Coppin State University
Undergraduate
CATALOG
2016 - 2018
COPPIN STATE UNIVERSITY

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

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

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

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

Mission ...................................................................................................................... 4  
History ...................................................................................................................... 4  
Facilities .................................................................................................................. 4-5  
Campus Map .......................................................................................................... 6  
Academic Calendars & Admissions ........................................................................ 7  
Admissions ............................................................................................................. 9  
Tuition, Fees & Related Expenses .......................................................................... 14  
Financial Aid ........................................................................................................... 17  
Student Support Services ...................................................................................... 20  
Records & Registration ......................................................................................... 25  
Auxiliary Services .................................................................................................. 33  
General Education Requirements ......................................................................... 35  
Health and Human Performance .......................................................................... 35  
The Honors College ............................................................................................... 38  

## COLLEGE OF ARTS & SCIENCES AND EDUCATION

College of Arts and Sciences and Education .......................................................... 40  
History, Geography, and Global Studies .................................................................. 40  
Humanities .............................................................................................................. 45  
Mathematics and Computer Science ...................................................................... 47  
Natural Sciences .................................................................................................... 49  
Visual & Performing Arts ...................................................................................... 51  
Plans of Study ........................................................................................................ 52  
**School of Education** ......................................................................................... 79  
Teacher Education ................................................................................................ 80  
Special Education .................................................................................................. 84  
Plans of Study ........................................................................................................ 87  

## COLLEGE OF BUSINESS ............................................................................. 92  
Accounting ............................................................................................................. 93  
Management Science and Management Information Systems .......................... 92-93  
Management and Marketing ............................................................................... 93  
Plans of Study ........................................................................................................ 96  

## COLLEGE OF HEALTH PROFESSIONS

School of Nursing .................................................................................................. 102  
Health Information Management ......................................................................... 103  
Nursing ................................................................................................................... 109  
Plans of Study ........................................................................................................ 117  

## COLLEGE OF BEHAVIORAL AND SOCIAL SCIENCES ................................................. 119  
Applied Psychology and Rehabilitation Counseling ........................................... 119  
Criminal Justice .................................................................................................... 121  
Social Sciences .................................................................................................... 122  
Social Work ........................................................................................................... 126  
Plans of Study ........................................................................................................ 128  
Course Descriptions ............................................................................................ 139  
Boards ...................................................................................................................... 201  
Administrative Offices .......................................................................................... 202  
Appendices ............................................................................................................ 211  
   A. Board Admissions Policy .................................................................................. 211  
   B. Board Policy on Student Residency Classification ......................................... 212
MISSION STATEMENT
Coppin State University is an urban comprehensive, and Historically Black Institution. Building on a legacy of excellence in teacher preparation in the metropolitan community. The university offers quality undergraduate and graduate programs in teacher education, liberal arts, health professions, technology and STEM disciplines. Coppin as an institution is committed to providing educational access and diverse opportunities for all students while emphasizing its unique role in educating residents of Metropolitan Baltimore and first-generation college students. Coppin is committed to community engagement and partnering with businesses, governmental and non-governmental agencies to meet workforce demands; preparing globally competent students; strengthening the economic development of Baltimore, Maryland and developing stronger strategic partnerships. As a constituent institution of the USM, Coppin will continue to adopt and support USM’s strategic goals.

HISTORY
Founded in 1900 as a one-year training program, Coppin State University evolved over its history from a one-year training program to the Fannie Jackson Coppin Normal School (1926), and Coppin Teachers College (1930), grew into a comprehensive College (1970), which became Coppin State College of the University System of Maryland (USM) in 1988. And by 2004, Coppin State College became a University; and thus emerged as a Historically Black, four-year Liberal Arts University offering 23 undergraduate majors and 10 graduate degree majors. Coppin is now comprised of the Honors College, College of Professional Studies, College of Art, Science and Education, College of Business and College of Health Professions. The excellence of the University lies within the quality of its academic programs and the strength of its faculty and staff. Within the USM, Coppin State University has the unique mission of focusing on the problems, needs, and aspirations of the people of the Baltimore Metropolitan Area as well as the Nation.

CAMPUS FACILITIES
Coppin’s tree-lined, 65 acre campus is located in West Baltimore on West North Avenue, a quiet setting in a busy city. It is emerging as a comprehensive institution of higher education with a strong sense of commitment to provide a variety of public service programs for the community. In 2010, Coppin Created the Facilities Master Plan: 2009-2019. It was initiated and developed by Coppin’s Campus and Capital Projects team, formerly Office of Capital Planning. In conjunction with consultants and the campus community, which includes faculty, staff, students, and inclusive assessment of the institution. As stated in the plan, assessment of the University’s current and projected facility needs was based on an observation of current use and condition of existing facilities, enrollment growth, academic programs, technology, and articulation of its mission, strategic direction and future projections in compliance with approved guidelines. The campus has a variety of buildings which include academic and instructional support facilities, residential and auxiliary support facilities, sports and recreation, administrative support facilities and a nursing center. Coppin has also upgraded its safety and security measures on campus by providing blue light emergency phones and state-of-the-art PTZ cameras. Please review the following and the attached campus map to get a sense of Coppin’s charming grounds.

Grace Hill Jacobs Office/Classroom Building (OCL) (69,910 NASF/140855 GSF), constructed in 1977. The OCL (Office Classroom Lab) building houses the School of Business, the School of Graduate Studies. Thereby providing classrooms, a large lecture hall, academic support, computer labs and other facilities.

James Weldon Johnson Auditorium Building (17,971 NASF/36,265 GSF), constructed in 1972, houses a 1,000 seat auditorium, classrooms, offices for faculty and staff, music rooms and an art gallery.

Percy Julian Science Building (35,100 NASF/64,390 GSF) constructed in 1967 and renovated in 1989, is scheduled to undergo new renovations in FY 2019. The core facilities problem for the University is the need to find a permanent home for the College of Business (COB) and School of Graduate Studies. The proposed renovated facility will support: state-of-the-art smart classrooms, abs, research space, faculty offices, academic departments, academic/business resource centers, student support services, lounge, storage, etc. that would address critical needs in the professional disciplines comprising the College of Business and provide a focus for the University’s graduate education mission. The building will continue to house the two and three-dimensional art studios and related faculty offices until such future time when these facilities can re-locate with other art facilities in the proposed Creative and Performing Arts Center.

Health and Human Services (94,313 NASF/168,106 GSF) was constructed in 2008. The new facility is designed to provide state-of-the-art facilities including classrooms, labs, offices, diagnostic & treatment clinical services, and early childhood demonstration suite, and other spaces to support the
COPPIN STATE UNIVERSITY

University’s academic programs. These programs include: The College of Health Professions, College of Behavioral and Social Sciences, Interdisciplinary Studies and Honors College.

Parlett L. Moore Library (39,186 NASF/85,521 GSF), constructed in 1961 and expanded in 1975, houses over 100,000 items in its collection and houses smart classrooms/labs, open computer lab and workstations, offices and administrative staff and meeting rooms.

Physical Education Complex (NASF/246,359 GSF) was completed in spring 2010. The new state-of-the-art facility includes space for the University’s Physical Education program, indoor/outdoor sports and recreational facilities, maintenance and related functions, and a Satellite Central Utility Plant (SCUP#2, northern campus). Adjacent to this facility is an outdoor track, tennis courts and athletic fields. The new physical education wing includes a basketball arena with 4,100 seats, and eight lane competitive pool, aerobics and weight training rooms, an auxiliary gym, multipurpose space, racquetball courts, classrooms/labs, and appropriate support facilities.

J. Millard Tawes Center (34,587 NASF/55,940 GSF) was constructed in 1966 and expanded in 1978. This building houses the new Coppin Café, bookstore, Career Placement Center, student lounges, snack area, fast food outlet (Subway), offices for administrative staff and student leaders and meeting rooms.

Dedmond Residence Hall (1992) and Daley Residence Hall (2001) (61,892 NASF/89371 GSF and 73,962 NASF/108,360 GSF respectively), can accommodate approximately 600 residences. The resident halls also house lounges and computer laboratories.

The Talon Center (28,544 NASF/42,965 GAF) was constructed in 2003. The facility houses a dining hall, café, meeting room and the President’s official conference room.

The Miles Washington Connor Administration Building (21,606 NASF/44,394 GSF) houses the administrative offices for Academic Affairs, Admissions, Administration and Finance, Institutional Advancement and Information Technology. The 21,606 square-foot building was constructed in 1978.

Frances L. Murphy Center (20,555 NASF/36,270 GSF), constructed in 1961 as a demonstration school, the center was renovated in the winter of 2010 to house Coppin Academy (Baltimore City Charter High School9-12).

The Quad renovation enhances the center of the campus by providing a destination point for students, faculty and staff. The quad offers a new water feature with fiber optic lighting, benches, shade trellis with seating, granite donor wall, audio/video system (movie night or concerts), outdoor classroom and outdoor seating for the Coppin Café). Since most of the quad is now green space, we were able to reduce our storm water run-off in this area by 50%. The quad also utilizes a water collection system that provides water for the automatic irrigation system. Water is collected from the HVAC condensing units on top of the Library and directed to the underground cisterns. The new quad also has dark sky fixtures that reduces light pollution. The use of recycled, renewable and local material helped to achieve our sustainable goals.

Science and Technology Center (STC) (72,501 NASF/140.887 GSF) occupied in the fall of 2015, is a continuation project of the southern campus expansion acquisition and construction of a new academic building to house Natural Sciences’ academic and industrial research programs, biology, biotechnology, physics, chemistry, general sciences, and environmental sciences, preparing students to enter professional schools of dentistry, pharmacy, medicine or to pursue careers in industry of science and technology. The STC also includes new academic space to support Mathematics and Computer Science, and the Office of Information Technology. This building provides focus on the University’s highest educational mission to students, faculty providing state-of-the-art classrooms, lecture halls, computer labs, science labs, research areas, multi-disciplinary workshops, technical support spaces, office spaces, and other support services traditional to academic science and technology buildings. The new STC provides a state-of-the-art technology based learning environment; which builds an academic identity for Coppin’s commitment to the academic disciplines and professional practices associated with science and technology.

Elevator Stair Tower Addition The main features of the tower are the lobby, stair tower, elevator and shaft, security emergency call box and cameras, electronic door access, lighting, interior finishes, and landscaping site improvements. There is also an extension of Loop Road to North Avenue. This addition allows safe overhead pedestrian access between the north and south campuses.
### Academic Calendars

#### ACADEMIC CALENDARS & ADMISSIONS

**Spring 2016**
- **First Day of Classes**: January 25
- **Spring Break**: March 13 – 20
- **Last Day of Classes**: May 10
- **Reading Day**: May 11
- **Final Exams**: May 12 – May 18
- **Commencement (Graduate)**: May 20
- **Commencement (Undergraduate)**: May 21

**Summer I 2016**
- **First Day of 3 Week, 6 Week and 9 Week Session**: May 23
- **Last Day of 3 Week Session**: June 10
- **First Day of Second 3 Week Session**: June 13
- **Last Day of Second 3 Week Session**: July 1
- **Last Day of 6 Week Session**: July 1
- **Last Day of 9 Week Session**: July 22

**Summer II 2016**
- **First Day of Classes 3 Week and 6 Week**: July 11
- **Last Day of 3 Week Session**: July 29
- **Last Day of 6 Week Session**: August 19

**Fall 2016**
- **First Day of Classes**: August 29
- **Labor Day**: September 5
- **Thanksgiving Break**: November 23 - 27
- **Last Day of Classes**: December 12
- **Reading Day**: December 13
- **Final Exams**: December 14 – 20

**Winter 2017**
- **First Day of Classes**: January 3
- **Last Day of Classes**: January 20

**Spring 2017**
- **First Day of Classes**: January 25
- **Spring Break**: March 19 - 26
- **Last Day of Classes**: May 11
- **Final Exams**: May 12 – 18
- **Commencement (Graduate)**: May 19
- **Commencement (Undergraduate)**: May 20

**Summer I 2017**
- **First Day of 3 Week, 6 Week and 9 Week Session**: May 30
- **Last Day of 3 Week Session**: June 16
- **First Day of Second 3 Week Session**: June 19
- **Last Day of Second 3 Week Session**: July 7
- **Last Day of 6 Week Session**: July 7
- **Last Day of 9 Week Session**: July 28

**Summer II 2017**
- **First Day of Classes 3 Week and 6 Week**: July 10
- **Last Day of 3 Week Session**: July 28
- **Last Day of 6 Week Session**: August 18
# ACADEMIC CALENDAR SESSIONS

## Fall 2017
- **First Day of Classes**: August 28
- **Labor Day**: September 4
- **Thanksgiving Break**: November 22 - 26
- **Last Day of Classes**: December 11
- **Reading Day**: December 12
- **Final Exams**: December 13 - 19

## Winter 2018
- **First Day of Classes**: January 2
- **Last Day of Classes**: January 19

## Spring 2018
- **First Day of Classes**: January 24
- **Spring Break**: March 18 - 25
- **Last Day of Classes**: May 10
- **Final Exams**: May 11 - 17
- **Commencement (Graduate)**: May 18
- **Commencement (Undergraduate)**: May 19
UNDERGRADUATE ADMISSIONS

MILES W. CONNOR
ADMINISTRATION BUILDING
FIRST FLOOR
(410) 951-3600 or (800) 635-3674
Fax: (410) 523-7351
www.coppin.edu

Admission to Coppin State University is granted to applicants whose academic potential and personal qualifications indicate their ability to succeed at the University regardless to race, color, religion, national origin, age, sex, marital status, disability, or veteran status according to the Board of Regents and the University System of Maryland admissions policies. (See Appendix A).

ADMISSIONS PROCEDURES

Applications
To apply for admission to Coppin State University, students are requested to submit the admissions application online at coppin.edu. New applicants are provided instructions to create personal student accounts and to check application status online.

Priority Application Deadline
Admissions applications are reviewed on a rolling basis. The priority deadline to submit an admissions application to Coppin State University is:

December 1st  Spring
March 1st   Fall

Application Fee
All applicants should return the required completed forms with the non-refundable $50 application fee (check or money order only) to Student Accounts in the Business Office. Be certain to include the applicant’s name on the check or money order. Return to:

Coppin State University
Student Accounts Office
2500 W. North Avenue
Baltimore, Maryland 21216

High School Transcripts
Freshman applicants are required to submit all official high school transcripts directly to the Admissions Office. Freshman applicants must have all official final grades with verification of high school graduation submitted to the Admissions Office. Transfer and International applicants must adhere to the appropriate guidelines below.

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

GUIDELINES FOR FRESHMAN ADMISSIONS

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

High School Curriculum Requirements
Each freshman applicant must have earned a high school diploma or state approved equivalent from an accredited institution to include:

- 4 years of English
- 3 years of Biological and Physical Sciences
- 3 years of Social Science or History
- 4 years of Mathematics (Algebra I, Geometry, Algebra II/ Formal Logic excluding non-trivial algebra)
- Two years of Foreign Language, Advanced Technology Education Electives

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

Guaranteed Admissions
Freshman applicants whose high school average is a B or better and whose SAT critical reading, writing and mathematics scores are each 470 or greater or whose ACT composite score is 21 or greater are guaranteed admissions to the University. All other students are admitted based upon space availability or other prerequisites. Admission will be granted to no more than 15% of all freshmen whose projected freshman year GPA is less than 2.0. (Criteria to be institutionally vetted/ consult Executive Leadership)

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

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

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

**Concurrent or Dual Enrollment**
Local high school students who satisfy the requirements for early admissions while still enrolled in high school may do so provided that they have the approval of their parents and the high school principal. Fees are charged at the same rate as for undergraduate students or in accordance with MHEC guidelines.

**The Office of Transfer and Transition Service**
A transfer student is a student who has earned twelve (12) or more credits from a regionally accredited institution. All transfer students must submit an admissions application and official transcripts from all colleges and universities attended. When applicants have attended multiple institutions, a cumulative grade point average will be computed from all previous college work attempted.

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

**Admission of Transfer Students**
This section applies to students who have earned at least twelve or more university parallel credits during a regular term or terms following high school graduation. Credits earned in courses taken during the first summer following high school graduation, concurrently with high school, by Advanced Placement, or by examination are not to be counted in the twelve. Each institution shall publish its own decision criteria that may be more rigorous than the system wide minimum stated below.

**Minimum Requirements**
1. All transfer students must have a cumulative GPA of at least a 2.0 on a 4.0 scale, or its equivalent, for all attempted college-level work.
2. Students who have completed 23 or fewer credits are also required to meet minimum qualifications as set forth in Part I of this policy. Generally, transfer students with fewer than 24 transferable credits or lacking prerequisite courses must adhere to the criteria established by the Academic Advisement Office. Admitted transfer students seeking to enroll at the university will receive a transfer evaluation detailing awarded transfer credit and its equivalence to courses offered at CSU. Admission will be granted to no more than 15% of all transfer applicants whose combined GPA is less than 2.0.

**Coppin at Hagerstown**
Coppin State University currently offers several degree programs at the University System of Maryland in Hagerstown. For specific programs and information, visit: www.coppin.edu/hagerstown

**Admission of Coppin at Hagerstown Students**
Coppin at Hagerstown students must be either transfer students or second baccalaureate students. They apply through the transfer student application process as previously outlined. The Campus Director for Coppin at Hagerstown is available to assist perspective students with the application and enrollment process.

**Freshman Transfer**
A freshman transfer student is a student who has earned less than twelve (12) [twenty-four (24)] transferable credits from an accredited institution. Applicants seeking admission as a freshman transfer must:
- possess at least a 2.0 collegiate average
- satisfy requirements for freshman students including standardized test scores

**Maryland Community College Transfers**
Admissions priority will be granted to Maryland Community College students who have earned at least 56 transferable credits or have earned an Associate of Arts degree. Maryland resident transfer students who have attended two or more institutions may be considered for transfer admission if transfer applicants have a combined GPA of 2.0 or greater and are in good academic standing at the last institution attended.

**Transfer Credits**
Transfer credit will be accepted at Coppin State University for course work completed at any regionally accredited college or university. Students transferring from community colleges, or 4-year institutions are not awarded transfer credits for remedial or developmental courses. Credits are awarded for all courses that have been articulated by the appropriate academic department as approved by the established guidelines of the Academic Affairs Division or designated body.

Transfer credit is granted if a student has earned a grade of “C” or better. The grade of “D” is transferable only if it is part of a granted Associate of Arts degree or if the overall cumulative average from all sending institutions is 2.0 or greater. However, the grade of “D” in English courses or in courses required for the major is not transferable. All transfer credits from the institution not on the semester system will be converted to semester credits. Coppin State University will accept up to 70 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 University. See Appendix A / USM Policy III-4.00/COMAR 13B.

**Evaluation of Transfer Credits**
Transfer students who have been accepted to the University will receive transfer evaluations based upon all transcripts submitted. Students should use the evaluation when meeting the academic advisor to determine the courses needed to complete their major and degree requirements. Students with discrepancies may file an appeal of the transfer evaluation decision. To appeal this process, students must: submit a typed and signed letter outlining the transfer discrepancy; the student’s name, ID number, mailing address and email address. The appeal letter must be submitted within 30 working days prior to the end of
the first semester of enrollment. Appeals may be sent to: Transfer Coordinator, Transfer & Transition Services, Coppin State University, 2500 W. North Avenue, Baltimore, MD 21216. At the end of the first semester of attendance, the rules for continuing students are applied to transfer students. The cumulative grade point average for transfer students does not include the transferred credits and quality points. Transfer credits and quality points are ONLY calculated when determining graduation with honors.

Community College Partnership Agreements/Guaranteed Admissions Agreements
A Guaranteed Admission Agreement is an arrangement between a two-year institution (community college) and a four-year institution to provide a clear plan of transfer for academically successful students. These agreements are also known as 2+2 agreements as it is intended that the student will complete two years at a community college and two years at a 4-year institution and earn a bachelor’s degree. Students who meet the qualifications for admission at Coppin State University and who adhere to the requirements of the agreement will essentially be “guaranteed” admissions as a student with Junior standing. Current guaranteed admissions agreements are published on the Transfer & Transition Services website at www.coppin.edu/transfer.

Articulation Agreement
An Articulation Agreement is an officially approved agreement between two institutions, which allows a student to apply credits earned in specific programs at one institution towards advanced standing, entry or transfer into a specific program at the other institution. An Articulation Agreement can have several advantages for the student. It matches coursework between schools and so helps students make a smooth transition from one institution to another by minimizing duplication of coursework. If a community college has an Articulation Agreement with a four-year institution, the student will know that if he takes the appropriate courses at the community college, then those courses will transfer for credit at the four-year college. Current articulation agreements are published on the Transfer & Transition Services website at www.coppin.edu/transfer.

Reverse Transfer Agreements
A reverse transfer agreement allows students to earn their associate degree from a two-year college while beginning their bachelor’s degree at Coppin State University. Reverse transfer is a degree-completion opportunity for students who have started their education at a community college and transfer to Coppin State University prior to the completion of their associate degree. A reverse transfer agreement may allow a student to reduce his/her time to degree and student debt. Current reverse transfer agreements are published on the Transfer & Transition Services website at www.coppin.edu/transfer.

GUIDELINES FOR RE-ADMISSION
Any previously matriculated student who does not attend the University for one or more semesters must apply for readmission to the University. Readmit students must consult the Records and Registration Office for application procedures. Re-admit students must adhere to the readmissions process, criteria and guidelines established by the Records and Registration Office.

GUIDELINES FOR ADMISSION AS A NON-DEGREE SEEKING STUDENT
A Non-Degree seeking student is a student who is taking courses, but is not formally admitted to degree-seeking program status. Non-Degree seeking applicants must submit:

- A Non-Degree admissions application, and
- An official high school transcript verifying graduation

OR

- High school diploma or similar document
- GED or high school equivalency

OR

A college transcript from an accredited institution verifying high school graduation. Non-Degree seeking students are ineligible to receive federal financial aid. Non-Degree seeking students are allowed to take courses not to exceed 55 credits before changing to degree-seeking status. Generally, non-degree students are limited to fewer than 12 credits per semester. Consult Records and Registration for approval and restriction guidelines.

Admission of Non-Degree Students
A. Minimum Requirements
Procedures for admitting non-degree students shall be established by each institution. Criteria for changing from non-degree to degree status must be equivalent to, or exceed the minimum requirements set forth in this policy, sections II.A., 1 and 2, for students transferring between Maryland public institutions.

B. Concurrent Enrollment
Concurrent Enrollment may be granted to a high school student who has demonstrated superior scholarship, as evidenced by his or her academic record or performance on standardized entrance examinations. Each institution may allow such students to enroll in its undergraduate classes concurrently with their enrollment in high school.

GUIDELINES FOR ADMISSION OF NON-DEGREE SEEKING TO DEGREE-SEEKING STATUS
To obtain degree-seeking status, the non-degree seeking student must follow the same procedures for admission as required for applicants seeking general admission to the University. Additionally, students must adhere to the following as a non-degree student to be considered for admissions in a degree-seeking program:

- Earn a cumulative 2.0 or better GPA
- Earn 12 college level credits
- Re-apply for degree seeking admissions consideration once achieved.

GUIDELINES FOR INTERNATIONAL STUDENT ADMISSIONS
An international student applying for admission should submit a completed application with all documentation by March 1st
for the fall semester or December 1st for the spring semester. Students applying for their bachelor’s degree must adhere to the following:

1. Submit a completed international application packet from the Office of Admissions.
2. Submit a non-refundable admissions application fee in U.S. dollars. A check from U.S. Bank or U.S. money order must accompany all applications.
3. Submit the following documentation:
   a. Official or notarized secondary school academic records showing grades received annual mark sheets, examination certificates, and leaving certificate as they apply to the educational system in the student’s home country. Records must be received for each of the last four years of secondary school or Advanced Level Scores.
   b. Official or notarized record (transcripts) of all colleges, universities, post-secondary or professional schools attended.
   c. A notarized English translation of all documents. Translations must be as literal as possible with no attempts to translate information into the United States System of Education. The University requires the use of American Association of Collegiate Registrars and Admissions Officers (AACRAO) or Association of International Educators (NAFSA) for course-by-course evaluation and admissions guidelines purposes. The AACRAO website is http://aacrao.org/aacrao-solutions/international-education-services/evaluations.
   d. Proof of English language proficiency of non-native English speakers by submitting either:
      1. An official Test of English as a Foreign Language (TOEFL) results. All international applicants from countries whose native language is not English are required to take the TOEFL and earn a score of at least 500 (paper based) or 173 (computer based). Applicants must make their own arrangements for taking the TOEFL test. Inquiries should be made to TOEFL/TSE Services, P.O. Box 6151, Princeton, New Jersey 08561-6151, USA. The TOEFL web site is www.toefl.org. The completed TOEFL form and the application fee must be sent to the ETS Office to insure timely receipt for processing at Coppin State University. The Coppin State University ETS code is 5122.
      2. An official Scholastic Aptitude Test (SAT-I) or American College Testing (ACT) result as established by the University System of Maryland and Maryland Higher Education Commission. All students, who have not completed one full year of post-secondary school course work, i.e., 24 United States credit hours, must take SAT-I or ACT.
   a. Financial certification. Applicants are required to provide official financial statements (i.e. bank statements) verifying that approximately US $23,000* is available annually in U.S. dollars to cover tuition, fees and living expenses. International students are required to pay out of state fees.
   b. Tuition and fees amount are subject to change. Contact the Office of Admissions for updated information.)
2. Visa Status
   International students admitted to the University will receive from the Admissions Office the immigration forms needed to secure a student visa from the American Consulate. All admitted international students must notify the International Student Services Program and Records Office of his or her new local campus (if applicable) and permanent mailing addresses. International students may only attend Coppin State University as a full-time degree-seeking student. Admitted international students should be prepared to pay all of their expenses for a minimum of one year prior to receiving an I-20. The University does not provide federal financial assistance for international students. Applicants who have been accepted for admission will receive the Certificate of Eligibility I-20 form. This document is used by the student to apply for an F-1 student visa at an American Embassy or Consulate overseas. An I-20 is used for transferring from one institution in the United States to another. Undergraduate F-1 students will be expected to enroll as full-time degree-seeking students with a minimum of 12-semester hour credits. Immigration regulations forbid persons on student visas from accepting paid employment during their first year in the United States. Applicants who hold permanent residence or parole visa status must list their alien registration number (A#) in the space indicated on the undergraduate application. They are processed for fee purposes as State residents if it is proven that they have established legal domicile in Maryland for one year. A copy of the applicant's alien registration card for verification must be submitted to the Office of Admissions.

GUIDELINES FOR NON-TRADITIONAL ADMISSIONS

Early Admissions
Coppin State University conditionally admits a limited percentage of students at the completion of the junior year in high school. Although such applicants follow the freshman application process, they must also submit a letter of recommendation from the high school counselor or principal and a notarized permission statement from the parent(s).

Other Applicants
A mature adult applicant may be defined as one who is older than the traditional undergraduate, and meets one or more of the following criteria: The applicant is financially independent;
   • The applicant’s primary responsibility is to duties other than being a student;
UNDERGRADUATE ADMISSIONS

- The applicant has not been enrolled in an educational institution for three years or more.

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

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

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

CREDIT BY EXAMINATION

Advanced Placement and Credit for Entering Students

Freshmen who have had the opportunity to complete advanced-level work and would like academic credit as well as advanced placement are encouraged to take the Advanced Placement Tests of the University Entrance Examination during their senior year of secondary school. Arrangements to take the tests are made through the high school counselor or Advance Placement (AP) Services, P.O. Box 6671, Princeton, New Jersey 08541-6671. Academic credits may be awarded with official score reports confirming qualifying scores. Consult the Records and Registration Office for current guidelines and credits granted by the University. Visit www.collegeboard.com for Advanced Placement information.

COLLEGE LEVEL EXAMINATION PROGRAM (CLEP)

Coppin State University accepts credits for qualifying scores on the General Examination and Subject Examinations of the College Level Examination Program (CLEP). Consult the Records and Registration Office for the current guidelines and credits granted by the University.

ADMISSIONS TO A MAJOR

Admission to the university is not an automatic guarantee of admission to a major program or college. All degree seeking students must officially declare a major. Each major department or college screens and accepts its own students. Contact the Academic Advisement Office and Academic Chairperson to learn the procedures to declare a major.

MARYLAND RESIDENCY

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

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

APPEAL PROCESS

To appeal an admissions decision, submit a written request to the Director of Admissions at Coppin State University for review. Appeal decisions are communicated to students in writing.
# UNDERGRADUATE ADMISSIONS

## TUITION, FEES, AND RELATED EXPENSES

### 2016-2017

<table>
<thead>
<tr>
<th></th>
<th>MARYLAND RESIDENT</th>
<th>NON-MARYLAND RESIDENT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall 2016</td>
<td>Spring 2017</td>
</tr>
<tr>
<td>Tuition (12 or more credits)</td>
<td>$2,190.00</td>
<td>$2,190.00</td>
</tr>
<tr>
<td>Fees:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accident/Sickness Insurance</td>
<td>492.00</td>
<td>492.00</td>
</tr>
<tr>
<td>Technology Fee</td>
<td>100.00</td>
<td>100.00</td>
</tr>
<tr>
<td>Student Activity</td>
<td>100.00</td>
<td>100.00</td>
</tr>
<tr>
<td>College Center</td>
<td>241.00</td>
<td>241.00</td>
</tr>
<tr>
<td>Auxiliary Construction</td>
<td>193.00</td>
<td>193.00</td>
</tr>
<tr>
<td>Athletic</td>
<td>400.00</td>
<td>400.00</td>
</tr>
<tr>
<td>Total Tuition and Mandatory Fees</td>
<td>$3,716.00</td>
<td>$3,716.00</td>
</tr>
</tbody>
</table>

**PLEASE NOTE THE HEALTH FEE COST IS TO BE DETERMINED. THE HEALTH FEE INDICATED IS FROM LAST ACADEMIC YEAR AND IS SUBJECT TO AN INCREASE FOR THE UPCOMING ACADEMIC YEAR**

### # USM Hagerstown Contiguous County Initiative Undergraduate Tuition

<table>
<thead>
<tr>
<th></th>
<th>Fall (Sept. – Dec.)</th>
<th>Spring (Jan. – Aug.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Out of State Tuition Cost</td>
<td>$3,975.00</td>
<td>fulltime $421.00 part time (per credit hour)</td>
</tr>
<tr>
<td>*Off campus initiative fee</td>
<td>$50.00 per semester</td>
<td></td>
</tr>
</tbody>
</table>

### Part-Time Undergraduate Students (11 or fewer credit hours. (Please refer to the per credit hour chart for total cost)

<table>
<thead>
<tr>
<th>Tuition per credit hour</th>
<th>Resident</th>
<th>Non-Resident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>$188.00</td>
<td>$253.00</td>
</tr>
</tbody>
</table>

### Graduate Level Student (Please refer to the per credit hour chart for total cost)

<table>
<thead>
<tr>
<th>Tuition per credit hour</th>
<th>Resident</th>
<th>Non-Resident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate</td>
<td>$315.00</td>
<td>$580.00</td>
</tr>
</tbody>
</table>

**Students enrolled in Collaborative courses via Univ. of Baltimore**

### # USM Hagerstown Contiguous County Initiative Graduate Tuition

<table>
<thead>
<tr>
<th>Out of State Tuition Cost</th>
<th>$480.00 per credit hour</th>
</tr>
</thead>
</table>

### Doctorate Program (Please refer to the per credit hour chart for total cost)

<table>
<thead>
<tr>
<th></th>
<th>Resident</th>
<th>Non-Resident</th>
</tr>
</thead>
<tbody>
<tr>
<td>$628.00</td>
<td>$964.00</td>
<td></td>
</tr>
</tbody>
</table>

### Other University Fees:

<table>
<thead>
<tr>
<th>Acceptance (UG)</th>
<th>$50.00</th>
<th>Parking Permit per semester</th>
<th>$45.00</th>
<th>Returned Check Fee</th>
<th>$25.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>(GRAD)</td>
<td>$50.00</td>
<td>Challenge Exam (GRAD) $50.00</td>
<td>$25.00</td>
<td>Transcript – Regular</td>
<td>$5.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Transcript – Express $20.00</td>
<td></td>
<td></td>
<td>$10.00</td>
</tr>
<tr>
<td>Fall (Sept. – Dec.)</td>
<td>TBA</td>
<td>ID Replacement (GRAD) $50.00</td>
<td>$15.00</td>
<td>Transcript – Archived</td>
<td>$10.00</td>
</tr>
<tr>
<td>Spring (Jan. – Aug.)</td>
<td>TBA</td>
<td>Art Studio $30.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Application (UG)</td>
<td>$50.00</td>
<td>Late Registration Fee $50.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(GRAD)</td>
<td>$50.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Readmit)</td>
<td>$35.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Nursing:

| Accident and Hospitalization | TBA | Student teaching $250.00 | Rooms |
| Achievement Test | $3-$8 per test | - | -Triple Occupancy $2,188.50 |
| Nurses' Liability Insurance | TBA | - | -Double Occupancy $2,850.00 |
| Uniform and Accessories | $250 | - | -Single Occupancy $2,987.50 |
## UNDERGRADUATE ADMISSIONS

### TUITION, FEES, AND RELATED EXPENSES

**2016-2017**

<table>
<thead>
<tr>
<th>Description</th>
<th>Fee/Year</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laboratory Fee (per course)</td>
<td>$10</td>
<td></td>
</tr>
<tr>
<td>Assessment Technology Exam Fee</td>
<td>TBA</td>
<td>Board – BRONZE (Anytime Dining Plan)</td>
</tr>
<tr>
<td>(Per semester)</td>
<td>$1,893.50</td>
<td></td>
</tr>
<tr>
<td>Nursing Course Related Fees</td>
<td>$1,973.00</td>
<td>Board – SILVER (Anytime Dining Plan)</td>
</tr>
<tr>
<td>Plan</td>
<td>$2,026.50</td>
<td>Board – GOLD (Anytime Dining Plan)</td>
</tr>
</tbody>
</table>

*Students are responsible for payment of their charges by the semester’s “pay by date”. If tuition and fee charges do not appear on your “Detailed Account Summary” by the semester’s “pay by date”, please call the Bursars Office at (410) 951-3677.*

The 2016-2017 rates are subject to change pending proposed state legislation and University System of Maryland Board of Regents approval.

“Coppin State University reserves the right to adjust tuition, fees, and other charges when deemed necessary by the institution and the University System of Maryland’s Board of Regents.”
Textbooks
Students are responsible for the purchase of books and supplies for their courses. The cost of books and supplies ranges from $500 to $1500 per semester.

Payment Policy
All tuition and fees are payable no later than the date indicated for the term by the Bursar’s Office unless a student elects to use the Sallie Mae Tuition Pay Plan. Veterans are subject to the same payment requirements as non-veteran students.

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

All previous balances must be paid prior to registration for the following academic semester. A non-refundable application fee of $35 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 regardless of attendance or eligibility for financial aid. Any student who withdraws (from the University or a course) must withdraw in accordance with the policies and procedures set forth in the University Catalog and schedule of classes for the semester in which he enrolls in order to have charges adjusted or not be held liable for charges. If a student does not adhere to the proper withdrawal procedures, he/she forfeits the right to any refund and waiver of liability to the University.

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

Payment Options
The University accepts payments by Visa, MasterCard, Discover, Amex, Cash and Checks. Checks are to be made payable to the University. Two party, post-dated and starter checks are not accepted.

Payments may be made in person at the Cashier’s Station (Administration Bldg. 2nd level) or online via Web Pay by logging into your EagleLINKS account. Also, a drop box has been installed at Cashier’s Station for those who wish to make payments after the posted business hours. This drop box is emptied each morning and a receipt is sent in the mail.

Sallie Mae Tuition Pay Plan
Tuition Pay is the interest-free, debt-free way to spread tuition payments over a number of months. The Tuition Pay Plan via Sallie Mae is not a loan, so there are no interest payments, only an enrollment fee. The plan allows you to break down your education expenses into easy-to-manage installments, rather than one lump-sum payment. It’s simple and convenient. Just visit: https://tuitionpay.salliemae.com/coppin or call Sallie Mae at (800) 635-0120.

Third Party Contracts
In order to properly bill an employer/organization that is assisting with a student’s cost of attendance, all Third Party Billing Authorization form(s) are to be submitted to the Controller’s Office, to the attention of: Accounting Specialist.

Please note that all students are responsible for his/her account should your employer/organization decides not to pay.

Charge Reduction and Refund Policy
The following schedule indicates the University’s Charge Reduction/Refund Policy for fall and spring semesters only. This refund policy is subject to revision. Please see the Controller’s Office for details.

Before the end of each registration period and prior to the start of classes for the semester—all tuition and fees will be refunded.

By the fourteenth calendar day after the official beginning of classes for the semester—all tuition and fees will be refunded.

Beginning with the fifteenth day and until the twenty-eighth day after the official beginning of classes for the semester only 50 percent of tuition will be refunded.

Students who register for a full-time schedule and who drop courses such that after the start of classes for the semester, have a part-time schedule, are not entitled to a refund or charge reduction based on a credit hour change.

Charge Reduction and Refund Policy for winter mini-mesters and Summer University Sessions Please refer to the published Reduction and Refund Policy schedule for the mini-mesters and sessions. Please go to the Student Accounts page via the University’s webpage.

Refund Policy for Financial Aid Recipients Financial Aid recipients who withdraw during the refund period may not be entitled to the awarded funds for the semester due to non-attendance. Awarded funds are returned to the respective grant/loan program(s). Please contact the Student Financial Aid Office for questions or concerns.
FINANCIAL AID

FINANCIAL AID POLICIES AND PROGRAMS

Financial Aid is any grant, scholarship, loan, or paid employment offered to assist students with meeting educationally related expenses. Aid is usually provided by or through federal and state agencies, foundations, and the university. Grants and scholarships are considered “gift” aid and need not be repaid, although they may carry certain provisions. Loans are usually offered at low interest rates and can be repaid over an extended period of time after leaving the institution. A wage is paid at an hourly rate for work performed as work study which is offered in the form of aid. Students must meet all eligibility criteria and follow all steps in the application process. 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:

1. Federal Pell Grant
2. Federal Supplemental Educational Opportunity
3. Federal Perkins Loan
4. Federal Work Study (Including America Reads and Community Service)
5. Federal Direct Loans

The Free Application for Federal Student Aid (FAFSA) is available to complete online at www.fafsa.gov. This form must be completed each January for the upcoming academic year. Example: for the academic year 2015-2016, the application is available online as of January 2015. However, students may apply for aid at any time during the academic year as long as all requested documents are received prior to the last day of the enrollment period.

ELIGIBILITY CRITERIA

To receive aid, students must meet the following eligibility criteria:

1. Be admitted to the University as a degree-student
2. Be a citizen or a permanent U.S. resident
3. Have a valid social security number
4. Be in compliance with Selective Service registration
5. Maintain satisfactory academic progress (See Academic Regulations in this catalog);
6. Must not be in default on any Title IV funds such as educational loans or owe an overpayment on any federal grants.
7. Meet eligibility requirements of each aid program awarded.
8. Must be enrolled in at least six (6) credits for undergraduate students and five (5) credits for graduate students

FINANCIAL AID APPLICATION PROCESS

It is the policy of the financial aid office that awarding priority be given to students who meet the March 1 deadline and have submitted all required documentation. Required documentation also includes:

1. Official acceptance to the university. Newly admitted freshmen, transfers or graduate students who have never applied for aid at Coppin state university should contact the admissions office for information.
2. Official re-admittance to the university. This is required of students being re-admitted following a period of non-attendance
3. Please be advised that if social security numbers are not provided on the admissions application, the financial aid staff is unable to review the federal financial aid application.

AWARDING PRIORITIES

Priority funding is given to completed applications received on or before March 1 for the upcoming academic year.

EVALUATION OF NEED

Once the Office of Financial Aid has received all required documentation, the information on file is reviewed for accuracy and completeness. Provided that no additional information is required, the office staff evaluates the student’s need on the basis of the following formula: Cost of Attendance - Expected Family Contribution - Outside Resources = Financial Need

COST OF ATTENDANCE

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

1. Tuition & Fees
2. Room & Board
3. Transportation
4. Personal Expenses
5. Books and Supplies

NOTE: The room and board for commuter students are determined by the established cost of living in the Baltimore area.

FINANCIAL AID PACKAGING

The institutional policy for packaging grant, loan, and employment aid for students assumes that all students and their parents will contribute to their education. The University recommends that students apply for as many outside scholarships for which they may be eligible. Financial aid packages are a combination of self-help and gift aid. Self-help programs include institutional employment, Federal Work Study, Federal Perkins Loan, and Direct Loan Programs. Gift aid is comprised of Federal, State, institutional and private grants and scholarships. The type of package offered to a student depends on the availability of funds allocated to the University.

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

NOTIFICATION AND ACCEPTANCE OF AWARDS
Following the evaluation of the student’s need, the student should expect to be notified of his or her eligibility to receive aid. Award notifications indicate the financial aid programs and the amounts of aid that the student is offered for the academic year. Students will have the opportunity to accept, decline or reduce any portion of their financial aid award. However, students who decline loans or Federal Work Study will not receive institutional aid as a substitute.

Financial Aid awards are contingent on Federal Government allocations, rules and regulations. For this reason, The Office of Financial Aid reserves the right to cancel any or all financial aid award(s) due to budgetary constraints or students’ non-compliance with federal regulations or Coppin State University policies and procedures.

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

FINANCIAL AID FOR TRANSFER STUDENTS
Financial aid awards do not transfer from one college to another. Any student in default on an educational loan, or who owes an overpayment on any federal grant will be denied aid.

FINANCIAL AID FOR FOREIGN STUDENTS
In order to be eligible for financial aid, a student must be a U.S. citizen, a U.S. permanent resident, or an eligible non-citizen. Students on a student visa are not eligible to receive financial aid.

TYPES OF FINANCIAL AID
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 completing the free application for federal student aid (FAFSA), 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, and 4) be a U.S. citizen or permanent resident. Federal Pell Grants may range from approximately $400 to $5,775.

Federal Supplemental Educational Opportunity Grant (FSEOG)
Federal Supplemental Educational Opportunity Grant is funded entirely by the federal government and requires no repayment by the recipient. The student must demonstrate exceptional financial need. The awarded amount varies, and may range from $100 to $4000 per academic year. The recipient must be a U.S. citizen or permanent resident enrolled for at least half-time in a degree seeking program.

Federal Teacher Education Assistance for College and Higher Education (TEACH) Grant
The federal TEACH grant program is a federally funded program that provides up to $4,000 per year to students who intend to teach in a public elementary or secondary school that serves students from low-income families. The recipient must be eligible to complete the FAFSA, U.S. Citizen or permanent resident, enrolled as an undergraduate, post baccalaureate, or graduate student. Also, the recipient must be enrolled in coursework that is necessary to begin a career in teaching, meet and maintain certain academic achievement requirements, and sign a TEACH Grant Agreement to Serve.

Federal Perkins Loan - The Federal Perkins Loan is a loan available in amounts of $500 to $8000 per year for undergraduates and graduate students. The interest rate is 5%. Federal Perkins Loan is awarded first to students with exceptional financial need. Repayment of the loan is deferred until nine months after the student graduates or ceases attendance. The minimum monthly repayment for new loans can be as low as $40 and repayment is made to Coppin State University. Information regarding deferments are available at the time of completing the promissory note. A student who ceases attendance (“drops out”) and then returns to the University may apply for a deferment.

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

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

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

Federal Parent PLUS Loan (Parent Loan for Undergraduate Students)
This loan is applied for by the parent of dependent students. This loan is non-need based and a credit check is required.
FINANCIAL AID

Federal Graduate PLUS Loan
This loan is for graduate students needing additional funding beyond the Direct Loan program. This loan is non-need based and a credit check is required.

OTHER SCHOLARSHIP AND ASSISTANCE OPPORTUNITIES

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

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

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

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

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

Maryland State Scholarships
Each year the State of Maryland awards several scholarship programs that are based on merit or other criteria to applicants who are legal residents of the State. For a listing of all available programs please visit the Maryland Higher Education Commission website www.mhec.state.md.us for additional information and application procedures.

