pursuing allied health programs. (3 hours lecture and 3 hours lab per week) Prerequisites: MATH 125 or CHEM 100 with a grade of C or higher or consent of the instructor.

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 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 GNCS-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, complexometric, 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 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.

carbohydrates. Laboratory emphasizes synthetic, isolation and purification techniques, chemical reactions and spectroscopic (IR, $^1\text{H-NMR}$, $^{13}\text{C-NMR}$, 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.

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 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 404 Research and Individual Study (4 credits)

The student conducts a laboratory research project of undergraduate caliber under the guidance of a faculty member in the department, including an extensive literature search, faculty-student conferences, laboratory research, report writing, and seminar presentation. Approval of chairperson required.

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

Student presentations on a chosen topic in addition to presentations by faculty. (2 hours per week)
Fall semester. Prerequisites: Five courses in chemistry and two biology. Limited to seniors or by permission of Chair.

CHEM 408 Seminar in Chemistry (1 credit)

A continuation of CHEM 407. Spring semester. By permission of Chair.

Computer Science (Mathematics and Computer Science)

COSC 200 Computer Programming I (3 credits)

Students will: learn to program in a popular higher-level language; analyze, program, and debug several numerical and non-numerical problems; and gain experience in activities such as algorithm development and flowcharting. Topics include: simple data types (integers, floating point numbers, and characters), binary, octal, and hexadecimal number representation, ASCII codes, constants and variables, expression evaluation and formation, interactive and file-based input/output operations, functions, arguments, selection and looping control structures, and elementary array concepts. Prerequisite: College-level Algebra or any higher level Mathematics course.

COSC 201 Computer Programming II (3 credits)

This course uses the C language (ANSI and ISO standard) as a vehicle to teach skills relevant to sound professional programming. Topics include: introduction to computers, hardware and software, basic features of the C language, functions, operators (precedence and associativity), standard C function library, data types, loops, branches, arrays, text files, structured data, pointers, searches, and sorts. Prerequisite: COSC 200.

COSC 202 Data Structures (3 credits)

This course uses the C language (ANSI and ISO standard) 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, using and linking libraries with C programs; stacks, queues, linked lists, recursion, binary trees. Spring semester. Prerequisite: COSC 201.

COSC 205 Programming Languages (3 credits)

A survey of programming languages, emphasizing web publishing languages and tools such as HTML, Dynamic HTML (DHTML), Cascading Style Sheets (CSS), eXtensible Markup Language (XML), JavaScript, and Perl/CGI, examining similarities and differences among the languages and stressing programming language principles as they relate to applications. Spring semester. Prerequisite: COSC 201.

COSC 207 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. Spring semester. Prerequisite: 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 based software packages. (This course is also numbered MNSC 240). Prerequisite: College-level Algebra any higher level Mathematics course; COSC 200 (or MNSC 150).

COSC 302 Advanced Data Structures and Files (3 credits)

Use of various data structures (sets, trees, matrices, graphs), file structures (sequential tree structured, indexed

COSC 306 Operating Systems (3 credits)

Memory management, real and virtual memory. Process management, concurrent processes, mutual exclusion, synchronization, and deadlocks. Processor management, multiprocessing. Spring semester. Prerequisite: COSC 201 or permission of instructor.

COSC 307 Introduction to Artificial Intelligence (3 credits)

An introduction to artificial intelligence. Techniques for logic programming, object-oriented systems, rule based systems representing uncertainty and searching will be presented. Fall Semester. Prerequisites: COSC 201 and MATH 211.

COSC 310 Systems Programming (3 credits)

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. Fall semester. Prerequisite: COSC 205.

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. (This course is also numbered MNSC 350). Prerequisites: COSC 202 and MATH 211.

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. Fall semester. Prerequisite: COSC 200, MNSC 150, or any programming language.

COSC 406 Data Communication Systems (3 credits)

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. Fall semester. Prerequisite: COSC 201.

COSC 409 Software Engineering (3 credits)

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. Fall semester. Prerequisite: COSC 202.