Private Loans
Private student loans are another way of assisting students with financing their college expenses. They can help cover costs not covered by federal financial aid. All private loans require a credit check for the primary borrower. Coppin State University encourages students to carefully review lender terms and conditions and repayment information before choosing a lender.

Federal Work-Study Program (FWS)
The Federal Work-Study Program (FWS) makes jobs available to undergraduate and graduate students with demonstrated financial need. Federal Work-Study jobs may be on or off campus. Recipients are paid on a bi-weekly basis. Those who demonstrate the need may work up to 20 hours per week while school is in session. Students are not allowed to work during scheduled class time. Federal Work-Study awards are not used to meet registration costs. Please contact the Office of Financial Aid for more information.

Bookstore Voucher
The purpose of the bookstore voucher is to allow CSU financial aid recipients to use their Eagle Card identification card as a "debit card" to purchase books and supplies on campus. Only students due refund monies from their scholarships, grants, or loans after their semester charges have been paid are eligible. Students may go online to request the book voucher.

Student Refunds
Each year the State of Maryland awards several scholarship programs that are based on merit or other criteria to applicants who are legal residents of the State. For a listing of all available programs please visit the Maryland Higher Education Commission website www.mhec.state.md.us for additional information and application procedures.
SUPPORT SERVICES FOR STUDENTS
The University provides a number of services and activities designed to meet students' total needs for personal and academic growth and development.

The First Year Experience (FYE)
The First Year Experience (FYE) is one of five academic resource programs within University College for undergraduate students during their first and second year of matriculation. Committed to building and supporting partnerships that contribute to students’ capability to enjoy degree completion in four years, the First Year Experience opens the pathway to degree completion with academic advisement in the General Education Program. Initiatives such as “Meet and Greet” for Transfer Students, workshops and seminars on topics such as best practices for study skills designed for students and families, test taking strategies, restructuring note taking and study skills for successful course completion are some examples of student engagement sponsored by the First Year Experience. In addition, students are provided opportunities throughout the year to join the First Year Experience Steering Committee. (The FYE Student Steering Committee is a student advisory council for the First Year Experience dedicated to providing continuous access to resources that enrich matriculation and remove barriers to degree completion).

The First Year Experience also offers students the opportunity to seek membership in Alpha Lambda Delta, the First Year Experience Collegiate Honor Society. Alpha Lambda Delta was founded in 1924 by the Dean of Women, Maria Leonard, at the University of Illinois to recognize academic excellence among freshmen women. One year before, Dean Thomas Arkle Clark had founded Phi Eta Sigma, an honor society to recognize academic excellence among freshmen men. Both groups operated as single sex organizations until the mid-70s when they both became coeducational in response to Title IX.

At the first meeting of the chapter, Florence Finn, president of the society, presented a passage from Plato’s Republic in which Socrates asks the question, “Will they hold torches and pass them to one another…?” This idea, together with the symbol of a candle and the concept of sharing the love of learning with others, caught the imagination of the charter members. The honor society soon became a national organization through the chartering of chapters at Purdue University in 1926, at DePauw University in 1927, at the University of Michigan in 1927, and at the University of Oklahoma in 1929. The first national convention was held in 1930 on the campus of the University of Illinois. Conventions were suspended during the depression years because of travel expenses. The third convention was held in 1938 at the University of Michigan. A decision was made at that convention to suspend holding a national convention and to invest those funds into establishing a graduate fellowship fund. The first fellowship was awarded to Louise Houssiere for graduate study at MIT in 1940. The Association of College Honor Societies was organized in 1925 to consider matters of mutual concern to member organizations; Alpha Lambda Delta has been active in the Association since its admission to membership in 1939. In 1976 in response to Title IX, the National Council voted for the Society to become coeducational. In 1981, the first two male members of the National Council were installed. Criteria for membership includes: full-time status; a 3.5GPA at the end of the first or second semester, or 3.5GPA cumulative average at the end of the first year of matriculation excluding failing and incomplete grades. The First Year Experience Program is located on the second floor of the Grace Hill Jacobs Building along with Academic Resource Centers for Math and Writing, and academic advisement in the General Education Program.

COUNSELING PROGRAM
The Coppin Counseling Center, located in the Miles W. Connor Administration Building, is staffed by professional counselors and paraprofessional peer counselors, to assist students in developing perspectives which will enable them to take full advantage of their experiences at Coppin. Counseling services are provided directly, via referral, and/or in collaboration with other professionals to assure that students receive the following: Individual counseling, in areas of personal/interpersonal relationships, attendance family, and social problems; 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; Specialized programming and support services for freshmen, international, disabled and residential student populations; Assessment testing and interpretation of data to foster student self-understanding and decision making; Outreach services to address developmental concerns; Crisis intervention and emergency support; and other support services as necessary to assure a positive university experience.

ACADEMIC ADVISEMENT PROGRAM
The Office of Academic Advisement serves all undergraduate students who have not decided on a major. Our primary goal is to help our students make appropriate academic choices, by assisting them in the exploration and development of a meaningful educational plan by way of individual guidance provided by Professional Advisors. Professional Advisors meet with their advisees at least twice during a semester to discuss academic performance, career goals, and course planning.

FACULTY ADVISORS
A student who has officially declared a major is assigned a faculty advisor. Students should confer with their faculty advisors at least twice during a semester to discuss academic performance, career goals, and course planning.

ADVISEMENT PROCESS
Before registering for courses, students must see an advisor at least twice during the semester. During these meetings both the advisor and student will discuss fund. The first fellowship was awarded to Louise Houssiere for The general education
requirements, course options, prerequisites, major requirements, The lack of satisfactory achievement in any course, The relationship between career goals and past and present academic performance, and/or the possible effects of involvement in extracurricular activities on academic performance. Students will work with their advisor in an atmosphere of partnership. It is critical for students to meet with their advisor during the early stage of each semester if they wish to build a schedule that reflects their needs.

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

ACADEMIC RESOURCE CENTER FOR BASIC SKILLS
The University maintains a Reading and Writing Center as well as a Math Center. These centers, staffed by professional and student tutor and guided by an experienced Math Coordinator are open to all students throughout the calendar year. Students are encouraged to bring course-related assignments which will guide the focus and level of support needed and/or requested by students. Students do not need an appointment for tutoring and are encouraged to contact the Math and Writing Centers to request tutorial services prior to taking the Accuplacer placement exam. Retesting is allowed up to enrollment in the appropriate level of math, writing and college-level reading.

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 SERVICES CENTER
The Coppin State University Career Services Center, located in the Tawes University Center, views career planning as an ongoing process that must be fostered throughout one’s life span. The Center provides career planning 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. Develop good interviewing skills;
6. Learn networking and job search strategies;
7. Locate summer, part-time and full-time jobs;
8. Identify Internships, Cooperative Education and Summer Research experiences;
9. Interview with employers on campus, and;
10. Explore and apply to graduate and professional schools.

CENTER FOR COUNSELING AND STUDENT DEVELOPMENT
The Coppin State University, Center for Counseling and Student Development (CCSD), located in the J. Millard Tawes University Center, is dedicated to providing a wide range of programs and services that empower students to persist academically, and to develop personally, and socially in a nurturing environment. Services are provided directly, via referral, and/or in collaboration with other professionals to assure that students receive the following:
1. Individual counseling to assist them with personal concerns and to help them develop better coping strategies, resolve conflicts and handle crisis situations; 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; Specialized programming and outreach services to address developmental needs to maximize their potential to benefit from the academic environment and experience, and;
2. Crisis intervention and emergency support when experiencing personal trauma.

CAREER DEVELOPMENT AND COOPERATIVE EDUCATION CENTER
The Coppin State University Career Development Center, located in the Tawes University Center, views career planning as a developmental process that must be fostered during the entire period of a student’s involvement with the University. The Center provides career planning and placement services that enable students to:
1. Identify interests, skills, personal and work values and career goals;
2. Explore occupations and careers;
3. Make decisions relating to school, work, and career;
4. Prepare resumes and cover letters;
5. Learn job search strategies;
6. Locate summer and part-time jobs;
7. and apply to graduate and professional schools;
8. Set-up credential files;
9. Identify Internships and Cooperative Education placements; and
10. Interview with employers on campus.
The Center’s staff is also responsible for the provision of university work-study and graduate follow-up services as well as the administration of the Cooperative Education Program.

COOPERATIVE EDUCATION PROGRAM
The Cooperative Education Program, which is housed in the Career Development and Cooperative Education Center, provides an integration of university study with planned and supervised periods of relevant and meaningful employment. Co-op students work part-time, a maximum of twenty hours per week (parallel), or full-time, a minimum of thirty-five hours per week (alternating semesters), with pay. They earn academic credits for knowledge and skills acquired from work performed on the job. Students must enroll in the Cooperative Education Field Placement through the regular registration process. The Department chairperson’s approval is required.
The required courses are:
COOP 383 Field Placement I (3 credits)
COOP 384 Field Placement II (3 credits)
COOP 483 Field Placement III (3 credits)
COOP 484 Field Placement IV (3 credits)

The specific four-letter prefix will vary according to the academic department in which the student is enrolled, e.g., MNSC for Management Science, COSC for Computer Science. Students interested in the Cooperative Education Program or the Cooperative Education Field Placement may obtain additional information from the Career Development and Cooperative Education Center.

INTERNATIONAL STUDENT SERVICES PROGRAM
The mission of the International Student Services Program is to provide international students with the resources necessary to successfully navigate through both Coppin State University and the United States. The program seeks to accomplish these goals through maintaining relationships with federal agencies, providing a support toward attainment of educational goals, assisting with obtaining employment, fostering healthy transitions from their country of origin and assisting with acculturation and adjustment needs.

The International Student Services Program (ISSP) serves as the primary support unit for F-1 students who are studying or conducting research at Coppin State University (CSU). CSU has a rich tradition of hosting academic visitors from abroad and they comprise an important part of the CSU campus culture. The ISSP brings a wealth of experience to the issues that international students commonly encounter. It is a privilege for the ISSP to serve CSU’s international community. The services that ISSP provides include:

- Advising and interpreting U.S. government regulations pertaining to immigration and visas;
- Conducting orientations and other special programming that help international students;
- Scholars integrate into and adjust to the academic, cultural and social life of CSU;
- Serving as a liaison with foreign embassies, sponsoring agencies and educational foundations that support international students;

AND

• Contributing to the internationalization of CSU by coordinating programs that bring students from diverse backgrounds into contact with each other, promoting the use of cultural differences as an educational resource. The Coordinator of Student Life (DSO) is located in the Division of Student Affairs Miles W. Connor Administration Building, Suite 125.

OFFICE OF STUDENT ACTIVITIES
The Office of Student Activities is responsible for the development and implementation of co-curricular programs and activities that complement the academic program of studies and enhances the overall educational experience of students. Opportunities of exposure to and participate in social, cultural, intellectual, recreational, and governance programs are offered to students. 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 senate.

Among the clubs and organizations are the following:
Adapted Physical Education Club
African Diaspora Organization
Akira Anime Video Game Club
Alpha Kappa Alpha Sorority, Inc.
Alpha Kappa Delta Sociology Honor Society
Alpha Kappa Mu Honor Society
Alpha Nu Omega Sorority, Inc.
Alpha Phi Alpha Fraternity, Inc.
American Humanics Student Association
Baptist Student Union
Beta Kappa Chi Scientific Honor Society
Book Club
First Lady’s Book Club
Cheerleaders
Coppin Dancers
Coppin Models
Coppin Players
CSU Dance Ensemble
Coppin State University Gospel Choir
CSU Marching Band
Council for Exceptional Children
The Courier (University Newspaper)
Criminal Justice Club
Dancing Diva’s
Delta Sigma Theta Sorority, Inc.
Entertainment Management Student Union
Fellowship of Christian Athletes
Green Coppin Coalition
History Club
Honda Campus All-Star
International Students Association
Iota Phi Lambda Sorority, Inc.
Kappa Alpha Psi Fraternity, Inc.
Love Ya Like A Sister (LYLAS)
Management Science Society
Medical Careers Initiative
New Direction
National Pan Hellenic Council
Nursing Students Association
STUDENT SUPPORT SERVICES

Omega Psi Phi Fraternity, Inc.
Pan African Students Club
Pan Hellenic Council
Phi Alpha Social Work Honor Society
Phi Beta Sigma Fraternity, Inc.
Pi Gamma Mu Social Sciences Honor Society
Psi Chi Honor Society
Psychology Club
Royal Court
Student Activities Programming Board (SAPB)
SHIMA
Sigma Delta Pi (Spanish Honor Society)
Sigma Gamma Rho Sorority, Inc.
Sigma Tau Delta English Honors Society
Soccer Club
Social Work Association
Speech Communications Club
Sports Management Association
Student Honors Association
Student Senate
Student Senate Association
Science, Technology, Engineering & Mathematics (STEM)
Student Volunteers Corps
Swing Phi Swing Social Fellowship
Video Production Club
Zeta Phi Beta Sorority, Inc.
For additional information about these organizations and clubs, contact the Director of Student Activities, Tawes University Center at 410-951-3922

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

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

The Department of Athletics is committed to maintaining integrity and institutional control by observing and adhering to all rules and regulations governing its programs. This statement is consistent with the mission of the University, which is to provide high quality undergraduate and graduate education and to continue its development as a model comprehensive, urban, liberal arts university.

Coppin State University is a member of the National Collegiate Athletic Association, Division I and the Eastern Collegiate Athletic Association. Intercollegiate athletics is a part of the total educational program and are consistent with the philosophy and purposes of the University, which selects and maintains a variety of athletic activities. The University field’s 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.

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

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

AND

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 Health & Human Services Building on the second floor is suite 223 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.

HOUSING AND RESIDENCE LIFE
Housing and Residence Life offers housing and programming respectively, to more than 600 students. Each 300-bed state-of-the-art residence facility offers Living and Learning Centers, designed to accommodate the physical, social and academic needs of the student residents. The Offices’ of Housing and Residence Life are located at the North end of the campus at 2508W. North Avenue. For additional information call (410) 951-6399.

WHY LIVE ON CAMPUS?
The office of Residence Life enhances the University experience both academically and socially. Research indicates that living arrangements play a significant role in a University student’s success. Here is what recent studies reveal about students who live in residence halls:
- Higher Grade Point Average
- Higher probability of graduating from college
- Higher degree of overall satisfaction with his/her University career

Additional benefits enjoyed by student living on campus include:
- Convenient access to classes, campus resources and events;
- The opportunity to meet new people; the opportunity to make many new friends and cultivate new interests are endless. Many lifelong friendships come from living in the Residence Hall. The ability to participate in array of student leadership and development opportunities. The Office of Housing and Residence Life has spaces available for living on campus in the Flossie M. Dedmond and the Guilbert A. Daley Centers for Living and Learning. These residence halls are designed with all the conveniences of home. Utilizing the "suite" concept, the state-of-the-art facilities are designed in three and four room clusters with each having a common living room as its hub and self-contained bathroom facilities for each suite. Each room is fully furnished, having individually controlled air conditioning and heat. The hall offers eight suites on each floor that are handicap accessible.

Room Assignments
Only fully admitted, full-time students can live on campus. Students receive room assignments in the Residences Halls on a first-come-first-served basis based on receipt of required documents (completed housing application, housing contract, statement of understanding and medical form and the required $150.00 application/room damage fee). The application/room damage fee is refunded upon termination of the housing contract if the student does not intend to return to the hall and there are no damages/fines charged to the student. All students who receive an on-campus room assignment must sign a Housing Contract and select a meal plan for the duration of the academic school year (fall and spring semesters).

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

OFF-CAMPUS
The Office of Housing and Residence Life is located on the first floor of the Miles W. Connor Administration Building, Area of Student Development. The Housing Office maintains an up-to-date listing of rooms, apartments, and houses available for rent in neighboring communities. Referral and informational services are provided for students and landlords. The listings are provided as a service to students; they do not constitute a landlord-tenant relationship between Coppin State University and any parties entering into a housing agreement. Furthermore, the University will not assume responsibility for situations that may arise between landlord and tenant neither is the University liable for any damages that may occur to person or property.

STUDENT SUPPORT SERVICES

Guilbert A. Daley Residence Hall
RECORDS AND REGISTRATION

Records and Registration
The Office of Records and Registration (ORR) serves as the official steward of student undergraduate and graduate academic records ensuring the integrity and security of all related documents at the University.

The primary functions of the office are registering students; maintaining/updating academic records; certifying requirements for graduation and scheduling classes. In addition, the ORR coordinates veterans’ affairs, the academic calendar, NCAA compliance verification, consortium/inter-institutional registration, biodemographical changes, students’ reinstatement to the University special programs, National Student Clearinghouse reporting and residency changes.

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

Course numbers 101 to 199 – Introductory level requirements; primarily for freshmen.

Course numbers 200 to 299 – Mid-level requirements; primarily for sophomores.

Course numbers 300 to 399 – Upper-level requirements: Core or major courses; primarily for juniors. These courses are also open to qualified or eligible students and may, with the permission of the chairperson of the appropriate department, be elected by second semester sophomores who have completed all prerequisites.

Course numbers 400 to 499 – Upper-level requirements: Major or capstone courses; primarily for seniors. These courses are also open, with the permission of the chairperson of the appropriate department, to qualified juniors and graduate students. However, no 400 level courses will be accepted for graduate credit.

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

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

<table>
<thead>
<tr>
<th>Credits Earned</th>
<th>Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>00-29</td>
<td>Freshman</td>
</tr>
<tr>
<td>30-59</td>
<td>Sophomore</td>
</tr>
<tr>
<td>60-89</td>
<td>Junior</td>
</tr>
<tr>
<td>90 or more</td>
<td>Senior</td>
</tr>
</tbody>
</table>

GRADING SYSTEM
The following rubric is an overall assessment of students’ academic performance course work.

<table>
<thead>
<tr>
<th>GRADE</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Superior Performance - Excels far above established standards</td>
</tr>
<tr>
<td>B</td>
<td>Good Performance – Above established standards</td>
</tr>
<tr>
<td>C</td>
<td>Satisfactory Performance – Meets standards</td>
</tr>
<tr>
<td>D</td>
<td>Substandard Performance – Below established standards but passing for non-major requirements</td>
</tr>
<tr>
<td>F</td>
<td>Failure – Performance does not meet minimum requirements</td>
</tr>
<tr>
<td>PS</td>
<td>Passing - Not calculated in GPA</td>
</tr>
<tr>
<td>CS</td>
<td>Continuing Studies – Not calculated in GPA; course must be repeated</td>
</tr>
<tr>
<td>AU</td>
<td>Audit – indicates registration only; no credit or grade awarded</td>
</tr>
<tr>
<td>AW</td>
<td>Administrative Withdrawal – May be given when students violate the attendance policy prior to the official withdrawal period</td>
</tr>
<tr>
<td>FTC</td>
<td>Failure to Complete – Grade given when students fail to meet requirements for incomplete coursework; calculated into GPA</td>
</tr>
<tr>
<td>FX</td>
<td>Failure to Attend - Issued to students who violate the attendance policy after the official withdrawal period; calculated into GPA</td>
</tr>
<tr>
<td>I*</td>
<td>Incomplete</td>
</tr>
</tbody>
</table>

INCOMPLETE GRADES
Incomplete grades are given under extenuating circumstances when a student fails to complete one or more requirements of the course by the end of the semester. The student must request the incomplete grade in writing by completing the appropriate form. The instructor will work with the student to complete all outstanding work by the designated deadline on the academic calendar. If the work has not been satisfactorily completed by the deadline, the student will receive a grade of FTC which is calculated into the GPA.

Grade Point Average
In determining grade point averages the following computation is used:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4</td>
</tr>
<tr>
<td>B</td>
<td>3</td>
</tr>
<tr>
<td>C</td>
<td>2</td>
</tr>
<tr>
<td>D</td>
<td>1</td>
</tr>
<tr>
<td>F, FTC, FX</td>
<td>0</td>
</tr>
</tbody>
</table>

25
RECORDS AND REGISTRATION

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

**Current semester grade point average=2.31**

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

**MID-TERM GRADES**

At each mid-semester period, instructors submit interim grades of "letter grades" 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. Instructors are required to enter their mid-term grades into the student information system within 48 hours of the administration of the mid-term exams. Mid-term grades are not mailed to students. A student must log into his/her EagleLINKs account to view mid-term grades.

**FINAL GRADES**

The final exam period is scheduled, in compliance with the University System of Maryland’s common calendar. Letter grades are used to indicate the quality of students’ work. Instructors are required to enter their final grades into the student information system within 48 hours of the administration of the final exams. Final grades are a part of students’ permanent records. Final grades are not mailed to students. A student must log into his/her EagleLINKs account to view final grades.

**CHANGE OF GRADE**

An instructor may change a grade already submitted to the Office of Records and Registration only after approval by the department head and the appropriate dean. A grade change, along with a written justification, must be submitted no later than four weeks into the semester after the semester in which the grade was originally submitted. Once students’ degrees have been awarded, grades cannot be changed.

**GRADE APPEAL**

A student may appeal a grade if he/she believes that the grade that has been given is not reflective of their course work. The Grade Review Form may be submitted to the Professor by the prescribed date on the Academic Calendar. The Grade Review Form is located on the Registrar’s webpage.

**REGULATIONS GOVERNING ACADEMIC STANDING**

**Satisfactory Academic Progress for Students**

Satisfactory Academic Progress for Students The minimum cumulative grade point average (GPA) to maintain satisfactory progress is a 2.0. The determination of satisfactory progress is based on the number of credits attempted at CSU and grades earned. Students who fail below the level required for good academic standing is subject to the following actions: Academic Alert, Probation, Suspension, and Dismissal.

**ACADEMIC ALERT**

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

**PROBATION**

A student who earns less than a 1.8 cumulative grade point average based on the chart above is considered to be on Academic Probation and will be notified by letter. The notation of Academic Probation is placed on the student’s permanent record. A student who is on probation must meet with his/her advisor in the major department or the Office of Academic Advising to develop a prescriptive plan to assist him/her in improving the grade point average. Students on probation will not be suspended if they attain a semester grade point average of 2.0 or higher and show progression toward raising their cumulative grade point average to 2.0.

**SUSPENSION**

Students who earn less than a 2.0 cumulative grade point average are considered to be on Academic Suspension and will be notified by letter. A notation of Academic Suspension is placed on students’ permanent record. Students who have been suspended must remain out of the University for one semester. Suspended students who have been absent from the University for one or more semesters must follow the procedures for reinstatement outlined below. Student must maintain a 2.0 cumulative grade point average.

**DISMISSAL**

Students who are reinstated to the University after being suspended and fail to earn a 2.0 semester grade point average and whose cumulative grade point average is below 2.0 will be Academically Dismissed from the University. Students will be...
notified in writing of the dismissal and a notation of the dismissal will be placed on the permanent record. Students who have been Academically Dismissed may be considered for reinstatement after an absence from the University for at least one year. Students who have been dismissed for academic reasons and who wish to be reinstated to the University must file an application for reinstatement with all supporting documentation to the Office of Records and Registration by July 1 for the fall semester or by November 1 for the spring semester. This application must be submitted with a typed and signed letter which includes a comprehensive plan for attaining good academic standing within a year. The Student Academic Review Committee will determine if a student will be reinstated to the University. After reinstatement, the students must meet with their advisor in the major department or the First Year Experience Office to develop a prescriptive plan to assist him/her in improving the grade point average. Students who are reinstated after dismissal must earn a 2.0 semester grade point average and show progression toward raising his/her cumulative grade point average to a 2.0 at the end of the semester in which they return to the University. Failure to maintain the 2.0 grade point average will result in dismissal from the University.

APPEAL PROCESS
Students who feel they have been wrongfully Academically Suspended or Dismissed from the University may submit a typed and signed letter of appeal along with any documents to support your claim to the Student Academic Review Committee. The appeal letter must be submitted to the Student Academic Review Committee by November 1st for the spring semester and by July 1st for the fall semester. The decision of the Student Academic Review Committee may be appealed to the Provost/Vice President for Academic Affairs.

PROCEDURES FOR REINSTATEMENT
Students who have not maintained satisfactory academic progress must submit an application for reinstatement and fee to the Office of Records and Registration by July 1st for the fall semester or November 1st for the spring semester.

Students on Academic Suspension who have attended another institution and completed 12 academic credits with a grade point average of 2.0 or higher will be reinstated to Coppin State University upon receipt of an application for reinstatement, fee and official transcript(s) from the institution attended. Students on academic suspension, who have not attended another school after the suspension, must submit the following: Reinstatement Application and Fee
A typed and signed letter to the Student Academic Review Committee that includes a comprehensive plan for attaining good academic standing within a year. The application for reinstatement must be submitted to the Student Academic Review Committee by November 1st for the spring semester July 1st for the fall semester. After reinstatement, a student must meet with their advisor in the major department or the Office of Academic Advising to develop a prescriptive plan to assist him/her in improving the grade point average. Previously suspended students must earn a 2.0 semester grade point average and show progression toward increasing their cumulative grade point average to 2.0. A reinstated student who fails to earn a 2.0 semester grade point average at the end of semester that he/she returns to the University and whose cumulative grade point is below 2.0 will be dismissed from the University.

COURSE REPETITION
Students should meet with their academic advisors before taking courses in which they have earned a grade of "C" or higher or have received a PS grade. When students repeat courses and receive grades lower than the original grades, the higher grade will be calculated into the GPA. The lower grade will remain on the student’s record.

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

CATALOG OPTION
Students have six years in which to graduate from Coppin following academic regulations and descriptions of academic programs in the catalog in effect at the time of their initial enrollment. Students with continuous matriculation who do not graduate in 6 years must follow the catalog in effect at the end of the six-year period. Students who have been absence for a period of 6 years must follow the catalog in effect at the time of their return to the University. A readmitted student who left the University in poor standing is, at the time of his/her return, governed by the current policy on academic standing.

VETERANS AFFAIRS (VA)
A veteran is an individual who has served in one of the branches of the armed forces (army, navy air force, marines, reserves or national guards) and has at least 180 days of regular active duty service. Students must disclose their veteran status during the admissions (or re-instatement) process to ensure they are properly coded.

An active duty service member is an individual who is currently serving at the full-time status in the U.S. Army, Navy, Air Force, Marine Corps, Coast Guard, Active Reserves or National Guards. A dependent of an active duty service
RECORDS AND REGISTRATION

Students entitled to the VA educational benefit, which are placed on Academic Probation or who is officially dropped from the University for any reason(s) will be reported to the Veterans Administration within 30 days of the University action.

ACADEMIC REGULATIONS AND REQUIREMENTS

Registration

Registration includes the selection of courses to be taken during a particular semester or session. Students are admitted to classes only after they have officially registered. Registration is an on-line process by which students enter their classes into the student information system (EagleLINKs). Students access EagleLINKs with assigned User IDs and passwords. The USER ID is generated when students are admitted to the University. Upon admission to the University, students receive mail with instructions for setting up their passwords and e-mail accounts. Students may also register in person during the registration period at the Office of Records and Registration during the scheduled office hours. Entering freshmen, as well as entering transfer students with fewer than 25 credits (Sykes), are required to take placement tests before registering. These students must also participate in scheduled orientation sessions before the first registration. Students must confer with faculty or staff advisors when planning their schedule of courses for each semester.

Priority Registration

Only continuing students register during the priority registration period. Advising holds are placed on students’ records to prevent registration without consulting with their advisors. Students must meet with their faculty or staff advisor prior to registration for advising and to have their holds released. Online registration is the most convenient means to register for courses. The on-line registration process is available to students 24-hours a day 7 days a week during the registration period. Students may also register in person during the scheduled office hours. During priority registration, students register for classes based on their classification.

- Graduate Students, Seniors, and Juniors 1st week of November for spring and 1st week of April for fall
- Sophomores & Freshmen 2nd week of November for spring and 2nd week of April for fall
- Priority registrants complete the registration process by paying their tuition and fee charges.

Open Registration

Continuing, readmit, and new students can register during the open registration period. Students must consult with their advisors prior to registering for classes. Advising holds are placed on students’ records to prevent registration without their advisors’ approval. Online registration is the most convenient means to register for courses. The on-line registration process is available to students 24-hours a day 7 days a week during the registration period. Students may also register in person during the scheduled office hours.

CHANGE IN ENROLLMENT STATUS

When students decrease their credit load during a semester, it is students’ responsibility to notify the Certifying Official. Failure to do so will result in an overpayment to the student and create a financial debt to the Veterans Administration.

Approved Program

The VA will pay eligible students for courses listed in the University Catalog that meets degree requirements. Students enrolling into courses that are not approved for their major will not be covered by the VA educational benefit.

Reporting Unsatisfactory Progress

Veterans are not eligible to receive educational benefits for courses in which a grade of “W” has been assigned. A “W” 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, the Veterans Administration will be duly notified of the credit hours change.

Academic Action

member or veteran is a spouse or child who is listed on the veteran’s or active duty members’ military records as dependents and/or Federal income tax return for the most recently closed tax year. The VA Certifying Official for Educational Benefits and Student Veteran Affairs (located in the Office of Records and Registration) serves as the liaison for veterans, active duty service members and dependent students, reporting veteran specific data to the Baltimore Regional Office of the Veterans Administration.

The VA Certifying Official coordinates the processes that ensure eligible students to receive educational benefits and entitlements for each semester of enrollment. Eligibility to use any of the educational benefits must have been determined by the Department of Veterans Affairs (via the Certificate of Eligibility) prior to requesting certification of enrollment. The educational benefits are as follows:

Chapter 30 – Montgomery GI Bill
Chapter 31 – Vocational Rehabilitation & Employment
Chapter 33 – Post 9/11 GI Bill
Chapter 33 – Yellow Ribbon Program
Chapter 35 – Survivor & Dependent Assistance
Chapter 1606 – Reserves Education Assistance Program
Federal Tuition Assistance Active Reserves and National Guards

Persons entitled to the veteran educational benefits must apply and be admitted to the university, enroll in courses and pay University fees using the same procedures as non-veterans. In addition, the veteran or service member must activate their education benefits via the Veterans On-Line Application (VONAPP) website at https://www.ebenefits.va.gov/. Students are required to complete and submit an enrollment verification form for each semester that they are requesting to use the benefit. Students may visit the office daily from 9:00 a.m. to 3:00 p.m. without appointments.

Person who is a dependent student, reporting veteran specific data to the Veterans Administration within 30 days of the University from the University for any reason(s) will be reported to the Veterans Administration.
Late Registration

Continuing, readmit, and new students register during the late registration period. A late fee is assessed. Students must consult with their advisors prior to registering for classes. Advising holds are placed on students’ records to prevent registration without their advisors’ approval. Online registration is the most convenient means to register for courses. The online registration process is available to students’ 24-hours a day 7 days a week during the registration period. Student may also register in person during the scheduled office hours.

STUDENT CREDIT HOUR LOAD

A normal academic work-load that students are permitted to enroll into ranges from 15 to 19 credit hours per semester. Fewer than 12 credit hours are 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. It is recommended that students register and satisfactorily complete 15-18 credits consisting of general education requirements, core requirements and elective requirements each semester to earn a degree within 4 years.

POLICY ON DUPLICATION OF CREDIT

Students should meet with their academic advisors before re-taking courses in which they have earned a grade of "C" or higher. Nor may students duplicate pass/fail courses for which they have earned credits. If students receive grades lower than the original grades when repeating courses, the most recently earned grade will take precedence.

INDEPENDENT STUDY

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

Because of the time and work requirements involved in independent study, a limited number of such opportunities are offered during any semester and only in exceptional cases. To initiate independent study, when granted, the supervising instructor must submit for review to the department chairperson and division dean a plan of work to be followed, conforming in scope, level, and quality to work required in a regular classroom course. Students who have been given permission to pursue a course through independent study are required to enroll in the desired 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 3.5 or higher
- Full-time degree seeking student (enrolled in

- Completion of at least 12 graduation credits

12 or more credits for the semester) 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 COURSE

Students may obtain approval to audit certain courses. To audit a course, the student must complete & sign the Consent to Audit Course Form, obtain approval of the instructor teaching the course, the chairperson of the department, and submit the form to the Office of Records and Registration prior to the registration deadline. Students must register in-person for the course and pay the required tuition and fee charges. Students auditing a course may not take the final examination or receive credit. Documentation is maintained in the Office of Records and Registration for all students auditing courses. Students who previously audited a course and wishes to earn credit for the course may register for the credit valued course in a future semester and pay the tuition and fee charges for the credit valued course.

WITHDRAWAL FROM A COURSE

Students may withdraw from course(s) after the drop/add period during any given semester, and will receive a grade of ‘W’, indicating official withdrawal. Exact dates and deadlines governing withdrawal from a course appear in the University Calendar. Students failing to meet the deadline for withdrawing from a class will receive the final letter grade earned in the class. Withdrawal from a class does not release a student from his or her financial responsibility for tuition and fee charges. In extenuating circumstances (such as an emergency or a serious illness that can be documented), students may request an ‘Incomplete’ (I) grade from the instructor providing that the criteria has been met to receive an incomplete grade.

CHALLENGE EXAMINATIONS

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

for fall semester Challenge Examination Form must be completed by the first week in August, and for the 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 students have a reliable basis for making any indicated changes to their current registration. A fee for each examination is assessed.

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. Students who have unexcused absences exceeding two times the number of lecture hours for a course have surpassed the number of allowable unexcused absences and are in violation of the class attendance policy. Students who exceed the allowable number of unexcused absences may receive a grade of 'AW' or 'FX' based on unsatisfactory class attendance. The course instructor determines whether students' 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. Students may receive the following grades: Administrative Withdrawal (AW) given by the instructor or a Failure to Attend (FX) due to attendance; grades are not reversible.

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

PERMISSION TO ENROLL AT ANOTHER UNIVERSITY
Students enrolled at Coppin State University who wish to take courses at other institutions for the purpose of receiving transfer credit must obtain approval to take courses at another institution. The form for taking courses at another institution is called a Permission to Enroll at Another Institution and can be obtained from the Office of Records and Registration. This form must be completed in its entirety and signed by the appropriate official before submitting to the Office of Records and Registration and prior to enrolling in classes at another institution.

INTER-INSTITUTIONAL REGISTRATION
Full-time degree-seeking undergraduates who have earned at least 30 credits and are in good academic standing may take courses at other University System of Maryland (USM) sister Institutions. ROTC participants are exempted from the 30-credit requirement. At least half of the semester credits must be taken at Coppin. All credits and grades earned shall be defined as resident credit, computed in the calculation of the grade point average, and posted on students' permanent records.

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

CREDIT LIMITATIONS FOR SPECIAL STUDENTS
Special students 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 Admission’s Office early enough to be accepted as a degree-seeking student before accumulating more than 55 credits.

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

TRANSCRIPTS OF ACADEMIC RECORD
The University requires at least 48-hour notice to issue a transcript. A fee is charged for same day transcript. Transcripts are sent only upon receipt of a written and signed request from the student. Students who depart from the University with outstanding indebtedness are not eligible to receive transcripts of their record. Transcript request forms may be obtained from the Office of Records and Registration. Written and signed requests are also accepted.

REQUIREMENTS FOR GRADUATION
Requirements for graduation at Coppin vary according to the character of work in the different colleges, departments, and other academic units. It is the responsibility of the colleges, departments, and other academic units to establish and publish clearly defined degree requirements. These requirements must be approved by the Provost of the University. The responsibility for knowing and meeting all degree requirements for graduation in a particular curriculum
RECORDS AND REGISTRATION

rests with the student. Specific degree requirements are listed in the Undergraduate and Graduate Catalogs, with the description of each program. General education requirements for undergraduate programs at Coppin are outlined under each specific major. All students seeking a degree from the University must submit a graduation application and pay the fee regardless of if you intend on participating in the commencement ceremony.

APPLICATION FOR GRADUATION
The application for graduation is available in each academic department. The application for graduation is approved for the following anticipated graduation periods: Fall, Winter, Spring, or Summer I & II. The anticipated graduation date and commencement may not be the same. The application must be approved by the Department Advisor, Chairperson, and Dean. Students who wish to participate in the commencement ceremony must submit the approved application for graduation and proof of payment of the application fee to the Office of Records and Registration by the deadline printed in the academic calendar. If the applicant fails to satisfactorily complete all requirements for the degree within the session or semester in which they applied, another application with the date of completion must be submitted. Failure to earn a degree within a year of your initial application will result in an additional application payment. The application fee is subject to change. Eligible candidates for participation must be enrolled in or completed:

a) all general education requirements, major, minor, concentration/track, electives, and University requirements
b) earned at least 120 credits or more at the conclusion of the semester or session of the specified graduation date
c) Earned at least a 2.0 or higher grade point average.
d) Departmental exit assessment

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 MISY 150 (Technology Fluency) or its departmentally approved equivalent and specific course and subject area requirements of their majors and of their minors (if a minor is required), which are listed under the program descriptions of individual academic departments.

1. Residency Requirement - Final Thirty-Hour Rule
   a. All candidates for undergraduate degrees from Coppin must take their final thirty credits at Coppin. Included in these thirty semester hours will be a minimum of fifteen semester hours in courses numbered 300 or above. At least twelve of the fifteen semester hours must be in the major field. Exceptions or exemptions are made by the department chairperson, dean and vice president.
   b. Students 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
   Students 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. It is the responsibility of the student to become familiar with the requirements of their particular curricula.

4. Grade Point Average
   A minimum grade point average of 2.0 is required for graduation in all curricula. A higher average may be required by the individual department, college, or program. Such requirements are stated in the catalog under the major.

5. Departmental Assessment Requirement for Graduation
   All seniors must satisfy the departmental exit assessment requirement set forth by their major departments.

6. Additional Requirements for the Bachelor of Arts Degree
   In addition to meeting all other baccalaureate degree requirements, candidates for the Bachelor of Arts degree must have passed an upper level philosophy course as well as the GER philosophy option and must have completed the intermediate level (or the equivalent) in at least one foreign language.

SECOND BACHELOR’S DEGREE TAKEN SIMULTANEOUSLY
Students who wish 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 Records and Registration.

SECOND BACHELOR’S DEGREE NOT TAKEN SIMULTANEOUSLY
Coppin State University will issue a second baccalaureate degree to graduates of Coppin State University or any accredited college or university who:

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

FINANCIAL CLEARANCE
All candidates for graduation are required to obtain clearance from the following offices to certify that they do not have

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

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

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

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

COMMENCEMENT CEREMONY
The University holds a commencement ceremony in the spring. Students who complete their graduation requirements in the summer, fall, winter and the spring will participate in the spring ceremony. Students who intend on participating in the graduation ceremony must be enrolled in or completed all the University’s graduation requirements. Candidates for the baccalaureate degree are encouraged to attend the commencement ceremony in the prescribed regalia.
AUXILIARY SERVICES

THE COPPIN STATE BOOKSTORE

Business Services
Your Coppin State Bookstore is your home for all required textbooks, supplies, emblematic clothing, giftware, general reference titles, and convenience items.

TEXTBOOKS
The bookstore staff works directly with your professors to ensure the correct books are on the shelves for your classes. We offer a large supply of new, used, and digital options for your courses. There is also a selection of titles that are available for rent. The rental title list may change from semester to semester. Although students may pay for the rented textbook in any form of payment, we do require a valid credit card to secure the rental.

As soon as textbook information is returned to the bookstore, it will be posted on our website for your convenience. If you would like to reference your required course, it will be posted on our website for your convenience. As soon as textbook information is returned to the bookstore, it will be posted on our website for your convenience.

We can accept cash, checks, credit cards, Eagle cards, and prepaid phone cards, and DVDs. If you would like to reference your required digital textbooks, please visit our website: http://coppin.bncollege.com

REFUND POLICY
Textbooks
1. A full refund will be given in your original form of payment if textbooks are returned with a receipt during the first week of class.
2. With proof of a schedule change and a receipt, a full refund will be given in your original form of payment during the first 30 days of classes.
3. All medical and specialty reference book refunds will be given in your original form of payment within three days of purchase.
4. No refunds on textbooks without a receipt.
5. Textbooks must be in original condition.
6. Shipping and handling charges are not refundable.

GENERAL READING BOOKS
- A full refund will be given in your original form of payment if general reading books are returned within 14 days of purchase with a receipt.
- After 14 days no refunds or exchanges.
- No refunds or exchanges without a receipt.
- Books must be in original condition.

ALL OTHER MERCHANDISE
- A full refund will be given in your original form of payment with a receipt.
- With a receipt, unopened software, CDs, cassettes, VHS tapes, and DVDs may be exchanged or refunded. (Opened software, CDs, cassettes, VHS tapes, and DVDs may be exchanged for the identical item only)
- Without a receipt, a merchandise credit will be issued at the current selling price.
- Cash back on merchandise credits or gift cards will not exceed $5.
- No refunds on gift cards, prepaid phone cards, or magazines.
- All merchandise must be in original condition.

RETURNS AND EXCHANGE PROCESS BY MAIL
Textbook returns must be postmarked during the first week of classes. Your return or exchange should include a completed Return/Exchange Form and proof of schedule change, if applicable. The Return/Exchange Form is included as part of your original shipment. If you do not have the Return/Exchange Form, submit the following information with your return/exchange:
- Name/Address/Email Address
- Phone Number and Order Number (if available)
- Send returns/exchanges to the store. Send returns/exchanges via prepaid shipping. The bookstore will not accept returns/exchanges via COD. We are not responsible for lost return/exchange packages. Therefore, we highly recommend that you insure any mailed returns/exchanges. The credit for your return will be applied to the form of payment used to make the purchase or with a store gift card. Allow up to two credit card billing cycles for the credit to appear on your statement.

Returns and Exchanges in your Campus Bookstore
We will gladly accept returns/exchanges for online purchases at the bookstore. Make sure you have your customer invoice/receipt when returning or exchanging your items. Returns and exchanges made in your on-campus bookstore must adhere to the same timeframes as returns or exchanges processed through the mail.

Buy Back Policy
A valid Student I.D. is required to sell back textbooks. Finals week is always the best time to sell your unwanted textbooks to the bookstore. This is the time period when we not only have the most textbook requests returned from your professors, but it is also the time we are beginning to look for books to stock our shelves. If your textbook has been adopted by your professor for the upcoming term and the bookstore is not overstocked – we will pay you 50% of the selling price. If the textbook has not been adopted for the very next term, we can offer you a value based on national demand and market value. Your bookstore does not set this value and it can fluctuate based on demand, edition changes, or out of print status. Most textbooks have a national value between 10%-35% of the retail value, but there are other titles that will unfortunately have no value.

Store Hours Normal Store Hours Monday-Thursday 8:30am-5:30pm Friday 8:30am-5:00pm
The Coppin State Bookstore will have extended hours during the first few weeks of classes and will have abbreviated hours during the summer. Please check our website for exact hours during one of these timeframes.

Accepted forms of payment:
We can accept cash, checks, credit cards, Eagle cards, and Barnes and Noble gift cards at the Coppin State Bookstore.
Phone: 410.951.1222
Fax: 410.728.6349
Website: http://coppin.bncollege.com
PUBLIC SAFETY

Police Services

CSU Police are vested with full law enforcement powers and responsibilities, identical to the local police or sheriff in your home community, and have met the police training certification requirement of the State of Maryland. Section 13-201 of the Education Article establishes, “the University of Maryland Police Force” with all the powers of a peace and police officer in this state. The officers are trained at approved police academies by the Maryland Police and Corrections Training Commission. They receive additional in-service and specialized training in first aid, firearms, defense tactics, legal updates, evidence gathering, traffic accident investigation, crime prevention and drug suppression operations. Additionally, we provide information on arrest and serious crimes to the Maryland State police on a monthly basis, for inclusion in the Federal Bureau of investigation’s (FBI) Uniform Crime Report. The serial numbers of vehicles and office equipment stolen from campus are reported nationwide through the National Crime Information Center (NCIC). Monthly crime statics can be obtained through the university’s website, FBI website www.fbi.gov. Also, the FBI publishes National Crime Statistics each October for the previous year. This publication can be found in most public and/or college libraries.

Office Location Physical Education Complex

The Coppin State University Police Department’s main office is located on the second floor of the Physical Education Complex. Individuals can walk-in and request a copy of a report, report a crime or provide any information about a suspicious individual or situation. Lost property and found property can be completed and turned in here.

PARKING AND TRANSPORTATION SERVICES

Parking and Transportation Services (PTS) offers Coppin State University’s students, faculty, staff, and visitors commuting options to and on the university’s campus. PTS manages more than 800 parking spaces, traffic control and parking services for campus events. Many parking solutions are available throughout the campus, including metered parking on several lots. All campus parking requires the purchase and display of a university parking permit, contractor permit or payment at meters. Like most colleges and universities, parking on a college campus is not always easy; therefore, we have created a parking system to benefit the entire Coppin community to include:

- Student Parking
- Faculty & Staff Parking
- Metered Visitor Parking
- Contractor Parking

Please refer to the Parking website for rules and regulations under related downloads (www.coppin.edu/pts). All persons registering a vehicle for parking at CSU are encouraged to read the online manual. These regulations are designed to enhance the safety and welfare of the entire campus community.

Location- Talon Center, Room 132

Phone- (410) 951-3556,
Fax-(410) 951-3557
Hours of Operation- Monday through Friday; 8:30am-5pm
(Extended until 6pm on Wednesday)
E-mail- parking@coppin.edu or www.coppin.edu/pts/

Shuttle Service:

PTS operates a 15-passenger shuttle service during the academic year when semester classes are in session. The service route includes Mondawmin Mall and the Franklin Street Station (MARC Train) for commuters.

Shuttle Hours:
Monday through Friday; 8am-9:27 pm

ON-CAMPUS DINING FACILITIES

Grille Works at the Courtyard Café
J. Millard Tawes Center, 1st Floor
410-951-6555
Hours of Operation:
Monday-Friday, 11:30am-9:00pm

Coppin Café
Talon Center, 2nd Floor
410.951.1266 – Menu Line
Hours of Operation:
Monday-Friday, 11:30 am – 2:30 am

Dining Hall
Talon Center, 1st Floor 410-951-1228
410-951-1255 Menu Line Hours of Operation:
Monday-Sunday; 7:00am-8:00pm

Eagle’s Nest Convenience Store
Talon Center, 1st Floor 410-951-6386
Hours of Operation:
Monday- Sunday; 6pm-12am

Einstein Bagels Express
Health & Human Services Building 1st Floor 410-951-6259
Hours of Operation:
Monday-Friday; 7am-6pm, Saturday; 8am-2pm

Subway
J. Millard Tawes Center, 1st Floor 410-951-1236
Hours of Operation:
Monday-Thursday; 7am-8:30pm Friday; 7am-7:30pm
Saturday; 10am-4pm
GENERAL EDUCATION (GER)
The General Education Requirements (GERs) serve as the core of the undergraduate curriculum. The program consists of a sequence of required courses in communications, the humanities, fine arts, the natural and physical sciences, mathematics, the behavioral and social sciences, health and human performance. The program is designed to help students begin their transformation from college students to life-long learners, critical thinkers, and well-prepared citizens of the world who critically interrogate the world around them thru the application of best practices informed by: Oral and Written Communication, Analytical Reasoning, Information Literacy, Social Awareness, Responsive Citizenship, and Reflective Practice. In addition, the general education core curriculum is foundational to the mastery of courses related to each discipline and offers support for the institution’s commitment to preparing its graduates for: immediate entry into dynamic career and employment opportunities, graduate and professional schools, and specialized employment opportunities.

Orientation
Freshman Seminar (FRSEM 101), a course developed as a major part of the University’s retention efforts, helps students to become assimilated into the university community and to take full advantage of their educational opportunities. As a university requirement and not a GER course, Freshman Seminar 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.

Technology Fluency Requirement
In accordance with the Board of Regents mandate, all graduates of the University System of Maryland must be technologically fluent. Students are required to take a technology course (MISY 150 or its departmentally approved equivalent. This course is designed to equip them with the necessary skills to manage personal computing devices, and to navigate software programs and campus systems.

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

GER PROGRAM OBJECTIVES
The General Education Program is designed to open the pathway to degree completion. The General Education Program (GER 40 OPTIONS) helps students to develop the following skills necessary for advanced study and life-long learning:

Communications: The ability to speak, read, to write, and think analytically, critically, and creatively in a wide variety of areas as well as in formal and informal situations.

Quantification: The ability to perform mathematical computations, to reason quantitatively, and to apply basic ability to use a computer and a wide variety of software thru which information is acquired and processed.

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 that support varied facets of human performance. Knowledge Base: The General Education mathematical processes to daily work and everyday living; the Requirements (GERs) should help the student to acquire a significant introductory body of knowledge about both the western and non-western traditions broad enough to ensure an educational balance among the major areas of knowledge: the arts, the humanities, mathematics, the natural and physical sciences, social and behavioral sciences. The GERs should help the student to develop an aesthetic understanding and an appreciation of creative works in the fine arts, music, theatre, and dance. The GERs should help the student to develop the knowledge, understanding, and skills necessary for interpreting the human condition and the values inherent in the human condition.

Through the study of languages, 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 GERs should help the student to acquire knowledge and understand of the nature of science and sensitivity to the ecological balance of nature and humankind’s role in maintaining that balance.

The GERs should help the student to develop the knowledge, understanding, and skills necessary to use, control, and to make sound decisions about technology. The GERs 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 GERs should encourage the students to develop the following attitudes and values:

1. An open, critical approach to study, to professional involvement, and to the society and world in which we live;
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 life-long learning.
THE GENERAL EDUCATION PROGRAM

STUDENT LEARNING OUTCOMES

Coppin students’ experiences and instruction over the next three to five years will be anchored within an academic framework of six universal Student Learning Outcomes (SLOs):

Oral and Written Communication, Analytical Reasoning, Information Literacy, Social & Self Awareness, Reflective Practice, and Responsive Citizenship in addition to departmental and college institutional outcomes aligned with degree program objectives, i.e., Quantitative Literacy and Critical Thinking. These Student Learning Outcomes (SLOs) represent the university’s commitment to provide students with academic experiences that support their ability to write clear expository and persuasive prose; to use valid research-based arguments as support for their written or oral positions; to express their ideas in language that is both appropriate to the topic and for the target audience, and to write and speak proficiently for those various audiences. Moreover, students will be trained to apply applications of classical and/or current theories and principles from specific content areas; to use critical judgments from a combination of evidences and assumptions to reach viable conclusions; and to collect, analyze, and interpret data via computational literacy and scientific reasoning.

Oral and Written Communication and Analytical Reasoning also provide impetus for the Writing Across the Curriculum (WAC) initiative as an appropriate and timely response to the import and functionality of media as a mainstay of human experience. Though inclusive by nature Writing Across the Curriculum is purposed to recognize that while students’ 21st century modes of communication are filtered thru dynamic facets such as Facebook, My Space, blogs, email and among other modes of communication the ability to convey a clear idea and to signal that the clear idea has been received and understood is irrevocably foundational to building lives and relationships. Indeed, it is thru the ability to communicate and to respond to clear ideas that students will continue to find their ‘voice’ as significant communicators as undergraduates who have been transformed into life-long learners who learn to maintain their standing among local, national, and international communities.

The remaining Student Learning Outcomes: Informational Literacy, Social Awareness, Reflective Practice, and Responsive Citizenship are strategically infused in General Education Requirements and figure prominently across the spectrum of this core curriculum. Students will become proficient in the use of technology and its appropriate applicability and will learn, for example, to use multiple information sources such as online databases, videotapes, government documents, and journals in conducting research and/or in problem solving (e.g., electronic and print periodicals, chapters in books, government documents, archival material, and microfilm) thru Informational Literacy. At the same time, students will learn thru Social Awareness: the importance of understanding self and to embrace their responsibilities as engaged citizens and informed leaders in service within the community; the importance of becoming aware of and understanding economic, political, and organizational systems, and the importance of gaining an appreciation of diverse cultural heritages and global societies. These Student Learning Outcomes, Information Literacy and Social Awareness along with Reflective Practice and Responsive Citizenship further characterize the collective learning experiences found in the General Education Requirements.

Reflective Practice and Responsive Citizenship complete the Student Learning Outcomes. Reflective Practice, on the one hand, ensures that students’ learning experiences will be enhanced by the university instituting practices and systems that offer students varied opportunities to assume personal responsibility for their intellectual growth. Reflective practice, moreover, is intended to help students confidently and consciously engage in continuous personal and academic development, to learn to use professional organizations that sustain and support the development recognized in their field of endeavor; and to develop professional competence through continuous learning experiences. Similarly, Responsive Citizenship prepares students to participate with broader communities – beginning with the international student body, faculty and staff of Coppin State University, to understand their commitments to political and civic engagement; and to appreciate the critical importance of emergent environmental issues and initiatives.

In sum, Student Learning Outcomes at the department, college, and institution levels are intended to support, to inform, to provoke, to shape, and to model for students the dynamics of the eternal bond which exists between the right to an education and the responsibility to educate.
THE GENERAL EDUCATION PROGRAM

Category I – English Composition
Total
Credits = 6
ENGL101 – English Composition I
And
ENGL 102 – English Composition II

Category II – Arts & Humanities
Total Credits = 15
WLIT 207 – World Literature
Or
WLIT 208 – World Literature Honors
Or
Any ENGL or WLIT
And
PHIL 102 – Introduction to Logic
Or
PHIL 103 – Introduction to Philosophy
And
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
HIST 206 – African American History
And
IDIS 103 - Visual Arts and Theatre
Or
IDIS 102 – Music and Dance
Or
Any Foreign Language
Or
ART103 – Introduction to Ceramics
Or
MUSC 201 – Survey of Jazz Music
Or
DANC226 - Fundamentals of Choreography
Or
THEA 211 – Fundamentals of Acting

Category III – Social and Behavioral Sciences
Total Credits = 6
ANTH207 – Cultural Anthropology
Or
ECON 201 – Introduction to Economics
Or
ECON 103 – Intro to Business & Entrepreneurial Economics
Or
POSC 301 – U.S. Government
Or
PSYC 201 – General Psychology
Or
SOSC200 – Intro to Social Science

Category IV - Mathematics
Total Credits = 3
MATH 110 – College Algebra
Or
MATH 103 – Math for Elementary Teachers
Or
MATH 125 – Mathematics for Liberal Arts
Or
MATH 131 – College Algebra for Math & Science Majors
Or
MATH 203 – Basic Statistics

Category V – Natural Sciences
(One course from each of two disciplines BIOL, or CHEM, or PHSC)
Total Credits = 7-8
BIOL 101 – Biological Science
Or
BIOL 107 - Comp. Review of life Sciences
And
CHEM 101 - General Chemistry
(Prerequisite MATH 101)
Or
PHSC 101 – Physical Science
Or
PHSC 103 – Physical Science

Category VI – Interdisciplinary & Emerging Issues
Total credits = 3
HEED 101 – Personal Health
Or
Any 3 credit hour Health course
Or
SPCH 105 Introduction to Speech Communication
Or
SPCH 202 – Principles and Practices of Interviewing
Or
SPCH 204 – Critical Listening
Or
GEOG 102 – World Geography
THE HONORS COLLEGE

HONORS
The Honors College prepares high ability students for graduate or professional study. The College is comprised of the Honors Program and the Institute for Standardized Testing.

VISION
The Honors College seeks to become a first-rate, scholastic enterprise within the University System of Maryland, a bridge for students to world-class graduate- and professional school programs, and a respected Honors College among Carnegie classification master’s granting universities.

MISSION
The Honors College fosters an enduring spirit of inquiry, discovery, and civic engagement in a setting where outstanding students and dedicated faculty, together, pursue common intellectual agendas and engage their communities in meaningful ways. The College offers an enriched and challenging program for academically motivated and talented students who commit to entering graduate or professional schools immediately upon completing their studies at Coppin State University.

THE HONORS PROGRAM
Each year, The Honors Program seeks students who have an expressed interest in education beyond the undergraduate degree. Students are prepared for master’s, doctoral, or professional degree study through accelerated coursework, regularly-scheduled workshops about the graduate-school experience, graduate school application process, graduate admissions test preparation, character and leadership development, community service experiences, and cultural enrichment activities.

Students are admitted into University Honors as either four-year students or as upper-division, two-year students. Full scholarships are available to any Valedictorian and Salutatorian who enters Coppin with an Associate’s degree from an accredited institution.

FOUR-YEAR HONORS PROGRAM
The eligibility criteria for participation in the Four-year Program are as follows:
• High school weighted or unweighted grade point average of at least 3.0.
• Combined SAT score (math/verbal) of at least 1200 (Golden Eagle Award) or 1000 (Eagle Award).
• Successful completion of the Coppin placement exam.

Honors Program participants are required to complete the following courses to earn an honors citation: Four honors versions of General Education Requirement courses: ENGL 103 and 104 (Honors English Composition I and II), HIST 209 and 210 (Honors U.S. History I and II)

Or
HIST 211 and 212 (Honors World History I and II) or HIST 213 and 214 (Honors African American History I and II),
PHIL 204 (Honors Introduction to Philosophy), and
PSYC 211 (Honors General Psychology);
HONS 150 (Honors Community-service Seminar); LATN 101 (Elementary Latin);
WLIT 208 (Honors World Literature);

And
Designated Honors research courses:
HONS 380 (Honors Introduction to Research I);
PSYC 344 (Experimental Psychology);

Or
HONS 381 (Honors Introduction to Research II)

And
HONS 490 (Honors Thesis).
Additionally, students may complete one or more of the following courses:
HONS 470 and 471 (Honors Field Practicum I and II);
HONS 390 and 391
(Interdisciplinary Honors Seminar I and II); HONS 480 (Honors Research Assistantship); or EDUC 460 (Teaching Assistantship Seminar). Four-year Honors Program participants will receive an honors citation on their transcripts if they complete the required honors course sequence, maintain overall grade point averages of 3.25, and participate in a series of graduate-school preparatory activities offered every semester students are enrolled in Honors. During the End-of-Year Recognition Ceremony, students receive completion medallions from the Honors College.

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 State or transfer cumulative grade point average of 3.5

Students participating in the Upper-division Honors Program complete HONS 380 (Honors Introduction to Research I), PSYC 344 (Experimental Psychology) or HONS 381 (Honors Introduction to Research II); and HONS 490 (Honors Thesis). Additionally, they may complete two of the following courses: HONS 390/391 (Interdisciplinary Honors Seminar); HONS 470 (Honors Field Practicum I); HONS 480 (Honors Research Assistantship); or EDUC 460 (Teaching Assistantship Seminar). Participants in the Upper-division Honors Program will receive an honors citation on their transcripts if they complete the required honors course sequence, maintain overall grade point averages of 3.25, and participate in a series of graduate-school preparatory activities offered every semester students are enrolled in Honors. During the End-of-Year Recognition Ceremony, students receive completion medallions from the Honors College.
INSTITUTE FOR STANDARDIZED TESTING
The Institute for Standardized Testing (IST) supports the mission of the Honors College, offering test prep workshops that help students with graduate admissions and graduate admissions tests through regularly scheduled intensive programming. IST services are open to all Coppin students.

Admission to the Honors Program
Qualified, first-year students are referred to the Honors College by the Office of Admissions after students have been admitted to the University. Current Coppin students or transfer students should communicate with the Honors College (410-951-3388). *Qualified students must complete a supplemental application to the Honors College and a one-hour interview.* Our offices are located in the Health and Human Services Building, Suite 349.

HONORS PROGRAM COURSE OFFERINGS
Only students who are officially part of the Honors Program may enroll in Honors Program courses. The Honors Dean may grant permission in exceptional cases for non-Honors Program students to enroll in Honors courses. Descriptions of Honors courses appear below.

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 African American History I
HIST 214 African American History II
HLTH 103 Honors Health and Wellness
HONS 150 Honors Community Service Seminar
HONS 380 Honors Introduction to Research I
HONS 381 Honors Introduction to Research
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
LATN 101 Elementary Latin
PHIL 204 Honors Introduction to Philosophy
PSYC 211 Honors General Psychology
PSYC 344 Experimental Psychology
SPCH 104 Honors Speech Communication WLIT
208 Honors World Literature

UNIVERSITY HONORS PROGRAM
HONS 150 Honors Community-Service Seminar (1 credit)
HONS 380 Honors Introduction to Research I (3 credits)
An introduction to generic research methodologies used by scholars across the disciplines and to specific approaches employed by scholars in the physical sciences and the social sciences, and the humanities. The course is designed to prepare prospective graduate students for post-baccalaureate study in a variety of disciplines. Critical inquiry and qualitative and quantitative approaches to research--as these topics are applied across disciplines--are among the subjects that course participants examine. Students will gain practice in reading scholarly research from journals in their disciplines. (Fall semester)

HONS 381 Honors Introduction to Research II (3 credits)
A continuation of Honors 380 with an 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 present the results of research orally (spring semester).

PSYC 344 Experimental Psychology (3 credits)
A continuation of Honors 380 providing students with hands-on experience with research methods and design. Students will read primary research articles in the area of cognitive psychology and neuroscience and engage in laboratory demonstrations and research activities. 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.

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 of the Honors College 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 final requirement for successful completion of the Honors Program. With the assistance of a faculty adviser in the honors candidate's major department, the student conducts research on a topic, synthesizes information, and prepares an honors-quality thesis/ project. All Honors Program students, regardless of major, must complete the Honors Thesis to earn a transcript citation (fall semester).
COLLEGE OF ARTS AND SCIENCES AND EDUCATION (CASE)

The College of Arts and Sciences and Education is one of Coppin's largest academic divisions. It comprises the following school and departments: The School of Education, Department of History, Geography, and Global Studies (HHGS); Department of Humanities (HUM); and the Department of Mathematics and Computer Science (MCS). The School offers ten majors and a variety of concentrations and minors. It also offers many of the core courses in the University’s General Education Program, which means that every Coppin student, regardless of his or her major, will take at least several classes within the School. There are approximately 150 full-time and part-time faculty members in the School to provide outstanding instruction to our students. Approximately ninety-five percent of the full-time, tenure track faculty members possess terminal degrees.

CASE prepares students for careers in many diverse fields and for graduate and professional school in several disciplines by providing them with classroom instruction and opportunities for internships, service-learning activities, community service projects, and study-abroad experience. Students interested in a CASE program of study may obtain information from the Chair of the department in which they wish to pursue a major.

CASE VISION

The School of Arts and Sciences serves as the liberal arts center at Coppin State University. The School’s faculty members are dynamic in their determination to educate students in a manner that encourages them all to soar, to strive for academic excellence, regardless of their background. Students undertake a curriculum which is designed to encourage them to become thoughtful humanists and leaders in a dynamic, diverse, and global society.

CASE MISSION

The School of Arts and Sciences is a student-centered academic division. The School is committed to assist students in critically examining ideas and becoming effective communicators. Students will:

- Develop the ability to apply research methodologies across disciplines.
- Value an understanding and appreciation of other cultures.
- Utilize the skill sets and knowledge necessary for reflective thought and decision-making.
- Nurture an intellectual curiosity, an appreciation for learning that transcends professional goals.
- Function as informed and responsible citizens of the world’s communities.

HISTORY, GEOGRAPHY, AND GLOBAL STUDIES

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

HISTORY

The course offerings in history are sufficient in breadth and depth to enable a student to acquire a strong foundation in the discipline. The main objectives of the department are as follows:

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 United States History.

General Education Requirements in History

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

- HIST 201 World History I
- HIST 202 World History II
- HIST 203 U.S. History I
- HIST 203 U.S. History II
- 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, and United States History. All interested students are advised to notify the department as early as possible, so that an advisor can be assigned.

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

African History Concentration

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

- 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
  - HIST 203 U.S. History I
  - HIST 204 U.S. History II
  - HIST 205 African American History I
  - HIST 206 African American History 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
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 (6hrs) HIST313  African History I  HIST405  Hist. of Latin America
HIST430  West Africa  HIST432  Central Africa
HIST436  South Africa  HIST438  East Africa
HIST442  Special Topics in History

Support Electives (6 hrs)
HIST 304  Problems I
HIST 305  Problems II
HIST 350  Afr Am Intellectual History
HIST 354  Mod Civil Rights
HIST 404  Modern Asia
HIST 407  US Foreign Policy
HIST 410  Europe I
HIST 411  Europe II
HIST 426  Middle East
HIST 442  Special Topics in History

Geography Electives (3 hrs)
GEOG101  Elements of Geography
GEOG102  World Regional Geography
GEOG201  Elements of Geography
GEOG202  World Regional Geography
GEOG301  North American Geography
GEOG302  Urban Geography
GEOG303  Tools and Technology
GEOG405  Geography of Africa

AFRICAN AMERICAN HISTORY
The requirements consist of a total of 36 hours, including:

I. Survey Course Options (6 hours)
   In addition to the GER requirements (HIST201/202 or HIST203/204), all majors in African American History must take the following:
   HIST205  African American History I
   HIST206  African American History II

II. Upper Level Requirements (9 hours) All majors in African American History are required to take the following courses:
   HIST420  Seminar in African American History
   HIST423  Methods of Historical Research

   Or
   GEOG101  Elements of Geography
   GEOG102  World Regional Geography

II. 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 (9hrs) HIST207 Intro. To Africa
   Or
   HIST430  West Africa
   HIST404  Problems I
   Or
   HIST305  Problems II
   HIST318  African American sin Cities
   HIST348  African American Women
   HIST350  African American Intellectual Hist.
   HIST354  Mod Civil Rights Movement
   HIST393  Civil War & Reconstruction
   HIST442  Special Topics in History (AFAM)

Support Electives (9 hrs)
HIST301  Hist. of Maryland
HIST304  Problems I
HIST305  Problems II
HIST313  Ancient Africa
HIST315  Modern Africa
HIST319  Urban America
HIST405  Latin America
HIST407  US Foreign Policy
HIST410  Europe I
HIST411  Europe II
HIST428  History of Women
HIST442  Special Topics in History

Geography Electives (3 hrs)
GEOG101  Elements of Geography
GEOG102  World Regional Geography
GEOG201  Elements of Geography
GEOG202  Geography of Maryland
GEOG301  North American Geography
GEOG302  Urban Geography
GEOG303  Tools and Technology
GEOG306  Urban Geography
GEOG405  Geography of Africa

UNITED STATES HISTORY
The requirements consist of a total of 36 hours, including:

I. Survey Course Options (6 hours) In addition to the GER requirements (HIST201/202 or HIST205/206), all majors in United States History must take the following:
   HIST203  United States History I
   HIST204  United States History II

II. Upper Level Requirements (9 hours) All majors in United States History are required to take the following courses:
   HIST422  Seminar in American History
   HIST423  Methods of Historical Research
GEOG101  Elements of Geography

Or

GEOG102  World Regional Geography

II.  Departmental Electives (21 hours)

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

Concentration Electives (9 hrs)
- HIST 301  History of Maryland
- HIST 304  Problems I
- HIST 305  Problems II
- HIST 319  Urban America
- HIST 354  Mod Cvl Rights Movement
- HIST 393  Civil War & Reconstruction
- HIST 407  US Foreign Policy
- HIST 428  History of Women
- HIST 442  Special Topics

Support Electives (9 hrs)
- HIST 318  African Americans in Cities
- HIST 350  African American Intellectual Hist.
- HIST 405  Latin America
- HIST 406  Russia
- HIST 410  Europe I
- HIST 411  Europe II
- HIST 424  Internship
- HIST 430  West Africa
- MNSC  Economics
- Hist of US

Geography Electives (3 hrs)
- GEOG 202  Geography of Maryland
- GEOG 302  North American Geography
- GEOG 303  Tools and Technology
- GEOG 306  Urban Geography
- GEOG 342  Political Geography
- HIST 204  U.S. History II
- HIST 423  Methods Hist. Research

Local/Urban  Option any one of the following
- HIST 301  Hist of Maryland
- HIST 318  Blacks in Cities
- HIST 319  Urban History
- HIST 380  Chesapeake (UB)
- HIST 382  Hist Baltimore (UB)
- HIST 442  Special Topics (When Applicable)

African American Option any one of the following
- HIST 205  Afram Survey I

B.A. in Global Studies

The Global Studies major at Coppin State University is an innovative, interdisciplinary and career-oriented program of study that prepares students for the increasing number and range of international careers in fields, such as business, foreign affairs, intelligence, development, health, law enforcement and social services.

Each student must complete the Global Studies Core Courses, as listed below. Additionally, each student must complete fifteen credits focused upon the study of an area (see Regional Tracks below) or upon a global skill related to a career (see Global Skills Tracks below). The Global Studies program is designed to encourage study abroad and internships.

The Global Studies Major Core Curriculum (total: 45 credit hours). All Global Studies Majors must complete a core curriculum consisting of the following courses:

- Foreign Languages (18 credits)
  - Global Studies majors are required either: a) to complete 18 credits of progressively advancing coursework in one foreign language, or
  - Complete 12 credits of progressively advancing coursework in one foreign language and 6 credits in a second language, or, c) to demonstrate proficiency in a foreign language at an advanced level.

- Language
  - French or Spanish 101, 102, 103, 104, 201, 202  Two languages
  - First Language 101, 102, 103, 104
  - Second Language 101 and 102

- Economics (6 credits from the following courses)
  - ECON 103 Intro Business & Entrepreneurship
  - ECON 201 Intro Economics
  - ECON 211 Principles of Economics I
  - ECON 212 Principles of Economics II
  - GEOG 403 Economic Geography

- World History (6 credits)
  - HIST 201 World History I
  - HIST 202 World History II

- Geography (3 credits from the following courses)
  - GEOG 102  World Regional Geography
  - GEOG 101  Elements of Geography

- Global Studies (3 credits from the following courses)
  - HIST 407  U.S. Foreign Policy
  - GLST 450  Seminar in Global Studies I
  - POSC 404  International Relations
COLLEGE OF ARTS AND SCIENCES AND EDUCATION

Information Technology (3 credits)
PHSC 103 Technology in Human Affairs

Government (3 credits from the following courses)
POSC 303 Comparative Government
GEOG 402 Political Geography

Technical Writing (3 credits)
ENGL 305 Advanced Expository Writing

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

Latin America and the Caribbean (15 credits)
HIST 405 History of Latin America/Caribbean
GEOG 304 Geography of Latin America/Caribbean
POSC 415 Peoples and Politics of Latin America
GLST 451 Seminar in Global (International) Studies
Another upper-level course on Latin American/Caribbean Art, History,

Geography, Culture, or Politics
Africa (15 credits)
HIST 207/315 Intro to African History or Modern Africa
GEOG 405 Geography of Africa
POSC 408/409 Peoples and Politics of Africa I
Or
IGLST 451 Seminar in Global (International) Studies
Or
Another upper-level course on African Art, History, Geography, Culture, or Politics Asia (15 Credits)
HIST 404 Modern Asia GVPP 485 The Far East in World Affairs
POSC 410 Peoples and Politics of Asia
GLST 451 Seminar in Global (International) Studies Another upper-level course on Asian Art, History, Geography, Culture, or Politics Europe (15 Credits)
HIST 410/411 History of Europe I or II
GVPP 487 Western European Government
HIST 406 History of Soviet Union
Or
HIST 411 The C.I.S. in World Affairs (GVPP 488)
GLST 451 Seminar in Global (International) Studies II
Another upper-level course on European Art, History, Geography, Culture,

Or

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

Global Skills Tracks (total 15 credits)
The Global Skills track is an innovative, multidisciplinary and career-oriented curriculum that enables students to pursue disciplinary interests within a global context and to avail themselves of opportunities for study abroad and internships. Global Skills tracks consist of nine credits in a career-oriented topic, complemented by an additional six credits of relevant study in upper-level courses in regional geography, history, political science, independent research, and/or internships that will assist the student’s pursuit of an international career. This "9 plus 6 credits" structure is designed to encourage students to take advantage of the broad and increasing range of international careers. Global Skills track courses must be approved in advance by departmental advisors, who will ensure the courses are complementary and relevant to a career-oriented topic. Some examples of Global Skills Tracks include:

Global Skills in Marketing (15 Credits)
MNSC 380 International Marketing
ECON 410 International Economics
MNSC 310 Marketing for Managers
GLST 451 Seminar in Global Studies II
GEOG 405 African Geography

Global Skills in Geospatial Technologies (15 Credits)
GEOG 303 Geography: Tools & Techniques
GEOG 373 Geographic Information Systems
GEOG 372 Remote Sensing
GEOG 402 Political Geography
GLST 451 Seminar in Global Studies II

Global Skills in Finance (15 Credits)
MNSC 470 International Finance
ECON 410 International Economics
ECON 402 Comparative Economics
GLST 451 Seminar in Global (International) Studies II African Geography
GEOG 405

Global Skills in Advertising (15 Credits)
MNSC 465 Advertising
MNSC 360 Consumer Behavior
COLLEGE OF ARTS AND SCIENCES AND EDUCATION (CASE)

MNSC 310    Marketing for Managers
GLST 451    Seminar in Global(International) Studies II
HIST 405    History of Latin America/Caribbean Global Skills in Social Work
SOWK 390A Special Topics in Aging
SOWK 390A    Information Technology in Social Work
SOWK 461    Social Work Research
GLST451     Seminar in Global(International) Studies I
HIST404     History of Modern Asia

Global Skills in Criminal Justice (15 Credits)
CRJU 310    Police Roles in Society
CRJU330     Police Community Relations Etiquette, Ethics, Protocol and
CRJU382     The Criminal Justice Professional
HIST430     History of West Africa
GLST451     Seminar in Global Studies II Global Skills in Community Health (15 Credits)
HLTH110    Drug Abuse Education
HLTH420    Community Health
HLTH203    Health and Urban Living
GLST451     Seminar in Global Studies II
HIST424     Internship in History

(In lieu of a Health Internship course, the combination of GLST451 and HIST424 enables the student to take advantage of an opportunity for a 6-credit internship working on African health issues at an NGO.)

Global Skills in Journalism (15 Credits)
JRNL310    Article and Feature Writing
JRNL311    Editorial and Review Writing ART308
POSIC415    Peoples and Politics of Latin America
GLST451     Seminar in Global(International) Studies II

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
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
ENGL336    Literature of the Black American II
GEOG 102    World Regional Geography
GEOG 405    Geography of Africa
HIST 205    African American History I
HIST 206    African American History II
HIST 207    Introduction of African History
HIST 305    Problems in African History,
HIST 313    History of Ancient Africa
HIST 315    Modern Africa
HIST 318    History of Blacks in American Cities
HIST 350    African American Intellectual History
HIST 354    Modern Civil Rights Movement
HIST 420    Seminar in African American History
HIST 430    History of West Africa
HIST 432    History of Central Africa
HIST 436    History of South Africa
HIST 438    History of East Africa
HIST 440    Seminar in African History
HIST 442    Special Topics in History
MUSIC 305    Music of the African-American
POSC 412    Black Political Behavior
THEA 301    History of the Black Performer

MINOR IN GLOBAL STUDIES
The objectives of the Global Studies program are to 1) redefine the status of the United States from its position as a major power to its position as a member of the world community, 2) expose students to the many similarities and differences on which the world is based, and 3) provide relevant experiences which will broaden students' knowledge, ideas, and concerns about current international events and global issues. The minor in Global Studies consists of courses such as history, political science, economics, literature, and sociology. A student may complete the requirements for the minor by earning a grade of "C" or higher in each of the following courses:

GEOG 102    World Regional Geography
WLIT 203    World Literature I

Or
WLIT 204    World Literature II
SOCI 201    Introduction to Sociology
POSC 303    Comparative Government
ECON 402    Comparative Economic Systems
PHIL 414    Social and Political Philosophy

And
HIST 451    Seminar in Global Studies
To help broaden the student’s thoughts and ideas concerning the world, field experiences in international agencies or foreign nations are encouraged in the Seminar in Global Studies. A student travel-study program has been initiated in order to provide structured and academically meaningful experiences in foreign nations. The Coordinator will assist students in designing travel-study programs. As an integral part of the minor, lectures and workshops dealing with current key international themes and topics are sponsored during the academic year.

HUMANITIES
The Department of Humanities offers a major in English and minors in English, Journalism, Philosophy, Spanish, and French.

General Education Requirements
The department offers courses that satisfy four General Education Requirements: two courses in composition and one in literature. English Composition I and II (ENGL 101 or Honors English 103 and ENGL 102 or Honors English 104), satisfy the composition requirements. World Literature 207 OR any 200-level English or Literature course satisfies the literature requirement. All students are required to take either Introduction to Logic (PHIL 102) or Introduction to Philosophy (PHIL 103).

THE MAJOR IN ENGLISH
The major in English includes a core curriculum in literature. Students in this program earn the Bachelor of Arts degree. The English major prepares 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. It also prepares students for a wide variety of careers in the expanding media industry. The range of the program is from journalism and desktop publishing to interactive multimedia. All students are grounded in a firm English/Liberal Arts curriculum for the sake of developing strong reading, writing, and critical thinking skills. The English major prepares students for careers as journalists and professional writers.

English majors are required to maintain a portfolio of writing samples as directed by the English Major Assessment Coordinator, and are required to participate in academic advisement during each pre-registration period to prepare for enrollment in the ensuing summer session and/or semester.

ENGLISH MAJOR COURSE REQUIREMENTS OVERVIEW
The English Major Program consists of 33 credits in a core curriculum and 9 elective credits in Creative Writing, English, Journalism, Mass Communication, Philosophy, and World Literature for a total of 42 credits.

UNDERGRADUATE DEGREE REQUIREMENTS

The Departmental Assessment requirement by passing a comprehensive exam and submitting a passing writing portfolio. The Bachelor of Arts degree requires a grade of “C” or higher in an upper-level philosophy course in addition to the GER philosophy option. Students must also complete, with grades of C or higher,

“Department of Adult and General Education” in this catalog, at least six college credits in one foreign language at the intermediate level.

SPECIAL GENERAL EDUCATION REQUIREMENTS
English majors satisfy the General Education Requirement in literature by passing Critical Writing (ENGL 208).

CORE COURSES
This section lists the courses required of all

English Majors regardless of concentration (33 credits)

ENGL201 Survey of British Literature I
ENGL202 Survey of British Literature II
ENGL205 Survey of American Literature I
ENGL206 Survey of American Literature II
ENGL210 Literary Genres
ENGL 335 or 336 Literature of the Black American I or II
ENGL 353 Shakespeare
ENGL 302 Sociolinguistics
ENGL 496 Senior Colloquium
ENGL3– Any additional English literature course at the 300 or 400 level (must be literature; linguistics and writing courses do not satisfy this requirement).

Writing Requirement: CRWR303 or 304, or ENGL305, or JRNL210

Electives
Any nine credits from among the following subjects: Creative Writing (CRWR), English (ENGL), Journalism (JRNL), Mass Communication (MCOM), Philosophy (PHIL), and World Literature (WLIT).

Standards for Retention in the English Major

1) Students must complete all the major and minor 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 cumulative 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 in the following courses in addition to the GER:

ENGL 210 Literary Genres 3
ENGL 301 The Nature of Language 3

Or

ENGL 302 Sociolinguistics 3

And

Twelve credits of advised upper-division (300-400 level) electives 12

Total 18
MINOR IN JOURNALISM

The minor in Journalism provides students with a knowledge of the history of journalism; an awareness of the role of media in society and of journalistic ethics; and the practical skills necessary in any journalistic process, including techniques of gathering & reporting news, newswriting & editing skills, and publication layout and design. In addition, students may elect a course in such areas as photography or web journalism, which can enhance journalistic training. An important component of the Journalism minor is the opportunity to practice skills learned in the classroom through journalism workshops and internships with the Student Publications Office or local newspapers, magazines, and radio and television stations. The minor encourages a hands – on approach with students actively engaged in the production of Move, the independent student newspaper, and the annual literary journal Raise Up.

Required Courses-18 credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>JRNL 310</td>
<td>Article &amp; Feature Writing</td>
</tr>
<tr>
<td>JRNL 312</td>
<td>Technology in Writing &amp; Multimedia Communication</td>
</tr>
<tr>
<td>JRNL 314</td>
<td>Technical Writing</td>
</tr>
<tr>
<td>JRNL 315</td>
<td>Internet Journalism</td>
</tr>
<tr>
<td>JRNL 401</td>
<td>Editing &amp; News Design</td>
</tr>
<tr>
<td>JRNL 490/491</td>
<td>Internship</td>
</tr>
<tr>
<td>JRNL 210</td>
<td>Intro to News Writing is a pre-requisite for all 300- level JRNL courses.</td>
</tr>
</tbody>
</table>

FOREIGN LANGUAGES

The Foreign Languages 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, German, and Spanish. Satisfactory completion of these courses at the appropriate level should enable students to 1) pass the language requirements for graduate work, 2) read the literature that is required for research in the sciences, and 3) communicate on a practical level while traveling or while working in nursing, social work, criminology counseling, or education. Languages for the Bachelor of Arts Degree.

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

MINORS IN FRENCH AND SPANISH

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FREN 101</td>
<td>Elementary French I</td>
<td>3</td>
</tr>
<tr>
<td>FREN 102</td>
<td>Elementary French II</td>
<td>3</td>
</tr>
<tr>
<td>FREN 201</td>
<td>Intermediate French I</td>
<td>3</td>
</tr>
<tr>
<td>FREN 202</td>
<td>Intermediate French II</td>
<td>3</td>
</tr>
<tr>
<td>FREN 301</td>
<td>Advanced French I</td>
<td>3</td>
</tr>
<tr>
<td>FREN 302</td>
<td>Advanced French II</td>
<td>3</td>
</tr>
<tr>
<td>FREN 303</td>
<td>Advanced French III</td>
<td>3</td>
</tr>
<tr>
<td>FREN 304</td>
<td>Survey of Span Lit</td>
<td>3</td>
</tr>
<tr>
<td>SPAN 101</td>
<td>Elementary Spanish I</td>
<td>3</td>
</tr>
<tr>
<td>SPAN 102</td>
<td>Elementary Spanish II</td>
<td>3</td>
</tr>
<tr>
<td>SPAN 201</td>
<td>Intermediate Spanish I</td>
<td>3</td>
</tr>
<tr>
<td>SPAN 202</td>
<td>Intermediate Spanish II</td>
<td>3</td>
</tr>
<tr>
<td>SPAN 301</td>
<td>Advanced Spanish I</td>
<td>3</td>
</tr>
<tr>
<td>SPAN 302</td>
<td>Advanced Spanish II</td>
<td>3</td>
</tr>
<tr>
<td>SPAN 303</td>
<td>Survey of Span Lit</td>
<td>3</td>
</tr>
<tr>
<td>SPAN 304</td>
<td>Survey of Span Lit II</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Credit Total</td>
<td>18</td>
</tr>
</tbody>
</table>

PHILOSOPHY

General Education Requirement in Philosophy All students are required to take either Introduction to Logic (PHIL 102) or Introduction to Philosophy (PHIL 103).

Philosophy for the Bachelors of Art Degree

Those seeking the B.A. are also required to take, in addition to the GER philosophy, an upper level philosophy course.

MINOR IN PHILOSOPHY

Philosophy provides students with knowledge of the history of philosophical thought and teaches the skills 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. The requirement for the minor in Philosophy is 18 credit hours, not including the GER 3 credit requirement of either Philosophy 102 or Philosophy 103. Therefore, the total credit requirement for Philosophy minor is 18 total credit hours. Students who elect a minor in philosophy must take 6 courses beyond the GER requirement of either Philosophy 102 or Philosophy 103. The required distribution of Philosophy 205, Philosophical Logic; 2 History; and 3 Electives. Each requirement and elective must be distributed more or less evenly over the primary groups: Practical, Theoretical, and History with at least one each from 200, 300, and 400-level courses. Students who elect a minor in philosophy must complete with a grade of "C" or higher the following courses in addition to the GER's:
I Practical
- Philosophy 311: Ethics
- Philosophy 312: Death and Dying
- Philosophy 313: Medical Ethics
- Philosophy 314: Social and Political Philosophy
- Philosophy 331: Philosophy of Religion
- Philosophy 441: Special Topics (Practical)

II. Theoretical
- Philosophy 205: Philosophical Logic
- Philosophy 315: Philosophy of Mind and Language
- Philosophy 335: Metaphysics
- Philosophy 336: Epistemology
- Philosophy 442: Special Topics (Theoretical)

III. History of Philosophy
- Philosophy 201: Ancient Philosophy
- Philosophy 202: Modern Philosophy
- Philosophy 203: Contemporary Philosophy
- Philosophy 443: Special Topics (History of Philosophy)

Mathematics and Computer Science
It is the purpose of the Mathematics and Computer Science Department to prepare our students for success in an increasingly technological and competitive global society. Engaging abstract and real-life mathematics and computer science problems using a hands-on approach, our students realize an appreciation for the power, orderliness of thought, and precision of expression in mathematics, and develop skills essential for quantitative analysis in other fields of study. In addition to offering majors and minors in mathematics and computer science, the department offers service courses to meet the needs of a diverse student population. Students develop algebraic skills necessary for success in a variety of increasingly quantitative majors such as criminal justice and psychology. The Mathematics General Education Requirement (GER) and other service courses meet the needs of students in such majors as Management Science, Elementary Education, English, nursing, and social science. Through this broad spectrum of courses, the department seeks to provide educational access and diverse opportunities for all students. Faculty members are strongly committed to excellence in teaching and availability to students outside of class time for tutoring and advisement.

The Mathematics Major prepares students for:
• The study of Mathematics on the graduate level;
• Employment in business, government, or industry;
• 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. Our program emphasizes software development; web programming, and GUI programming for PCs and mainframes. While our base language is Java, students study Visual Basic, C++, and various scripting languages. They also get well-rounded exposure to various non-programming aspects of computer science with courses in database theory, computer networks, operating systems, and computer graphics. Both majors provide opportunities for students to pursue for-credit internships and engage in one-on-one, directed undergraduate research with faculty mentors. Although there are no specific requirements for admission to the major, prospective mathematics majors who do not complete Calculus I (MATH 201) with at least a C within two attempts and prospective computer science majors who do not complete Computer Science I (COSC 220) with at least a C within two attempts will be required to change to another major.

Students who are interested in our majors or minors should see the department chairperson as soon as possible to declare the major and be assigned an advisor. As many of our courses have prerequisites, it is necessary to start course work in the major as early as possible.

General Education Requirements in Mathematics
The General Education Requirements of the University include three semester credit hours in Mathematics, excluding credits earned for MATH 97 and MATH 98. Each entering student (except those transferring a college-level Mathematics course) is required to take a Mathematics placement exam. The student’s achievement level on this exam and his/her high school Mathematics records are used to place the student in MATH 97, MATH 98, or a course to satisfy the General Education Requirement.

Depending on the student’s major academic program, s/he must complete one of the following courses to satisfy the General Education Requirement.
- MATH 110: College Algebra: Concepts and Applications
- MATH 103: Mathematics for Elementary School Teachers I
- MATH 125: Mathematics for Liberal Arts
- MATH 131: College Algebra for Math and Computer Science Majors
- MATH 203: Basic Statistics

Any Mathematics course for which MATH 131 is a prerequisite. Each student should consult his/her major academic advisor determine which course to take from the above list in order to satisfy the Mathematics General Education Requirement. Students majoring in Education must complete:
- MATH 103, MATH 104, and MATH 207.

For other departments and schools, the chart below is provided only as a guide.

Department/School Requirements: Applied Psychology
- MATH 125: Criminal Justice
- MATH 125 or MATH 203: Education
- MATH 103: History
- MATH 125: Humanities
- MATH 125: Liberal Arts
- MATH 125 or MATH 203: (or any other MATH course)

Management Science
- MATH 131: Math/Computer Science
- MATH 131: Natural Sciences
- MATH 131: Nursing
- MATH 203: (MATH 110 is a prerequisite for CHEM 103) Social Sciences
MATH 125  
Social Work  
MATH 203  
Sports Management  
MATH125 (except MATH131 for Sports Medicine concentration)  
Urban Arts Production MATH 125  

Or  
MATH203  

Course Prerequisites  
Science, prerequisites are specified. It is department policy that these prerequisites must be completed with a grade of C or better. Some major Mathematics and Computer Science courses are offered once a year. The semester in which these courses are offered is provided in the Course Descriptions section of this catalog and on the website of the Mathematics and Computer Science Department.  