COSC 410 Developing Windows Applications Using 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. Prerequisite: COSC 339 (Visual BASIC) and COSC 409 (Software Engineering).

COSC 417 Computer Science Seminar (3 credits)

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

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 202 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.

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.

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 justice system in impoverished communities are reviewed. An analysis of the impact of historical and contemporary theories of combatting 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

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: 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

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 placed 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.

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.

**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 (Introduction to Early Childhood Theory - Practice)**

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 this level. A 16 hour practicum 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 one hour per week practicum experience is required. Prerequisite: EDUC 202.

ECED 311 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 one hour per week practicum experience is required. Prerequisite: ECED 329.

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 one hour per week practicum experience is required. Prerequisite: EDUC 202.

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 one hour per week 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 practicum experience is required.

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 practicum experience is required.

ECED 335 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 one hour per week practicum experience is required. Prerequisite: ECED 329.

ECED 336 Working with Parents (3 credits)

A study of the teacher's role and effective techniques for communicating and working with parents. A one hour per week practicum experience is required. Prerequisite: ECED 329.

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 one hour per week practicum experience is required. Prerequisite: ECED 329.

ECED 340 Introduction to Day Care (3 credits)

A study of the historical, theoretical, and empirical basis for day care. Attention is also given to an understanding of the philosophy and principles undergirding day care programs and services. This course is prerequisite to the minor or concentration.

ECED 342 Mental Hygiene for Young Children (3 credits)

A course focusing on the importance of positive self-concept as it relates to the social and emotional needs of young children. Various approaches to disciplining young children are explored.

ECED 343 Family Guidance and Parent Education (3 credits)

Students are exposed to the importance of nutrition and diet in growth and development. Symptoms, treatment, and preventive measures for the common childhood diseases are examined.

ECED 345 Organization of and Curricula for Day Care (3 credits)

A survey of a variety of organizational patterns for day care programs. Students design programs focusing on structuring daily activities, selecting and arranging equipment and materials, and designing developmental experiences and curriculum for a day care center.

ECED 346 Parent Involvement in Day Care (3 credits)

An analysis of the concept of parents as "prime educators" of their children, including the exploration of approaches and techniques of parent involvement in school and home settings.

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.

ECED 348 Principles and Practices of Social Services and Support Systems in Day Care (3 credits) Students examine the use of community resources to strengthen day care programs and provide services to families and children enrolled in the program. Special emphasis is placed on the interrelationship of home, school, and community and the influence of each on an effective day care environment.

ECED 349 Introduction to Research and Evaluation 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.

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 early childhood teacher through observing, participating, teaching, and exercising other responsibilities common to this area. (5 days per week) Students participate in two experiences, one in Per-K and the second in grades 1-3.

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.

**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,

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 305 Money and Banking (3 credits)

A discussion of monetary and banking theory, monetary and fiscal policy, and the description of the organization, functions, and operations of various kinds of banks and financial institutions. Spring Semester. Prerequisites: ECON 211, MNSC 330.

ECON 400 Development of Labor and Labor Legislation in the United States (3 credits)

The history of the problems and growth of labor movements in the United States with an analysis of major labor legislation. Prerequisites: ECON 201 or ECON 211 and 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 ECON 211 and ECON 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 and Econ 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 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

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 Instruction (3 credits)

Emphasis is placed on vocabulary development, word analysis skills, and comprehension, with attention given to a review of recent research on reading in the content areas and to differentiating instruction based on diagnosis of learner needs through the use of formal and informal evaluative tools. Consideration is given to the appraisal of reading interests, preference, and habits; reading for the culturally different; and the role of motivation in reading.

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 pre-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 application 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.

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.

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 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 practicum experience is required.

ELED 301 Curriculum, Planning And Management (3 credits)

This course is designed to study the purposes, objectives, and principles of the 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 educational outcomes. A one hour per week practicum experience is required. Prerequisite: PSYC 202.

ELED 302 Methods of Teaching Mathematics in Elementary School (3 credits)

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 one hour per week practicum experience is required. Prerequisite: ELED 301.

THE ELEMENTARY EDUCATION METHOD'S BLOCK PROGRAM

The courses will be "blocked" at public school sites. The courses will be taught MWF from 8:30-3:30 at the school site. The Block will commence in the Fall Semester of 1995. "Blocked" courses prior to student teaching offer hands-on experience. Also, "Blocking" courses enables students to have a supervised practicum in all methods courses. Students will complete most courses prior to completion of "Block" and student teaching. **The Methods Block is one option students have for taking these four methods courses. Those not taking the Method's Block can take these courses in the spring semester.** The blocked courses will generally be offered the semester prior to student teaching and will include **ELED 303, 304, 305, and 306.**

texts. With emphasis on developmental appropriateness, students will explore the characteristics of a balanced, student-centered program which emphasizes the Maryland Reading Stances: reading for literacy, reading to be informed, and reading to perform a task. A practicum experience is required.

ELED 304 Methods of Teaching Language Arts in the Elementary School (3 credits)

A study of principles involving content selection, teaching methods, and modern programs in the elementary school, emphasizing theory basic to effective classroom instruction in the language arts; research implications and the interrelatedness of the language arts are emphasized. Prerequisite: ELED 301.

ELED 305 Methods of Teaching Science in the Elementary School (3 credits)

The development of the principles in selecting content, teaching methods, and modern science programs in the elementary school, analyzing various science programs of significance to the elementary school pupil and principles in selecting science experiences for children. Prerequisite: ELED 301.

ELED 306 Methods of Teaching Social Studies in the Elementary School (3 credits)

The development of problem solving and critical thinking skills, emphasizing the need for flexibility and openness in the classroom and showing the prospective teacher how to select worthwhile materials from various sources and how to organize them into lesson plans and teaching units. Prerequisite: ELED 301.

*** ELED 412 Directed Teaching in the Elementary School (12 credits)**

Under the guidance of supervising teachers in the public elementary schools of Baltimore City and surrounding counties, each student is gradually inducted into an understanding of the work of the elementary school teacher through observing, participating, teaching, and exercising other responsibilities common to elementary teachers. Students are placed in a primary grade during one half of the semester and in an intermediate grade during the other half. Periodic seminars are held for the purpose of discussing problems raised in connection with laboratory experiences. (5 days per week)

ELED 413 Seminar Directed Teaching in the Elementary School (0 credits)

This course is in conjunction with ELED 412. Each student works on an individual or group problem related to his student teaching experience, utilizing basic research procedures, resource persons, and multisensory aids. Meetings are as scheduled.

ELED 416 Reading Problems in Urban Schools (3 credits)

An overview of the reading problems prevalent in urban settings with specific emphasis on the sociological, psychological, and educational factors affecting the urban, multicultural learner. Specialists from interdisciplinary fields cooperate in a practical setting.

* Indicates courses offered as needed rather than regularly.

**English
(Humanities and Media)**

NOTE: ENGL 101 and ENGL 102, are prerequisites for all 200-, 300-, and 400-level ENGL, WLIT, CRWR, and JRNL courses. WLIT 203 or WLIT 204 is a prerequisite for all 300- and 400-level ENGL literature and WLIT courses.

* Courses starred are offered **infrequently**.

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.

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.

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.

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.

ENGL 207 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. Fall semesters.

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. Spring semesters.

***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.

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 non-standard English, the politics of power and the politics of speaking, and sociolinguistic factors in the history of African-American dialects.

ENGL 305 Advanced Expository Writing (3 credits)

The development of effective expository writing skills in a variety of media, emphasizing essays, business

An introduction to general semantics, the relationship of language and meaning in mass communications, denotative and connotative meaning, the logic of rhetorical forms, the nature of propaganda, the languages of science, politics, and advertising, and the relationship of verbal and nonverbal communication in the media.

***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.

***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.

***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.

***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.

ENGL 321 Children's Literature (3 credits)

A study of both classic and modern literature designed for children from pre-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.**

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 spring semesters.