MATHMATICS MAJOR REQUIREMENTS (LIBERAL ARTS)  
MATH132  Pre-calculus  
MATH 201  Calculus I  
MATH 202  Calculus II  
MATH 211  Discrete Mathematics I  
MATH 250  The Language of Mathematics  
MATH 301  Linear Algebra  
MATH 302  Numerical Methods  
MATH 303  Introduction to Mathematical Statistics I  
MATH 309  Calculus III  
MATH 307  Elements of Euclidean and Non-Euclidean Geometry  
MATH 310  Algebraic Structures (MATH201)  
MATH 401  Real Analysis I  
(MATH 305) MATH 405  Differential Equations  
MATH 417  Mathematics Seminar  
COSC199  Introduction to Computer Programming  
COSC220  Computer Science I  
COSC221  Computer Science II  
PHYS303  Mechanics and Particle Dynamics  
PHYS 304  Heat, Electricity and Magnetism  

The eight credits of Calculus-based Physics courses listed above also serve as the Natural Science General Education Requirement (GER).  

Computer Science Major Requirements  
COSC 199  Intro to Computer Programming  
COSC 220  Computer Science I  
COSC 221  Computer Science II  
COSC 302  Advanced Data Structures and Files  
COSC 306  Operating Systems  
COSC 307  Artificial Intelligence  
COSC 310  Systems Programming  
COSC 312  Database Management Principles  
COSC 314  Web Programming  
COSC 316  Assembly Language with Machine Org.  
COSC 339  Programming with Visual Basic  
COSC 406  Data Communications Systems  
COSC 409  Software Engineering  
COSC420  [F]Special Topics in Computer Science  
COSC 417  [S]Computer Science Senior Seminar  
COSC 414  [S] Advanced Web Programming  
COSC 412  [S] Computer Graphics  
MATH 301  Linear Algebra  
MATH 302  Numerical Method  
PHYS 303  Mechanics and Particle Dynamics  
PHSC 304  Heat, Electricity and Magnetism  

The eight credits of Calculus-based Physics courses listed above also serve as the Natural Science General Education Requirement (GER).  

Computer Science Electives  
COSC 412  [S] Computer Graphics  
COSC 417  [S] Advanced Web Programming  

MINOR IN MATHEMATICS  
The requirements for a minor in Mathematics are:  
• MATH201, MATH202, and MATH 301  
• Six additional semester credit hours in Mathematics approved by the department.  

MINOR IN COMPUTER SCIENCE  
The requirements a minor are in Computer Science are as follows:  
• COSC220, COSC221, and  
• Twelve (12) additional semester credit hours in Computer Science approved by the department chairperson.  

ASSESSMENT OF MAJORS  
The extent to which students majoring in both Mathematics (Liberal Arts) and Computer Science have met the goals of the program will be measured before each student graduates. Mechanism to determine the levels at which these objectives have been met:  

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

NATURAL SCIENCES  
The Department of Natural Sciences offers major programs in Biology, Chemistry, and General Science; and a Cooperative Program in History technology with Harford Community College and minor programs in Biology and Chemistry. The Department prepares students for entry into professional schools of medicine, dentistry, and other healthcare fields; graduate study in biological sciences; and teaching of biology, chemistry, and general sciences. All science majors must fulfill the University General Education requirements, and the specific requirements for each degree program. In addition, they must successfully pass a department comprehensive exit examination during the spring of the senior year and complete a senior thesis. Science Majors are eligible to become members of Beta Kappa Chi. Beta Kappa Chi is a national scientific honor society whose purpose is to encourage the advancement of scientific education through original investigations; the dissemination of scientific knowledge; and the stimulation of high scholarship in the pure and applied sciences.
Department of Natural Sciences offers the following degree programs:

1. Biology
2. Chemistry
3. General Science
   a. Biology Emphasis
   b. Chemistry Emphasis

General Education Requirements in the Natural Sciences: Students wishing to join the Department of Natural Sciences must take BIOL 106 Cell Biology and CHEM 101 General Chemistry 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: Life Science; BIOL 101 or BIOL 107 and Physical Science; CHEM 101 or PHSC101 or PHSC103.

**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, biotechnology, biomedical, dental professions, 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**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 103</td>
<td>General Botany</td>
</tr>
<tr>
<td>BIOL 104</td>
<td>General Zoology</td>
</tr>
<tr>
<td>BIOL 106</td>
<td>Fundamentals of Cell Biology</td>
</tr>
<tr>
<td>BIOL 106L</td>
<td>Fundamentals of Cell Biology Laboratory</td>
</tr>
<tr>
<td>BIOL 204</td>
<td>Vertebrate Structure and Development</td>
</tr>
<tr>
<td>BIOL 305</td>
<td>Animal Physiology</td>
</tr>
<tr>
<td>BIOL 308</td>
<td>Microbiology</td>
</tr>
<tr>
<td>BIOL 401</td>
<td>General Ecology</td>
</tr>
<tr>
<td>BIOL 402</td>
<td>Principles of Genetics</td>
</tr>
<tr>
<td>BIOL 403-404</td>
<td>Seminar in Biology</td>
</tr>
<tr>
<td>BIOL Electives</td>
<td>Fundamentals of Cell Biology Lab</td>
</tr>
</tbody>
</table>

* 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. Pre-health 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 300 or 400 level course.

**PHYS 301 General Physics I**
**PHYS 302 General Physics II**
**MATH 132 Pre-Calculus**
**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:

- Biology majors must also successfully pass a comprehensive exit examination during the Spring of their senior year and complete a senior thesis. The major is structured to prepare students to meet their specific and special needs in the sciences. 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**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 103</td>
<td>General Botany</td>
</tr>
<tr>
<td>BIOL 104</td>
<td>General Zoology</td>
</tr>
<tr>
<td>BIOL 204</td>
<td>Vertebrate Structure and Development</td>
</tr>
<tr>
<td>Or</td>
<td>BIOL 213 Morphology of Vascular Plants</td>
</tr>
<tr>
<td>BIOL 401</td>
<td>General Ecology</td>
</tr>
<tr>
<td>BIOL Electives</td>
<td>Principles of Genetics</td>
</tr>
<tr>
<td>BIOL 106L</td>
<td>Seminar in Biology</td>
</tr>
</tbody>
</table>

*Must be taken in the senior year.

**Chemistry**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 101</td>
<td>General Chemistry I</td>
</tr>
<tr>
<td>102 General Chemistry II</td>
<td></td>
</tr>
<tr>
<td>CHEM 200</td>
<td>Fundamentals of Organic Chemistry</td>
</tr>
<tr>
<td>CHEM 313</td>
<td>Biochemistry</td>
</tr>
<tr>
<td>PHYS 301</td>
<td>General Physics I</td>
</tr>
<tr>
<td>PHYS 302</td>
<td>General Physics II</td>
</tr>
<tr>
<td>MATH 132</td>
<td>Pre-Calculus</td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 103</td>
<td>General Botany</td>
</tr>
<tr>
<td>OR</td>
<td>BIOL 402 Principles of Genetics</td>
</tr>
<tr>
<td>CHEM 102</td>
<td>General Chemistry II</td>
</tr>
</tbody>
</table>
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
CHEM102 General Chemistry II
CHEM205 Quantitative Analysis
CHEM307 Organic Chemistry I
CHEM308 Organic Chemistry II
CHEM310 Instrumentation
CHEM401 Physical Chemistry I
CHEM402 Physical Chemistry II
CHEM405 Advanced Inorganic Chemistry

or

Nanotechnology 400CHEM Elective

*CHEM101 should be taken as a General Science GER.

Biology
BIOL103 General Botany
BIOL106 Fundamentals of Cell Biology

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

Additional Requirements for the Chemistry Major
MATH132 Pre-Calculus II
MATH201 Calculus I MATH 202 Calculus II
PHYS301 General Physics I
PHYS302 General Physics II

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

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, pharmacy or to pursue careers in industry or non-traditional science careers, e.g., science writing, information science, and chemical business, and sales.

General Science Major (Chemistry Emphasis) Courses
CHEM102 General Chemistry I
CHEM205 Quantitative Analysis
CHEM307 Organic Chemistry I
CHEM308 Organic Chemistry II
CHEM310 Instrumentation
CHEM313 Biochemistry
CHEM101 should be taken as a General Education Requirement.

Additional Requirements for the General Science Major (Chemistry Emphasis)
Biology
BIOL103 General Botany
BIOL106 Fundamentals of Cell Biology BIOL204 Vertebrate Structure

Physics
PHYS301 General Physics I
PHYS302 General Physics II

Math
MATH 132 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.

VISUAL AND PERFORMING ARTS

Mission:
Through teaching, research and professional service, the Department of Visual and Performing Arts prepares students to be arts and communication practitioners who provide leadership for and creatively respond to the needs of urban communities.

Admission Requirements
Students who are interested in majoring in Urban Arts must have a 2.0 or better. Students must submit a Declaration of Major Form and must complete an interview with the Department Chair.

URBAN ARTS MAJOR
The Urban Arts major prepares students to contribute to the planning and re-development of urban areas by creating and participating in organizations that produce, exhibit, perform, and disseminate programs in the visual and performing arts and in organizations that can employ the arts to enrich the cognitive, affective, and behavioral experiences of those who live and/or work in urban environments.

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

Courses
CHEM 101 General Chemistry I
CHEM 102 General Chemistry II
<table>
<thead>
<tr>
<th>LEVEL I (FIRST YEAR)</th>
<th>LEVEL II (SOPHOMORE)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FALL SEMESTER</strong></td>
<td><strong>FALL SEMESTER</strong></td>
</tr>
<tr>
<td>ENGL 101</td>
<td>WLIT 207</td>
</tr>
<tr>
<td>Math 131</td>
<td>Anthrology</td>
</tr>
<tr>
<td>Hist 201</td>
<td>Chem 107</td>
</tr>
<tr>
<td>Phil 102</td>
<td>Intro to Logic</td>
</tr>
<tr>
<td>PsyC 201</td>
<td>Biol 103</td>
</tr>
<tr>
<td>ORIE 101</td>
<td>General Botany</td>
</tr>
<tr>
<td><strong>Semester Total</strong></td>
<td><strong>Semester Total</strong></td>
</tr>
<tr>
<td>16</td>
<td>17</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SPRING SEMESTER</th>
<th><strong>SPRING SEMESTER</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 102</td>
<td>Chem 102</td>
</tr>
<tr>
<td>Hist 202</td>
<td>Biol 201</td>
</tr>
<tr>
<td>Biol 106</td>
<td>MisY 150</td>
</tr>
<tr>
<td>Math 132</td>
<td>Heed 101</td>
</tr>
<tr>
<td>Biol 104</td>
<td><strong>Semester Total</strong></td>
</tr>
<tr>
<td></td>
<td>14</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LEVEL III (JUNIOR)</th>
<th>LEVEL IV (SENIOR)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FALL SEMESTER</strong></td>
<td><strong>FALL SEMESTER</strong></td>
</tr>
<tr>
<td>Chem 307</td>
<td>Biol 403</td>
</tr>
<tr>
<td>Phys 301</td>
<td>Biol 401</td>
</tr>
<tr>
<td>Biol 308</td>
<td>Biol 410</td>
</tr>
<tr>
<td>Biol 201</td>
<td>Program Elective</td>
</tr>
<tr>
<td><strong>Semester Total</strong></td>
<td><strong>Semester Total</strong></td>
</tr>
<tr>
<td>17</td>
<td>15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SPRING SEMESTER</th>
<th><strong>SPRING SEMESTER</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Chem 308</td>
<td>Biol 404</td>
</tr>
<tr>
<td>Phys 302</td>
<td>Biol 402</td>
</tr>
<tr>
<td>Biol 305</td>
<td>Chem 313</td>
</tr>
<tr>
<td>Program Elective</td>
<td>Math 201</td>
</tr>
<tr>
<td><strong>Semester Total</strong></td>
<td><strong>Semester Total</strong></td>
</tr>
<tr>
<td>17</td>
<td>13</td>
</tr>
</tbody>
</table>

TOTAL CREDITS: 123

* General Education Requirement
**University Graduation Requirement**

Major Course
- ORIE 101 - FRESHMANSEMINAR (1HR.)
- MISY 151 TECHFLUENCY (3HRS.) = 4 HRS.
- PHIL 103 or PHIL 102
- Any 2 part 200 level History
- 107 or CHEM 101 or PHSC 101 or PHSC 103
- PHIL 103 or PHIL 102
- IDIS 103 or any Foreign Language or ART 105 or MUSC 201 or DANC 226 or THEA 211
- Any 3 credit Health course, or SPCH 202 or SPCH 204 or GEOG 102

Program Elective - any non-required course within the discipline

NOTE: Please consult a program advisor to discuss course options
## Level I (First Year)

### Fall Semester
- **ENGL 101** English Composition 3
- **MATH 131** Coll. Alg for Math & Science 3
- **HIST 201** World History 3
- **PHIL 102** Intro to Logic 3
- **PSYC 201** General Psychology 3
- **ORIE 101** Freshman Seminar 1

**Semester Total**: 16

### Spring Semester
- **ENGL 102** English Composition II 3
- **HIST 202** World History II 3
- **BIOL 106** Cell Biology 4
- **CHEM 101** General Chemistry 4

**Semester Total**: 14

**Total Credits**: 16

---

## Level II (Sophomore)

### Fall Semester
- **WLIT 207** World Literature 3
- **ANTH 207** Anthropology 3
- **CHEM 102** General Chemistry II 4
- **IDIS 102** Music & Dance 3
- **MATH 132** Pre-Calculus 4

**Semester Total**: 17

### Spring Semester
- **CHEM 205** Quantitative Analysis 4
- **MATH 202** Calculus II 4
- **BIOL 103** General Botany 4
- **MISY 150** Tech Fluency 3

**Semester Total**: 15

**Total Credits**: 16

---

## Level III (Junior)

### Fall Semester
- **CHEM 307** Organic Chemistry I 5
- **CHEM 310** Instrumentation Analysis 4
- **CHEM 407** Introduction to Research 2
- **CHEM 405** Advanced In-Organic 4

**Semester Total**: 15

### Spring Semester
- **CHEM 308** Organic Chemistry II 5
- **CHEM 408** Independent Study 4
- **CHEM 450** Phyto-Chemistry 3
- **Program Elective** 3

**Semester Total**: 15

**Total Credits**: 15

---

## Level IV (Senior)

### Fall Semester
- **CHEM 401** Physical Chem I 4
- **CHEM 402** Seminar in Chem I 1
- **CHEM 404** Intro to Nanotech 3
- **CHEM 313** Microbiology 4
- **Program Elective** 3
- **PHYS 304** Heat & Electricity 4

**Semester Total**: 16

### Spring Semester
- **CHEM 405** Physical Chem II 4
- **CHEM 404** Seminar in Chem 1
- **CHEM 313** Biochemistry 4
- **Program Elective** 3

**Semester Total**: 16

**Total Credits**: 16

---

*General Education Requirement

**University Graduation Requirement**

*ORIE 101 - FRESMANSEMINAR(1HR.)& MISY 151 TECHFLUENCY(3HRS.)= 4  HRS.

**Major Course**

† or any 2 part 200 level History

‡ or any ENGL 200 level or above

†† BIOL 101 or 107 or CHEM 101 or PHSC 101 or PHSC 103

or PHIL 102

†‡ or DIS 103 or any Foreign Language or ART 105 or MUSC 201 or DANC 226 or THEA 211

‡‡ or any 3 credit Health course, or SPCH 202 or SPCH 204 or GEOG 102

— any University course

— any non-required course within the discipline

NOTE: Please consult a program advisor to discuss course options.
<table>
<thead>
<tr>
<th>LEVEL I (FIRST YEAR)</th>
<th>LEVEL II (SOPHOMORE)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FALL SEMESTER</strong></td>
<td><strong>FALL SEMESTER</strong></td>
</tr>
<tr>
<td>ENGL 101</td>
<td>WLIT 207</td>
</tr>
<tr>
<td>MATH 131</td>
<td>MATH 201</td>
</tr>
<tr>
<td>HIST 201</td>
<td>CHEM 307</td>
</tr>
<tr>
<td>PHIL 102</td>
<td>CHEM 401</td>
</tr>
<tr>
<td>PSYC 201</td>
<td>CHEM 402</td>
</tr>
<tr>
<td>ORIE 101*</td>
<td>CHEM 308</td>
</tr>
<tr>
<td></td>
<td>CHEM 410</td>
</tr>
<tr>
<td></td>
<td>CHEM 403</td>
</tr>
<tr>
<td></td>
<td>CHEM 404</td>
</tr>
<tr>
<td></td>
<td>CHEM 313</td>
</tr>
<tr>
<td></td>
<td>PHYS 304</td>
</tr>
<tr>
<td>Semester Total</td>
<td>Semester Total</td>
</tr>
<tr>
<td>16</td>
<td>17</td>
</tr>
<tr>
<td><strong>SPRING SEMESTER</strong></td>
<td><strong>SPRING SEMESTER</strong></td>
</tr>
<tr>
<td>ENGL 102</td>
<td>CHEM 205</td>
</tr>
<tr>
<td>HIST 202</td>
<td>MATH 201</td>
</tr>
<tr>
<td>BIOL 106</td>
<td>BIOL 103</td>
</tr>
<tr>
<td>CHEM 101</td>
<td>CHEM 308</td>
</tr>
<tr>
<td>ANTH 207</td>
<td>CHEM 402</td>
</tr>
<tr>
<td></td>
<td>CHEM 307</td>
</tr>
<tr>
<td></td>
<td>CHEM 410</td>
</tr>
<tr>
<td></td>
<td>CHEM 403</td>
</tr>
<tr>
<td></td>
<td>CHEM 404</td>
</tr>
<tr>
<td></td>
<td>CHEM 313</td>
</tr>
<tr>
<td></td>
<td>PHYS 304</td>
</tr>
<tr>
<td>Semester Total</td>
<td>Semester Total</td>
</tr>
<tr>
<td>17</td>
<td>18</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LEVEL III (JUNIOR)</th>
<th>LEVEL IV (SENIOR)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FALL SEMESTER</strong></td>
<td><strong>FALL SEMESTER</strong></td>
</tr>
<tr>
<td>CHEM 307</td>
<td>CHEM 401</td>
</tr>
<tr>
<td>CHEM 310</td>
<td>CHEM 402</td>
</tr>
<tr>
<td>CHEM 490</td>
<td>CHEM 403</td>
</tr>
<tr>
<td>MATH 202</td>
<td>CHEM 404</td>
</tr>
<tr>
<td></td>
<td>CHEM 313</td>
</tr>
<tr>
<td></td>
<td>PHYS 304</td>
</tr>
<tr>
<td>Semester Total</td>
<td>Semester Total</td>
</tr>
<tr>
<td>17</td>
<td>13</td>
</tr>
<tr>
<td><strong>SPRING SEMESTER</strong></td>
<td><strong>SPRING SEMESTER</strong></td>
</tr>
<tr>
<td>CHEM 308</td>
<td>CHEM 401</td>
</tr>
<tr>
<td>CHEM 410</td>
<td>CHEM 402</td>
</tr>
<tr>
<td>CHEM 470</td>
<td>CHEM 403</td>
</tr>
<tr>
<td></td>
<td>CHEM 313</td>
</tr>
<tr>
<td></td>
<td>PHYS 304</td>
</tr>
<tr>
<td>Semester Total</td>
<td>Semester Total</td>
</tr>
<tr>
<td>12</td>
<td>13</td>
</tr>
</tbody>
</table>

**TOTAL CREDITS:** 122
# COLLEGE OF ARTS AND SCIENCES AND EDUCATION (CASE)

## Biology and Life Sciences Major: Computational Chemistry

### LEVEL I (FIRST YEAR)

#### FALL SEMESTER
- **ENGL 101**: English Composition I 3
- **MATH 131**: Coll Alg for Math & Science 3
- **HIST 201**: World History I 3
- **PHIL 102**: Intro to Logic 3
- **PSYC 201**: General Psychology 3
- **ORIE 101**: Freshman Seminar 1 <br> **Semester Total**: 16

#### SPRING SEMESTER
- **ENGL 102**: English Composition 3
- **HIST 202**: World History II 3
- **BIOL 106**: Cell Biology 4
- **CHEM 101**: General Chemistry 4
- **ANTH 207**: Anthropology 3 <br> **Semester Total**: 17

### LEVEL II (SOPHOMORE)

#### FALL SEMESTER
- **WLIT 207**: World Literature 3
- **MISY 151**: Technology Fluency 3
- **CHEM 102**: General Chemistry II 4
- **IDIS 102**: 3
- **MATH 132**: Pre-Calculus 4 <br> **Semester Total**: 17

#### SPRING SEMESTER
- **CHEM 205**: Quantitative Analysis 4
- **MATH 201**: Calculus I 4
- **BIOL 103**: General Botany 4
- **HEED 101**: Personal Health 3
- **CHEM 290**: Computational Chemistry 3 <br> **Semester Total**: 18

### LEVEL III (JUNIOR)

#### FALL SEMESTER
- **CHEM 307**: Organic Chemistry 5
- **CHEM 310**: Instrumentation 4
- **MATH 202**: Calculus II 4 <br> **Semester Total**: 13

#### SPRING SEMESTER
- **CHEM 308**: Organic Chemistry II 5
- **CHEM 450**: Phyto-Chemistry 3
- **CHEM 405**: Advanced Inorganic Chemistry 4 <br> **Semester Total**: 12

### LEVEL IV (SENIOR)

#### FALL SEMESTER
- **CHEM 400**: Physical Chemistry for Computational Chemistry 4
- **CHEM 403**: Seminar in Chemistry I 1
- **CHEM 490**: Polymer Chemistry 4
- **PHYS 303**: Molecular Biology 4 <br> **Semester Total**: 13

#### SPRING SEMESTER
- **CHEM 409**: Therm and Kinetics 3
- **CHEM 404**: Seminar in Chemistry 1
- **CHEM 313**: Bio-chemistry 4
- **CHEM 410**: Forensic Chemistry 4
- **PHYS 304**: Heat and Electricity 4 <br> **Semester Total**: 16

**TOTAL CREDITS:** 120
### Level I (First Year)
#### Fall Semester
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 101</td>
<td>English Composition I</td>
<td>3</td>
</tr>
<tr>
<td>MATH 131</td>
<td>Coll Alg for Math &amp; Science</td>
<td>3</td>
</tr>
<tr>
<td>HIST 201</td>
<td>World History I</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 102</td>
<td>Intro to Logic</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 201</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>ORIE 101</td>
<td>Freshman Seminar</td>
<td>1</td>
</tr>
</tbody>
</table>
**Semester Total** | **16** |         |
#### Spring Semester
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST</td>
<td>History II</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 106</td>
<td>Cell Biology</td>
<td>4</td>
</tr>
<tr>
<td>MATH 132</td>
<td>Pre-calculus</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 101</td>
<td>General Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>Misy 151</td>
<td>Tech Fluency for Science Majors</td>
<td>3</td>
</tr>
</tbody>
</table>
**Semester Total** | **18** |         |

### Level II (Sophomore)
#### Fall Semester
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>WLIT 207</td>
<td>World Literature</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 207</td>
<td>Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 104</td>
<td>Zoology</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 102</td>
<td>English Composition II</td>
<td>3</td>
</tr>
<tr>
<td>HEED 100s</td>
<td>Personal Health</td>
<td>3</td>
</tr>
</tbody>
</table>
**Semester Total** | **16** |         |
#### Spring Semester
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 102</td>
<td>General Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 201</td>
<td>API</td>
<td>4</td>
</tr>
<tr>
<td>IDIS 102</td>
<td>Music &amp; Dance</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 103</td>
<td>General Botany</td>
<td>4</td>
</tr>
</tbody>
</table>
**Semester Total** | **15** |         |

### Level III (Junior)
#### Fall Semester
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 307</td>
<td>Organic Chemistry</td>
<td>5</td>
</tr>
<tr>
<td>PHYS 301</td>
<td>General Physics</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 203</td>
<td>AP II</td>
<td>4</td>
</tr>
<tr>
<td>MATH 203</td>
<td>Statistics</td>
<td>3</td>
</tr>
</tbody>
</table>
**Semester Total** | **16** |         |
#### Spring Semester
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 402</td>
<td>Seminar in Biology</td>
<td>1</td>
</tr>
<tr>
<td>MATH 201</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>BIOL</td>
<td>Elective</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 410</td>
<td>Molecular Biology</td>
<td>4</td>
</tr>
</tbody>
</table>
**Semester Total** | **13** |         |

### Level IV (Senior)
#### Fall Semester
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 403</td>
<td>Seminar in Biology I</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 401</td>
<td>General Ecology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 410</td>
<td>Molecular Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 000</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>MATH 201</td>
<td>Calculus I</td>
<td>4</td>
</tr>
</tbody>
</table>
**Semester Total** | **16** |         |
#### Spring Semester
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 404</td>
<td>Seminar in Biology II</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 402</td>
<td>Principles of Genetics</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 313</td>
<td>Biochemistry</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 000</td>
<td>Elective</td>
<td>4</td>
</tr>
</tbody>
</table>
**Semester Total** | **13** |         |
**Total Credits:** | **123** |         |
<table>
<thead>
<tr>
<th>LEVEL I (FIRST YEAR)</th>
<th>LEVEL II (SOPHOMORE)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FALL SEMESTER</strong></td>
<td><strong>FALL SEMESTER</strong></td>
</tr>
<tr>
<td>ENGL 101</td>
<td>English Composition I</td>
</tr>
<tr>
<td>MATH 131</td>
<td>College for Math &amp; Science</td>
</tr>
<tr>
<td>HIST</td>
<td>History I</td>
</tr>
<tr>
<td>PHIL</td>
<td>Intro to Logic</td>
</tr>
<tr>
<td>PSYC 201</td>
<td>General Psychology</td>
</tr>
<tr>
<td>FRSEM 101*</td>
<td>Freshman Seminar</td>
</tr>
<tr>
<td><strong>Semester Total</strong></td>
<td><strong>Semester Total</strong></td>
</tr>
<tr>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td><strong>SPRING SEMESTER</strong></td>
<td><strong>SPRING SEMESTER</strong></td>
</tr>
<tr>
<td>HIST</td>
<td>History II</td>
</tr>
<tr>
<td>CHEM 101</td>
<td>General Chemistry</td>
</tr>
<tr>
<td>BIOL 106</td>
<td>Cell Biology</td>
</tr>
<tr>
<td>MATH 132</td>
<td>Pre-calculus</td>
</tr>
<tr>
<td>MISY 151</td>
<td>Tech Fluency for Science Majors</td>
</tr>
<tr>
<td><strong>Semester Total</strong></td>
<td><strong>Semester Total</strong></td>
</tr>
<tr>
<td>18</td>
<td>15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LEVEL III (JUNIOR)</th>
<th>LEVEL IV (SENIOR)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FALL SEMESTER</strong></td>
<td><strong>FALL SEMESTER</strong></td>
</tr>
<tr>
<td>CHEM 307</td>
<td>Organic Chemistry</td>
</tr>
<tr>
<td>PHYS 301</td>
<td>General Physics</td>
</tr>
<tr>
<td>BIOL 308</td>
<td>Microbiology</td>
</tr>
<tr>
<td>BIOL 203</td>
<td>APIII</td>
</tr>
<tr>
<td><strong>Semester Total</strong></td>
<td><strong>Semester Total</strong></td>
</tr>
<tr>
<td>17</td>
<td>12</td>
</tr>
<tr>
<td><strong>SPRING SEMESTER</strong></td>
<td><strong>SPRING SEMESTER</strong></td>
</tr>
<tr>
<td>CHEM 308</td>
<td>Organic Chemistry II</td>
</tr>
<tr>
<td>PHYS 302</td>
<td>Physics II</td>
</tr>
<tr>
<td>MATH 201</td>
<td>Calculus I</td>
</tr>
<tr>
<td><strong>Semester Total</strong></td>
<td><strong>Semester Total</strong></td>
</tr>
<tr>
<td>13</td>
<td>13</td>
</tr>
<tr>
<td><strong>TOTAL CREDITS:</strong></td>
<td><strong>TOTAL CREDITS:</strong></td>
</tr>
<tr>
<td>120</td>
<td>120</td>
</tr>
<tr>
<td>Level I (First Year)</td>
<td>Level II (Sophomore)</td>
</tr>
<tr>
<td>----------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td><strong>FALL SEMESTER</strong></td>
<td><strong>FALL SEMESTER</strong></td>
</tr>
<tr>
<td>ENGL 101</td>
<td>ENGL 102</td>
</tr>
<tr>
<td>English Composition I</td>
<td>English Composition II</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>MATH 131</td>
<td>MATH 132</td>
</tr>
<tr>
<td>Coll Alg for Math &amp; Science</td>
<td>Pre-calculus</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>HIST 201</td>
<td>CHEM 101</td>
</tr>
<tr>
<td>World History I</td>
<td>General Chemistry</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 102</td>
<td>PHYS 301</td>
</tr>
<tr>
<td>Intro to Logic</td>
<td>General Physics I</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 201</td>
<td>BIOL 308</td>
</tr>
<tr>
<td>General Psychology</td>
<td>Microbiology</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>ORIE 101*</td>
<td>BIOL 203</td>
</tr>
<tr>
<td>Freshman Seminar</td>
<td>API</td>
</tr>
<tr>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td><strong>Semester Total</strong></td>
<td><strong>Semester Total</strong></td>
</tr>
<tr>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td><strong>SPRING SEMESTER</strong></td>
<td><strong>SPRING SEMESTER</strong></td>
</tr>
<tr>
<td>ENGL 102</td>
<td>CHEM 102</td>
</tr>
<tr>
<td>English Composition II</td>
<td>General Chemistry II</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 106</td>
<td>BIOL 201</td>
</tr>
<tr>
<td>Cell Biology</td>
<td>API</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>MATH 132</td>
<td>IDIS 102</td>
</tr>
<tr>
<td>Pre-calculus</td>
<td>Music &amp; Dance</td>
</tr>
<tr>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 101</td>
<td>BIOL 103</td>
</tr>
<tr>
<td>General Chemistry</td>
<td>General Botany</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td><strong>Semester Total</strong></td>
<td><strong>Semester Total</strong></td>
</tr>
<tr>
<td>15</td>
<td>15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level III (Junior)</th>
<th>Level IV (Senior)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FALL SEMESTER</strong></td>
<td><strong>FALL SEMESTER</strong></td>
</tr>
<tr>
<td>CHEM 307</td>
<td>BIOL 403</td>
</tr>
<tr>
<td>Organic Chemistry</td>
<td>Seminar in Biology I</td>
</tr>
<tr>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 301</td>
<td>BIOL 400</td>
</tr>
<tr>
<td>General Physics I</td>
<td>Elective</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 308</td>
<td>BIOL 410</td>
</tr>
<tr>
<td>Microbiology</td>
<td>Molecular Biology</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 203</td>
<td>MATH 203</td>
</tr>
<tr>
<td>APII</td>
<td>Statistics</td>
</tr>
<tr>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td><strong>Semester Total</strong></td>
<td><strong>Semester Total</strong></td>
</tr>
<tr>
<td>17</td>
<td>12</td>
</tr>
<tr>
<td><strong>SPRING SEMESTER</strong></td>
<td><strong>SPRING SEMESTER</strong></td>
</tr>
<tr>
<td>CHEM 308</td>
<td>BIOL 404</td>
</tr>
<tr>
<td>Organic Chemistry II</td>
<td>Seminar in Biology II</td>
</tr>
<tr>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 302</td>
<td>BIOL 402</td>
</tr>
<tr>
<td>General Physics II</td>
<td>Principles of Genetics</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>MISY 151</td>
<td>CHEM 313</td>
</tr>
<tr>
<td>Technology Fluency for Science Majors</td>
<td>Bio-Chemistry</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 302</td>
<td>BIOL 000</td>
</tr>
<tr>
<td>Animal Histology</td>
<td>Elective</td>
</tr>
<tr>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td><strong>Semester Total</strong></td>
<td><strong>Semester Total</strong></td>
</tr>
<tr>
<td>16</td>
<td>12</td>
</tr>
</tbody>
</table>

**Total Credits:** 120
<table>
<thead>
<tr>
<th>LEVEL I (FIRST YEAR)</th>
<th>LEVEL II (SOPHOMORE)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FALL SEMESTER</strong></td>
<td><strong>FALL SEMESTER</strong></td>
</tr>
<tr>
<td>ENGL 101</td>
<td>ENGL 102</td>
</tr>
<tr>
<td>English Composition</td>
<td>English Composition II</td>
</tr>
<tr>
<td>MATH 131</td>
<td>MATH 131</td>
</tr>
<tr>
<td>HIST 205</td>
<td>HIST 206</td>
</tr>
<tr>
<td>African Am Hist I</td>
<td>African Am Hist II</td>
</tr>
<tr>
<td>ECON 103</td>
<td>PHIL 102</td>
</tr>
<tr>
<td>Intro. Bus. &amp; Ent</td>
<td>Logic</td>
</tr>
<tr>
<td>PHIL 102</td>
<td>ORIE 101</td>
</tr>
<tr>
<td></td>
<td>Freshman Seminar</td>
</tr>
<tr>
<td><strong>Semester Total</strong> 16</td>
<td><strong>Semester Total</strong> 17</td>
</tr>
<tr>
<td><strong>SPRING SEMESTER</strong></td>
<td><strong>SPRING SEMESTER</strong></td>
</tr>
<tr>
<td>ENGL 102</td>
<td>ENGL 102</td>
</tr>
<tr>
<td>English Composition II</td>
<td>English Composition II</td>
</tr>
<tr>
<td>HIST 206</td>
<td>HIST 206</td>
</tr>
<tr>
<td>African Am Hist II</td>
<td>African Am Hist II</td>
</tr>
<tr>
<td>PHSC 103</td>
<td>PHSC 103</td>
</tr>
<tr>
<td>Tech &amp; Human Affairs</td>
<td>Speech Comm</td>
</tr>
<tr>
<td>SPCH 105</td>
<td>COSC 199</td>
</tr>
<tr>
<td>Speech Comm</td>
<td>Intro to Programming</td>
</tr>
<tr>
<td><strong>Semester Total</strong> 15</td>
<td><strong>Semester Total</strong> 16</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LEVEL III (JUNIOR)</th>
<th>LEVEL IV (SENIOR)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FALL SEMESTER</strong></td>
<td><strong>FALL SEMESTER</strong></td>
</tr>
<tr>
<td>COSC 302</td>
<td>COSC 310</td>
</tr>
<tr>
<td>Advanced Data Structure &amp; Files</td>
<td>System Programming</td>
</tr>
<tr>
<td>COSC 339</td>
<td>COSC 309</td>
</tr>
<tr>
<td>Visual Basic</td>
<td>Software Engineering</td>
</tr>
<tr>
<td>COSC 307</td>
<td>COSC 417</td>
</tr>
<tr>
<td>Artificial Intelligence</td>
<td>CS Senior Seminar</td>
</tr>
<tr>
<td>MATH 211</td>
<td>General Elective or Minor</td>
</tr>
<tr>
<td>Discrete Math I</td>
<td>General Elective or Minor</td>
</tr>
<tr>
<td>General Elective or Minor</td>
<td>General Elective or Minor</td>
</tr>
<tr>
<td><strong>Semester Total</strong> 15</td>
<td><strong>Semester Total</strong> 15</td>
</tr>
<tr>
<td><strong>SPRING SEMESTER</strong></td>
<td><strong>SPRING SEMESTER</strong></td>
</tr>
<tr>
<td>COSC 420</td>
<td>COSC 406</td>
</tr>
<tr>
<td>Special Topics</td>
<td>Data Communications</td>
</tr>
<tr>
<td>□COSC 306</td>
<td>COSC 412</td>
</tr>
<tr>
<td>Operating Systems</td>
<td>Computer Graphics</td>
</tr>
<tr>
<td>□COSC 312</td>
<td>COSC 414</td>
</tr>
<tr>
<td>Data Base</td>
<td>Advanced Web Prog.</td>
</tr>
<tr>
<td>□MATH 212</td>
<td>General Elective or Minor</td>
</tr>
<tr>
<td>Discrete II</td>
<td>General Elective or Minor</td>
</tr>
<tr>
<td>□General Elective or Minor</td>
<td>General Elective or Minor</td>
</tr>
<tr>
<td><strong>Semester Total</strong> 15</td>
<td><strong>Semester Total</strong> 15</td>
</tr>
<tr>
<td><strong>Total Credits</strong> 124</td>
<td></td>
</tr>
</tbody>
</table>

- Major Course
- □COSC 306
- □Biol 101
- □Phil 103
- □General Elective
- □Program Elective
# Major: Computer Science Math Minor

## LEVEL I (FIRST YEAR)

### FALL SEMESTER

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 101</td>
<td>English Composition</td>
<td>3</td>
</tr>
<tr>
<td>MATH 131</td>
<td>Col. Alg. Math/Scie</td>
<td>3</td>
</tr>
<tr>
<td>□HIST 205</td>
<td>African Am Hist I</td>
<td>3</td>
</tr>
<tr>
<td>ECON 103</td>
<td>Intro. Bus. &amp; Ent</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 102</td>
<td>Logic</td>
<td>3</td>
</tr>
<tr>
<td>ORIE 101</td>
<td>Freshman Seminar</td>
<td>1</td>
</tr>
<tr>
<td><strong>Semester Total</strong></td>
<td></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

### SPRING SEMESTER

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>*ENGL 102</td>
<td>English Composition II</td>
<td>3</td>
</tr>
<tr>
<td>□HIST 206</td>
<td>African Am Hist II</td>
<td>3</td>
</tr>
<tr>
<td>*PHSC 103</td>
<td>Tech &amp; Human Affairs</td>
<td>3</td>
</tr>
<tr>
<td>**SPCH 105</td>
<td>Speech Comm</td>
<td>3</td>
</tr>
<tr>
<td>□COSC 199</td>
<td>Intro to Programming</td>
<td>3</td>
</tr>
<tr>
<td><strong>Semester Total</strong></td>
<td></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

## LEVEL II (SOPHOMORE)

### FALL SEMESTER

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 201</td>
<td>Intro to Economics</td>
<td>3</td>
</tr>
<tr>
<td>IDIS 103</td>
<td>Visual Arts &amp; Theatre</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 101</td>
<td>Biological Science</td>
<td>4</td>
</tr>
<tr>
<td>WLIT 207</td>
<td>World Literature</td>
<td>3</td>
</tr>
<tr>
<td>COSC 220</td>
<td>Computer Science I</td>
<td>4</td>
</tr>
<tr>
<td><strong>Semester Total</strong></td>
<td></td>
<td><strong>17</strong></td>
</tr>
</tbody>
</table>

### SPRING SEMESTER

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>□COSC 221</td>
<td>Computer Science II</td>
<td>4</td>
</tr>
<tr>
<td>□COSC 314</td>
<td>Web Programming</td>
<td>3</td>
</tr>
<tr>
<td>□COSC 316</td>
<td>Assembly Lang</td>
<td>3</td>
</tr>
<tr>
<td>□MATH 132</td>
<td>Pre-Calculus</td>
<td>4</td>
</tr>
<tr>
<td>□MATH 301</td>
<td>Linear Algebra</td>
<td>3</td>
</tr>
<tr>
<td><strong>Semester Total</strong></td>
<td></td>
<td><strong>17</strong></td>
</tr>
</tbody>
</table>

## LEVEL III (JUNIOR)

### FALL SEMESTER

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COSC 302</td>
<td>Advanced Data Structure &amp; Files</td>
<td>3</td>
</tr>
<tr>
<td>COSC 339</td>
<td>Visual Basic</td>
<td>3</td>
</tr>
<tr>
<td>COSC 307</td>
<td>Artificial Intelligence</td>
<td>3</td>
</tr>
<tr>
<td>MATH 211</td>
<td>Discrete Math I</td>
<td>3</td>
</tr>
<tr>
<td>MATH 201</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td><strong>Semester Total</strong></td>
<td></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>□COSC 420</td>
<td>Special Topics</td>
<td>3</td>
</tr>
<tr>
<td>□COSC 306</td>
<td>Operating Systems</td>
<td>3</td>
</tr>
<tr>
<td>□COSC 312</td>
<td>Data Base</td>
<td>3</td>
</tr>
<tr>
<td>□MATH 212</td>
<td>Discrete Math II</td>
<td>3</td>
</tr>
<tr>
<td>□MATH 202</td>
<td>Calculus II</td>
<td>4</td>
</tr>
<tr>
<td><strong>Semester Total</strong></td>
<td></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

### SPRING SEMESTER

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>□COSC 310</td>
<td>System Programming</td>
<td>3</td>
</tr>
<tr>
<td>□COSC 409</td>
<td>Software Engineering</td>
<td>3</td>
</tr>
<tr>
<td>□COSC 417</td>
<td>CS Senior Seminar</td>
<td>3</td>
</tr>
<tr>
<td>□General Elective</td>
<td></td>
<td><strong>3</strong></td>
</tr>
<tr>
<td>□General Elective</td>
<td></td>
<td><strong>3</strong></td>
</tr>
<tr>
<td><strong>Semester Total</strong></td>
<td></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

## LEVEL IV (SENIOR)

### FALL SEMESTER

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>□COSC 310</td>
<td>System Programming</td>
<td>3</td>
</tr>
<tr>
<td>□COSC 409</td>
<td>Software Engineering</td>
<td>3</td>
</tr>
<tr>
<td>□COSC 417</td>
<td>CS Senior Seminar</td>
<td>3</td>
</tr>
<tr>
<td>□General Elective</td>
<td></td>
<td><strong>3</strong></td>
</tr>
<tr>
<td>□General Elective</td>
<td></td>
<td><strong>3</strong></td>
</tr>
<tr>
<td><strong>Semester Total</strong></td>
<td></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

### SPRING SEMESTER

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>□COSC 406</td>
<td>Data Communications</td>
<td>3</td>
</tr>
<tr>
<td>□COSC 412</td>
<td>Computer Graphics</td>
<td>3</td>
</tr>
<tr>
<td>□COSC 414</td>
<td>Advanced Web Prog.</td>
<td>3</td>
</tr>
<tr>
<td>□MATH 302</td>
<td>Numerical Methods</td>
<td>3</td>
</tr>
<tr>
<td>□General Elective</td>
<td></td>
<td><strong>3</strong></td>
</tr>
<tr>
<td><strong>Semester Total</strong></td>
<td></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

**TOTAL CREDITS**: 127

---

*General Education Requirement

**University Graduation Requirement

□Major Course

□Dr any 2 part 200 level History

□or any ENGL 200 level or above

□Biol 101 or 107 or CHEM 101 or PHSC 101 or PHSC 103

□PHIL 103 or PHIL 102

‡for IDIS 103 or any Foreign Language or ART 105 or MUSC 201 or DANC 226 or THEA 211

‡for any 3 credit Health course, or SPCH 202 or SPCH 204 or GEOG 102

□General Elective—any University course

□Program Elective—any non-required course within the discipline

**NOTE**: Please consult a program advisor to discuss course options.
# COLLEGE OF ARTS AND SCIENCES AND EDUCATION

## Major: English

<table>
<thead>
<tr>
<th>LEVEL I (FIRST YEAR)</th>
<th>LEVEL II (SOPHOMORE)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FALL SEMESTER</strong></td>
<td><strong>FALL SEMESTER</strong></td>
</tr>
<tr>
<td>ENGL 101</td>
<td>WLIT 207</td>
</tr>
<tr>
<td>English Composition</td>
<td>World Literature</td>
</tr>
<tr>
<td>MATH 110</td>
<td>ECON 103</td>
</tr>
<tr>
<td>College Algebra</td>
<td>Intro to Bus &amp; Ent Econ</td>
</tr>
<tr>
<td>PHIL 102</td>
<td>PHSC 103</td>
</tr>
<tr>
<td>Intro Philosophy</td>
<td>Tech and Human Affairs</td>
</tr>
<tr>
<td>HIST 203</td>
<td>ENGL 201</td>
</tr>
<tr>
<td>U.S. History I</td>
<td>Survey Brit or Am Lit I</td>
</tr>
<tr>
<td>SOCI 201</td>
<td>ENGL 208</td>
</tr>
<tr>
<td>Intro to Sociology</td>
<td>Critical Writing</td>
</tr>
<tr>
<td>ORIE 101</td>
<td></td>
</tr>
<tr>
<td>Freshman Seminar</td>
<td></td>
</tr>
<tr>
<td><strong>Semester Total</strong></td>
<td><strong>Semester Total</strong></td>
</tr>
<tr>
<td>16</td>
<td>15</td>
</tr>
</tbody>
</table>

| **SPRING SEMESTER**  | **SPRING SEMESTER**   |
| ENGL 102             | ENGL 202              |
| English Composition II| Survey Brit or Am Lit II|
| HIST 204             | IDIS 102              |
| U.S. History II      | Music & Dance         |
| BIOL 101             | ENGL                  |
| Biological Science   | Program Elective      |
| SPCH 105             | ENGL                  |
| Speech               | Program Elective      |
| MISY 150             | ENGL 210              |
| Technology Fluency   | Literature Genres     |
| **Semester Total**   |                       |
| 15                   | 15                    |