***ENGL 325 Images of Women (3 credits)**

An exploration of historical and contemporary roles and stereotypes of women as revealed in language and literature.

***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.

***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.

***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.

types of writing. Fall semesters.

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.

***ENGL 337 Contemporary American Literature (3 credits)**

A study of representative works in American literature from 1950 to the present.

***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.

***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*.

***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.

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.

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.

***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.

***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.

***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.

the mass reading public. Among the major writers studied are Tennyson, Browning, Carlyle, Dickens, and George Eliot.

***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.

***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.

***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.

***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.

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.

***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.

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 non-standard dialects.

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.

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.

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)

A continuation of FREN 102, designed to expand the four language skills of understanding, speaking, reading, and writing, including a review of grammar, dictations, composition, guided conversations, and selected readings. Conducted chiefly in French. Fall semester. Prerequisites: FREN 102 or permission of the instructor.

FREN 202 Intermediate French (3 credits)

A continuation of FREN 201, including discussion of selected readings to broaden the student's understanding of French culture and literature. Conducted chiefly in French. Spring semester. Prerequisite: FREN 201 or permission of the instructor.

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 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 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 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.

GEOG 302 Anglo-American Geography (3 credits)

A regional study of the United States and Canada, including the physical and cultural environments of each unit in relation to problems confronting those areas of the world.

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 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.

**History
(History, Geography, and International 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.

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

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.

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 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.

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 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.

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 pre-historic to the present. It is organized to provide a survey of major developments in the study of West African history: pre-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 pre-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 pre-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.

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.

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.

College 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

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:

course satisfies the general education requirement in the arts and language.

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.

**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 and ENGL 102.

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 and ENGL 102.

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 and ENGL 102.

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. Prerequisites: ENGL 101, ENGL 102, and one other journalism course.

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)

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)

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. Fall semester. Prerequisite: DVMT 109 (or DVMT 101 for students enrolled in the College before Fall, 1997) 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. Spring semester. 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-82) calculator is required.*

MATH 112 Pre-Calculus I (4 credits)

Real number field, sets, linear equations and inequalities, absolute value, exponents, radicals, polynomials, the Binomial Theorem, complex numbers; relations; linear, quadratic, rational, and radical functions; parabolas, circles, ellipses, hyperbolas, systems of equations and inequalities, the Factor Theorem, and algebra of functions. Prerequisite: MATH 110, permission of department, or placement based on test score and high school record. *A graphing (e.g. TI-82) calculator is required.*

MATH 113 Pre-Calculus II (4 credits)

Inverse relations and functions, exponential, logarithmic, and trigonometric functions; common and natural logarithms, trigonometric identities, right triangle and circular trigonometry, law of sines and cosines, trigonometric form of a complex number, Demoivre's Theorem, roots of complex numbers, polar coordinates and graphs; arithmetic and geometric sequences and series, and mathematical induction. Prerequisite: Math 112. *A graphing (e.g. TI-82) calculator is required.*

MATH 125 Mathematics For Liberal Arts (3 credits)

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

MATH 150 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 112.

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 or Corequisite: Math 113. *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 109 (DVMT 101 for students enrolled before Fall, 1997).

MATH 204 Elements of Calculus (3 credits)

An introduction to the ideas of differential and integral calculus. Review of algebra; functions; limits; continuity; derivative; applications of the derivative; exponential and logarithmic functions; summation notations; antiderivative and integral; mathematical modeling; calculator and computer applications. This course cannot be substituted for MATH 201. Prerequisite: MATH 104 or MATH 112. *A graphing (e.g. TI-82) calculator is required.*

MATH 211 Discrete Mathematics I (3 credits)

This course is the first of a two-semester sequence intended to provide the student with an introduction to those areas of mathematics which are of practical use in the field of computer science. Topics included are: operator precedence and Polish notation, binary and hexadecimal number systems, sets and logic, and combinatorics. Fall semester. Prerequisite: MATH 110 or permission of the department.

MATH 212 Discrete Mathematics II (3 credits)

This course is the second of a two-semester sequence intended to provide the student with an introduction to those areas of mathematics which are of practical use in the field of computers sciences. Topics included are: relations and functions, vectors and matrices, systems of linear equations, graph theory and logic circuits. Spring semester. Prerequisite: MATH 211

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 112.

MATH 302 Numerical Methods (3 credits)

An introduction to numerical algorithms fundamental to scientific computer work and engineering. Floating

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 304 Introduction to Mathematical Statistics II (4 credits)

A continuation of MATH 303, introducing maximum likelihood estimation, confidence intervals for means and variances, point estimation, functions of parameters, regression, tests of statistical hypotheses, multivariate distributions, correlation coefficient, chi-square tests of models, and analysis of variance. Alternate fall semesters. Prerequisite: MATH 303.

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 Geometry I (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 112.

MATH 308 Geometry II (3 credits)

Measurement, existence of parallels, Euclid's fifth postulate, similarity, Riemannian geometry, Bolyai-Lobachevskian geometries, coordinate geometry, transformations in a plane, systems of measures, calculations with approximate data, and errors in measurement. Alternate spring semesters. Prerequisite: MATH 307.

MATH 310 Algebraic Structures (3 credits)

Mappings, operations, composition, groups, permutations, subgroups, groups and symmetry, equivalence relations, congruence, Division Algorithm, integers mod n , 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 318 Mathematics in the Secondary School (2 credits)

A survey of the concepts and knowledge expected of a secondary school mathematics teacher, including the observation of experienced teachers and initial teaching experience in limited, well-defined situations. Alternate fall semesters. Prerequisite: MATH 202.

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.

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.

**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 Survey of Broadcasting Principles and Practices (3 credits)

An introduction to the organization and economics of radio and television systems as well as the manipulation of audiences in media environments. Students analyze the impact of audiences, of advertisers, of government, and of media associations upon media content. The course also focuses on emerging broadcast technologies.

MCOM 301 Basic Techniques of Television Production (3 credits)

An exploration of production techniques of both closed-circuit and commercial television, including the operation of camera, sound, and control equipment and the many effects available to the director, such as special electronic effects and the creative use of graphic materials. (2 hours lecture and 1 hour lab per week)

MCOM 302 Producing for Television (3 credits)

A course designed for advanced video production students. The course will move students beyond the work completed in MCOM 301 Basic TV Production. Students will write, produce, and direct their own productions. Prerequisites: ENGL 102, 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 Producing for Television. In addition to producing and directing, students will be responsible for editing their productions. Prerequisites: ENGL 102, MCOM 301, and MCOM 302.

MCOM 307 Script Writing for Television (3 credits)

A survey of concrete approaches to techniques of developing and writing continuity scripts for different

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 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.

**MANAGEMENT SCIENCE
(Management Science and Economics)****MNSC 140 Introduction to Computers and Information Processing (3 credits)**

This course provides an introduction to computer system concepts, information technology (IT), and applications software. It also introduces students to how information is used in organizations and how IT enables improvement in quality and timeliness of information. Prerequisites: none.

MNSC 150 Computer Literacy (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. Prerequisites: none.

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: College Algebra, Math 101 or Math 102

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)

imposes on the day-to-day functions of management and labor in the private and public sectors. Emphasis is 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, dilutive securities, investments in securities, financial statements analysis, and financial reporting. Spring semester. Prerequisite: MNSC 311.

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 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 and 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

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 and MNSC 222.

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: MNSC 330, ECON 211.

MNSC 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 be able to develop event-driven applications and the codes to control these applications. (This course is also listed as COSC 339.) Prerequisite: COSC 200, MNSC 150, or any programming language.

MNSC 341 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 based software packages. Prerequisite: MNSC 150

MNSC 348 System Analysis and Design (3 credits)

This course covers 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 and MNSC 339.

MNSC 350 Data Base 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 database, data dependencies and normalization, query languages (including SQL), database security, data dictionaries, and distributed databases (This course is also numbered COSC 312). Prerequisites: MNSC 222 and MNSC 341.

MNSC 355 Management Science I (3 credits)

Introduces 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.