<table>
<thead>
<tr>
<th>LEVEL III (JUNIOR)</th>
<th>LEVEL IV (SENIOR)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FALL SEMESTER</strong></td>
<td><strong>FALL SEMESTER</strong></td>
</tr>
<tr>
<td>SPAN 101</td>
<td>SPAN 201</td>
</tr>
<tr>
<td>Intro to Spanish</td>
<td>Intermediate 1</td>
</tr>
<tr>
<td>ENGL 201</td>
<td>ENGL 495</td>
</tr>
<tr>
<td>Survey British or American Lit</td>
<td>Senior Seminar</td>
</tr>
<tr>
<td>ENGL 305</td>
<td></td>
</tr>
<tr>
<td>Advanced Expo Writing</td>
<td>General Elective</td>
</tr>
<tr>
<td>ENGL 353</td>
<td>General Elective</td>
</tr>
<tr>
<td>Shakespeare</td>
<td>General Elective</td>
</tr>
<tr>
<td>ENGL 335</td>
<td>General Elective</td>
</tr>
<tr>
<td>Black American Literature I</td>
<td></td>
</tr>
<tr>
<td><strong>Semester Total</strong></td>
<td><strong>Semester Total</strong></td>
</tr>
<tr>
<td>15</td>
<td>15</td>
</tr>
</tbody>
</table>

| **SPRING SEMESTER**  | **SPRING SEMESTER**   |
| SPAN 102             | SPAN 202              |
| Intro to Spanish II  | Intermediate 2        |
| ENGL 202             | ENGL 496              |
| Survey British or American Lit II | Sr. Colloq       |
| ENGL 302             | PHIL 3##               |
| Sociolinguistics     | Upper Level Philosophy|
| ENGL 335             | General Elective      |
| Black American Literature II | General Elective |
| ENGL Program Elective|                       |
| **Semester Total**   | **Semester Total**    |
| 15                   | 15                    |

**Total Credits: 127**

*General Education Requirement
**University Graduation Requirement

- Major Course
- Or any 2 part 200 level History
- Or any ENGL 200 level or above
- BIOL 101 or 107 or CHEM 101 or PHSC 101 or PHSC 103
- PHIL 103 or PHIL 102
- Or DIS 103 or any Foreign Language or ART 105 or MUSC 201 or DANC 226 or THEA 211
- Or any 3 credit Health course, or SPCH 202 or SPCH 204 or GEOG 102
- General Elective = any University course
- Program Elective = any non-required course within the discipline

NOTE: Please consult a program advisor to discuss course options.
## COLLEGE OF ARTS AND SCIENCES AND EDUCATION

### Major: English Literature Emphasis

#### LEVEL I (FIRST YEAR)

<table>
<thead>
<tr>
<th>FALL SEMESTER</th>
<th>SPRING SEMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ENGL 101</strong> English Composition</td>
<td><strong>ENGL 208</strong> Critical Writing</td>
</tr>
<tr>
<td><strong>MATH 125</strong> Math for Liberal Arts</td>
<td><strong>PSYC 201</strong> General Psychology</td>
</tr>
<tr>
<td><strong>HIST 205</strong> African American History I</td>
<td><strong>PHSC 103</strong> Technology &amp; Human Affairs</td>
</tr>
<tr>
<td><strong>PHIL 103</strong> Intro Philosophy</td>
<td><strong>ENGL 201</strong> Brit Lit Survey I</td>
</tr>
<tr>
<td><strong>SOCI 201</strong> Intro Sociology</td>
<td><strong>JRNLI 210</strong> Intro to News Writing</td>
</tr>
<tr>
<td><strong>ORIE 101</strong> Freshman Seminar</td>
<td>Semester Total 15</td>
</tr>
<tr>
<td><strong>Semester Total</strong> 16</td>
<td><strong>SPRING SEMESTER</strong></td>
</tr>
</tbody>
</table>

#### LEVEL II (SOPHOMORE)

<table>
<thead>
<tr>
<th>FALL SEMESTER</th>
<th>SPRING SEMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ENGL 102</strong> English Composition II</td>
<td><strong>ENGL 202</strong> Brit Lit Survey II</td>
</tr>
<tr>
<td><strong>HIST 206</strong> African American History II</td>
<td><strong>ENGL 302</strong> Sociolinguistics</td>
</tr>
<tr>
<td><strong>BIOL 101</strong> Biological Science</td>
<td><strong>ENGL 210</strong> Literary Genres</td>
</tr>
<tr>
<td><strong>SPCH 105</strong> Speech</td>
<td><strong>IDIS 102</strong> Music &amp; Dance</td>
</tr>
<tr>
<td><strong>MISY 150</strong> Tech Fluency</td>
<td><strong>WLIT 324</strong> Sacred Lit of the World</td>
</tr>
<tr>
<td><strong>Semester Total</strong> 15</td>
<td><strong>Semester Total</strong> 15</td>
</tr>
</tbody>
</table>

#### LEVEL III (JUNIOR)

<table>
<thead>
<tr>
<th>FALL SEMESTER</th>
<th>SPRING SEMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ENGL 305</strong> Advanced Expository Writing</td>
<td><strong>ENGL 495</strong> Senior Seminar</td>
</tr>
<tr>
<td><strong>ENGL 205</strong> American Literature Survey I</td>
<td><strong>SPAN</strong> Interm. Lang. 1st sem</td>
</tr>
<tr>
<td><strong>SPAN</strong> Beginning Language</td>
<td><strong>ENGL 3##</strong> Studies in Literature</td>
</tr>
<tr>
<td><strong>ENGL 353</strong> Shakespeare</td>
<td><strong>ENGL 3##</strong> Studies in Film</td>
</tr>
<tr>
<td><strong>ENGL 335</strong> Black American Literature</td>
<td><strong>WLIT 3##</strong> Studies in World Lit.</td>
</tr>
<tr>
<td><strong>Semester Total</strong> 15</td>
<td><strong>Semester Total</strong> 15</td>
</tr>
</tbody>
</table>

#### LEVEL IV (SENIOR)

<table>
<thead>
<tr>
<th>FALL SEMESTER</th>
<th>SPRING SEMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ENGL 306</strong> American Literature Survey II</td>
<td><strong>ENGL 496</strong> Senior Colloquium</td>
</tr>
<tr>
<td><strong>PHIL 303</strong> Contemporary Philosophical Though</td>
<td><strong>SPAN</strong> Interm. Lang. 2nd sem</td>
</tr>
<tr>
<td><strong>ENGL 336</strong> Black American Literature II</td>
<td><strong>ENGL 3##</strong> Genre Studies</td>
</tr>
<tr>
<td><strong>JRNLI 312</strong> Technology in Writing/Multimedia</td>
<td><strong>General Elective</strong></td>
</tr>
<tr>
<td><strong>Semester Total</strong> 15</td>
<td><strong>Semester Total</strong> 15</td>
</tr>
</tbody>
</table>

**TOTAL CREDITS** 122

*General Education Requirement

**University Graduation Requirement

- Major Course
- Or any 2 part 200 level History or any ENGL 200 level or above
- or 107 or CHEM 101 or PHSC 101 or PHSC 103
- or PHIL 102
- or PHIL 103
- or IDIS 103 or any Foreign Language or ART 105 or MUSC 201 or DANC 226 or THEA 211

- for any 3 credit Health course, or SPCH 202 or SPCH 204 or GEOG 102
  - any University course

- General Elective – any non-required course within the discipline

- Program Elective

Please consult a program advisor to discuss course options.
<table>
<thead>
<tr>
<th>LEVEL I (FIRST YEAR)</th>
<th></th>
<th>LEVEL II (SOPHOMORE)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FALL SEMESTER</strong></td>
<td></td>
<td><strong>FALL SEMESTER</strong></td>
<td></td>
</tr>
<tr>
<td>ENGL 101</td>
<td>3</td>
<td>WLIT 207</td>
<td>3</td>
</tr>
<tr>
<td>MATH 131</td>
<td>3</td>
<td>ANTH 207</td>
<td>3</td>
</tr>
<tr>
<td>HIST 201</td>
<td>3</td>
<td>CHEM 101</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 102</td>
<td>3</td>
<td>IDIS 102</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 201</td>
<td>3</td>
<td>Misy 150</td>
<td>3</td>
</tr>
<tr>
<td>ORIE 101</td>
<td>1</td>
<td><strong>Semester Total</strong></td>
<td>16</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SPRING SEMESTER</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 102</td>
<td>3</td>
<td>CHEM 102</td>
<td>4</td>
</tr>
<tr>
<td>HIST 202</td>
<td>3</td>
<td>BIoL 204</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 106</td>
<td>4</td>
<td>MATH 132</td>
<td>4</td>
</tr>
<tr>
<td>HEED 101</td>
<td>3</td>
<td>BIoL 308</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 104</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Semester Total</strong></td>
<td>15</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>LEVEL III (JUNIOR)</strong></td>
<td></td>
<td><strong>LEVEL IV (SENIOR)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>FALL SEMESTER</strong></td>
<td></td>
<td><strong>FALL SEMESTER</strong></td>
<td></td>
</tr>
<tr>
<td>CHEM 307</td>
<td>5</td>
<td>BIoL 403</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 301</td>
<td>4</td>
<td>BIoL 401</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 103</td>
<td>4</td>
<td>Program Elective</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>13</td>
<td><strong>Semester Total</strong></td>
<td>15</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SPRING SEMESTER</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHEM 308</td>
<td>5</td>
<td>BIoL 402</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 302</td>
<td>4</td>
<td>BIoL 404</td>
<td>1</td>
</tr>
<tr>
<td>Program Elective</td>
<td>3</td>
<td>CHEM 313</td>
<td>4</td>
</tr>
<tr>
<td>Program Elective</td>
<td>3</td>
<td>Program Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>15</td>
<td><strong>Semester Total</strong></td>
<td>15</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL CREDITS</td>
<td>123</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*General Education Requirement

**University Graduation Requirement

Major Course

- Or 2 part 200-level History or any ENGL 200-level or above
- or 107 or CHEM 101 or PHSC 101 or PHSC 103
- or BIOL 101 or PHIL 102
- or PHIL 103 for IDIS 103 or any Foreign Language or ART 105 or MUSC 201 or DANC 226 or THEA 211

†for any 3 credit Health course, or SPCH 202 or SPCH 204 or GEOG 102

‡any University course

General Elective

Program
### Major: General Science Chemistry Concentration

#### LEVEL I (FIRST YEAR)

**FALL SEMESTER**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 101</td>
<td>English Composition</td>
<td>3</td>
</tr>
<tr>
<td>MATH 131</td>
<td>Coll. Alg for Math &amp; Science</td>
<td>3</td>
</tr>
<tr>
<td>HIST 201</td>
<td>World History</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 102</td>
<td>Intro to Logic</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 201</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>ORIE 101</td>
<td>Freshman Seminar</td>
<td>1</td>
</tr>
</tbody>
</table>

**Semester Total** 16

**SPRING SEMESTER**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 102</td>
<td>English Composition II</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 106</td>
<td>Cell Biology</td>
<td>4</td>
</tr>
<tr>
<td>MATH 132</td>
<td>Pre-Calculus</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 101</td>
<td>General Chemistry</td>
<td>4</td>
</tr>
</tbody>
</table>

**Semester Total** 15

#### LEVEL II (SOPHOMORE)

**FALL SEMESTER**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>WLIT 207</td>
<td>World Literature</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 207</td>
<td>Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 102</td>
<td>General Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>IDIS 102</td>
<td>Music &amp; Dance</td>
<td>3</td>
</tr>
<tr>
<td>HIST 202</td>
<td>World History II</td>
<td>3</td>
</tr>
</tbody>
</table>

**Semester Total** 16

**SPRING SEMESTER**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 205</td>
<td>Quantitative Analysis</td>
<td>4</td>
</tr>
<tr>
<td>MATH 202</td>
<td>Calculus II</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 103</td>
<td>General Botany</td>
<td>4</td>
</tr>
<tr>
<td>HEED 101</td>
<td>Personal Health</td>
<td>3</td>
</tr>
</tbody>
</table>

**Semester Total** 15

#### LEVEL III (JUNIOR)

**FALL SEMESTER**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 307</td>
<td>Organic Chem I</td>
<td>5</td>
</tr>
<tr>
<td>MATH 202</td>
<td>Calculus II</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 407</td>
<td>Intro to Research</td>
<td>2</td>
</tr>
<tr>
<td>Program Elective</td>
<td></td>
<td>5</td>
</tr>
</tbody>
</table>

**Semester Total** 16

**SPRING SEMESTER**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 308</td>
<td>Organic Chemistry II</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 408</td>
<td>Independent Study</td>
<td>4</td>
</tr>
<tr>
<td>Program Elective</td>
<td></td>
<td>6</td>
</tr>
</tbody>
</table>

**Semester Total** 15

#### LEVEL IV (SENIOR)

**FALL SEMESTER**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 403</td>
<td>Seminar in Chemistry I</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 310</td>
<td>Instrumentation Analysis</td>
<td>4</td>
</tr>
<tr>
<td>NANO 400</td>
<td>Intro to Nanotech</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 303</td>
<td>Mech Part Dynamic</td>
<td>4</td>
</tr>
<tr>
<td>Program Elective</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

**Semester Total** 15

**SPRING SEMESTER**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 404</td>
<td>Seminar in Chem</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 313</td>
<td>Biochemistry Study</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 304</td>
<td>Heat &amp; Electricity</td>
<td>4</td>
</tr>
<tr>
<td>Program Elective</td>
<td></td>
<td>6</td>
</tr>
</tbody>
</table>

**Semester Total** 15

**TOTAL CREDITS** 123

---

*General Education Requirement

**University Graduation Requirement

Major Course

Or any 2 part 200 level History

or any ENGL 200

BIOL 101 level or above

PHIL 103 or 107 or CHEM 101 or PHSC 101 or PHSC 103

or PHIL 102

for IDIS 103 or any Foreign Language or ART 105 or MUSC 201 or DANC 226 or THEA 211

General Elective For any 3 credit Health course, or SPCH 202 or SPCH 204 or GEOG 102

Program – any University course

Elective – any non-required course within the discipline

NOTE: Please consult a program advisor to discuss course options.
<table>
<thead>
<tr>
<th>LEVEL I (FIRST YEAR)</th>
<th>LEVEL II (SOPHOMORE)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FALL SEMESTER</strong></td>
<td><strong>FALL SEMESTER</strong></td>
</tr>
<tr>
<td>ENGL 101</td>
<td>ENGL 305</td>
</tr>
<tr>
<td>MATH 125</td>
<td>BIOL 101</td>
</tr>
<tr>
<td>HIST 201</td>
<td>WLIT 207</td>
</tr>
<tr>
<td>FOLA 101</td>
<td>PHIL 102</td>
</tr>
<tr>
<td>ECON 201</td>
<td>GEOG 302</td>
</tr>
<tr>
<td>ORIE 101</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Semester Total</strong></td>
</tr>
<tr>
<td></td>
<td>16</td>
</tr>
<tr>
<td><strong>SPRING SEMESTER</strong></td>
<td><strong>SPRING SEMESTER</strong></td>
</tr>
<tr>
<td>ENGL 102</td>
<td>ENGL 305</td>
</tr>
<tr>
<td>HIST 202</td>
<td>BIOG 402</td>
</tr>
<tr>
<td>FOLA 102</td>
<td>PHIL 103</td>
</tr>
<tr>
<td>GEOG 102</td>
<td>FOL 201</td>
</tr>
<tr>
<td>MYSY 150</td>
<td>POSC 301</td>
</tr>
<tr>
<td></td>
<td><strong>Semester Total</strong></td>
</tr>
<tr>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LEVEL III (JUNIOR)</th>
<th>LEVEL IV (SENIOR)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FALL SEMESTER</strong></td>
<td><strong>FALL SEMESTER</strong></td>
</tr>
<tr>
<td>GLST 450</td>
<td>Program Elective</td>
</tr>
<tr>
<td>FOLA 301</td>
<td>Program Elective</td>
</tr>
<tr>
<td>Program Elective</td>
<td>Program Elective</td>
</tr>
<tr>
<td>General Elective</td>
<td>General Elective</td>
</tr>
<tr>
<td>General Elective</td>
<td>General Elective</td>
</tr>
<tr>
<td></td>
<td><strong>Semester Total</strong></td>
</tr>
<tr>
<td></td>
<td>15</td>
</tr>
<tr>
<td><strong>SPRING SEMESTER</strong></td>
<td><strong>SPRING SEMESTER</strong></td>
</tr>
<tr>
<td>GLST 451</td>
<td>Program Elective</td>
</tr>
<tr>
<td>FOLA 302</td>
<td>Program Elective</td>
</tr>
<tr>
<td>General Elective</td>
<td>Program Elective</td>
</tr>
<tr>
<td>General Elective</td>
<td>Program Elective</td>
</tr>
<tr>
<td>General Elective</td>
<td>Program Elective</td>
</tr>
<tr>
<td></td>
<td><strong>Semester Total</strong></td>
</tr>
<tr>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>

**TOTAL CREDITS** 122

*General Education Requirement
**University Graduation Requirement
Major Course
Or any 2 part 200 level History or any ENGL 200 level or above
or 107 or CHEM 101 or PHSC 101 or PHSC 103
BIOL 101 or PHIL 102
PHIL 103 or IDIS 103 or any Foreign Language or ART 105 or MUSC 201 or DANC 226 or THEA 211
For any 3 credit Health course, or SPCH 202 or SPCH 204 or GEOG 102
– any University course
General Elective – any non-required course within the discipline
Program Elective

NOTE: Please consult a program advisor to discuss course options.
<table>
<thead>
<tr>
<th>LEVEL I (FIRST YEAR)</th>
<th>LEVEL II (SOPHOMORE)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FALL SEMESTER</strong></td>
<td><strong>FALL SEMESTER</strong></td>
</tr>
<tr>
<td>ENGL 101</td>
<td>ENGL 102</td>
</tr>
<tr>
<td>English Composition</td>
<td>English Composition</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>MATH 125</td>
<td>MATH 125</td>
</tr>
<tr>
<td>Math for Liberal Arts</td>
<td>Math for Liberal Arts</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>HIST 201</td>
<td>HIST 202</td>
</tr>
<tr>
<td>World History I</td>
<td>World History II</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>FOLA 101</td>
<td>FOLA 102</td>
</tr>
<tr>
<td>Spanish or French I</td>
<td>Spanish of French II</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>IDIS 102</td>
<td>IDIS 102</td>
</tr>
<tr>
<td>Music &amp; Dance</td>
<td>Music &amp; Dance</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td><strong>Semester Total</strong></td>
<td><strong>Semester Total</strong></td>
</tr>
<tr>
<td>15</td>
<td>16</td>
</tr>
<tr>
<td><strong>SPRING SEMESTER</strong></td>
<td><strong>SPRING SEMESTER</strong></td>
</tr>
<tr>
<td>ENGL 102</td>
<td>ENGL 305</td>
</tr>
<tr>
<td>English Composition</td>
<td>Technical Writing</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>FOLA 102</td>
<td>FOLA 202</td>
</tr>
<tr>
<td>Spanish of French II</td>
<td>Spanish of French</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>HIST 202</td>
<td>HIST 402</td>
</tr>
<tr>
<td>World History II</td>
<td>Political Geography</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 102</td>
<td>GEOG 402</td>
</tr>
<tr>
<td>World Regional Geography</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Misy 150</td>
<td>Misy 150</td>
</tr>
<tr>
<td>Technology Fluency</td>
<td>Technology Fluency</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td><strong>Semester Total</strong></td>
<td><strong>Semester Total</strong></td>
</tr>
<tr>
<td>15</td>
<td>15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LEVEL III (JUNIOR)</th>
<th>LEVEL IV (SENIOR)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FALL SEMESTER</strong></td>
<td><strong>FALL SEMESTER</strong></td>
</tr>
<tr>
<td>FOLA 301</td>
<td>GLST 450</td>
</tr>
<tr>
<td>Spanish or French</td>
<td>Seminar</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>HIST 300</td>
<td>Program Elective</td>
</tr>
<tr>
<td>Meth of Historical Research</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>HIST 407</td>
<td>Program Elective</td>
</tr>
<tr>
<td>US Foreign Policy</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 302</td>
<td>Program Elective</td>
</tr>
<tr>
<td>Economic Geography</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Program Elective</td>
<td>General Elective</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td><strong>Semester Total</strong></td>
<td><strong>Semester Total</strong></td>
</tr>
<tr>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td><strong>SPRING SEMESTER</strong></td>
<td><strong>SPRING SEMESTER</strong></td>
</tr>
<tr>
<td>SPAN 302</td>
<td>GLST 451</td>
</tr>
<tr>
<td>Spanish</td>
<td>Seminar in Global Studies</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Program Elective</td>
<td>Program Elective</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Program Elective</td>
<td>Program Elective</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Program Elective</td>
<td>General Elective</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Program Elective</td>
<td>General Elective</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td><strong>Semester Total</strong></td>
<td><strong>Semester Total</strong></td>
</tr>
<tr>
<td>15</td>
<td>15</td>
</tr>
</tbody>
</table>

**Total Credits**: 122

*General Education Requirement
**University Graduation Requirement
□ Major Course
□ Or any 2 part 200 level History or any ENGL 200 level or above
□ or 107 or CHEM 101 or PHSC 101 or PHSC 103
□ BIOL 101 or PHIL 102
□ PHIL 103 for IDIS 103 or any Foreign Language or ART 105 or MUSC 201 or DANC 226 or THEA 211
□ for any 3 credit Health course, or SPCH 202 or SPCH 204 or GEOG 102
□ any University course
□ General Elective — any non-required course within the discipline
□ Program Elective

NOTE: Please consult a program advisor to discuss course options
# Major: Global Studies Skills Tracks

## LEVEL I (FIRST YEAR)

### FALL SEMESTER

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 101</td>
<td>English Composition</td>
<td>3</td>
</tr>
<tr>
<td>MATH 125</td>
<td>Math for Liberal Arts</td>
<td>3</td>
</tr>
<tr>
<td>HIST 201</td>
<td>World History I</td>
<td>3</td>
</tr>
<tr>
<td>FOLA 101</td>
<td>Spanish or French I</td>
<td>3</td>
</tr>
<tr>
<td>IDIS 102</td>
<td>Music &amp; Dance</td>
<td>3</td>
</tr>
</tbody>
</table>

**Semester Total:** 15

### SPRING SEMESTER

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 102</td>
<td>English Composition II</td>
<td>3</td>
</tr>
<tr>
<td>FOLA 102</td>
<td>Spanish or French II</td>
<td>3</td>
</tr>
<tr>
<td>HIST 202</td>
<td>World History II</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 102</td>
<td>World Reg. Geog</td>
<td>3</td>
</tr>
<tr>
<td>MISY 150</td>
<td>Tech Fluency</td>
<td>3</td>
</tr>
</tbody>
</table>

**Semester Total:** 15

## LEVEL II (SOPHOMORE)

### FALL SEMESTER

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL 102</td>
<td>Intro to Logic</td>
<td>3</td>
</tr>
<tr>
<td>POSC 301</td>
<td>US Governments</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 101</td>
<td>Biological Science</td>
<td>4</td>
</tr>
<tr>
<td>WLIT 207</td>
<td>World Literature</td>
<td>3</td>
</tr>
<tr>
<td>FOLA 201</td>
<td>Spanish or French</td>
<td>3</td>
</tr>
</tbody>
</table>

**Semester Total:** 16

### SPRING SEMESTER

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 305</td>
<td>Technical Writing</td>
<td>3</td>
</tr>
<tr>
<td>FOLA 202</td>
<td>Spanish or French</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 402</td>
<td>Political Geography</td>
<td>3</td>
</tr>
<tr>
<td>PHSC 103</td>
<td>Tech and Human Affairs</td>
<td>3</td>
</tr>
<tr>
<td>ECON 201</td>
<td>Intro to Economics</td>
<td>3</td>
</tr>
</tbody>
</table>

**Semester Total:** 15

## LEVEL III (JUNIOR)

### FALL SEMESTER

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FOLA 301</td>
<td>Spanish or French</td>
<td>3</td>
</tr>
<tr>
<td>HIST 300</td>
<td>Meth of Historical Research</td>
<td>3</td>
</tr>
<tr>
<td>HIST 407</td>
<td>US Foreign Policy</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 302</td>
<td>Economic Geography</td>
<td>3</td>
</tr>
<tr>
<td>Program Elective</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

**Semester Total:** 15

### SPRING SEMESTER

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN 302</td>
<td>Spanish</td>
<td>3</td>
</tr>
<tr>
<td>Program Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Program Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Program Elective</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

**Semester Total:** 15

## LEVEL IV (SENIOR)

### FALL SEMESTER

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GLST 450</td>
<td>Seminar</td>
<td>3</td>
</tr>
<tr>
<td>Program Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Program Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Program Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>General Elective</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

**Semester Total:** 15

### SPRING SEMESTER

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GLST 451</td>
<td>Seminar in Global Studies</td>
<td>3</td>
</tr>
<tr>
<td>Program Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Program Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>General Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>General Elective</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

**Semester Total:** 15

**TOTAL CREDITS:** 122

---

*General Education Requirement

**University Graduation Requirement

Major Course

- Or any 2 part 200 level History or any ENGL 200 level or above
- or 107 or CHEM 101 or PHSC 101 or PHSC 103
- BIOL 101 or PHIL 102
- PHIL 103 for IDIS 103 or any Foreign Language or ART 105 or MUSC 201 or DANC 226 or THEA 211
- for any 3 credit Health course, or SPCH 202 or SPCH 204 or GEOG 102
- – any University course

General Elective – any non-required course within the discipline

Program Elective

Note: Please consult a program advisor to discuss course options.
<table>
<thead>
<tr>
<th>LEVEL I (FIRST YEAR)</th>
<th>LEVEL II (SOPHOMORE)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FALL SEMESTER</strong></td>
<td><strong>FALL SEMESTER</strong></td>
</tr>
<tr>
<td>ENGL 101</td>
<td>PHIL 102</td>
</tr>
<tr>
<td>English Composition</td>
<td>Intro to Logic</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>MATH 125</td>
<td>POSC 301</td>
</tr>
<tr>
<td>Math for Liberal Arts</td>
<td>U.S. Government</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>HIST 205</td>
<td>BIOL 107</td>
</tr>
<tr>
<td>AA History I</td>
<td>Biological Science</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>WLT 207</td>
<td>IDIS 101</td>
</tr>
<tr>
<td>World Literature</td>
<td>Visual Arts &amp; Theatre</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 207</td>
<td>SPCH 105</td>
</tr>
<tr>
<td>Cultural Anthropology</td>
<td>Speech</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>ORIE 101</td>
<td></td>
</tr>
<tr>
<td>Freshman Seminar</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>Semester Total</strong></td>
<td><strong>Semester Total</strong></td>
</tr>
<tr>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td><strong>SPRING SEMESTER</strong></td>
<td><strong>SPRING SEMESTER</strong></td>
</tr>
<tr>
<td>ENGL 102</td>
<td>HIST 201</td>
</tr>
<tr>
<td>English Composition II</td>
<td>World History I</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>HIST 206</td>
<td>HIST 300</td>
</tr>
<tr>
<td>AA History II</td>
<td>METH of HIST RES</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>PHSC 101</td>
<td>GEOG 405</td>
</tr>
<tr>
<td>Physical Science</td>
<td>African Geography</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 102</td>
<td>HIST 207</td>
</tr>
<tr>
<td>World Regional Geography</td>
<td>Introduction to Africa</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>MISH 150</td>
<td>Program Elective</td>
</tr>
<tr>
<td>Tech Fluency</td>
<td>3</td>
</tr>
<tr>
<td><strong>Semester Total</strong></td>
<td><strong>Semester Total</strong></td>
</tr>
<tr>
<td>15</td>
<td>15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LEVEL III (JUNIOR)</th>
<th>LEVEL IV (SENIOR)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FALL SEMESTER</strong></td>
<td><strong>FALL SEMESTER</strong></td>
</tr>
<tr>
<td>HIST 313</td>
<td>HIST 350</td>
</tr>
<tr>
<td>History of Ancient Africa</td>
<td>AA Intellectual History</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>HIST 407</td>
<td>HIST 436</td>
</tr>
<tr>
<td>U.S. Foreign Policy</td>
<td>History of South Africa</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>HIST 410</td>
<td>HIST 438</td>
</tr>
<tr>
<td>Europe I</td>
<td>History of East Africa</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>HIST 430</td>
<td>HIST 432</td>
</tr>
<tr>
<td>History of West Africa</td>
<td>History of Central Africa</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>HIST 202</td>
<td>GEOG XXX</td>
</tr>
<tr>
<td>World History II</td>
<td>Advised Geography Elective</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td><strong>Semester Total</strong></td>
<td><strong>Semester Total</strong></td>
</tr>
<tr>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td><strong>SPRING SEMESTER</strong></td>
<td><strong>SPRING SEMESTER</strong></td>
</tr>
<tr>
<td>HIST 315</td>
<td>HIST 440</td>
</tr>
<tr>
<td>Modern Africa</td>
<td>Seminar in African History</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>HIST 354</td>
<td>HIST 442</td>
</tr>
<tr>
<td>Modern Civil Rights Movement</td>
<td>Special Topics in African History</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>HIST 405</td>
<td>General Elective</td>
</tr>
<tr>
<td>History of Latin America</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>HIST 411</td>
<td>General Elective</td>
</tr>
<tr>
<td>Europe II</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td><strong>Semester Total</strong></td>
<td><strong>Semester Total</strong></td>
</tr>
<tr>
<td>15</td>
<td>15</td>
</tr>
</tbody>
</table>

**TOTAL CREDITS** 122

*General Education Requirement
**University Graduation Requirement

- Major Course
- Or any 2 part 200 level History or any ENGL 200 level or above
- or 107 or CHEM 101 or PHSC 101 or PHSC 103
- PHIL 101 or PHIL
- PHIL 103 or any 102

†or IDIS 103 or any Foreign Language or ART 105 or MUSC 201 or DANC 226 or THEA 211
‡for any 3 credit Health course, or SPCH 202 or SPCH 204 or GEOG 102

General Elective — any University course
Program Elective — any non-required course within the discipline
NOTE: Please consult a program advisor to discuss course options.
## Major: History United States History Concentration

### LEVEL I (FIRST YEAR)

#### FALL SEMESTER
- **ENGL 101** English Composition 3
- **MATH 125** Math for Liberal Arts 3
- **IDIS 102** Music & Dance 3
- **HIST 201** World History I 3
- **SOCI 201** Intro to Sociology 3
- **ORIE 101** Freshman Seminar 1

**Semester Total:** 16

#### SPRING SEMESTER
- **ENGL 102** English Composition II 3
- **HIST 202** World History II 3
- **BIOL 101** Biological Science 4
- **GEOG 102** World Regional Geography 3
- **MISY 150** Tech Fluency 3

**Semester Total:** 16

**TOTAL CREDITS:** 16

### LEVEL II (SOPHOMORE)

#### FALL SEMESTER
- **HIST 300** METH of Hist Research 3

**Semester Total:** 15

#### SPRING SEMESTER
- **HIST 304** Prob in Amer History I 3
- **HIST 302** U. S. Constitution 3
- **HIST 301** History of Maryland 3
- **Program Elective** 3

**Semester Total:** 15

**TOTAL CREDITS:** 15

### LEVEL III (JUNIOR)

#### FALL SEMESTER
- **HIST 204** U.S. History II 3
- **HIST 305** Problems in American History I 3
- **HIST 407** U. S. Foreign Policy 3
- **HIST 354** Modern Civil Rights Movement 3
- **HIST 315** Modern Africa 3

**Semester Total:** 15

#### SPRING SEMESTER
- **GEOG 302** North America 3
- **HIST 428** History of Women in U.S. 3
- **HIST 442** Special Topics in U.S. History 3
- **Program Elective** 3
- **Program Elective** 3

**Semester Total:** 15

**TOTAL CREDITS:** 15

### LEVEL IV (SENIOR)

#### FALL SEMESTER
- **HIST 393** Civil War & Reconstruction 3
- **HIST 318** AA in American Cities 3
- **HIST 319** Urban America since 1870 3
- **Program Elective** 3
- **Program Elective** 3

**Semester Total:** 15

#### SPRING SEMESTER
- **HIST 422** Seminar in U.S. Hist 3
- **HIST 424** History Internship 3
- **General Elective** 3
- **General Elective** 3
- **General Elective** 3

**Semester Total:** 15

**TOTAL CREDITS:** 15

**Note:** Please consult a program advisor to discuss course options.

---

*General Education Requirement

**University Graduation Requirement

**Major Course

Or any 2 part 200 level History or any ENGL 200 level or above

Or 107 or CHEM 101 or PHSC 101 or PHSC 103

Or BIOL 101 or PHIL 102

PHIL 103 for IDIS 103 or any Foreign Language or ART 105 or MUSC 201 or DANC 226 or THEA 211

For any 3 credit Health course, or SPCH 202 or SPCH 204 or GEOG 102

– any University course

General Elective – any non-required course within the discipline

Program Elective
## Major: History – African American Concentration

### LEVEL I (FIRST YEAR)

<table>
<thead>
<tr>
<th>FALL SEMESTER</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 101</td>
<td>English Composition</td>
</tr>
<tr>
<td>MATH 125</td>
<td>Math for Liberal Arts</td>
</tr>
<tr>
<td>HIST 201</td>
<td>World History I</td>
</tr>
<tr>
<td>IDIS 102</td>
<td>Music &amp; Dance</td>
</tr>
<tr>
<td>SOCI 201</td>
<td>Intro to Sociology</td>
</tr>
<tr>
<td>ORIE 101</td>
<td>Freshman Seminar</td>
</tr>
<tr>
<td><strong>Semester Total</strong></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

### SPRING SEMESTER

| ENGL 102 | English Composition II | 3 |
| HIST 202 | World History II | 3 |
| PHSC 103 | Tech and Human Affairs | 3 |
| GEOG 102 | World Regional Geography | 3 |
| Misy 150 | Tech Fluency | 3 |
| **Semester Total** | **15** |

### LEVEL II (SOPHOMORE)

<table>
<thead>
<tr>
<th>FALL SEMESTER</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL 102</td>
<td>Logic</td>
</tr>
<tr>
<td>POSC 301</td>
<td>U. S. Government</td>
</tr>
<tr>
<td>B101</td>
<td>Biological Science</td>
</tr>
<tr>
<td>W107</td>
<td>World Literature</td>
</tr>
<tr>
<td>HIST 205</td>
<td>African American History I</td>
</tr>
<tr>
<td><strong>Semester Total</strong></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

### SPRING SEMESTER

| HIST 206 | African American History II | 3 |
| HIST 300 | Meth of History Research | 3 |
| HIST 207 | Intro to African History | 3 |
| HIST 301 | History of Maryland | 3 |
| GEOG 101 | Elements of Geography | 3 |
| **Semester Total** | **15** |

### LEVEL III (JUNIOR)

<table>
<thead>
<tr>
<th>FALL SEMESTER</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 304</td>
<td>Problems in American History I</td>
</tr>
<tr>
<td>HIST 407</td>
<td>U.S. Foreign Policy</td>
</tr>
<tr>
<td>HIST 354</td>
<td>Modern Civil Rights Movement</td>
</tr>
<tr>
<td>HIST 315</td>
<td>Modern Africa</td>
</tr>
<tr>
<td>HIST 460</td>
<td>History of West Africa</td>
</tr>
<tr>
<td><strong>Semester Total</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

### SPRING SEMESTER

| GEOG 302 | Northern American History | 3 |
| HIST 348 | History of African American Women | 3 |
| HIST 442 | Special Topics in African Amer. Hist. | 3 |
| HIST 305 | Problems in American History | 3 |
| **Program Elective** | **3** |
| **Semester Total** | **15** |

### LEVEL IV (SENIOR)

<table>
<thead>
<tr>
<th>FALL SEMESTER</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 393</td>
<td>Civil War &amp; Reconstruction</td>
</tr>
<tr>
<td>HIST 318</td>
<td>A A in American Cities</td>
</tr>
<tr>
<td>HIST 319</td>
<td>Urban America</td>
</tr>
<tr>
<td>HIST 350</td>
<td>AA Intellectual History</td>
</tr>
<tr>
<td><strong>Program Elective</strong></td>
<td><strong>3</strong></td>
</tr>
<tr>
<td><strong>Program Elective</strong></td>
<td><strong>3</strong></td>
</tr>
<tr>
<td>Program Elective</td>
<td><strong>3</strong></td>
</tr>
<tr>
<td><strong>Program Elective</strong></td>
<td><strong>3</strong></td>
</tr>
<tr>
<td><strong>Semester Total</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

**TOTAL CREDITS** | **119**

---

*General Education Requirement

**University Graduation Requirement

Major Course

- Or any 2 part 200 level History
- or any ENGL 200 level or above

BIOL 101 or 107 or CHEM 101 or PHSC 101 or PHSC 103

PHIL 103 or PHIL 102

- for IDIS 103 or any Foreign Language or ART 105 or MUSC 201 or DANC 226 or THEA 211
- for any 3 credit Health course, or SPCH 202 or SPCH 204 or GEOG 102

General Elective—any University course

Program Elective—any non-required course within the discipline

**NOTE:** Please consult a program advisor to discuss course options
## COLLEGE OF ARTS AND SCIENCES AND EDUCATION

### Major: Mathematics

#### LEVEL I (FIRST YEAR)

**FALL SEMESTER**
- ENGL 101 English Composition 3
- MATH 131 Col. Alg. Math/Scie 3
- HIST 205 African Am Hist I 3
- ECON 103 Intro. Bus. & Ent 3
- PHIL 102 Logic 3
- ORIE 101 Freshman Seminar 1

**SPRING SEMESTER**
- ENGL 102 English Composition II 3
- HIST 206 African Am Hist ll 3
- PHSC 103 Tech & Human Affairs 3
- SPCH 105 Speech Comm 3
- MATH 132 Pre-Calculus 4

**Semester Total**: 16

#### LEVEL II (SOPHOMORE)

**FALL SEMESTER**
- ECON 201 Intro to Economics 3
- IDIS 103 Visual Arts & Theatre 3
- BIOL 101 Biological Science 4
- WLIT 207 World Literature 3
- MATH 201 Calculus I 4

**SPRING SEMESTER**
- MATH 202 Calculus II 4
- MATH 250 Lang of Math 3
- MATH 301 Linear Algebra 3
- COSC 199 Intro to Programming 3

**Semester Total**: 17

#### LEVEL III (JUNIOR)

**FALL SEMESTER**
- MATH 309 Calculus III 4
- MATH 211 Discrete I 3
- COSC 220 Computer Science I 4
- General Elective or Minor 3
- General Elective 1

**SPRING SEMESTER**
- MATH 302 Numerical Methods 3
- MATH 405 Diff Equations 3
- COSC 221 Computer Science II 4
- General Elective or Minor 3
- General Elective 3

**Semester Total**: 16

#### LEVEL IV (SENIOR)

**FALL SEMESTER**
- MATH 310 Algebraic Structures 3
- MATH 303 Mathematical Stat 4
- MATH 307 Euclid non Euclid Geo 3
- General Elective or Minor 3
- General Elective or Minor 3

**SPRING SEMESTER**
- MATH 405 Real Analysis 3
- MATH 405 Senior Seminar 3
- General Elective 3
- General Elective 3
- General Elective 3

**Semester Total**: 16

**TOTAL CREDITS**: 127

*General   Education Requirement
**University Graduation Requirement

- Major Course
  - or any 2 part 200 level History or any ENGL 200 level or above
  - or 107 or CHEM 101 or PHSC 101 or PHSC 103
  - BIOL 101 or PHIL 102
  - PHIL 103 for IDS 103 or any Foreign Language or ART 105 or MUSC 201 or DANC 226 or THEA 211
  - for any 3 credit Health course, or SPCH 202 or SPCH 204 or GEOG 102
  - any University course

- General Elective - any non-required course within the discipline
- Program Elective

NOTE: Please consult a program advisor to discuss course options.
### COLLEGE OF ARTS AND SCIENCES AND EDUCATION

**Major: Mathematics – Computer Science Minor**

#### LEVEL I (FIRST YEAR)

<table>
<thead>
<tr>
<th>FALL SEMESTER</th>
<th>ENGL 101</th>
<th>English Composition</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 131</td>
<td>Col. Alg. Math/Scie</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HIST 205</td>
<td>African Am Hist I</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ECON 103</td>
<td>Intro. Bus. &amp; Ent</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PHIL 102</td>
<td>Logic</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ORIE 101</td>
<td>Freshman Seminar</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>Semester Total</strong></td>
<td><strong>16</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SPRING SEMESTER</th>
<th>ENGL 102</th>
<th>English Composition II</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 206</td>
<td>African Am Hist II</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PHSC 103</td>
<td>Tech &amp; Human Affairs</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SPCH 105</td>
<td>Speech Comm</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MATH 132</td>
<td>Pre-Calculus</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Semester Total</strong></td>
<td><strong>16</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### LEVEL II (SOPHOMORE)

<table>
<thead>
<tr>
<th>FALL SEMESTER</th>
<th>ECON 201</th>
<th>Intro to Economics</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>IDIS 103</td>
<td>Visual Arts &amp; Theatre</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BIOL 101</td>
<td>Biological Science</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>WLIT 207</td>
<td>World Literature</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MATH 201</td>
<td>Calculus I</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Semester Total</strong></td>
<td><strong>17</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SPRING SEMESTER</th>
<th>MATH 202</th>
<th>Calculus II</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 250</td>
<td>Lang of Math</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MATH 301</td>
<td>Linear Algebra</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>COSC 199</td>
<td>Intro to Programming</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>General Elective</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Semester Total</strong></td>
<td><strong>16</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### LEVEL III (JUNIOR)

<table>
<thead>
<tr>
<th>FALL SEMESTER</th>
<th>MATH 309</th>
<th>Calculus III</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 211</td>
<td>Discrete I</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>COSC 220</td>
<td>Computer Science I</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>PHYS 303</td>
<td>Mech &amp; Part Dynamic</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Semester Total</strong></td>
<td><strong>15</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SPRING SEMESTER</th>
<th>MATH 302</th>
<th>Numerical Methods</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 405</td>
<td>Diff Equations</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>COSC 221</td>
<td>Computer Science II</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>COSC 314</td>
<td>Web Programming</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PHYS 304</td>
<td>Heat and Electric Magnetism</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Semester Total</strong></td>
<td><strong>17</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### LEVEL IV (SENIOR)

<table>
<thead>
<tr>
<th>FALL SEMESTER</th>
<th>MATH 310</th>
<th>Algebraic Structures</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 303</td>
<td>Mathematical Stat</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>MATH 307</td>
<td>Euclid non Euclid Geo</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>COSC 302</td>
<td>Adv Data Struc &amp; Files</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>General Elective</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Semester Total</strong></td>
<td><strong>15</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SPRING SEMESTER</th>
<th>MATH 405</th>
<th>Real Analysis</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 405</td>
<td>Senior Seminar</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>COSC 306</td>
<td>Operating Systems</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>COSC 312</td>
<td>Data Base</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>General Elective</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Semester Total</strong></td>
<td><strong>15</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL CREDITS 127**

---

*General Education Requirement
**University Graduation Requirement

Major Course
- or any 2 part 200-level History or any ENGL 200-level or above
- or 107 or CHEM 101 or PHSC 101 or PHSC 103
- BIOL 101 or PHIL 102

PHIL 103  †or IDIS 103 or any Foreign Language or ART 105 or MUSC 201 or DANC 226 or THEA 211

‡or any 3 credit Health course, or SPCH 202 or SPCH 204 or GEOG 102
- any University course
- General Elective – any non-required course within the discipline
- Program Elective

NOTE: Please consult a program advisor to discuss course options.
<table>
<thead>
<tr>
<th>LEVEL I (FIRST YEAR)</th>
<th>LEVEL II (SOPHOMORE)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FALL SEMESTER</strong></td>
<td><strong>FALL SEMESTER</strong></td>
</tr>
<tr>
<td>ENGL 101</td>
<td>PHIL 103</td>
</tr>
<tr>
<td>English Composition I</td>
<td>Intro to Philosophy</td>
</tr>
<tr>
<td>MATH 125</td>
<td>SOCI 201</td>
</tr>
<tr>
<td>MATH for Liberal Arts</td>
<td>Intro to Sociology</td>
</tr>
<tr>
<td>HIST 205</td>
<td>BIOL 107</td>
</tr>
<tr>
<td>AA History I</td>
<td>Biological Science</td>
</tr>
<tr>
<td>SPCH XXX</td>
<td>WLI 207</td>
</tr>
<tr>
<td>Speech GER</td>
<td>World Literature</td>
</tr>
<tr>
<td>ECON 103</td>
<td>ART XXX</td>
</tr>
<tr>
<td>Business &amp; Entrepren.</td>
<td>Studio Option I</td>
</tr>
<tr>
<td>ORIE 101</td>
<td></td>
</tr>
<tr>
<td>Freshman Seminar</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Semester Total</strong></td>
</tr>
<tr>
<td><strong>Spring Semester</strong></td>
<td>16</td>
</tr>
<tr>
<td>ENGL 102</td>
<td>IDIS 102</td>
</tr>
<tr>
<td>English Composition II</td>
<td>Music &amp; Dance</td>
</tr>
<tr>
<td>HIST 206</td>
<td>ECON 212</td>
</tr>
<tr>
<td>AA History II</td>
<td>Micro-Economics</td>
</tr>
<tr>
<td>PHSC 103</td>
<td>ART xxx</td>
</tr>
<tr>
<td>Tech &amp; Human Affairs</td>
<td>Studio Option 2</td>
</tr>
<tr>
<td>IDIS 270</td>
<td>General Elective</td>
</tr>
<tr>
<td>Exposure/Urban Arts</td>
<td>3</td>
</tr>
<tr>
<td>Misy 150</td>
<td>General Elective</td>
</tr>
<tr>
<td>Computer Literacy</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Semester Total</strong></td>
</tr>
<tr>
<td><strong>LEVEL III (JUNIOR)</strong></td>
<td>15</td>
</tr>
<tr>
<td><strong>FALL SEMESTER</strong></td>
<td><strong>FALL SEMESTER</strong></td>
</tr>
<tr>
<td>MNSC 300</td>
<td>IDIS 300</td>
</tr>
<tr>
<td>Human. Rel. &amp; Org. Beh</td>
<td>Fundraising for Arts</td>
</tr>
<tr>
<td>THEA 302</td>
<td>SOCI 406</td>
</tr>
<tr>
<td>Stagecraft I</td>
<td>Sociology of the City</td>
</tr>
<tr>
<td>ART xxx</td>
<td>ART 312</td>
</tr>
<tr>
<td>Studio Option 3</td>
<td>Museum &amp; Coll. Mgmt.</td>
</tr>
<tr>
<td>General Elective</td>
<td>3</td>
</tr>
<tr>
<td>General Elective</td>
<td>General Elective</td>
</tr>
<tr>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Semester Total</strong></td>
</tr>
<tr>
<td><strong>Spring Semester</strong></td>
<td>15</td>
</tr>
<tr>
<td>JRNL 314</td>
<td>IDIS 470</td>
</tr>
<tr>
<td>Technical Writing</td>
<td>Senior Seminar/UA</td>
</tr>
<tr>
<td>MKTG 310</td>
<td>ART</td>
</tr>
<tr>
<td>Mktg. for Managers</td>
<td>Internship</td>
</tr>
<tr>
<td>General Elective</td>
<td>3</td>
</tr>
<tr>
<td>General Elective</td>
<td>General Elective</td>
</tr>
<tr>
<td>General Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Semester Total</strong></td>
</tr>
<tr>
<td><strong>LEVEL IV (SENIOR)</strong></td>
<td>15</td>
</tr>
<tr>
<td><strong>FALL SEMESTER</strong></td>
<td><strong>Spring Semester</strong></td>
</tr>
<tr>
<td>IDIS 300</td>
<td>IDIS 300</td>
</tr>
<tr>
<td>Fundraising for Arts</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 406</td>
<td>IDIS 300</td>
</tr>
<tr>
<td>Sociology of the City</td>
<td>Senior Seminar/UA</td>
</tr>
<tr>
<td>ART 312</td>
<td>ART</td>
</tr>
<tr>
<td>Museum &amp; Coll. Mgmt.</td>
<td>Internship</td>
</tr>
<tr>
<td>General Elective</td>
<td>3</td>
</tr>
<tr>
<td>General Elective</td>
<td>General Elective</td>
</tr>
<tr>
<td>General Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Semester Total</strong></td>
</tr>
<tr>
<td><strong>Spring Semester</strong></td>
<td>15</td>
</tr>
<tr>
<td>Idis 470</td>
<td><strong>Total Credits</strong></td>
</tr>
<tr>
<td>Senior Seminar/UA</td>
<td>122</td>
</tr>
<tr>
<td>ART</td>
<td></td>
</tr>
<tr>
<td>Internship</td>
<td></td>
</tr>
<tr>
<td>General Elective</td>
<td></td>
</tr>
<tr>
<td>General Elective</td>
<td></td>
</tr>
<tr>
<td>General Elective</td>
<td></td>
</tr>
</tbody>
</table>

- Major Course
- Program Elective
- BIOL 101
- PHIL 103
<table>
<thead>
<tr>
<th>Major: Urban Arts - Visual Arts Concentration</th>
</tr>
</thead>
</table>

### LEVEL I (FIRST YEAR)

**FALL SEMESTER**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 101</td>
<td>English Composition I</td>
<td>3</td>
</tr>
<tr>
<td>MATH 125</td>
<td>Math GER</td>
<td>3</td>
</tr>
<tr>
<td>HIST 203</td>
<td>History GER</td>
<td>3</td>
</tr>
<tr>
<td>IDIS 103</td>
<td>Visual Arts &amp; Theatre</td>
<td>3</td>
</tr>
<tr>
<td>ECON 103</td>
<td>Business &amp; Entrepren.</td>
<td>3</td>
</tr>
<tr>
<td>ORIE 101</td>
<td>Freshman Seminar</td>
<td>1</td>
</tr>
</tbody>
</table>

**SPRING SEMESTER**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 102</td>
<td>English Composition II</td>
<td>3</td>
</tr>
<tr>
<td>HIST 204</td>
<td>World History II</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 107</td>
<td>Natural Science GER</td>
<td>3</td>
</tr>
<tr>
<td>SPCH 105</td>
<td>Speech</td>
<td>3</td>
</tr>
<tr>
<td>MISY 150</td>
<td>Tech Fluency</td>
<td>3</td>
</tr>
</tbody>
</table>

**Semester Total** 16

### LEVEL II (SOPHOMORE)

**FALL SEMESTER**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL 103</td>
<td>Intro to Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 201</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>WLIT 207</td>
<td>World Literature</td>
<td>3</td>
</tr>
<tr>
<td>IDIS 270</td>
<td>Visual Arts &amp; Theatre</td>
<td>3</td>
</tr>
<tr>
<td>PHSC 101</td>
<td>Physical Science</td>
<td>4</td>
</tr>
</tbody>
</table>

**SPRING SEMESTER**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 105</td>
<td>Intro to Ceramics</td>
<td>3</td>
</tr>
<tr>
<td>ART 208</td>
<td>Basic Drawing</td>
<td>3</td>
</tr>
<tr>
<td>ART 210</td>
<td>Life Drawing</td>
<td>3</td>
</tr>
<tr>
<td>SPCH 205</td>
<td>Inter-cultural Comm.</td>
<td>3</td>
</tr>
<tr>
<td>ART 103</td>
<td>Basic Design-2D</td>
<td>3</td>
</tr>
</tbody>
</table>

**Semester Total** 15

### LEVEL III (JUNIOR)

**FALL SEMESTER**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 312</td>
<td>Museum/Coll/Mgmt.</td>
<td>3</td>
</tr>
<tr>
<td>ART 409</td>
<td>Art History Survey</td>
<td>3</td>
</tr>
<tr>
<td>ART XXX</td>
<td>Art Studio Option</td>
<td>3</td>
</tr>
<tr>
<td>General Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>General Elective</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

**SPRING SEMESTER**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART XXX</td>
<td>Art History Option</td>
<td>3</td>
</tr>
<tr>
<td>ART XXX</td>
<td>Art History Option</td>
<td>3</td>
</tr>
<tr>
<td>General Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>General Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>General Elective</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

**Semester Total** 15

### LEVEL IV (SENIOR)

**FALL SEMESTER**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IDIS 300</td>
<td>Fundraising for Arts</td>
<td>3</td>
</tr>
<tr>
<td>IDIS 470</td>
<td>Sem: Prin/Phil of UA</td>
<td>3</td>
</tr>
<tr>
<td>ART 420</td>
<td>Internship in Vis. Arts</td>
<td>3</td>
</tr>
<tr>
<td>General Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>General Elective</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

**SPRING SEMESTER**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 421</td>
<td>Internship/Vis. Art II</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 406</td>
<td>Sociology of the City</td>
<td>3</td>
</tr>
<tr>
<td>General Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>General Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>General Elective</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

**Semester Total** 15

**TOTAL CREDITS** 122

---

*General Education Requirement
**University Graduation Requirement

- Major Course
  - Or any 2 part 200 level History or any ENGL 200 level or above
  - or 107 or CHEM 101 or PHSC 101 or PHSC 103
  - BIOL 101 or PHIL 102
  - PHIL 103 for IDIS 103 or any Foreign Language or ART 105 or MUSC 201 or DANC 226 or THEA 211
  - for any 3 credit Health course, or SPCH 202 or SPCH 204 or GEOG 102
  - any University course
  - General Elective – any non-required course within the discipline

NOTE: Please consult a program advisor to discuss course options
<table>
<thead>
<tr>
<th>Major: Urban Arts Theatre</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LEVEL I (FIRST YEAR)</strong></td>
</tr>
<tr>
<td><strong>FALL SEMESTER</strong></td>
</tr>
<tr>
<td>ENGL 101 English Composition I</td>
</tr>
<tr>
<td>MATH 125 MATH for Liberal Arts</td>
</tr>
<tr>
<td>HIST 201 US History I</td>
</tr>
<tr>
<td>THEA 113 Coppin Players</td>
</tr>
<tr>
<td>ECON 103 Business &amp; Entrepren.</td>
</tr>
<tr>
<td>ORIE 101 Freshman Seminar</td>
</tr>
<tr>
<td>IDIS 103 Visual Art &amp; Theatre</td>
</tr>
<tr>
<td><strong>Semester Total</strong></td>
</tr>
<tr>
<td><strong>SPRING SEMESTER</strong></td>
</tr>
<tr>
<td>ENGL 102 English Composition II</td>
</tr>
<tr>
<td>HIST 202 US History II</td>
</tr>
<tr>
<td>BIOL 107 Biological Science</td>
</tr>
<tr>
<td>THEA 114 Coppin Players</td>
</tr>
<tr>
<td>MUSY 150 Computer Literacy</td>
</tr>
<tr>
<td>IDIS 270 Exposure/Urban Arts</td>
</tr>
<tr>
<td><strong>Semester Total</strong></td>
</tr>
<tr>
<td><strong>LEVEL II (SOPHOMORE)</strong></td>
</tr>
<tr>
<td><strong>FALL SEMESTER</strong></td>
</tr>
<tr>
<td>THEA 213 Coppin Players</td>
</tr>
<tr>
<td>SOCI 201 Intro to Sociology</td>
</tr>
<tr>
<td>PHSC 103 Tech &amp; Human Affairs</td>
</tr>
<tr>
<td>WLIT 107 World Literature</td>
</tr>
<tr>
<td>THEA 215 Acting I for Majors</td>
</tr>
<tr>
<td>MUSC 201 Survey of Jazz</td>
</tr>
<tr>
<td><strong>Semester Total</strong></td>
</tr>
<tr>
<td><strong>SPRING SEMESTER</strong></td>
</tr>
<tr>
<td>THEA 302 Stagecraft I</td>
</tr>
<tr>
<td>THEA 315 Acting II</td>
</tr>
<tr>
<td>SPCH 205 Intercultural Comm.</td>
</tr>
<tr>
<td>HEED 101 Personal Health</td>
</tr>
<tr>
<td>PHIL 102 Intro to Philosophy</td>
</tr>
<tr>
<td><strong>Semester Total</strong></td>
</tr>
<tr>
<td><strong>LEVEL III (JUNIOR)</strong></td>
</tr>
<tr>
<td><strong>FALL SEMESTER</strong></td>
</tr>
<tr>
<td>THEA 303 Stagecraft II</td>
</tr>
<tr>
<td>THEA 352 Theatre History I</td>
</tr>
<tr>
<td>THEA 415 Acting III</td>
</tr>
<tr>
<td>THEA 301 History of Black Perf.</td>
</tr>
<tr>
<td>General Elective</td>
</tr>
<tr>
<td><strong>Semester Total</strong></td>
</tr>
<tr>
<td><strong>SPRING SEMESTER</strong></td>
</tr>
<tr>
<td>IDIS 300 Fundraising/The Arts</td>
</tr>
<tr>
<td>THEA 352 Theatre History II</td>
</tr>
<tr>
<td>THEA 309 Play Directing</td>
</tr>
<tr>
<td>General Elective</td>
</tr>
<tr>
<td>General Elective</td>
</tr>
<tr>
<td><strong>Semester Total</strong></td>
</tr>
<tr>
<td><strong>LEVEL IV (SENIOR)</strong></td>
</tr>
<tr>
<td><strong>FALL SEMESTER</strong></td>
</tr>
<tr>
<td>THEA 370 Playwriting I</td>
</tr>
<tr>
<td>IDIS 470 Sem: Prin &amp; Phil of UA</td>
</tr>
<tr>
<td>General Elective</td>
</tr>
<tr>
<td>General Elective</td>
</tr>
<tr>
<td>General Elective</td>
</tr>
<tr>
<td><strong>Semester Total</strong></td>
</tr>
<tr>
<td><strong>SPRING SEMESTER</strong></td>
</tr>
<tr>
<td>SOCI 406 Sociology of the City</td>
</tr>
<tr>
<td>THEA 420 Theatre Internship</td>
</tr>
<tr>
<td>Elective</td>
</tr>
<tr>
<td>Elective</td>
</tr>
<tr>
<td>General Elective</td>
</tr>
<tr>
<td><strong>Semester Total</strong></td>
</tr>
<tr>
<td><strong>TOTAL CREDITS</strong></td>
</tr>
</tbody>
</table>
SCHOOL OF EDUCATION
The Coppin State University School of Education has a long history of preparing teachers and other professionals for Maryland and the nation. Indeed, our institution was founded in 1900 as a teacher-training program to serve the teaching needs of Baltimore City and surrounding counties. Today, it continues to be a major contributor to the advancement of its surrounding community, the state of Maryland, and the nation.

MISSION
The mission of the School of Education is to prepare teachers and other school leaders to be “reflective facilitators of learning”. Coppin State University’s teacher education unit has a long history of preparing teachers and other professionals from Maryland and the nation. Indeed, our institution was founded in 1900 as a teaching-training program to serve the educational needs of Baltimore City and surrounding counties. Today, the teacher education unit continues to be a major contributor to the advancement of its surrounding community, the State of Maryland, and the nation. Within the framework of the University System of Maryland, and in accordance with the mission of the University, the unit faculty and the unit’s stakeholders have identified a set of specific goals to serve as a point of reference for planning and implementing programs. They are as follows:

Goal 1: Become a model comprehensive urban, liberal arts college offering programs at the undergraduate and graduate levels;

Goal 2: Emphasize excellence in the academic program by improving the quality of existing programs and developing additional career-oriented programs as appropriate;

Goal 3: Use all physical, human, financial resources to implement the most effective educational and support programs possible;

Goal 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:

Goal 5: Obtain adequate funding to provide instructional and support services essential for an urban commuter college;

Goal 6: Use University resources to provide services and support to the community.

VISION
The School of Education at Coppin State University strives to prepare reflective facilitators of learning who will take the lead in transforming teaching and learning within their own diverse settings, the State of Maryland, the region, the nation and beyond to better serve all students and their families. As a unit, we will be poised to become a world leader in preparing professionals who provide leadership and exemplary educational and related services to improve the lives of individuals in a changing and complex global society. Through collaborations with area schools, professional and community organizations, we will strive to prepare creative, culturally competent, critically reflective graduates who possess deep knowledge in their fields of study and work collaboratively to achieve high quality education for all.

School Overview
The School offers a variety of undergraduate and graduate programs designed primarily to prepare students for professional careers. There are two departments that offer programs within the School: Teaching and Learning and Instructional Leadership and Professional Development. Each program is based on a core of general education courses from the humanities and fine arts, the social and behavioral sciences, the natural and physical sciences, and health and physical education. Majors in any Education Program may also minor in a discipline in the Arts and Sciences. Students are provided many opportunities to integrate practice with theoretical course work. Students who are interested in majoring in a program in the School should contact one of the department chairs.

Undergraduate programs in the School of Education include the following:

MAJORS
1. Early Childhood Education (Grades Pre-K-3)
2. Human Development in Early Childhood Education Track (birth – 6 years)**
3. Elementary Education (Grades 1-6)*
4. Special Education

**This major is a non-teaching certification program. This program fulfills the requirements for leadership in head start, day care and nursery school settings.

Minors
Human Development in Early Childhood Education

TEACHER EDUCATION
Conceptual Framework: “Educator as a Reflective Facilitator of Learning” The School of Education at Coppin State University is committed to preparing competent reflective facilitators of learning,” scholars, and researchers as exemplary leaders, and to advance the teaching profession through the arts and sciences of teaching and learning, internship processes, technology, and research. The primary thrust of the graduates from the School of Education’s undergraduate program is to prepare systematic planners, instructional leaders, effective communicators, reflective decision makers, and evolving professionals. To accomplish this goal, the faculty provides reflective facilitators of learning with the necessary educational experiences that will enable them to deliver educational services designed to assist all children and youth to attain their optimal potential as productive members of society.

THE UNDERGRADUATE ACCOUNTABILITY and ASSESSMENT SYSTEM
The academic standing and progress of all teacher education candidates must be reviewed at three milestones as they matriculate toward graduation.

I. Admission to Teacher Education;
II. Admission to Internship and
III. Exit from Internship and Program
TEACHER EDUCATION PROGRAMS
The School of Education offers two major undergraduate programs for the preparation of teachers. 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 University's General Education Requirements. Students' choice of courses should be made with the guidance of an advisor for the following reasons:
1. specific General Education courses are required for certain majors;
2. additional credits are required in certain subject areas;
3. grades below "C" in certain courses may not be acceptable; and
4. other pertinent program requirements

TEACHER EDUCATION ADVISEMENT AND RETENTION
The School of Education has a Teacher Education Advisement and Retention Center (TEAR-C) to assist students holistically. Please contact the Director of the TEAR-C. Students who have completed 30 credit hours for admission and have declared Human Development in Early Childhood as a major must meet with the Early Childhood Program Coordinator for advisement. Students seeking certification in Early Childhood and Elementary Education who have met the eligibility requirements for admission to Teacher Education must meet with the appropriate program coordinator for advisement.

TEACHER EDUCATION COUNCIL (TEC)
The Teacher Education Council is the major policy making body for the School of Education. The Council is responsible for all policy decisions in Teacher Education programs and for the general coordination between the Arts and Sciences and Education.

MEMBERSHIP:
1) One representative from each department in the University having Teacher Education programs
2) Undergraduate students;
3) The Director of Field Services and Professional Development Schools;
4) The Dean of the College of Arts and Sciences and Education (CASE);
5) The Dean of the Graduate Studies; and
6) One (1) representative each from the Office of Planning and Assessment, Academic Advisement, Career Services, Office of the Registrar, Library, and Institutional Research as non-voting members; and The Council is chaired by the Dean of CASE.

The responsibilities of the council are to:
1. Coordinate the planning of policies and standards for the development and implementation of the Teacher Education programs.
2. Coordinate and develop policies and standards that govern the admission of students into Teacher Education.
3. keep under review those students who have been admitted to a Teacher Education programs; and
4. monitor and assess graduates from the Teacher Education program as a basis for future program revisions.

Declaration of a Teacher Education Major
All degree-seeking students must officially declare a major. Admission of Coppin State University is not an automatic guarantee of admission to a major program. Each major department interviews and accepts its own students. Students must declare a major when they have accumulated 30 credits toward graduation. Students who are eligible to declare a major should follow these procedures:
1. Report to the department for Declaration of Major Form;
2. Appointment with the program coordinator/advisor; and
3. Make an appointment to see the department chairperson

The Department of Teaching and Learning coordinates interviews and accepts students. Students are eligible when they have:
1. GPA of 3.0 or above in both Professional Education/Content Courses
2. Must have completed 30 college level credits towards the degree
3. Passing Scores on Praxis Core (Current Maryland Levels) or Composite Scores of 24 ACT or 1100 SAT.
4. Completion of Background Check (not required for candidates who present proof of current employment with a public school district)
5. Completed application for admission in teacher education
6. Successful Personal Interview
7. On-Demand Writing
8. Acceptable scores on the disposition assessment
9. Professional Resume
10. E-portfolio (Phase I)
11. Philosophy of Education

A student who has been denied admission to Teacher Education may appeal to the Teacher Education Council. If denied admission a third time, the student will be advised into another area.

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

a. Students who still have not successfully completed Praxis CORE must enroll in EDUC 273 (Students enrolled in EDUC 273 will receive a “CS” grade for the course until they pass Praxis CORE).
b. Students must register to take Praxis II prior to internship.
c. Candidates must achieve state-mandated cut-off scores for Praxis II prior to approval for graduation

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 destination department. Transfer Students

Change of Major
Students seeking admission into Teacher Education must meet all Teacher Education admissions requirements. An official transcript of all coursework taken at other colleges and universities must be sent directly to the Office of Admissions. Retention in Teacher Education A student must
maintain a GPA of at least 3.0 to remain in a Teacher Education program. Academic records will be reviewed at least once each semester by the advisor to determine continuing eligibility for retention in the program. Admission to Internship All candidates in Teacher Education must apply for the Internship at least one semester before the experience is to begin. By the end of semester in which the application is submitted, the candidate must have: 1. completed all coursework except internship and Seminar; 2. acquired a 3.0 cumulative grade point average; 3. earned a grade of “C” or higher in all professional education courses; 4. passed the health examination; 5. passed a background check; 6. attempted all components of Praxis II; 7. secure successful scores on the admission to internship essays; 8. successfully complete the admission to internship interview; 9. successful presentation of Phase-II ePortfolio presentation; 10. Successful evaluation of dispositions; and 11. Chairperson approval.

Exit Requirements
Teacher candidates are recommended for certification only when they have:
1. Successfully completed all course requirements of a particular program;
2. Successfully completed the internship;
3. Successfully presented a Phase III ePortfolio;
4. Completed and Exit Interview with a committee;
5. Completed an Exit Survey; and
6. Successfully completed all components of Praxis II at state levels.

Teaching and Learning Department Programs
The Department of Teaching and Learning offers professional courses in Early Childhood, Elementary Education, and Special Education programs. The objectives of the department are to provide prospective teachers with 1) a background in liberal arts and sciences that will enable them to understand the complexities of the society in which they live; 2) a broad psychology, historical and philosophical orientation to the foundations upon which the American school system is built; and 3) a variety of planned experiences that will increase their understanding of the school as a social and educational institution and the role of the teacher in the total education unit.

Availability of Courses to Non-Majors
Select courses in Early Childhood Education, Elementary Education, and Special Education may be taken by students majoring in other educational areas. Students desiring to take courses for enrichment should confer with the chairperson of the Department of Teaching and Learning.

Department Regulations
A grade of “C” or higher must be earned in all English, Mathematics, Science foundation and methods courses. A student must repeat any of these courses in which the minimum grade of “C” is not earned. Students must meet the minimum cutoff scores on the Praxis established by the Maryland State Department of Education.

Early Childhood Education
The primary objective of the major in Early Childhood Education is to prepare well-qualified teachers who will be effective in guiding the learning experiences of children in Grades Pre-K - 3. Focal points of the program include recognition of the child’s individuality, community and family partnerships within a culturally relevant environment, and the development of self-worth and security. Within the scope of the program, prospective teachers have opportunities to acquire and apply knowledge and strategies that will enable them to advance the development of social/emotional abilities through exploration, experimentation, discovery, differentiated instruction and successful experiences.

Major in Early Childhood Education

General Education

<table>
<thead>
<tr>
<th>Course</th>
<th>Crs.</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 101</td>
<td>3</td>
<td>English Composition I</td>
</tr>
<tr>
<td>ENGL 102</td>
<td>3</td>
<td>English Composition II</td>
</tr>
<tr>
<td>WLIT 207</td>
<td>3</td>
<td>World Literature Ancient to Post Modern</td>
</tr>
<tr>
<td>ENGL 2XX</td>
<td>3</td>
<td>200 Level English</td>
</tr>
<tr>
<td>HIST 205</td>
<td>3</td>
<td>African American History I</td>
</tr>
<tr>
<td>HIST 206</td>
<td>3</td>
<td>African American History II</td>
</tr>
<tr>
<td>BIOL 101</td>
<td>4</td>
<td>Biological Science</td>
</tr>
<tr>
<td>MATH 131</td>
<td>3</td>
<td>College Algebra</td>
</tr>
<tr>
<td>MATH 203</td>
<td>3</td>
<td>Basic Statistics</td>
</tr>
<tr>
<td>PHSC 101</td>
<td>4</td>
<td>Physical Science</td>
</tr>
<tr>
<td>PSYC 201</td>
<td>3</td>
<td>Introduction to Psychology</td>
</tr>
<tr>
<td>HEED 101</td>
<td>3</td>
<td>Personal Health</td>
</tr>
<tr>
<td>IDIS 103</td>
<td>3</td>
<td>Visual Arts and Theatre</td>
</tr>
<tr>
<td>SOCI 201</td>
<td>3</td>
<td>Introduction to Sociology</td>
</tr>
<tr>
<td>PHIL 102</td>
<td>3</td>
<td>Introduction to Philosophy</td>
</tr>
<tr>
<td>MISY 150</td>
<td>3</td>
<td>Technology Fluency</td>
</tr>
<tr>
<td>ORIE 101</td>
<td>1</td>
<td>Freshmen Seminar</td>
</tr>
</tbody>
</table>

Other Program Requirements in the Content Area:

<table>
<thead>
<tr>
<th>Course</th>
<th>Crs.</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 103</td>
<td>3</td>
<td>Math for Elementary Teachers I</td>
</tr>
<tr>
<td>MATH 104</td>
<td>3</td>
<td>Mathematics for Elementary</td>
</tr>
<tr>
<td>Teachers II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH 207</td>
<td>3</td>
<td>Technology Based Mathematics for Teachers</td>
</tr>
<tr>
<td>GEOG 102</td>
<td>3</td>
<td>World Regional Geography</td>
</tr>
<tr>
<td>PHSC 102</td>
<td>4</td>
<td>Earth &amp; Space Science</td>
</tr>
<tr>
<td>PSYC 304</td>
<td>3</td>
<td>Child Psychology</td>
</tr>
<tr>
<td>ENGL 321</td>
<td>3</td>
<td>Children’s Literature</td>
</tr>
</tbody>
</table>

Core Courses Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Crs.</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECED 301</td>
<td>3</td>
<td>Child Growth &amp; Phys. Developement</td>
</tr>
<tr>
<td>ECED 329</td>
<td>3</td>
<td>Prin. &amp; Practicum in Early Childhood</td>
</tr>
<tr>
<td>ECED 334</td>
<td>3</td>
<td>Creative Expression</td>
</tr>
<tr>
<td>EDUC 202</td>
<td>3</td>
<td>Educational Psychology</td>
</tr>
</tbody>
</table>
Students who are interested in pursuing an undergraduate degree in the early childhood child care/human development track must meet the following requirements in order to declare a major:

- Must have a GPA of 2.5 or better;
- Must have completed at least 30 credits;
- Must have completed the English and Math; Requirements (ENGL 101 & 102; MATH 103);
- Must submit a Declaration of Major Form;
- Must complete the Phase I Admission to Teacher Education Portfolio; and
- Must complete an interview with the Chairperson and another faculty member.

**Major in Human Development Track/Early Childhood Education General Education Requirements - 45 credits**

<table>
<thead>
<tr>
<th>Course</th>
<th>Crs.</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 101</td>
<td>3</td>
<td>English Composition I</td>
</tr>
<tr>
<td>ENGL 102</td>
<td>3</td>
<td>English Composition II</td>
</tr>
<tr>
<td>WLIT 207</td>
<td>3</td>
<td>World Literature</td>
</tr>
<tr>
<td>HIST 201</td>
<td>3</td>
<td>History I</td>
</tr>
<tr>
<td>HIST 202</td>
<td>3</td>
<td>History II</td>
</tr>
<tr>
<td>BIOL 101</td>
<td>4</td>
<td>Biological Science</td>
</tr>
<tr>
<td>HEEED 101</td>
<td>3</td>
<td>Personal Health</td>
</tr>
<tr>
<td>MATH 103</td>
<td>3</td>
<td>Math for Elem. Teachers I</td>
</tr>
<tr>
<td>PHSC 101</td>
<td>4</td>
<td>Physical Science</td>
</tr>
<tr>
<td>PSYC 201</td>
<td>3</td>
<td>General Psychology</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
<td>Music/Language Elective</td>
</tr>
<tr>
<td>SOCI 201</td>
<td>3</td>
<td>Intro to Sociology</td>
</tr>
<tr>
<td>PHIL 102</td>
<td>3</td>
<td>Intro to Philosophy</td>
</tr>
<tr>
<td>MISY 150</td>
<td>3</td>
<td>Technology Fluency</td>
</tr>
<tr>
<td>ORIE 101</td>
<td>1</td>
<td>Freshmen Seminar</td>
</tr>
</tbody>
</table>

**Core Requirements - 45 credits**

<table>
<thead>
<tr>
<th>Course</th>
<th>Crs.</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECED 331</td>
<td>3</td>
<td>Meth. Teach. Soc. in Early Child.</td>
</tr>
<tr>
<td>ECED 333</td>
<td>3</td>
<td>Meth. Teach. Read in Early Child.</td>
</tr>
<tr>
<td>ECED 337</td>
<td>3</td>
<td>Meth. Teach. Sci. in Early Child.</td>
</tr>
<tr>
<td>ECED 411</td>
<td>9</td>
<td>Directed Teaching</td>
</tr>
<tr>
<td>ECED 412</td>
<td>3</td>
<td>Seminar</td>
</tr>
</tbody>
</table>

**Program Requirements - 33 credits**

<table>
<thead>
<tr>
<th>Course</th>
<th>Crs.</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math 104</td>
<td>3</td>
<td>Mathematics for Elementary Teachers</td>
</tr>
<tr>
<td>MATH 207</td>
<td>3</td>
<td>Tech. Based math for Teachers</td>
</tr>
<tr>
<td>ECED 201</td>
<td>3</td>
<td>Learning Lab in an Educ. Setting</td>
</tr>
<tr>
<td>PSYC 304</td>
<td>3</td>
<td>Child Psychology</td>
</tr>
<tr>
<td>PSYC 335</td>
<td>3</td>
<td>Developmental Psychology</td>
</tr>
<tr>
<td>ENGL 321</td>
<td>3</td>
<td>Children’s Literature</td>
</tr>
<tr>
<td>ENGL 305</td>
<td>3</td>
<td>Advanced Expository Writing</td>
</tr>
<tr>
<td>ECON 103</td>
<td>3</td>
<td>Intro to Bus. &amp; Entrep. Economics</td>
</tr>
<tr>
<td>MKTG 310</td>
<td>3</td>
<td>Principles of Marketing OR</td>
</tr>
<tr>
<td>MGMT 420</td>
<td>3</td>
<td>Small Business Management</td>
</tr>
<tr>
<td>MGMT 320</td>
<td>3</td>
<td>Principles of Management</td>
</tr>
</tbody>
</table>

**Elementary Education**

**Major in Elementary Education**

The undergraduate program in elementary education in the School of Education is accredited by the National Council for the Accreditation of Teacher Education (NCATE)/Council for the Accreditation of Educator Preparation (CAEP) and is approved by the Maryland State Department of Education (MSDE).
The Bachelor of Science (BS) Degree in Special Education is arranged in three phases. Each phase includes carefully coordinated practicum experiences designed to enable a field based application of the theory and skills presented in class. In Phase I students receive a thorough grounding in the basic concepts, skills and requirements involved in the provision of special educational services to learners with disabilities in the least restrictive environment.

In Phase I, Special Education majors receive their first opportunity to observe and participate in the provision of special educational instruction to learners with mild or moderate disabilities. The development of a beginning portfolio and the first formal evaluation of the portfolio conclude Phase I. In Phase II, students focus on the specific characteristics and strategies used for teaching students with particular disabilities. Students are given the opportunity to design, implement and evaluate instruction in collaboration with experiences.

In Phase III, Special Education majors serve as a student teacher in both elementary and middle school grade inclusive classrooms serving students with special needs. During their final semester, Special Education majors Co-Enrolling Directed (Student) Teaching (SPED 404) as well as a Student Teacher Seminar (SPED405) semester in which the major has the opportunity to integrate and evaluate the content of the entire program and prepare for transition to a professional position as a special educator.

Finally, completion of the program allows the graduate to teach learners with disabilities from Pre-K through 8. The special education undergraduate program at Coppin State University is offered in a unit that is accredited by the National Council for the Accreditation of Teacher Education (NCATE) and approved by the Council for Exceptional Children (CEC) and Maryland State Department of Education (MSDE).

**Overall Program Objectives:**

The overall objectives of the Special Education Program are to:

1. Provide prospective teachers with a broad liberal arts foundation that will increase their understanding of the learning environment and its impact upon children from diverse populations, 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 data-based decision making as the basis for effective instructional planning and classroom management.

4. Assist prospective teachers in acquiring competencies in curriculum planning, teaching methodology, technology usage, classroom organization, and behavioral management.
Program of Study
This program 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 Least Restrictive Environment or a self-contained setting in the elementary/middle grades.

Major in Special Education
All special education majors must complete MATH 103 (Math for Elementary Teachers I) and PHSC 101 (Physical Science).

Course | Crs. | Title
--- | --- | ---
ENGL 101 | 3 | English Composition I
ENGL 102 | 3 | English Composition II
WLIT 207 | 3 | World Literature Ancient to Post Modern

OR
ENGL 2XX | 3 | 200 Level English
HIST 205 | 3 | African American History I
HIST 206 | 3 | African American History II
BIOL 101 | 4 | Biological Science
HEED 101 | 3 | Personal Health
MATH 131 | 3 | College Algebra
MATH 203 | 3 | Basic Statistics
PHSC 101 | 4 | Physical Science
PSYC 201 | 3 | Introduction to Psychology
IDIS 103 | 3 | Visual Arts and Theatre
SOCI 201 | 3 | Introduction to Sociology
PHIL 102 | 3 | Introduction to Philosophy

MATH 103 | 3 | Mathematics for Elementary Teachers I
MATH 104 | 3 | Mathematics for Elementary Teachers II
MATH 207 | 3 | Technology Based Mathematics for Teachers
PHSC 102 | 4 | Earth & Space Science
GEOG 102 | 3 | World Geography
PSYC 335 | 3 | Developmental Psychology
ENGL 321 | 3 | Children’s Literature
MATH 103 | 3 | Mathematics for Elementary Teachers I
MATH 104 | 3 | Mathematics for Elementary Teachers II
MATH 207 | 3 | Technology Based Mathematics for Teachers
PHSC 102 | 4 | Earth & Space Science
GEOG 102 | 3 | World Geography
PSYC 335 | 3 | Developmental Psychology
ENGL 321 | 3 | Children’s Literature

Core Program Requirements
Course | Crs. | Title
--- | --- | ---
SPED 201 | 3 | Introduction to Needs of Exceptional Individuals
SPED 302 | 3 | Educational Evaluation of Learners with Mild and Moderate Disabilities
SPED 303 | 3 | Techniques of Measurement & Evaluation of Learners w/ Mild & Moderate Disabilities Grades
SPED 402 | 3 | Counseling Parents & Family Members of Learners w/ Mild & Moderate Disabilities
SPED 403 | 3 | Developing Individualized Education Programs for Learners w/ Mild & Moderate Disabilities
EDUC 202 | 3 | Educational Psychology
EDUC 300 | 3 | Foundations of Reading
EDUC 200 | 3 | History of Education
REED 401 | 3 | Diagnosis and Remediation of Reading Disabilities
REED 405 | 3 | Strategies and Materials for Teaching Reading
MISY 150 | 3 | Technology Fluency
ORIE 101 | 1 | Freshmen Seminar

Other Content Area Requirements
**COLLEGE OF ARTS AND SCIENCES AND EDUCATION**

**School of Education - Major: Early Childhood Education (PreK-3)**

### LEVEL I (FIRST YEAR)

#### FALL SEMESTER

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 101</td>
<td>English Composition</td>
<td>3</td>
</tr>
<tr>
<td>MATH 131</td>
<td>College Algebra</td>
<td>3</td>
</tr>
<tr>
<td>IDIS 103</td>
<td>Music &amp; Dance</td>
<td>3</td>
</tr>
<tr>
<td>MISY 150</td>
<td>Tech Fluency I</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 201</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>ORIE 101</td>
<td>Freshman Seminar</td>
<td>1</td>
</tr>
<tr>
<td><strong>Semester Total</strong></td>
<td></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

#### SPRING SEMESTER

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 102</td>
<td>English Composition II</td>
<td>3</td>
</tr>
<tr>
<td>MATH 103</td>
<td>Math Elem. Tea. I</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 101</td>
<td>Biological Science</td>
<td>4</td>
</tr>
<tr>
<td>HIST 205</td>
<td>Afr. Amer. History I</td>
<td>3</td>
</tr>
<tr>
<td>HEED 101</td>
<td>Personal Health</td>
<td>3</td>
</tr>
<tr>
<td><strong>Semester Total</strong></td>
<td></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

### LEVEL II (SOPHOMORE)

#### FALL SEMESTER

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL 102</td>
<td>Intro to Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 201</td>
<td>Intro to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>PHSC 101</td>
<td>Physical Science</td>
<td>4</td>
</tr>
<tr>
<td>WLIT 207</td>
<td>World Literature</td>
<td>3</td>
</tr>
<tr>
<td>MATH 104</td>
<td>Math Elem Teachers II</td>
<td>3</td>
</tr>
<tr>
<td><strong>Semester Total</strong></td>
<td></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

#### SPRING SEMESTER

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 207</td>
<td>Tech. Based Math</td>
<td>3</td>
</tr>
<tr>
<td>HIST 206</td>
<td>Afr. Amer. History II</td>
<td>3</td>
</tr>
<tr>
<td>PHSC 102</td>
<td>Earth &amp; Space Science</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 102</td>
<td>World Geography</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 300</td>
<td>Found. Of Reading</td>
<td>3</td>
</tr>
<tr>
<td><strong>Semester Total</strong></td>
<td></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

### LEVEL III (JUNIOR)

#### FALL SEMESTER

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 200</td>
<td>History of Education</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 202</td>
<td>Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>ECED 301</td>
<td>Child Gwth. Phys Dev.</td>
<td>3</td>
</tr>
<tr>
<td>ECED 329</td>
<td>Prin. &amp; Pract in ECED</td>
<td>3</td>
</tr>
<tr>
<td>ENG 321</td>
<td>Children’s Literature</td>
<td>3</td>
</tr>
<tr>
<td>REED 401</td>
<td>Diag. &amp; Remediation</td>
<td>3</td>
</tr>
<tr>
<td><strong>Semester Total</strong></td>
<td></td>
<td><strong>18</strong></td>
</tr>
</tbody>
</table>

#### SPRING SEMESTER

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECED 334</td>
<td>Creative Expressions</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 408</td>
<td>Meas. &amp; Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 304</td>
<td>Child Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SPED 201</td>
<td>Intro to Except. Indiv</td>
<td>3</td>
</tr>
<tr>
<td>REED 405</td>
<td>Reading Materials &amp; Strategies</td>
<td>3</td>
</tr>
<tr>
<td><strong>Semester Total</strong></td>
<td></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

### LEVEL IV (SENIOR)

#### FALL SEMESTER

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECED 330</td>
<td>Lang. Arts Methods</td>
<td>3</td>
</tr>
<tr>
<td>ECED 331</td>
<td>Soc. Stud. Methods</td>
<td>3</td>
</tr>
<tr>
<td>ECED 333</td>
<td>Reading Methods</td>
<td>3</td>
</tr>
<tr>
<td>ECED 337</td>
<td>Science Methods</td>
<td>3</td>
</tr>
<tr>
<td>ECED 338</td>
<td>Math Methods</td>
<td>3</td>
</tr>
<tr>
<td><strong>Semester Total</strong></td>
<td></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

#### SPRING SEMESTER

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECED 411</td>
<td>Stud. Teach. Intern</td>
<td>9</td>
</tr>
<tr>
<td>ECED 412</td>
<td>Seminar</td>
<td>3</td>
</tr>
<tr>
<td><strong>Semester Total</strong></td>
<td></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

**TOTAL CREDITS** 124
<table>
<thead>
<tr>
<th>Level</th>
<th>Semester</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Fall</td>
<td>ENGL 101</td>
<td>English Composition I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MATH 131</td>
<td>College Algebra or</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MATH 203</td>
<td>Basic Statistics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>IDIS 103</td>
<td>Visual Arts &amp; Theatre</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MISH 150</td>
<td>Technology Fluency</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PSYC 201</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ORIE 101</td>
<td>Freshman Seminar</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Semester Total</td>
<td></td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>ENGL 102</td>
<td>English Composition II</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MATH 103</td>
<td>Math for Elementary Teachers II</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>BIOL 101</td>
<td>Biological Science</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>HIST 205</td>
<td>African American History</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>HEED 101</td>
<td>Personal Health</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Semester Total</td>
<td></td>
<td>16</td>
</tr>
<tr>
<td>II</td>
<td>Fall</td>
<td>WLIT 207</td>
<td>World Literature</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MATH 104</td>
<td>Math Elem Tea. II</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PHSC 101</td>
<td>Physical Science</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PHIL 102</td>
<td>Intro to Philosophy</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SOCI 201</td>
<td>Intro to Sociology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Semester Total</td>
<td></td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>MATH 207</td>
<td>Technology Based Math</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>HIST 206</td>
<td>Afr. Amer History</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PHSC 101</td>
<td>Earth &amp; Space Science</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>GEOG 102</td>
<td>World Geography</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>EDUC 300</td>
<td>Foundations of Reading</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Semester Total</td>
<td></td>
<td>16</td>
</tr>
<tr>
<td>III</td>
<td>Fall</td>
<td>EDUC 200</td>
<td>History of Education</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>EDUC 202</td>
<td>Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ELED 301</td>
<td>Curriculum Planning/Mgmt.</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ENGL 321</td>
<td>Children’s Literature</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>REED 401</td>
<td>Diagnosis and Remediation</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Semester Total</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>EDUC 408</td>
<td>Measurement and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ELED 307</td>
<td>Art, Music &amp; PE Methods</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PSYC 304</td>
<td>Child Psychology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SPED 201</td>
<td>Introduction to exceptional Indiv.</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>REED 405</td>
<td>Reading Materials &amp; Strategies</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Semester Total</td>
<td></td>
<td>16</td>
</tr>
<tr>
<td>IV</td>
<td>Fall</td>
<td>ELED 302</td>
<td>Methods of Teaching. Math</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ELED 303</td>
<td>Methods of Teaching Reading</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ELED 304</td>
<td>Methods of Teaching Language</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ELED 305</td>
<td>Methods of Teaching Science</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ELED 306</td>
<td>Methods of Teaching Social Studies</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Semester Total</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>ELED 412</td>
<td>Student Teaching</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ELED 413</td>
<td>Seminar</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Semester Total</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>TOTAL CREDITS</td>
<td></td>
<td>122</td>
</tr>
</tbody>
</table>
## COLLEGE OF ARTS AND SCIENCES AND EDUCATION
### School of Education – Major: Special Education