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.

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)

This course deals with 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 and MNSC 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 390 or MNSC 355.

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. Fall semester. Prerequisite: MNSC 348 or MNSC 350.

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, ECON 103, 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 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.

specific problems as statistical sampling in auditing, audits of machine records, and management advisory services. Fall semester. Prerequisite: MNSC 312.

MNSC 418 Auditing II (3 credits)

A continuation of Auditing I, including such topics as standards and procedures in audits of interest-bearing debt and interest expenses, disclosure of contingencies, owner's equity, verification of revenue and expenses, and audit reports. Spring semester. Prerequisite: MNSC 417.

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. Prerequisites: MNSC 201 and 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)

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)

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, MNSC 341.

MNSC 450 Contemporary Developments in Computers (3 credits)

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 and MNSC 322.

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 330 and MNSC 202

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 and ECON 212.

MNSC 480 Practicum in Management Science I (3 credits)

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. Prerequisite: Senior standing or the consent of the instructor. Spring semester.

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)

MUSA 152 Class Instruction in Voice (2 credits)

MUSA 161 Group Instruction in Piano (2 credits)

MUSA 162 Group Instruction in Piano (2 credits)

MUSA 251 Class Instruction in Voice (2 credits)

MUSA 261 Group Instruction in Piano (2 credits)

MUSA 271 Group Instr. in Brass/Percussion (2 credits)

MUSA 351 Class Instruction in Voice (2 credits)

MUSA 361 Group Instruction in Piano (2 credits)

MUSA 371 Group Instr. in Brass/Percussion (2 credits)

MUSA 451 Private Instruction in Voice (2 credits)

MUSA 461 Private Instruction in Piano (2 credits)

MUSA 471 Private Instr. in Brass/Percussion (2 credits)

MUSC 123 College Choir (2 credits)

MUSC 124 College Choir (2 credits)

MUSC 223 College Choir (2 credits)

MUSC 224 College Choir (2 credits)

MUSC 323 College Choir (2 credits)

MUSA 327-328 Brass Percussion Ensemble (4 credits)

MUSC 423 College Choir (2 credits)

**Music
(Fine and Communication Arts)**

MUSC 201 Survey of Jazz Music (3 credits)

An introductory survey of American Jazz, beginning with an analysis of the African Heritage and tracing the elements, styles, instruments, musicians, and dialects of Jazz from their origins to the present. **This course satisfies the general education requirement in the arts and language.**

MUSC 231 Sight Singing and Ear Training (3 credits)

Intensive training in singing, writing, and hearing the components of melody, rhythm, harmony, concentrating on intervals and scales through the movable clef and the movable keynote in major and minor modes.

MUSC 234 Introduction to Harmony (3 credits)

Topics are scale and chord structure, chord relationship and basic principles of harmonic writing, progression, and improvisation, including primary chords, inversions, and the dominant seventh. Basic keyboard facility is a prerequisite.

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 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 021 NTC: Science (3 credits)**

Offered to registered nurse graduates of diploma or associate degree programs who graduated prior to 1979, as a component of the nursing transition course package required by the State of Maryland. Builds on educational and professional experiences that relate to anatomy and physiology, microbiology, and chemistry. Prerequisite: Maryland registered nurse licensure.

***NURS 022 NTC: Social Science/Humanities (3 credits)**

Offered to registered nurse graduates of diploma or associate degree programs who graduated prior to 1979, as a component of the nursing transition course package required by the State of Maryland. Builds on educational and professional experiences that relate to sociology, psychology, human development and the communication arts. Prerequisite: Maryland registered nurse licensure.

***NURS 023 NTC: Nursing (3 credits)**

Offered to registered nurse graduates of diploma or associate degree programs who graduated prior to 1979, as a component of the nursing transition course package required by the State of Maryland. Builds on educational and professional experiences that relate nursing theories, concepts and principles problem solving, in nursing concept areas, ethical and legal bases of practice. Pre- or corequisites: NURS 021 and NURS 022.