### LEVEL I (FIRST YEAR)

#### FALL SEMESTER
- ENGL 101  English Composition I  3
- MATH 131  College Algebra  or  3
- MATH 203  Basic Statistics  3
- IDIS 103  Visual Arts & Theatre  3
- MISY 150  Technology Fluency  3
- PSYC 201  Introduction to Psychology  3
- ORIE 101  Freshman Seminar  1

**Semester Total 16**

#### SPRING SEMESTER
- ENGL 102  English Composition II  3
- MATH 103  Math for Elementary Teachers I  3
- BIOL 101  Biological Science  4
- HIST 205  African American History  3
- HEED 101  Personal Health  3

**Semester Total 16**

### LEVEL II (SOPHOMORE)

#### FALL SEMESTER
- WLIT 207  World Literature  3
- MATH 104  Math for Elem Teach II  3
- HIST 206  African American History  3
- PHSC 101  Physical Science  4
- PHIL 102  Introduction to Philosophy  3

**Semester Total 16**

#### SPRING SEMESTER
- MATH 207  Technology Based Math  3
- SOCI 201  Introduction to Sociology  3
- SPED 201  Intro to Except. Indiv.  3
- PHSC 102  Earth & Space Science  4
- EDUC 300  Foundations of Reading  3

**Semester Total 16**

### LEVEL III (JUNIOR)

#### FALL SEMESTER
- GEOG 102  World Geography  3
- EDUC 200  History of Education  3
- EDUC 202  Educational Psychology  3
- ENGL 321  Children's Literature  3
- REED 401  Diagnosis and Remediation  3

**Semester Total 15**

#### SPRING SEMESTER
- S[ED 302  Educ. Eval. Of Learners  3
- ENGL 321  Children’s Literature  3
- SPED 303  Tech. Meas. & Eval.  3
- PSYC 335  Developmental Psychology  3
- REED 405  Reading Materials and Strategies  3

**Semester Total 15**

### LEVEL IV (SENIOR)

#### FALL SEMESTER
- ELED 303  Methods of Teaching Reading  3
- SPED 301  Classroom Org. & Mgmt.  3
- SPED 304  Meth. . Mat. Tchg. Lit/Sost.  3
- SPED 305  Meth. of Tchg. Math/Science  3
- SPED 306  Curr. Obj. Meth & Materials  3
- SPED 403  Dev. Indiv. Educ. Prog.  3

**Semester Total 18**

#### SPRING SEMESTER
- SPED 404  Student Teaching  9
- SPED 405  Seminar  3

**Semester Total 12**

**TOTAL CREDITS 124**
<table>
<thead>
<tr>
<th>LEVEL I (FIRST YEAR)</th>
<th>LEVEL II (SOPHOMORE)</th>
<th>LEVEL III (JUNIOR)</th>
<th>LEVEL IV (SENIOR)</th>
</tr>
</thead>
<tbody>
<tr>
<td>FALL SEMESTER</td>
<td>FALL SEMESTER</td>
<td>FALL SEMESTER</td>
<td>FALL SEMESTER</td>
</tr>
<tr>
<td>ENGL 101 English Composition I</td>
<td>WLIT 207 World Literature</td>
<td>EDUC 200 History of Education</td>
<td>PYSC 335 Developmental Psychology</td>
</tr>
<tr>
<td>MATH 131 College Algebra or</td>
<td>PHSC 101 Physical Science</td>
<td>ECED 301 Child Growth and Physical Devel.</td>
<td>ECED 339 Social Emotional Development</td>
</tr>
<tr>
<td>MATH 203 Basic Statistics</td>
<td>PHIL 102 Introduction to Philosophy</td>
<td>ECED 329 Principles of Practicum</td>
<td>ECED 340 Introduction to Childcare</td>
</tr>
<tr>
<td>IDIS 102 Visual Arts &amp; Theatre</td>
<td>HIST 206 African American History II</td>
<td>ENGL 321 Children’s Literature</td>
<td>ENGL 305 Advanced Exposit. Writing</td>
</tr>
<tr>
<td>Misy 150 Technology Fluency</td>
<td>SOCI 201 Intro to sociology</td>
<td>REED 401 Diagnosis and Remediation</td>
<td>MGMT 320 Principles of Management</td>
</tr>
<tr>
<td>PSYC 201 Introduction to Psychology</td>
<td>Semester Total 16</td>
<td>Semester Total 15</td>
<td>Semester Total 15</td>
</tr>
<tr>
<td>ORIE 101 Freshman Seminar</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Semester Total 16</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPRING SEMESTER</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 102 English Composition II</td>
<td>MATH 207 Technology Based Math</td>
<td>EDU 202 Educational Psychology</td>
<td>MGMT 420 Small Business Mgmt. OR</td>
</tr>
<tr>
<td>MATH 103 Math. Elem. Teach. I</td>
<td>SPED 201 Introduction to Exceptional Indiv.</td>
<td>SPED 201 Introduction to Exceptional Indiv.</td>
<td>MKTG 310 Marketing for Managers</td>
</tr>
<tr>
<td>BIOL 101 Biological Science</td>
<td>EDUC 300 Foundations of Reading</td>
<td>EDUC 336 Working with Parents</td>
<td>EDUC 408 Measurement and Evaluation</td>
</tr>
<tr>
<td>HIST 205 African American History</td>
<td>ECON 103 Introduction to Business Interp.</td>
<td>ECED 336 Working with Parents</td>
<td>ECED 344 Nutrition, Health &amp; Safety</td>
</tr>
<tr>
<td>HEED 101 Personal Health</td>
<td></td>
<td>ECED 347 Before and After Care</td>
<td>ECED 347 Before and After Care</td>
</tr>
<tr>
<td></td>
<td>Semester Total 16</td>
<td>Semester Total 15</td>
<td>Semester Total 12</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Semester Total 16</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Semester Total 16</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LEVEL III (JUNIOR)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FALL SEMESTER</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC 200 History of Education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECED 301 Child Growth and Physical Devel.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECED 329 Principles of Practicum</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 321 Children’s Literature</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>REED 401 Diagnosis and Remediation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Semester Total 15</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPRING SEMESTER</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECED 334 Creative Expression</td>
<td>MGMT 420 Small Business Mgmt. OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECED 201 Learning Lab</td>
<td>MKTG 310 Marketing for Managers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC 304 Child Psychology</td>
<td>EDUC 408 Measurement and Evaluation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECED 336 Working with Parents</td>
<td>ECED 344 Nutrition, Health &amp; Safety</td>
<td></td>
<td></td>
</tr>
<tr>
<td>REED 405 Reading Materials &amp; Strategies</td>
<td>ECED 347 Before and After Care</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Semester Total 15</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Semester Total 15</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Semester Total 15</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LEVEL IV (SENIOR)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FALL SEMESTER</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PYSC 335 Developmental Psychology</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECED 339 Social Emotional Development</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECED 340 Introduction to Childcare</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 305 Advanced Exposit. Writing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MGMT 320 Principles of Management</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Semester Total 15</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPRING SEMESTER</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MGMT 420 Small Business Mgmt. OR</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MKTG 310 Marketing for Managers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC 408 Measurement and Evaluation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECED 344 Nutrition, Health &amp; Safety</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECED 347 Before and After Care</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Semester Total 12</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>TOTAL CREDITS 12</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
COLLEGE OF BUSINESS

The College of Business offers Bachelor of Science (BS) degrees in Accounting, Entertainment Management, Management, Management Information Systems, Marketing, Sport Management and an Online Management Option. The goal of the business school is to provide educational programs that facilitate learner progress toward business readiness. Through a strategic combination learner assessment, structured classroom interventions, and practical experiences through internships and other type of industry exposure, students will gain the knowledge and skills necessary to compete in a rapidly evolving, global business environment. The College of Business is designed and organized to provide an enjoyable, productive, student-centered learning experience.

The College of Business students are prepared for positions in private, public, and non-profit organizations, graduate and professional studies, and entrepreneurial endeavors. Cooperative education, practicums, and internships are carefully tailored with academic training so that graduates gain meaningful experience in business and industry before they graduate. College of Business offer innovative career preparation opportunities such as the “Suited 4 Success” Professional Image Development Program and a Volunteer Income Tax Assistance (VITA) program in collaboration with the Internal Revenue Service. Students are encouraged to participate in these and other endeavors to prepare for corporate culture and provide needed service to the community. The faculty is strong in teaching, research, and service to the community and brings industry experience to the classroom. Responding to a call by the Obama Administration for Historically Black Colleges and Universities (HBCUs) to offer more online educational opportunities, the College of Business has introduced a cutting-edge management program designed to provide a career-advancing degree with all the convenience and flexibility a top-notch education should provide. Classes can be taken totally online from anywhere with an Internet connection — on your time. Sixty percent of professors are Sloan-C certified, assuring that students learn through the most innovative online teaching strategies available. All courses offered in the online management program are also Quality-Matters approved, guaranteeing courses are relevant, challenging, and effective. This technology-driven bachelor’s degree program features one-on-one, real-time interactions with the same seasoned professors that teach the on-campus business classes. The curriculum will focus on real-world business applications that not only prepare students for exciting careers in the public, private and non-profit sectors, but provide the strong business foundation needed for entrepreneurship.

Specialized Accreditation
The College of Business is accredited by the Accreditation Council for Business Schools and Programs (ACBSP). ACBSP is the only organization offering specialized business accreditation for all degree levels, from associate to baccalaureate to doctoral degree programs. ACBSP accreditation certifies that the teaching and learning processes within both the undergraduate and graduate degrees offered in the College of Business at Coppin State University meet the rigorous educational standards established by ACBSP.

Based on the criteria of the National Malcolm Baldridge Quality Award, ACBSP accreditation evaluates aspects of the institutional leadership, strategic planning processes, relationships with the community, quality of academic programs, faculty credentials and services, and educational support to determine whether or not the institution offers a rigorous educational experience and demonstrates continuous quality improvement.

College of Business Mission Statement
CSU College of Business provides quality business education, inspires learners, and launches business careers as a path to lifelong success.

Vision Statement
A leader in addressing the needs of the community, the Coppin State University College of Business will be the first choice for high quality student-centered business education.

Values Statement
The Coppin State University College of Business affirms the following values:
• “We are passionate about making a difference & appreciate the efforts of those who do”
• “We provide a quality, student-centered education with a relevant curriculum, an ethical foundation, global awareness, and technological proficiency.
• “We foster strong faculty, staff & student relationships that thrive in a professional, collaborative environment”
• “We create a better future for our stakeholders.”

Grade Requirements
The College of Business requires a grade of “C” or higher in all required courses taken in the School and applied toward the major, minor, and all concentrations. A GPA of 2.0 or better is required for admission to and graduation from the College of Business programs.

General Education Requirements
All students must complete 40 credit hours of General Education Requirements. Majors must fulfill the mathematics GER by completing MATH 131 (College Algebra: Math and Sciences). They must also fulfill the second social science option by taking ECON 211 (Principles of Economics I).

Other CSU Requirements
Students should fulfill a technology requirement by completing MISY 150 (Technology Fluency) and ORIE 101 (Freshman Seminar). In addition, students must also take the standardized exit exam required for all College of Business students.

College of Business Core Requirements
All students must complete 39 credit hours in the College of Business courses listed below to satisfy core requirements for a Bachelor of Science degree.
COLLEGE OF BUSINESS

College of Business Core Courses (39 Credit Hours - Three Credits Each)
ACCT 201 Principles of Financial Accounting
ACCT 202 Principles of Managerial Accounting
BDSC 322 Business Statistics
BDSC 340 Operations Management
BUSI 310 Business Law
BUSI 320 Fundamentals of International Business
BUSI 495 Seminar in Strategic Management or Business Policy
ECON 211 Principles of Economics I
FINM 330 Principles of Business Finance
MGMT 305 Business Communication
MGMT 320 Principles of Management
MISY 341 Small Systems Software
MKTG 310 Principles of Marketing

Organization of the College of Business
The College of Business has three departments: 1. The Department of Accounting and Management Information Systems offering a Bachelor of Science degrees in Accounting and Management Information Systems, 2. The Department of Management and Marketing offering Bachelor of Science degrees in Management and Marketing, and 3. The Department of Sport and Entertainment Management offering Bachelor of Science degrees in Sport Management with concentrations in Sport Administration and Athletic Training Management, in addition to a degree in Entertainment Management with concentrations in Music and Casino Gaming.

The Department of Management and Marketing also offers the Bachelor of Science degree in Management in a fully online format. This option enables students to take advantage of the flexibility and convenience that online degree programs offer. It is a great choice for working students and students who want a marketable degree without the requirement of traveling to campus. Sixty percent of faculty are certified by the Sloan Consortium to teach online.

DEPARTMENT OF ACCOUNTING & MANAGEMENT INFORMATION SYSTEMS
ACCOUNTING
The Department of Accounting and Management Information System offers a Bachelor of Science degree in Accounting. Students in the Department of Accounting should complete 120 credit hours by taking 40 credit hours from the General Education Requirements in consultation with their academic advisors, 39 credit hours in the College of Business core courses, 24 credit hours in accounting, 6 credit hours in business electives, 7 credit hours in general electives and 4 credit hours in CSU requirements.

Required Courses (24 Credit Hours – Three credits each)
ACCT 351 Intermediate Accounting
ACCT 352 Intermediate Accounting II
ACCT 410 Cost Accounting
ACCT 414 Tax Accounting
ACCT 417 Auditing I
ACCT 419 Governmental Accounting
ACCT 421 Advanced Accounting
MGMT 350 Business and Professional Ethics
Business Electives (6 credit hours, Courses #350 and above)

General Electives (7 Credit Hours)
Other CSU Requirements (4 Credit Hours)
ORIE 101 Freshman Seminar (1 credit hour)
MISY 150 Technology Fluency (3 credit hours)

Minor in Accounting
The objective of a minor in Accounting is to provide students with accounting knowledge to supplement their majors or pursue alternative careers in accounting. A minimum of 18 credit hours are required with at least a grade of “C” in each course.

College of Business students are required to take ACCT 351 (Intermediate I) and ACCT 352 (Intermediate II) and four other accounting courses excluding ACCT 201 (Principles of Financial Accounting) and ACCT 202 (Principles of Managerial Accounting) to complete a minor.

Non-Business students are required to complete ECON 103 (Introduction to Business & Entrepreneurial Economics) or ECON 104 (Principles of Economics I), ACCT 201 (Principles of Financial Accounting), ACCT 202 (Principles of Managerial Accounting), ACCT 351 (Intermediate Accounting I), ACCT 352 (Intermediate Accounting II) and an ACCT elective course to complete a minor.

MANAGEMENT INFORMATION SYSTEMS
The Department of Accounting and Management Information Systems offers a Bachelor of Science degree in Management Information Systems. Students in the Department of Management Information Systems should complete 120 credit hours by taking 40 credit hours from the General Education Requirements in consultation with their academic advisors, 39 credit hours in the College of Business core courses, 24 credit hours in Management Information Systems, 6 credit hours in business electives, 7 credit hours in general electives and 4 credit hours in CSU requirements.

Required Courses (18 Credit Hours– Three credits each)
Required Courses (18 Credit Hours)
MISY 355 Programming w/Visual Basic
MISY 358 System Analysis & Design
MISY 360 Database Management Principles
MISY 490 Management Info Systems

Electives (6 Credit Hours: choose 2 out of 4 courses listed)
MISY 353 Computer and Information Security
MISY 415 Management of Information Storage Systems
MISY 422 Decision Support Systems
MISY 450 Special Topics in Information Systems

Business Electives (6 credit hours, 350 level and above)

General Electives (7 Credit Hours)
Other CSU Requirements (4 Credit Hours)
ORIE 101 Freshman Seminar (1 credit hour)
MISY 150 Technology Fluency (3 credit hours)

Minor in Management Information Systems
The objective of a minor in Management Information Systems is to provide students with MIS knowledge to supplement
their majors or pursue alternative careers in MIS. A minimum of 18 credit hours are required with at least a grade of “C” in each course:

College of Business students are required to take 6 Misy courses at the 300 level or above excluding MISY 341 (Small Systems Software) to complete a minor. Non-Business students are required to complete ECON 103 (Introduction to Business & Entrepreneurial Economics), MISY 341 (Small Systems Software) and 4 other MISY courses to complete a minor.

**DEPARTMENT of Management and Marketing**

The Department of Management and Marketing offers two Bachelor of Science degrees: Management and Marketing. Students in the Department of Management and Marketing must complete 120 credit hours by taking 40 credit hours from the General Education Requirements in consultation with their academic advisors, 39 credit hours in the College of Business core courses, and 24 credit hours in Management, 6 credit hours in business electives, 7 credit hours in general electives and 4 credit hours in CSU requirements.

**Bachelor of Science in Management and Bachelor of Science in Management (Online)**

Students majoring in Management must complete their 120 credit hours by taking 40 credit hours from the list of GER courses in consultation with their academic advisor, 39 credit hours in the College of Business core courses, 24 credit hours in Management, 6 credit hours in business electives, 7 credit hours in general electives and 4 credit hours in CSU requirements.

**Management Requirements (24 Credit Hours Three credits each)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BDSC 392</td>
<td>Project Management</td>
</tr>
<tr>
<td>MGMT 350</td>
<td>Business &amp; Professional Ethics</td>
</tr>
<tr>
<td>MGMT 360</td>
<td>Human Behavior &amp; Organizational Behavior</td>
</tr>
<tr>
<td>MGMT 380</td>
<td>Human Resource Management</td>
</tr>
<tr>
<td>MGMT 420</td>
<td>Small Business Management</td>
</tr>
<tr>
<td>MGMT 440</td>
<td>Labor Management Relations</td>
</tr>
<tr>
<td>MGMT 460</td>
<td>Not-for-Profit Management</td>
</tr>
<tr>
<td>MGMT 480</td>
<td>Seminar in Organizational Development Theory (Capstone)</td>
</tr>
</tbody>
</table>

**Business Electives (6 Credit Hours – Courses #350 and above)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Electives</td>
<td>(7 Credit Hours)</td>
</tr>
<tr>
<td>ORIE 101</td>
<td>Freshman Seminar (1 credit hour)</td>
</tr>
<tr>
<td>MISY 150</td>
<td>Technology Fluency (3 credit hours)</td>
</tr>
</tbody>
</table>

**Minor in Management**

The objective of a minor in Management is to provide students with management knowledge to supplement their majors or pursue alternative careers in management. A minimum of 18 credit hours are required with at least a grade of “C” in each course. College of Business students may take any 18 credit hours of management to complete a minor, excluding MGMT 320 Principles of Management and MGMT 305 Business Communications.

Non-Business students are required to complete ECON 103 (Introduction to Business & Entrepreneurial Economics), MGMT 320 (Principles of Management) and 4 other MGMT courses to complete a minor.

**Bachelor of Science in Marketing**

Students majoring in Marketing must complete their GER requirements by taking 40 credit hours from the list of GER courses in consultation with their academic advisor and 39 credit hours in the College of Business core, 24 credit hours in Marketing, 6 credit hours in business electives, 7 credit hours in general electives and 4 credit hours in CSU requirements.

**Marketing Required Courses (24 Credit Hours – Three credits each)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MKTG 350</td>
<td>Consumer in Society</td>
</tr>
<tr>
<td>MKTG 360</td>
<td>Consumer Behavior</td>
</tr>
<tr>
<td>MKTG 380</td>
<td>Sales Management</td>
</tr>
<tr>
<td>MKTG 390</td>
<td>Retail Management</td>
</tr>
<tr>
<td>MKTG 410</td>
<td>Advertising</td>
</tr>
<tr>
<td>MKTG 430</td>
<td>Marketing Research</td>
</tr>
<tr>
<td>MKTG 450</td>
<td>Logistics</td>
</tr>
<tr>
<td>MKTG 470</td>
<td>International Marketing</td>
</tr>
</tbody>
</table>

**Business Electives (6 Credit Hours – Courses #350 and above)**

General Electives (7 Credit Hours)

Other CSU Requirements (4 Credit Hours)

ORIE 101 Freshman Seminar (1 credit hour)

MISY 150 Technology Fluency (3 credit hours)

**Minor in Marketing**

The objective of a minor in Marketing is to provide students with management knowledge to supplement their majors or pursue alternative careers in management. A minimum of 18 credit hours are required with at least a grade of “C” in each course.

College of Business students may take any 18 credit hours of marketing to complete a minor, excluding MKTG 310. Non-Business students are required to complete ECON 103 (Introduction to Business & Entrepreneurial Economics), MKTG 310 (Principles of Marketing) and 4 other MKTG courses to complete a minor.

**DEPARTMENT OF SPORT AND ENTERTAINMENT MANAGEMENT**

**Bachelor of Science in Entertainment Management:**

Students majoring in Entertainment Management must complete their GER requirements by taking 40 credit hours from the list of GER courses in consultation with their academic advisor and 39 credit hours in the College of Business core, 6 credit hours in business electives, 4 credit hours in general electives and 4 credit hours in CSU requirements. In addition, students majoring in Entertainment Management must complete 27 credit hours in Entertainment Management. Further specialization may be achieved by including 15 credit hours of music or casino and gaming as part of the 27 required credit hours.

**Required Entertainment Management (3 credits each)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENMGT 350</td>
<td>Introduction to Entertainment Management</td>
</tr>
<tr>
<td>ENMGT 360</td>
<td>Facility and Venue Management - Principles of Management</td>
</tr>
<tr>
<td>ENMGT 365</td>
<td>Risk Management - Principles of Management</td>
</tr>
</tbody>
</table>
Required Entertainment Management Courses (Music Concentration)
ENMG 370 The Business of Music
ENMG 405 Artist Management
MGMT 350 Business and Professional Ethics
MGMT 420 Small Business Management
MKTG 430 Marketing Research

Required Entertainment Management Courses (Casino and Gaming Concentration)
ENMG 380 Principles of Casino & Gaming Management
ENMG 410 Casino Security & Surveillance
ENMG 420 Hospitality Management
ENMG 435 Tourism Management
MGMT 350 Business and Professional Ethics

Business Electives (6 credit hours, Courses #350 and above)
Other Requirements (4 Credit Hours)
ORIE 101 Freshman Seminar (1 credit hour)
MISY 150 Technology Fluency (3 credit hours)

Minor in Entertainment Management
The objective of a minor in Entertainment Management is to provide students with entertainment management knowledge to supplement their majors or pursue alternative careers in entertainment management. A minimum of 18 credit hours are required with at least a grade of "C" in each course.

College of Business students are required to complete ENMG 350 (Introduction to Entertainment Management), ENMG 355 (Entertainment Law) and 4 other ENMG courses to complete a minor. Non-Business students are required to complete ECON 103 (Introduction to Business & Entrepreneurial Economics), MGMT 320 (Principles of Management), ENMG 350 (Introduction to Entertainment Management), ENMG 355 (Entertainment Law) and 2 other ENMG courses to complete a minor.

Bachelor of Science in Sport Management
Students majoring in Sport Management must complete their GER requirements by taking 40 credit hours from the list of GER courses in consultation their academic advisor and 39 credit hours in the College of Business core, 6 credit hours in business electives, 4 credit hours in general electives and 4 credit hours in CSU requirements. In addition, students must complete 33 credit hours in Sport Management (Sport Administration Concentration) or 35 credit hours in Sport Administration (Athletic Training Management Concentration). Further specialization may be achieved by including eight elective credit hours of Sport Administration or six elective credit hour of Athletic Training Management. Bachelor of Science in Sport Management Required Sport Management Courses (Sport Administration Concentration)

SPMT 101 Sport Governance & History
SPMT 201 Facility, Equip. & Event Management
SPMT 243 Psychological Aspect of Sports
SPMT 308 Media Relations in Sport

COLLEGE OF BUSINESS

SPMT 332 Sports, Ethics and the Law
RECR 331 Community Recreation & Fitness
SPMT 435 Org. & Admin of Recreation
SPMT 405 Internship/Field Work in Sport Mgmt. (Seniors Only)
PHED 241 Intramural Sports

Elective Sport Management Courses (Sport Administration Concentration) *
PHED 251 Football/Badminton/Weight Training
PHED 252 Basketball/Volleyball/Track
PHED 351 Tennis/Racquetball/Paddle Gm.
PHED 352 Soccer/Softball/Individual Activities
HEED 110 Drug Abuse Education
HEED 201 First Aide & Safety Education
PHED 343 Coaching and Officiating
PHED 103 Aerobic Fitness
KNES 202 Care & Prevention of Athletic Injuries
SPCH 204 Critical Listening
KNES Any 3 Credit KNES Course
* Students must complete eight credit hours.

Required Sport Management Courses (Athletic Training Management Concentration)
SPMT 101 Sport Governance & History
HEED 205 Nutrition, Exercise and Weight Control
KNES 202 Care & Prevention of Athletic Injuries
KNES 301 Kinesiology
KNES 302 Physiology of Exercise
KNES 322 Pathology of Athletic Injuries
KNES 333 Biomechanics
BIOL 201 Human Anatomy and Physiology I
BIOL 203 Human Anatomy and Physiology II
SPMT 400 Sport Management Practicum (Seniors Only)

Elective Sport Management Courses (Athletic Training Management Concentration) *
PHED 241 Intramural Sports
PHED 251 Football/Badminton/Weight Training
PHED 252 Basketball/Volleyball/Track
PHED 351 Tennis/Racquetball/Paddle Gm.
PHED 352 Soccer/Softball/Individual Activities
HEED 110 Drug Abuse Education
HEED 201 First Aide & Safety Education
PHED 343 Coaching and Officiating
PHED 103 Aerobic Fitness
KNES 202 Care & Prevention of Athletic Injuries
SPCH 204 Critical Listening
KNES Any 3 Credit KNES Course
* Students must complete six credit hours.

Minor in Sport Management
The objective of a minor in Sport Management is to provide students with sport management knowledge to supplement their majors or pursue alternative careers in sport management. College of Business students are required to take a minimum of 18 credit hours of management courses achieving at least a grade of "C" in each course. Non-Business students are required to complete ECON 103 (Introduction to Business & Entrepreneurial Economics) SPMT101 (Sport Governance and History), and 12 credit hours of 300 level or above elective courses to complete a minor.
## COLLEGE OF BUSINESS

### MAJOR: ENTERTAINMENT MANAGEMENT – CONCENTRATION: CASINO AND GAMING

#### LEVEL I (FIRST YEAR)

<table>
<thead>
<tr>
<th>FALL SEMESTER</th>
<th>ENGL 101 English Composition</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 131 College Algebra</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>PHIL 102 Intro to Logic</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>HIST 201, 203 or 205 History I</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>MISY 150 Tech Fluency</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>ORIE 101 Freshman Seminar</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td><strong>Semester Total</strong></td>
<td></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SPRING SEMESTER</th>
<th>ENGL 102 English Composition II</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 202, 204 or 206 History II</td>
<td>PHSC 101/103 Physical Science</td>
<td>3</td>
</tr>
<tr>
<td>SPCH 105 Intro to Speech Communication</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>ECON 103 Intro to Business &amp; Ent Econ</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td><strong>Semester Total</strong></td>
<td><strong>15</strong></td>
<td></td>
</tr>
</tbody>
</table>

#### LEVEL II (SOPHOMORE)

<table>
<thead>
<tr>
<th>FALL SEMESTER</th>
<th>Arts &amp; Humanities</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>PYS</td>
<td>ACCT 201 Principles of Financial Acct.</td>
<td>3</td>
</tr>
<tr>
<td>ECON 211 Principles of Econ I</td>
<td>BDSC Business Statistics</td>
<td>3</td>
</tr>
<tr>
<td><strong>Semester Total</strong></td>
<td><strong>15</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SPRING SEMESTER</th>
<th>WLIT 207 World Literature</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 101 Biology</td>
<td>ACCT 202 Principles of Managerial Acct.</td>
<td>3</td>
</tr>
<tr>
<td>MISY 341 Small Systems Software</td>
<td>FINM 330 Principles of Business Finance</td>
<td>3</td>
</tr>
<tr>
<td><strong>Semester Total</strong></td>
<td><strong>16</strong></td>
<td></td>
</tr>
</tbody>
</table>

#### LEVEL III (JUNIOR)

<table>
<thead>
<tr>
<th>FALL SEMESTER</th>
<th>MKTG 310 Principles of Marketing</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>BDSC 340 Operations Management</td>
<td>MGMT 305 Business Communications</td>
<td>3</td>
</tr>
<tr>
<td><strong>Semester Total</strong></td>
<td><strong>15</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SPRING SEMESTER</th>
<th>ENMGT 350 Intro. to Entertainment Mgt</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENMGT 355 Entertainment Law</td>
<td>ENMGT 360 Facility and Venue Mgt</td>
<td>3</td>
</tr>
<tr>
<td>ENMGT 365 Risk Management</td>
<td>College of Bus. Elective</td>
<td>3</td>
</tr>
<tr>
<td><strong>Semester Total</strong></td>
<td><strong>15</strong></td>
<td></td>
</tr>
</tbody>
</table>

#### LEVEL IV (SENIOR)

<table>
<thead>
<tr>
<th>FALL SEMESTER</th>
<th>ENGMT 380 Principles of Casino &amp; Gaming Mgt.</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENMTG 420 Hospitality Management</td>
<td>MGMT 350 Business and Prof. Ethics</td>
<td>3</td>
</tr>
<tr>
<td>Coll. Of Business Elective</td>
<td><strong>Semester Total</strong></td>
<td><strong>15</strong></td>
</tr>
<tr>
<td>Elective (Reading 101 or general elective)</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SPRING SEMESTER</th>
<th>ENMTG 410 Casino Security and Surveil.</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENMTG 435 Tourism Management</td>
<td>ENMTG 480 Internship</td>
<td>3</td>
</tr>
<tr>
<td>BUSI 495 Seminar in Busines Strat. &amp; Policy</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>General Elective</td>
<td><strong>Semester Total</strong></td>
<td><strong>13</strong></td>
</tr>
</tbody>
</table>

**TOTAL CREDITS** 120

CSU GRADUATION REQUIREMENTS:

* ORIE 101 – Freshman Seminar (1 hr.) and MISY 150 Tech Fluency (3 hrs.) = 4 hrs.

** Arts & Humanities - Select any one from the following: ART 105, MUSC 201, DANC 226, THEA 211, IDIS 102/103, or Foreign Lang 101.

ADDITIONAL NOTE: Students must complete a minimum of 120 credits to earn a degree.
## COLLEGE OF BUSINESS

### Major: Management

#### LEVEL I (FIRST YEAR)

**FALL SEMESTER**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 101</td>
<td>English Composition</td>
<td>3</td>
</tr>
<tr>
<td>MATH 131</td>
<td>College Algebra</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 102</td>
<td>Intro to Logic</td>
<td>3</td>
</tr>
<tr>
<td>HIST 201, 203 or 205</td>
<td>History I</td>
<td>3</td>
</tr>
<tr>
<td>MISY 150</td>
<td>Tech Fluency</td>
<td>3</td>
</tr>
<tr>
<td>ORIE 101</td>
<td>Freshman Seminar</td>
<td>1</td>
</tr>
</tbody>
</table>

**Semester Total**: 16

**SPRING SEMESTER**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 102</td>
<td>English Composition II</td>
<td>3</td>
</tr>
<tr>
<td>HIST 202, 204 or 206</td>
<td>History II</td>
<td>3</td>
</tr>
<tr>
<td>PHSC 101/103</td>
<td>Physical Science</td>
<td>3</td>
</tr>
<tr>
<td>SPCH 105</td>
<td>Intro to Speech Communication</td>
<td>3</td>
</tr>
<tr>
<td>ECON 103</td>
<td>Intro to Business &amp; Ent. Econ.</td>
<td>3</td>
</tr>
</tbody>
</table>

**Semester Total**: 15

#### LEVEL II (SOPHOMORE)

**FALL SEMESTER**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts &amp; Humanities**</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>PSY 201</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 201</td>
<td>Principles of Financial Acct.</td>
<td>3</td>
</tr>
<tr>
<td>ECON 211</td>
<td>Principles of Econ I</td>
<td>3</td>
</tr>
<tr>
<td>BDSC 322</td>
<td>Business Statistics</td>
<td>3</td>
</tr>
</tbody>
</table>

**Semester Total**: 15

**SPRING SEMESTER**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>WLIT 207</td>
<td>World Literature</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 101</td>
<td>Biology</td>
<td>4</td>
</tr>
<tr>
<td>ACCT 202</td>
<td>Principles of Managerial Acct.</td>
<td>3</td>
</tr>
<tr>
<td>MISY 341</td>
<td>Small Systems Software</td>
<td>3</td>
</tr>
<tr>
<td>FINM 330</td>
<td>Principles of Business Finance</td>
<td>3</td>
</tr>
</tbody>
</table>

**Semester Total**: 16

#### LEVEL III (JUNIOR)

**FALL SEMESTER**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MKTG 310</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>BDSC 340</td>
<td>Operations Management</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 305</td>
<td>Business Communications</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 320</td>
<td>Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>BUSI 310</td>
<td>Business Law</td>
<td>3</td>
</tr>
</tbody>
</table>

**Semester Total**: 15

**SPRING SEMESTER**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUSI 320</td>
<td>Fundamentals of Intl. Business</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 360</td>
<td>Human Re. &amp; Org. Behavior</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 380</td>
<td>Human Resources Mgmt.</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 350</td>
<td>Business &amp; Prof. Ethics</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

**Semester Total**: 15

#### LEVEL IV (SENIOR)

**FALL SEMESTER**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BDSC 392</td>
<td>Project Management</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 420</td>
<td>Small Business Management</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 440</td>
<td>Labor Management Relations</td>
<td>3</td>
</tr>
<tr>
<td>College of Bus. Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Elective (Reading 101 or general elective)</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

**Semester Total**: 15

**SPRING SEMESTER**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGMT 460</td>
<td>Not-for Profit Management</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 480</td>
<td>Seminar: Org. Dev. Theory</td>
<td>3</td>
</tr>
<tr>
<td>BUSI 495</td>
<td>Seminar: Bus. Strategy &amp; Pol.</td>
<td>3</td>
</tr>
<tr>
<td>College of Bus. Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Elective (General)</td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

**Semester Total**: 13

**TOTAL CREDITS**: 120

---

**CSU GRADUATION REQUIREMENTS:**

* ORIE 101 – Freshman Seminar (1 hr.) and MISY 150 Tech Fluency (3 hrs.) = 4 hrs.

** Arts & Humanities - Select any one from the following: ART 103, MUSC 201, DANC 226, THEA 211, IDIS 102/103, or Foreign Lang 101.

**ADDITIONAL NOTE:** Students must complete a minimum of 120 credits to earn a degree.
<table>
<thead>
<tr>
<th>LEVEL I (FIRST YEAR)</th>
<th>LEVEL II (SOPHOMORE)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FALL SEMESTER</strong></td>
<td><strong>FALL SEMESTER</strong></td>
</tr>
<tr>
<td>ENGL 101 English Composition I</td>
<td>Arts &amp; Humanities MUS 201</td>
</tr>
<tr>
<td>MATH 131 College Algebra</td>
<td>PSYC 201 General Psychology</td>
</tr>
<tr>
<td>PHIL 102 Intro to Logic</td>
<td>ACCT 201 Principles of Acct.</td>
</tr>
<tr>
<td>HIST 201, 203 or 205 History I</td>
<td>ECON 211 Principles of Econ I</td>
</tr>
<tr>
<td>SPCH 105 Intro to Speech Communication</td>
<td>BDSC 322 Business Statistics</td>
</tr>
<tr>
<td>ORIE 101* Freshman Seminar</td>
<td></td>
</tr>
<tr>
<td><strong>Semester Total</strong></td>
<td><strong>Semester Total</strong></td>
</tr>
<tr>
<td></td>
<td>16</td>
</tr>
<tr>
<td><strong>SPRING SEMESTER</strong></td>
<td><strong>SPRING SEMESTER</strong></td>
</tr>
<tr>
<td>ENGL 102 English Composition II</td>
<td>WLIT 207 World Literature</td>
</tr>
<tr>
<td>HIST 202, 204 or 206 History II</td>
<td>BIOL 101 Biology</td>
</tr>
<tr>
<td>PHSC 101/103 Physical Science</td>
<td>ACCT 202 Principles of Managerial Acct.</td>
</tr>
<tr>
<td>SPCH 105 Intro to Speech Communication</td>
<td>MISY 341 Small Systems Software</td>
</tr>
<tr>
<td>ECON 103 Intro to Bus. &amp; Ent. Econ</td>
<td>FINM 330 Principles of Business Finance</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Semester Total</strong></td>
<td><strong>Semester Total</strong></td>
</tr>
<tr>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>

**LEVEL III (JUNIOR)**

| **FALL SEMESTER**                   | **FALL SEMESTER**             |
| MKTG 310 Marketing for Managers     | BDSC 392 Project Management   |
| BDSC 340 Operations Management      | MISY 360 Database Mgmt. Principles |
| MGMT 305 Business Communication    | MISY Elective (MISY 353,415 422 or 450) |
| MGMT 320 Principles of Mgmt        | Coll. Of Business Elective (350 or above) |
| BUSI 310 Business Law              | Elective                      |
| **Semester Total**                 | **Semester Total**            |
|                                   | 15                            |

**SPRING SEMESTER**

| BUSI 320 Fundamentals of Intl. Business | MISY Elective (MISY 353, 415, 422 or 450) |
| Misy 351 Human Computer Interface     | MISY 490 Management Info. Systems |
| MISY 355 Programming with Visual Basic | BUSI 495 Seminar Bus. Strategy & Policy |
| MISY 358 Systems Analysis and Design  | Coll. Of Business Elective (350 or above) |
| Elective (Reading 101 or general elective) | Elective |
| **Semester Total**                   | **Semester Total**            |
|                                   | 15                            |

**LEVEL IV (SENIOR)**

| **FALL SEMESTER**                   | **FALL SEMESTER**             |
| MISY Elective (MISY 353, 415, 422 or 450) | BDSC 392 Project Management |
| MISY 490 Management Info. Systems      | MISY 360 Database Mgmt. Principles |
| BUSI 495 Seminar Bus. Strategy & Policy | MISY Elective (MISY 353,415 422 or 450) |
| Coll. Of Business Elective (350 or above) | Coll. Of Business Elective (350 or above) |
| Elective                              | Elective                      |
| **Semester Total**                   | **Semester Total**            |
|                                   | 13                            |

**TOTAL CREDITS**

**TOTAL CREDITS**

**CSU GRADUATION REQUIREMENTS:**

*ORIE 101 – Freshman Seminar (1 hr.) and MISY 150 Tech Fluency (3 hrs.) = 4 hrs.

** Arts & Humanities - Select any one from the following: ART 103, MUSC 201, DANC 226, THEA 211, IDIS 102/103, or Foreign Lang 101.

**ADDITIONAL NOTE:** Students must complete a minimum of 120 credits to earn a degree.
## COLLEGE OF BUSINESS

**Major: Accounting**

### LEVEL I (FIRST YEAR)

**FALL SEMESTER**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 101</td>
<td>English Composition</td>
<td>3</td>
</tr>
<tr>
<td>MATH 131</td>
<td>College Algebra</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 102</td>
<td>Intro to Logic</td>
<td>3</td>
</tr>
<tr>
<td>HIST 201, 203 or 205</td>
<td>History I</td>
<td>3</td>
</tr>
<tr>
<td>MISY 150</td>
<td>Tech Fluency</td>
<td>3</td>
</tr>
<tr>
<td>ORIE 101*</td>
<td>Freshman Seminar</td>
<td>1</td>
</tr>
</tbody>
</table>

**SPRING SEMESTER**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 102</td>
<td>English Composition II</td>
<td>3</td>
</tr>
<tr>
<td>HIST 202, 204 or 206</td>
<td>History II</td>
<td>3</td>
</tr>
<tr>
<td>PHSC 101/103</td>
<td>Physical Science</td>
<td>3</td>
</tr>
<tr>
<td>SPCH 105</td>
<td>Speech</td>
<td>3</td>
</tr>
<tr>
<td>ECON 103</td>
<td>Intro to Busin. &amp; Ent. Econ</td>
<td>3</td>
</tr>
</tbody>
</table>

**Semester Total**: 16

### LEVEL II (SOPHOMORE)

**FALL SEMESTER**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts &amp; Humanities**</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>PSYC 201</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 201</td>
<td>Principles of Financial Acct.</td>
<td>3</td>
</tr>
<tr>
<td>ECON 211</td>
<td>Principles of Econ I</td>
<td>3</td>
</tr>
<tr>
<td>BDSC 322</td>
<td>Business Statistics</td>
<td>3</td>
</tr>
</tbody>
</table>

**SPRING SEMESTER**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>WLIT 207</td>
<td>World Literature</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 101</td>
<td>Biology</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 202</td>
<td>Principles of Managerial Acct.</td>
<td>3</td>
</tr>
<tr>
<td>MISY 341</td>
<td>Small Systems Software</td>
<td>3</td>
</tr>
<tr>
<td>FINM 330</td>
<td>Principles of Business Finance</td>
<td>3</td>
</tr>
</tbody>
</table>

**Semester Total**: 15

### LEVEL III (JUNIOR)

**FALL SEMESTER**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 410</td>
<td>Cost Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 351</td>
<td>Intermediate Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 320</td>
<td>Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 305</td>
<td>Business Communications</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elective</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

**Semester Total**: 15

**SPRING SEMESTER**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUSI 310</td>
<td>Business Law</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 352</td>
<td>Intermediate Accounting II</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 310</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 414</td>
<td>Tax Accounting</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elective</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

**Semester Total**: 15

### LEVEL IV (SENIOR)

**FALL SEMESTER**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BDSC 340</td>
<td>Operations Management</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 350</td>
<td>Business &amp; Prof. Ethics</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 417</td>
<td>Auditing</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 419</td>
<td>Governmental Accounting</td>
<td>3</td>
</tr>
<tr>
<td>Coll. Of Business Elective (350 or above)</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

**Semester Total**: 15

**SPRING SEMESTER**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 421</td>
<td>Advanced Acct</td>
<td>3</td>
</tr>
<tr>
<td>BUSI 320</td>
<td>Fundamentals of Intl. Business</td>
<td>3</td>
</tr>
<tr>
<td>Coll. Of Business Elective (350 or above)</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elective</td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

**Semester Total**: 13

**TOTAL CREDITS**: 120

---

**CSU GRADUATION REQUIREMENTS:**

*FRSEM 101 – Freshman Seminar (1 hr.) and MISY 150 Tech Fluency (3 hrs.) = 4 hrs.

** Arts & Humanities -Select any one from the following: ART 105, MUSC 201, DANC 226, THEA 211, IDIS 102/103, or Foreign Lang 101.