* For Registered Nurses who graduated from a diploma or Associate degree nursing program prior to 1979. Because the Governor's Mandate for these courses expired September 1, 1994, the Division of Nursing is offering these courses only if the demand exists. RNs may obtain these courses at any college or university within the University of Maryland System.

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 Nursing Program. Second degree students are exempted.

NURS 208 Clinical Computations (1 credit)

Develops skill 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 emphasis 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; Corequisite: CHEM 103

initial experience in the application of health assessment skills and the conservation principles in the care of well individuals across the life cycle is provided. Prerequisites: Completion of all Level I courses, Human Anatomy and Physiology I and II, and CHEM 103; Corequisite: 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 structural, personal, and social integrity. Emphasis is placed on nutritional adaptation. Prerequisite: BIOL 203 and CHEM 103; Corequisite: 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 family assessment, growth and development of individuals, and nursing strategies to promote urban family health and family functioning. Prerequisite: NURS 211; Corequisites: NURS 212, NURS 208.

NURS 217 Health Assessment (RNs only. 3 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 210/203; admission to RN-BSN completion track and Advancement Placement for RNs; NURS 218; Corequisite: NURS 220.

NURS 218 Nursing Theory (RNs only. 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: Admission to RN-BSN completion track and Advanced Placement for RNs . Current license to practice nursing in the State of Maryland.

NURS 220 Health Promotion and Maintenance (RNs only. 3 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: BIOL 203, BIOL 308, NURS 212, NURS 213, and CHEM 103. Must complete Levels I & II prior to enrolling in this course..

NURS 313 Pathophysiology And Therapeutic Regimen I (4 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: BIOL 201, BIOL 203, and NURS 212. Corequisite: NURS 311.

NURS 314 Maternal/Child Health Nursing For Urban Families (9 credits)

Continues exploration of the family with focus on the child bearing and child rearing family experiencing health problems. Students will use nursing strategies directed toward conserving energy and integrities of clients.

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 treat a nursing problem. Prerequisites: Completion of Levels I courses in the RN/BSN Program of Study or Level II courses for generic students..

NURS 316 Pathophysiology And Therapeutic Regimen II (4 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: NURS 313.

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: Advanced Placement in Nursing; completion of Level I, semester **one** courses, beginning knowledge of computers; may be taken concurrently with NURS 217 and/or NURS 220.

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 medical and surgical therapies; also with clients experiencing disorders in personal and social integrity within in-patient psychiatric facilities. Prerequisites: NURS 311, NURS 314, and NURS 316. Corequisite: NURS 315.

NURS 408 Legal, Political, And Social Issues In Nursing (RNS only. 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: NURS 315, NURS 416, and all Level II courses.

NURS 409 Preparation For Professional Nursing Practice (RNS only. 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: NURS 315 and NURS 416; Completion of all Level I courses. Corequisite: NURS 408 and NURS 411.

NURS 411 Seminar in Nursing (3 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: NURS 315, Challenge Examinations, Advanced Placement for RNs, Completion of Level I and Semester One of Level II. Corequisite: 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. Completion of all Level IV courses.

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

Focuses on the role of the nurse in assisting families and groups in the urban community to conserve integrity and 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: NURS 405 or completion of Level I of RN Program of Study. Corequisite: NURS 315 [RNS].

NURS 420 Sociopolitical Action In Nursing Leadership (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: NURS 405. Co-requisites: NURS 415 and NURS 416.

**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 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

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 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)

This course will be a supervised experience to help enlarge the scope of knowledge of students in professional programs in areas of recreation, physical education and sports management. It will provide a laboratory of applications of theoretical knowledge and measure a student's competency in areas of physical education and/or sports management recreation. This experience is for students not seeking teacher certification.

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

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. (ACTIVITY)

**Philosophy
(Humanities and Media)**

***Courses starred are offered infrequently.**

PHIL 102 Logic (3 credits)

The development of a facility with techniques of informal logic and critical thinking including identification, analysis, 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.

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.

***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.

***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

***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.

***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.

***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.

***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.

***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.

***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.

***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.

***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.

***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.

***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

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.

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.

***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 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.

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 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 404 International Relations (3 credits)

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 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.

**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 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.

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 in the inner city, and research into the causes, diagnosis, prevention, and treatment of alcohol abuse and other addictions. Prerequisite: PSYC 201

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 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.

**Urban Recreation
(Health, Physical Education, Recreation, and Dance)**

RECR 331 Community Recreation (3 credits)

A study of the beginning, growth, and possibilities in recreation as presently conducted by individuals, agencies, and governments. Included are an introduction to theories of play; to the contribution of different individuals, organizations, and groups to recreation; and to an examination of job opportunities and demands in recreation. (LEC)

RECR 335 Organization and Administration of Recreation and Sport (3 credits)

A course designed to study the different types of recreational and sport programs and how they are organized and administered at the school, community, and professional level. It will also study the management of intramural, recreation, sport, and health club programs. (LEC)

RECR 339 Problems in Urban Recreation and Sport (3 credits)

An investigation and evaluation of problems in recreation and sport programs that affect an urban population. This course will also study the recent changes that affect the need for more recreation and sport programs in the urban communities and those agencies that serve them. (LEC)

RECR 432 Sport Management and Administration (3 credits)

An introduction to the concepts, practices, and procedures of a manager, offering training in the analytical approaches helpful in making decisions that will affect the day-to-day operation of an organization. An overview of the administrative procedures needed for successful organizational management. (LEC)

RECR 441 Recreation for the Mentally & Physically Handicapped (3 credits)

The development of programs, materials, and experiences for the mentally handicapped, emphasizing community resources and including a study of the various recreational skills, activities, and programs for the handicapped and methods for implementing them. (LEC)

**Reading
(Curriculum and Instruction)**

REED 203 Study Skills for College Success (2 credits)

Practice for students in learning and applying the essential reading and study skills needed for success in college work, with major emphasis on assisting students in becoming independent learners by developing positive

REED 300 Speed Reading (1 credit)

Practice for students in becoming faster and better readers by breaking poor reading habits and improving reading techniques, with emphasis on developing reading flexibility in both rate and approach.

REED 404 Materials for Teaching Reading (Reading Materials) (3 credits)

This course is designed to enable the participant to make effective decisions about the best materials to use when students are reading narrative and expository texts. Participants will examine, evaluate, and develop criteria for suitable materials to be used when Reading for literary experience, Reading to perform a task, and Reading for information.

**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 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)

component. (3 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.

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.

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 SOCIOLOGY SPECIAL 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 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 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.

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 408 Social 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

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 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

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.

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. Emphasis 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 relationships; 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

SOWK 401 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 develop 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 individuals, 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 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.

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 (3 credits)

A continuation of SPAN 201, designed to expand the four language skills of understanding, speaking, reading, and writing, including a review of grammar, dictations, compositions, guided conversations, and selected readings. Conducted chiefly in Spanish. Fall semester. Prerequisite: SPAN 102 or permission of the instructor.

SPAN 202 Intermediate Spanish (3 credits)

A continuation of SPAN 201, including discussion of selected readings to broaden the student's understanding of Spanish culture and literature. Conducted chiefly in Spanish. Spring semester. Prerequisite: SPAN 201 or permission of the instructor.

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 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 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

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 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, 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)

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.

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.

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.

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 cues; paralinguistic elements; proxemics; and artifactual cues are studied. 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.

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.

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)

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.

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

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. Classwork 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.

**World Literature
(Humanities and Media)**

NOTE: ENGL 101 and ENGL 102 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 and ENGL 102.

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 and ENGL 102.

WLIT 205 Honors World Literature I (3 credits)

A variation of WLIT 203 geared to the needs of honors students. Prerequisite: same as for WLIT 203 plus 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: same as for WLIT 204 plus admission to the Honors Program.

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 and ENGL 102, and WLIT 203 or WLIT 204.

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 and ENGL 102, 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, ENGL 102, 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, ENGL 102, and WLIT 203 or WLIT 204.

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