**ADDITIONAL NOTE:** Students must complete a minimum of 120 credits to earn a degree.
# COLLEGE OF BUSINESS

Major: Entertainment Management w/Music Concentration

## LEVEL I (FIRST YEAR)

<table>
<thead>
<tr>
<th>FALL SEMESTER</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 101 English Composition</td>
<td>3</td>
</tr>
<tr>
<td>MATH 131 College Algebra</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 102 Intro to Logic</td>
<td>3</td>
</tr>
<tr>
<td>HIST 201, 203 or 205 History I</td>
<td>3</td>
</tr>
<tr>
<td>MISY 150 Tech Fluency</td>
<td>3</td>
</tr>
<tr>
<td>ORIE 101* Freshman Seminar</td>
<td>1</td>
</tr>
<tr>
<td><strong>Semester Total</strong></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SPRING SEMESTER</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 102 English Composition II</td>
<td>3</td>
</tr>
<tr>
<td>HIST 202, 204 or 206 History II</td>
<td>3</td>
</tr>
<tr>
<td>PHSC 101/103 Physical Science</td>
<td>3</td>
</tr>
<tr>
<td>SPCH 105 Speech 3</td>
<td>3</td>
</tr>
<tr>
<td>ECON 103 Intro to Bus. &amp; Ent. Econ</td>
<td>3</td>
</tr>
<tr>
<td><strong>Semester Total</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

**CSU GRADUATION REQUIREMENTS:**
*ORIE 101 – Freshman Seminar (1 hr.) and MISY 150 Tech Fluency (3 hrs.) = 4 hrs.
** Arts & Humanities - Select any one from the following: ART 103, MUSC 201, DANC 226, THEA 211, IDIS 102/103, or Foreign Lang 101.

## LEVEL II (SOPHOMORE)

<table>
<thead>
<tr>
<th>FALL SEMESTER</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts &amp; Humanities**</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 201 General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 201 Principles of Financial Acct.</td>
<td>3</td>
</tr>
<tr>
<td>ECON 211 Principles of Econ I</td>
<td>3</td>
</tr>
<tr>
<td>BDSC 322 Business Statistics</td>
<td>3</td>
</tr>
<tr>
<td><strong>Semester Total</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SPRING SEMESTER</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>WLIT 207 World Literature</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 101 Biology</td>
<td>4</td>
</tr>
<tr>
<td>ACCT 202 Principles of Managerial Acct.</td>
<td>3</td>
</tr>
<tr>
<td>Misy 330 Small Systems Software</td>
<td>3</td>
</tr>
<tr>
<td>FINM 330 Principles of Business Finance</td>
<td>3</td>
</tr>
<tr>
<td><strong>Semester Total</strong></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

## LEVEL III (JUNIOR)

<table>
<thead>
<tr>
<th>FALL SEMESTER</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>MKTG 310 Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>BDS 340 Operations Management</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 305 Business Communication</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 320 Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>BUSI 320 Fundamentals of Intl. Business</td>
<td>3</td>
</tr>
<tr>
<td><strong>Semester Total</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SPRING SEMESTER</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>BNMGT 350 Intro. to Entertainment Management</td>
<td>3</td>
</tr>
<tr>
<td>ENMGT 355 Entertainment Law</td>
<td>3</td>
</tr>
<tr>
<td>ENMGT 360 Facility and Venue Management</td>
<td>3</td>
</tr>
<tr>
<td>ENMGT 365 Risk Management</td>
<td>3</td>
</tr>
<tr>
<td>Coll. of Business Elective (350 or above)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Semester Total</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

## LEVEL IV (SENIOR)

<table>
<thead>
<tr>
<th>FALL SEMESTER</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENMGT 370 The Business of Music</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 405 Artist Management</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 350 Business and Professional Ethics</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 420 Small Business Management</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 430 Marketing Research</td>
<td>3</td>
</tr>
<tr>
<td><strong>Semester Total</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SPRING SEMESTER</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coll. of Business Elective (350 or above)</td>
<td>3</td>
</tr>
<tr>
<td>BUSI 495 Seminar in Business</td>
<td>3</td>
</tr>
<tr>
<td>ENMGT 480 Internship</td>
<td>3</td>
</tr>
<tr>
<td>Elective (Reading 101 or general elective)</td>
<td>3</td>
</tr>
<tr>
<td>General Elective</td>
<td>3</td>
</tr>
<tr>
<td><strong>Semester Total</strong></td>
<td><strong>13</strong></td>
</tr>
</tbody>
</table>

**TOTAL CREDITS** | **120**
## COLLEGE OF BUSINESS

### Major: Marketing

#### LEVEL I (FIRST YEAR)

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FALL SEMESTER</td>
<td>ENGL 101</td>
<td>English Composition</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MATH 131</td>
<td>College Algebra</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>PHIL 102</td>
<td>Introduction to Logic</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>HIST 204, 203 or 205</td>
<td>History I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MISY 150</td>
<td>Tech Fluency</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ORIE 101*</td>
<td>Freshman Seminar</td>
<td>3</td>
</tr>
<tr>
<td><strong>Semester Total</strong></td>
<td></td>
<td></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

| SPRING SEMESTER   | ENGL 102    | English Composition II              | 3       |
|                   | HIST 202, 204 or 206 | History II              | 3       |
|                   | PHSC 101 or 103 | Physical Science              | 3       |
|                   | SPCH 105    | Intro. to Speech Communication    | 3       |
|                   | ECON 101    | Intro. to Business & Ent. Econ.    | 3       |
| **Semester Total**|             |                                     | **15**  |

#### LEVEL II (SOPHOMORE)

<table>
<thead>
<tr>
<th>FALL SEMESTER</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Arts &amp; Humanities**Dance 325</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>PSYC 201</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ACCT 201</td>
<td>Principles of Financial Acct.</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ECON 211</td>
<td>Principles of Econ I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>BDSC 322</td>
<td>Business Statistics</td>
<td>3</td>
</tr>
<tr>
<td><strong>Semester Total</strong></td>
<td></td>
<td></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

| SPRING SEMESTER   | WLIT 207    | World Literature                    | 3       |
|                   | BIOL 101    | Biology                             | 3       |
|                   | ACCT 202    | Principles of Managerial Acct.      | 3       |
|                   | MISY 341    | Small Systems Software              | 3       |
|                   | FINM 330    | Principles of Business Finance      | 3       |
| **Semester Total**|             |                                     | **16**  |

#### LEVEL III (JUNIOR)

<table>
<thead>
<tr>
<th>FALL SEMESTER</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>MKTG 310</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>BDSC 340</td>
<td>Operations Management</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MGMT 305</td>
<td>Business Communications</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MGMT 320</td>
<td>Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Busi 310</td>
<td>Business Law</td>
<td>3</td>
</tr>
<tr>
<td><strong>Semester Total</strong></td>
<td></td>
<td></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

| SPRING SEMESTER   | BUSI 320    | Fundamentals of Intl. Business      | 3       |
|                   | MKTG 350    | Consumer in Society                 | 3       |
|                   | MKTG 360    | Consumer Behavior                   | 3       |
|                   | MKTG 380    | Sales Management                    | 3       |
|                   | Coll. of Business Elective (350 or above) |          | 3       |
| **Semester Total**|             |                                     | **15**  |

#### LEVEL IV (SENIOR)

<table>
<thead>
<tr>
<th>FALL SEMESTER</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>MKTG 390</td>
<td>Retail Management</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MKTG 410</td>
<td>Advertising</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MKTG 430</td>
<td>Marketing Research</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>General Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Coll. of Business Elective (350 or above)</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td><strong>Semester Total</strong></td>
<td></td>
<td></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

| SPRING SEMESTER   | MKTG 450    | Logistics                           | 3       |
|                   | MKTG 470    | International Marketing             | 3       |
|                   | BUSI 495    | Sem. In Business Strategy & Policy  | 3       |
|                   | General Elective |                                 | 3       |
|                   | Elective (Reading 101 or general elective) |          | 1       |
| **Semester Total**|             |                                     | **13**  |

**TOTAL CREDITS** | 120

CSU GRADUATION REQUIREMENTS:

*ORIE 101 – Freshman Seminar (1 hr.) and MISY 150 Tech Fluency (3 hrs.) = 4 hrs.

** Arts & Humanities - Select any one from the following: ART 103, MUSC 201, DANC 226, THEA 211, IDIS 102/103, or Foreign Lang 101.

ADDITIONAL NOTE: Students must complete a minimum of 120 credits to earn a degree.
# COLLEGE OF BUSINESS
## Major: Sport Management (Sport Administration)

### LEVEL I (FIRST YEAR)
#### FALL SEMESTER
- ENGL 101 or 101E English Composition 3
- MATH 131 College Algebra 3
- PHIL 102 Intro to Logic 3
- HIST 201, 203 or 205 History I 3
- MISY 150 Tech Fluency 3
- ORIE 101 Freshman Seminar 1

**Semester Total** 16

#### SPRING SEMESTER
- ENGL 102 English Composition II 3
- HIST 202, 204 or 206 History II 3
- PHSC 101 or 103 Physical Science 3
- SPCH 105 Intro. to Speech Communication 3
- ECON 103 Intro. to Business & Ent. Econ 3

**Semester Total** 15

### LEVEL II (SOPHOMORE)
#### FALL SEMESTER
- Arts & Humanities 3
- PSYC 201 General Psychology 3
- ACCT 201 Principles of Financial Acct. 3
- ECON 211 Principles of Economics I 3
- BDSC 322 Business Statistics 3

**Semester Total** 16

#### SPRING SEMESTER
- WLIT 207 World Literature 3
- BIOL 101 Biology 3
- ACCT 202 Principles of Managerial Acct. 3
- Misy 341 Small Systems Software 3
- FINM 330 Principles of Business Finance 3

**Semester Total** 15

### LEVEL III (JUNIOR)
#### FALL SEMESTER
- SPMT 101 Sport Governance & History 3
- BDSC 340 Business Communication 3
- MGMT 305 Principles of Management 3
- MGMT 320 Business Law 3

**Semester Total** 15

#### SPRING SEMESTER
- BUSI 320 Fundamentals of Intl. Business 3
- SPMT 201 Facility, Equipment & Event Mgmt. 3
- RECR 331 Community Recreation & Fitness 3
- SPMT 243 Psychological Aspects in Sports 3
- MKTG 310 Principles of Marketing 3

**Semester Total** 15

### LEVEL IV (SENIOR)
#### FALL SEMESTER
- SPMT 308 Media Relations in Sport 3
- RECR 339 Problems in Urban Recreation 3
- SPMT 332 Sports, Ethics & the Law 3
- BUSI 495 Seminar: Bus Strategy & Policy 3
- SPMT 435 Org. Administration of Recreation 3

**Semester Total** 15

#### SPRING SEMESTER
- Free Elective 2
- SPMT 405 Internship/Field Work 12
- Free Elective 2
- Free Elective 2
- Free Elective 2

**Semester Total** 20

**TOTAL CREDITS** 127

### CSU GRADUATION REQUIREMENTS:
- *ORIE 101 – Freshman Seminar (1 hr.) and MISY 150 Tech Fluency (3 hrs.) = 4 hrs.
- ** Arts & Humanities - Select any one from the following: ART 103, MUSC 201, DANC 226, THEA 211, IDIS 102/103, or Foreign Lang 101.

**ADDITIONAL NOTE:** Students must complete a minimum of 120 credits to earn a degree.
HELENE FULD SCHOOL OF NURSING
MAJOR: TRADITIONAL BSN FALL 2012 TO PRESENT

COLLEGE OF HEALTH PROFESSIONS
In the fall 2011, the College of Health Professions (CHP) was approved by the Maryland Higher Education Commission. Two distinct schools were created: the Helene Fuld School of Nursing (HFSON) and the School of Allied Health (SAH). The latter represents the Health Information Management (HIM) program, Health Sciences program and a planned expansion of other allied health degree offerings. The College of Health Professions Helene Fuld School of Nursing offers a Bachelor of Science in Nursing (BSN) with three different plans: Traditional, Accelerated Second Degree BSN and RN to BSN; a Master of Science in Nursing, Family Nurse Practitioner (FNP) and a Post-Master’s Advanced Practice Registered Nurse (APRN) FNP Certificate. In May 2015, the HFSON began the Doctor of Nursing Practice (DNP) Program. The DNP program is the FIRST doctoral degree program offered at Coppin State University.

OUR VISION: CHP
❖ Coppin State University College of Health Professions will be nationally and internationally recognized for educating healthcare professionals as leaders and lifelong learners who demonstrate excellence in scientific inquiry, healthcare innovation and inter-professional collaboration in the promotion of healthy communities while strengthening relationships with local, national and global partners.

OUR MISSION: CHP
❖ The College of Health Professions prepares analytical, socially responsible health care professionals as leaders and lifelong learners who demonstrate excellence in scientific inquiry, healthcare innovation and inter-professional collaboration in the promotion of healthy communities while strengthening relationships with local, national and global partners.

HELENE FULD SCHOOL OF NURSING
Nursing is a complex field which requires knowledge of nursing and knowledge of the humanities, behavioral and natural sciences. Coppin State University Helene Fuld School of Nursing prepares students for professional nursing practice, which includes functioning as members of inter-professional health teams when providing care to individuals, families, and groups in a variety of health care settings.

The Nursing Program was initially approved by the Maryland State Board of Examiners of Nurses in 1974 (currently known as the Maryland Board of Nursing). Generic graduates are eligible to take the registered nurse licensure examination of the state Board of Nursing. The baccalaureate program in nursing, the master’s degree and post master’s programs are accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036, 202-887-6791.

The Helene Fuld School of Nursing is a member of the National League for Nursing (NLN) and the American Association of Colleges of Nursing (AACN). Policies of the Helene Fuld School of Nursing are subject to change due to requirements of external accrediting agencies.

OUR MISSION: HFSON
The Helene Fuld School of Nursing is committed to providing exemplary education that broadens empowered nursing student’s intellectual and scholarly pursuits while promoting healthy communities and strengthening relationships with local, national and global partners. Through its programs of study and outreach service, the School of Nursing fosters the University’s mission and legacy of excellence in teaching, scholarship and community engagement.

SCHOOL OF ALLIED HEALTH
The School of Allied Health (SAH) currently offers a Bachelor of Science in Health Information Management and a Bachelor of Science in Health and Health Education. The Bachelor of Science in Health Information Management is a unique program that allows you to combine your interests in healthcare, business, and information technology to develop an exciting career that will increase your potential for success.

The SAH is poised for growth to offer additional programs that will enhance the healthcare community. Its goal is to be premier School for educating baccalaureate prepared Allied Health Professionals. The mission and vision of the School align with the University’s strategic goals and overall theme of serving underserved student populations. The SAH is committed to preparing Allied Health Professionals for leadership in healthcare.

OUR MISSION: SCHOOL OF ALLIED HEALTH
Through inter-professional collaboration, the College of Health Professions fosters the University’s mission of increasing the number of healthcare professionals and focusing on the development of healthcare leaders, promoting healthy communities and strengthening relationships with local, national and global partners.

COMMUNITY HEALTH CENTER
The Coppin State University Community Health Center, a nurse-managed clinic located in the Health and Human Services Building (HHSB) at 2500 West North Avenue, is a primary care facility which is operated by the Helene Fuld School of Nursing. The Center provides readily accessible, low cost, high quality care to Coppin State University students, faculty, staff, administration and residents of the neighborhood surrounding the University. Services of the Center emphasize health promotion and prevention of disease. The goal of the Center is to improve the health of persons who reside in areas adjacent to the University. Services are provided by nurse practitioners, faculty and students of the Helene Fuld School of Nursing, and in some instances, by a physician. All professional personnel are properly licensed by the State of Maryland.

COPPIN CLINIC AT ST. FRANCES
The Coppin Clinic at St. Frances is a nurse-managed clinic located on the St. Frances campus at address, is a primary care facility which is operated by the Helene Fuld School of Nursing. The Center provides readily accessible healthcare to St. Frances administration, faculty, students, staff and residents of the neighborhood. Services of the Center
emphasize health promotion and prevention of disease. The goal of the Center is to provide access while removing barriers to care with an end outcome on optimal healthcare outcomes. Services provided include physicals, Women’s health services, immunizations and management of acute and/or chronic health problems. Services are provided by nurse practitioners, faculty and students of the Helene Fuld School of Nursing, and in some instances, by a physician. All professional personnel are properly licensed by the State of Maryland. The clinic serves as a clinical placement for both graduate and undergraduate students.

RESOURCES FOR SUCCESS The School of Nursing and Allied Health provides its students with various resources to assist in meeting their learning needs – the Learning Resource Center (LRC) and Student Enrichment Program (SEP). Students’ health needs may be met through the Coppin State University Community Health Center, located on the first floor of the Health and Human Services Building (HHSB).

LEARNING RESOURCE CENTER (LRC) The Learning Resource Center is available for individual students and/or student groups’ use during the week and on Saturdays. The NRC is equipped with the latest technological advances (i.e. computers, computer assisted instruction, media and audio visual equipment). Students may use the LRN on an independent basis or with an instructor to enhance nursing knowledge.

STUDENT ENRICHMENT PROGRAM (SEP) The Student Enrichment Program (SEP) provides students with academic support services aimed at improving performance outcomes and retention. Prevention strategies are utilized. Early diagnosis of students’ learning needs is employed and appropriate immediate intervention strategies are implemented. Tutoring is provided through collaborative efforts by staff of the Nursing Resource Center, tutors, and the University Academic Resource Center. To ensure student success, referrals are made for appropriate tutoring and other supportive interventions by nursing faculty and/or the students assigned academic advisor.

HEALTH INFORMATION MANAGEMENT HIM professionals play a critical role in maintaining, collecting and analyzing the data that doctors, nurses and other healthcare providers rely on to deliver quality healthcare. They are experts in managing patient health information and medical records, administering computer information systems and coding the diagnosis and procedures for healthcare services provided to patients. Health information programs incorporate the disciplines of medicine, management, finance, information technology, and law into one curriculum. Because of this unique mixture, health information graduates can choose from a variety of work settings across an array of healthcare environments.

In 2006 the HFSON was granted approval by the Maryland Higher Education Commission (MHEC) to offer a baccalaureate degree in Allied Health with a concentration in Health Information Management (HIM).

The inaugural class of seven began in the fall of 2007. The first class graduated on May 17, 2009. Since that time the program has grown from 7 students to over 100. The HIM Program was accredited by the Commission on Accreditation of Health Informatics and Information Management Education (CAHIIM) in 2009 and the degree named changed to a Bachelor in Science of Health Information Management.

As the world moves from a paper-based to an electronic society, so does the health care field. The health care community is working to develop an electronic health patient record. The HIM profession is at the forefront of this movement. Advances in medical science, legislative reforms, computerization, and the need to manage health care delivery systems and health care costs have enhanced the roles of the health information manager.

HIM professionals work in a multitude of settings throughout the healthcare industry including hospitals, physician offices and clinics, long-term care facilities, insurance companies, government agencies and home care providers. Degreed HIM graduates may hold positions as a health information manager, compliance officer, data quality manager, educator, coder/manager, privacy/security officer, project manager, reimbursement or revenue cycle manager, data analysts and information systems managers to name a few.

The primary purpose of the program is to provide the academic foundation necessary to prepare students to be competent health information management professionals and meet the entry-level competencies that will enable them to apply management and problem solving skills to every aspect of a medical/health record information system, regardless of the setting or environment.

The HIM Program accredited by the Commission on Accreditation of Health Informatics and Information Management (CAHIIM) leads to the Bachelor of Science degree in HIM. Graduates are eligible to write the national AHIMA certification examination to become a Registered Health Information Administrator (RHIA). Policies of the Health Information Management program are subject to change due to requirements of external accrediting agencies.

BACCALAUREATE PROGRAM OUTCOMES-HIM Graduates of Health Information Management are prepared to:

1. Understand and articulate the historical trends of health records and health information.
2. Identify and perform the diverse tasks required in coding diseases and medical procedures.
3. Demonstrate an understanding of the legal obligations as well as with professional, ethical and organizational standards to ensure the accuracy, privacy, security and confidentiality associated with
4. the access, retention, storage and disposal of recorded patient information.
5. Analyze and provide research data and respond to the informational needs of lawyers, physicians, third-party payers, governmental agencies and other legally designated parties of interest.
6. Develop and formulate policy and procedures to integrate technology and management of health information to support client care, organizational goals, operations, and regulatory compliance.
7. Identify processes and systems to monitor and evaluate the accuracy and retrieval of electronic health information.
8. Use current and emerging technologies to support the management, analysis and presentation of health information.
9. Apply entry-level knowledge, professional abilities and theories of management to effectively manage a health information management department.
10. Keep current with relevant local, national and global health care and health information management issues, trends, technologies and standards to support health information management systems and processes and guide professional development.

APPLICATION PROCESS AND POLICIES
Application, Admission and Recruitment Policies and Criteria

The Health Information Management Program admits students in the fall semester. The College of Health Professions, School of Allied Health admits applicants without regard to race, color, religion, national origin, age, gender, or gender identity and expression.

Applicants without previous college experience
Applicants without previous college experience must meet the requirements for entrance into the University prior to admission to the HIM Program.

Applicants who have current or prior enrollment at Coppin in another major, or as undeclared
Applicants must have satisfactorily completed any required general education courses, developmental courses (depending on the point of transfer), prerequisites, and a cumulative grade point average of 2.5.

Applicants with a RHIT or certified coding credentials
This program is designed for the professional who has earned an associate’s degree at an accredited college or university and has received the RHIT credential, as well as students who have earned a certified coding credential. The program involves instruction and professional practice experience. The academic load varies depending on the student’s experience, as well as previous instruction received. Each individual student will be evaluated independently to develop their course of study and where applicable, approved credits from other colleges and universities will be accepted. Other exceptions will be determined by the Chair of the Program.

Health Information Management Admission Criteria
Students interested in admittance to the Health Information Management (HIM) Program will be eligible to be admitted in the fall semester of each academic year, (except upon approval of the Chair, Associate Dean or Dean). Applications for the fall semester are due prior to or on February 1st. The following criteria must be met:
1. Admission to the University
2. Letter of interest to include:
   a. Why interested in HIM
   b. Experience with technology
   c. Plan for success specific to completing their degree
   d. Knowledge and understanding of the profession
   e. What activities has the student been in engaged in to prepare them for a career in HIM to include but not limited to:
      i. Outside interests
      ii. Organizations affiliation
      iii. Employment history
      iv. Certifications
      v. Volunteer history
3. Cumulative GPA of 2.5
4. Completed the following prerequisites:
   a. All General Education Requirements
   b. All 100 and 200 level courses to include:
      i. HSC 101
      ii. HSC 190
      iii. ECON 103
      iv. BIO 107
      v. BIO 201
      vi. BIO 203
      vii. ACCT 201
      viii. MATH 203
5. Copy of most recent transcript from Coppin and any other institution
6. Three letters of recommendation from employer, faculty or community leader. An interview will be conducted as needed to clarify or expand on information as appropriate.

Registration
Registration includes (1) the selection of courses each semester, (2) the completion of all registration forms, and (3) the payment of assessed tuition and fees. Students are admitted to classes only after they have officially registered. Entering freshmen and any entering transfer students with fewer than twenty-five credits are required by the University to take placement tests before registering for courses.

Pre-registration
A pre-registration period is scheduled during every regular semester. At that time, matriculating students are expected to consult faculty advisors to make an early selection of courses for the following semester. Registration is completed when tuition and fees are paid at the beginning of the regular registration period. Pre-registration is required for all professional practice HIM experiences. Students who have not pre-registered will be enrolled in professional practice experiences only if there is a vacancy. Students are encouraged to pre-register.
Progression and Retention Policies

General Progression and Retention Policies
Satisfactory progress in the Health Information Management Program promotes and enhances retention and expansion of knowledge and skills. Therefore, once HIM courses have begun students are expected to progress each semester in accordance with the Plan of Study.

* The student must complete prerequisites of each course prior to enrolling in the next course (except by approval of the Chairperson of the Program). A grade of “C” or better must be achieved in every HIM and major supporting courses. The student who fails a HIM 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 next semester it is offered, the student will be dismissed from the Program. Courses required in the HIM Program may not be taken more than twice. Students must adhere to the sequence of courses as outlined in the Plan of Study. A student who earns less than the required cumulative grade point average will be placed on probation for the next semester. Additionally, a student will be placed on probation for failure to achieve a grade of “C” or better in any HIM course and/or required major support course. A student will be dismissed from the Health Information Management Program for any of the following reasons:

1. Failure to achieve a grade of “C” or better when repeating a HIM course or major support course. This includes withdrawing from a course while failing, then failing the course on the second attempt.
2. Failure to maintain the cumulative grade point average (GPA) of 2.5 required in the HIM Program.

ACADEMIC POLICIES

Grading
Refer to CSU student handbook for details on the Grading System for CSU.

The grading scale (%) used for all HIM courses is: *

A 90 - 100
B 80 - 89
C 70 - 79
D 60 - 69
F 68 and below

The grade of “A” designates work of superior quality, “B”—work of good quality, “C”—work of satisfactory quality, grade “D” or below not satisfactory quality, but allowable for credit. The grade of “D” or below indicates failure (a final grade of “D” is not acceptable in HIM courses and major support courses): except those identified on page 44. The “AU” grade represents auditing students and has no grade-point value. Such students must pay the appropriate fees and register for the course(s) to be audited. At each mid-semester period, instructors submit interim grades 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 a part of a student’s permanent record.

Students’ performance in the Professional Practice Component will be graded. Students who are not performing at a satisfactory level must be so advised at mid-point in the course. See midterm warning policy page.

PROGRESSION
Satisfactory progress in the HIM Program promotes and enhances retention and expansion of knowledge and skills. Therefore, once HIM courses are begun students are expected to progress each semester in accordance with the Plan of Study.

* The student must complete prerequisites of each course prior to enrolling in the next course. A grade of “C” 70% or better must be achieved in science, HIM and major support courses. The student who does not achieve a grade of 70% or greater 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 next semester it is offered, the student will be dismissed from the Program.

Courses required in the HIM Program may not be taken more than twice*. Students must adhere to the sequence of courses as outlined in the Plan of Study. *Exception for medical withdrawal and extraordinary circumstances however the student may experience additional expenses when enrolling in the course based on exceptions.

Probation Policies: A student will be placed on probation in the School of Allied Health, Health Information Management Program for any of the following reasons:

1. A student who earns less than the required cumulative grade point average of 2.5 will be placed on probation.
2. A student will also be placed on probation for failure to achieve a grade of “C” (70% in HIM courses) or better in a science, HIM and required major support course.
3. A student will be placed on probation for referral(s) to the Chairperson, and/or Dean for academic related issues associated with not adhering with the policies or guidelines.

DISMISSAL POLICIES
A student shall be dismissed from the Health Information Management Program for any of the following reasons:

1. Failure to achieve a grade of “C” (70% in HIM courses required as per the plan of study; 70% in science and major support courses) or better. This includes withdrawing from a course, or failing the course on the second attempt. A student may enroll in courses in the major only two (2) times.
2. Failure to maintain the cumulative grade point average (GPA) of 2.5 required in the HIM Department for two (2) consecutive semesters.

HELENE FULD SCHOOL OF NURSING
MAJOR: TRADITIONAL BSN FALL 2012 TO PRESENT
3. Additional reasons for dismissal from the HIM department include but are not limited to:
   a. If a student is determined to be unsafe.
   b. Found to be under the influence of a prescribed medication that might impair the student’s safe practicum performance; the use of alcohol and/or illegal drugs while in class or in practicum.
   c. Has blatant breach of client, agency, University, HIM and/or student-to-student confidentiality. An example of student-to-student confidentiality breach includes inappropriate release of student’s health information.
   d. Action or lack of action that cause an adverse complication in the class or practicum setting. Failure to follow agency, University, CHP, or HIM policies.
   e. Academic dishonesty or a violation of the HIM Honor Code.
   f. Unprofessional conduct (Refer to Honor Code and Student Code of Conduct)
   g. Failure to demonstrate in practicum practice setting the ability to be physically and mentally competent at all times to provide safe client care.
   h. An encumbered license for any licensed student.
4. If matriculation extends beyond three (3) years of the initial enrollment in the program.

Process for Requesting Reinstatement
The applicant seeking re-admission to the Health Information Management department must submit a reinstatement request packet to the Office of the STAR. The reinstatement request packet should include a copy of the student’s most recent transcript, a completed copy of the reinstatement checklist and a written letter of request addressed to the Admission, Progression and Retention Committee by February 1st for the fall semester and September 1st for the spring semester. The letter must discuss activities done since dismissal, which will help the applicant to be successful. Activities can include: working in area of healthcare, studying, tutorial, support services, removal of distraction which caused failure and decreasing work hours. The minimum criteria for readmission is: Courses required in the Plan of Study shall not have been taken more than twice with the exception as previously noted for medical circumstances. The cumulative GPA must be 2.5 or higher.

The reinstatement packet must be complete and submitted by the deadline in order to be evaluated.
If an applicant is reinstated, the applicant cannot withdraw from nor fail any other HIM courses. Additionally, the applicant shall be required to have ongoing interaction with his/her advisor on a regular basis.

Requirements for Graduation
HIM students must sit for the RHIA Certification Exam. The exam shall be taken in the final semester of the program. A student must have a cumulative GPA of 2.5 to graduate. A student must achieve satisfactory grades for all courses required in the Plan of Study to be recommended for graduation. To be recommended for graduation clearance the student must sit for the RHIA Certification and be enrolled in the final semester.

Student Participation in Governance within the Health Information Management
Students participate in program development and evaluation. At the end of each course, students have the opportunity to evaluate both the course and the instructor(s). Students participating on HIM Advisory Board are selected through the Student Health Information Management Association.

Articulation Agreement
No more than half of the baccalaureate degree, with a maximum of 70 non-HIM credits, will be accepted from a community college.

HEALTH AND HEALTH EDUCATION

HEALTH SCIENCES
As a result of the Affordable Care Act and decades old health disparities and health inequities in underserved and underrepresented communities across the country and around the world, this is the best time in history to major in Health Sciences and one of the best times in history to be educated at a Historically Black College University (HBCU) such as Coppin State University.

Your Health Sciences coursework while here at Coppin will uniquely prepare you to make significant contributions to the health and overall well-being of your family, friends, and neighbors whether in Baltimore or in your hometown wherever that may be, or anywhere across the country or around the world. Areas of study can include Environmental Health Sciences, Urban Agriculture, Nutritional Health Sciences, Telehealth, Global Health, Non-profit Healthcare Management, Human Disease Prevention and Control, Epidemiology, Health and Older Adults and so forth. Through investigative surveillance, Health Scientists research and endeavor to understand, interpret, explain, and manage such diverse health related phenomenon as food deserts, nutrition and malnutrition, HIV/AIDS, substance abuse, firearm violence, built environment and natural environment health hazards, lead poisoning, pollution and so forth.

Health Scientists accomplish these endeavors utilizing the scientific method of observing health phenomenon (surveillance) and creating problem statements; researching those problems by conducting literature reviews; formulating hypotheses; testing and evaluating those hypotheses; analyzing the results and drawing scientific conclusions; and finally reporting their findings.

Worldwide, Health Scientists meet the challenge of such world health phenomenon as Zika, Ebola, and West Nile disease; AIDS; world hunger and world poverty; global climate change and pollution; and disasters. According to the World Health Organization, there is currently a worldwide shortage of 7.2 million health professionals.
BACCALAUREATE PROGRAM OUTCOMES-HEED

Upon completion of the Bachelor of Science in Health Sciences degree program, student will:

1. Synthesize knowledge from the humanities and natural and behavioral sciences as a foundation within community based settings.
2. Apply leadership concepts, skills and decision-making in a variety of settings.
3. Integrate sound, professional judgment based on evidence-based practice for individuals, families, and groups.
4. Show proficiency in health sciences, health promotion, and community health literacy.
5. Illustrate knowledge of health services policy and regulations to assist individuals, families, and groups to identify and mobilize resources to meet health needs.
6. Collaborate with consumers, members of the health community, and others to improve the delivery of services.
7. Integrate health sciences, health promotion, and community health education strategies for individuals, groups, and families to improve health outcomes.
8. Translate professional, ethical, and legal responsibility within a variety of settings.
9. Apply health principles with culturally diverse consumers.

APPLICATION PROCESS AND POLICIES

Application, Admission and Recruitment Policies and Criteria

The Health Sciences department does not discriminate against students on the basis of race, color, ethnicity, age, gender, gender identity and/or expression, marital status, sexual orientation, religion, creed, handicap, veteran status, or national origin.

Applicants without previous college experience

Applicants without previous college experience must meet the requirements for entrance into the University prior to admission to the Health Sciences Program.

Applicants who have current or prior enrollment at Coppin in another major, or as undeclared

Applicants must have satisfactorily completed any required developmental courses (depending on the point of transfer), and have a competitive cumulative grade point average of a minimum of 2.5.

The program involves instruction and field experience affiliations. The academic load varies depending on the student’s experience, as well as previous instruction received. Each student will be evaluated independently to develop their course of study and where applicable, approved credits from other colleges and universities will be accepted. Other exceptions will be determined by the Departmental Chairperson in collaboration with the Associate Dean and the Dean of the College of Health Professions.

Application for enrollment into the College of Health Professions at Coppin State University is a three-step admission process. Step 1: An application must be made first to the University. Applicants must meet all University requirements and be officially admitted to the University by the Admissions Office. Step 2: Applicants must admitted into the Health Sciences Department for consideration and acceptance into the designated Plan. Admission to the program is based upon a thorough evaluation of all components of the application. The plans are based on full-time study. Students for admission must adhere to the following admission requirements, which must be completed prior to admission to the respective plan.

Students must be admitted to the university, have a competitive cumulative with a minimum GPA of 2.5. All students admitted to the program will be required to sign the Honor Code, Confidentiality, Release of Information form, and complete the Health Clearance.

Applicants are advised that if they have been convicted of or have pled nolo contendere to a felony or a crime involving moral turpitude, they may not be eligible for employment as a professional in state wherein the applicants intends to practice.

Note for all applicants: Admission to Coppin State University is not considered automatic admission to the Health Sciences department.

*Note to all applicants: Admission to the Health Sciences department is highly competitive. The criteria contained here is the minimum criteria; however, does not guarantee admission.

TRANSFER CREDITS

Students applying to the Health Sciences plan of study are able to request for transferable courses/prerequisite courses.

Admissions Criteria

ACADEMIC POLICIES

Grading

Students must attain a final grade of "C" in all Health Sciences courses required in the plan of study. Student performance in the field experience components will be graded on a pass/fail basis; the criteria for determining acceptable performance are included in the syllabus of each course. Satisfactory practicum performance is required to earn a passing grade in a field experience. Students who are not performing at a satisfactory level will be so advised at midterm in the course. Students must pass field experience and didactic components to pass the course. The grading scale for all Baccalaureate Health Sciences and HEED courses is:

```
A  90 - 100
B  80 - 89
C  75 - 79
D  69 - 74
F  68 or below
```

Field Experience: PASS/FAIL

The grade of "A" designates work of superior quality, "B"--work of good quality, "C"--work of satisfactory quality, grade "D" or below not satisfactory quality, but allowable for credit. The
grade of “D” or below indicates failure (a final grade of “D” is not acceptable in Health Sciences Major courses and major support courses).

PROGRESSION
Satisfactory progress in the HS Program promotes and enhances retention and expansion of knowledge and skills. Therefore, once Health Sciences courses are begun students are expected to progress each semester in accordance with the Plan of Study.

* The student must complete prerequisites of each course prior to enrolling in the next course. A grade of “C” or better must be achieved in every nursing and major supporting courses. The student who does not achieve a grade of C or greater in 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 next semester it is offered, the student will be dismissed from the Program.

Courses required in the HS Program may not be taken more than twice*. Students must adhere to the sequence of courses as outlined in the Plan of Study. *Exception for medical withdrawal and extraordinary circumstances however the student may experience additional expenses when enrolling in the course based on exceptions.

Probation Policies: A student will be placed on probation in the School of Allied Health, Health Sciences for any of the following reasons:

1. A student who earns less than the required cumulative grade point average of 2.5 will be placed on probation.
2. A student will also be placed on probation for failure to achieve a grade of “C” or better in any HIM course or required major support course.
3. A student will be placed on probation for referral(s) to the Chairperson, Associate Dean and/or Dean for academic related issues associated with not adhering with the policies or guidelines.

DISMISSAL POLICIES
A student shall be dismissed from the department of Health and Health Education for any of the following reasons:

1. Failure to achieve a grade of “C” or better major and/or support course. This includes withdrawing from a course, or failing the course on the second attempt. A student may enroll in courses in the major only two (2) times.
2. Failure to maintain the cumulative grade point average (GPA) of 2.5 required in the Health Sciences Department for two (2) consecutive semesters.
3. Additional reasons for dismissal from the Health and Health Education Department include but are not limited to:
   a. If a student is determined to be unsafe.
   b. Found to be under the influence of a prescribed medication that might impair the student’s safe clinical performance; the use of alcohol and/or illegal drugs while in class or in clinical.
   c. Has blatant breach of client, agency, University, CHP and/or student-to-student confidentiality. An example of student-to-student confidentiality breach includes inappropriate release of student’s health information.
   d. Action or lack of action that cause an adverse complication in the class or clinical setting. Failure to follow agency, University or CHP policies.
   e. Academic dishonesty or a violation of the CHP Honor Code.
   f. Unprofessional conduct (Refer to Honor Code and Student Code of Conduct)
   g. Failure to demonstrate in practicum practice setting the ability to be physically and mentally competent at all times to provide safe client care.
   h. An encumbered license for any licensed student.

If matriculation extends beyond six (6) years of the initial enrollment in the department

PROCESS FOR REQUESTING REINSTATEMENT
The applicant seeking re-admission to the Health and Health Education department must submit a reinstatement request packet to the Office of the STAR. The reinstatement request packet should include a copy of the student’s most recent transcript, a completed copy of the reinstatement checklist and a written letter of request addressed to the College Admission, Progression and Retention Committee by February 1st for the fall semester and September 1st for the spring semester. The letter must discuss activities done since dismissal, which will help the applicant be successful. Activities include: working in area of healthcare, studying, tutorial, support services, removal of distraction which caused failure and decreasing work hours. The minimum criteria for readmission is: Courses required in the Plan of Study shall not have been taken more than twice with the exception as previously noted for medical circumstances. The cumulative GPA must be 2.5 or higher. The reinstatement packet must be complete and submitted by the deadline in order to be evaluated. If an applicant is reinstated, the applicant cannot withdraw from nor fail any other major courses. Additionally, the applicant shall be required to have ongoing interaction with his/her advisor on a regular basis.

Requirements for Graduation
A student must have a cumulative GPA of 2.5 to graduate and complete the portfolio. A student must achieve satisfactory grades for all courses required in the Plan of Study to be recommended for graduation.

HELENE FULD SCHOOL OF NURSING
Nursing is a complex field which requires knowledge of nursing and knowledge of the humanities, behavioral and natural sciences. Coppin State University Helene Fuld School of Nursing prepares students for professional nursing practice,
which includes functioning as members of inter-professional health teams when providing care to individuals, families, and groups in a variety of health care settings. The Nursing Program was initially approved by the Maryland State Board of Examiners of Nurses in 1974 (currently known as the Maryland Board of Nursing). Graduates are eligible to take the registered nurse licensure examination of the state Board of Nursing. The baccalaureate program in nursing, the master’s degree and post master’s programs are accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036, 202-887-6791. The Helene Fuld School of Nursing is a member of the National League for Nursing (NLN) and the American Association of Colleges of Nursing (AACN). Policies of the Helene Fuld School of Nursing are subject to change due to requirements of external accrediting agencies.

OUR MISSION: HFSON
The Helene Fuld School of Nursing is committed to providing exemplary education that broadens empowered nursing student’s intellectual and scholarly pursuits while promoting healthy communities and strengthening relationships with local, national and global partners. Through its programs of study and outreach service, the School of Nursing fosters the University’s mission and legacy of excellence in teaching, scholarship and community engagement.

BACCALAUREATE PROGRAM OUTCOMES
Graduates of the Traditional, BSN and RN to BSN Nursing Program are prepared to:
1. Synthesize knowledge from the humanities, natural, and behavioral sciences as a foundation for safe, client-centered nursing practice.
2. Apply leadership concepts, skills and decision making in the provision of high quality nursing care in a variety of settings.
3. Demonstrate clinical judgment based on evidence based practice for individual, families and groups.
4. Demonstrate proficiency in information management and patient care technology in the delivery of quality health care.
5. Demonstrate knowledge of healthcare policy and regulations to assist individuals, families and groups to identify and mobilize resources to meet health care needs.
6. Collaborate with consumers, members of the health care team and others to improve the delivery of health care.
7. Integrate health promotion and disease prevention strategies for individuals, families and groups to improve health outcomes for individuals, families and groups.
8. Demonstrate professional, ethical, and legal responsibility for nursing practice.
9. Apply the nursing process to deliver and manage nursing care for culturally diverse individuals, families and groups across the life span in a variety of health settings.
10. Use clinical reasoning 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.

HELENE FULD SCHOOL OF NURSING - ADMISSION POLICIES
The Helene Fuld School of Nursing (HFSON) is a member of the National League for Nursing (NLN) and the American Association of Colleges of Nursing (AACN). Policies of the Helene Fuld School of Nursing are subject to change due to requirements of external accrediting agencies.

Applicants without previous college experience
Applicants without previous college experience must meet the requirements for entrance into the University prior to admission to the HFSON Program.

Applicants who have current or prior enrollment at Coppin in another major, or as undeclared
Applicants must have satisfactorily completed any required developmental courses (depending on the point of transfer), and have a competitive cumulative grade point average of a minimum of 2.5. Traditional and RN to BSN or 2.8 for Accelerated Second Degree BSN.

The program involves instruction and clinical affiliations. The academic load varies depending on the student’s experience, as well as previous instruction received. Each individual student will be evaluated independently to develop their course of study and where applicable, approved credits from other colleges and universities will be accepted. Other exceptions will be determined by the departmental Chairperson in collaboration with the Associate Dean and the Dean of the College of Health Professions.

Beginning fall 2012, students must have continuous enrollment described as consecutive semesters (Fall and Spring for students in Traditional and RN to BSN and 4 consecutive semesters for Accelerated Second Degree BSN Plan.

Grading
Refer to CSU Student Handbook for details on the Grading System for CSU. The grading scale (%) used for all HFSON courses is:

- A 90 - 100
- B 80 - 89
- C 75 - 79
- D 69 - 74
- F 68 and below

The grade of "A" designates work of superior quality, "B"--work of good quality, "C"--work of satisfactory quality, grade "D" or below not satisfactory quality, but allowable for credit. The grade of "D" or below indicates failure (a final grade of "D" is not acceptable in HFSON courses and major support courses).

Requirements for Graduation
The curriculum sequence is planned to allow students the
greatest chance for success and graduation within 4 years. As well it is sequenced to meet the needs of those students who have an Associate’s degree and are seeking to complete their education and obtain a Baccalaureate within 2 years. To be recommended for graduation, the student must achieve satisfactory grades for all courses required in the Plan to Study.

**Summary of potential student fees and expenses (Subject to change)**

In addition to university fees, housing, textbooks and supplies, students in the Nursing and SAH should anticipate the following approximate expenses:

1. **Clothing:** A dress code has been established for professional settings in conjunction with the professional practice sites.
2. **Transportation and Parking:** Transportation to and from professional practice experiences, field trips and workshops must be arranged by the student. Costs for both transportation and parking are the student’s responsibility. Students should consider coordinating their transportation.
3. **Meals:** The costs of meals are the student’s responsibility.
4. **Professional dues:** Fees schedule to be determined Payable to the Nursing Student Association. Student must provide a copy of proof of membership to the Chairperson by the end of the fall semester each year. A copy will be placed in the students file. Students must join by their Junior year in the program. Failure to do so may jeopardize the student’s graduation from the program.
5. **Professional Liability Insurance:** Included in tuition and fees.
6. **Criminal Background Check Fee (varies from $50.00 to $75.00):** Payable to screening agency.
7. **Graduation related - $150**
8. **Students are required to attend a local, state or national association committee meeting, workshop, annual meeting, business meeting and participate in a Service Learning Project. Student will be responsible for the student registration fee, if applicable. This cost can range from $50 - $65.
9. **Simulation Center Fee:** $200 for each clinical course.
10. **Clinical Fee:** $80 for each credit hour associated with a clinical course.

**ADMISSIONS POLICIES**

A student must be admitted to the university, have a competitive cumulative with a minimum GPA of 2.5 (Traditional Plan of Study) or 2.8 or above for the Accelerated Second Degree BSN or 2.5 for the RN to BSN plan of study; meet the criteria for admission to the Helene Fuld School of Nursing Undergraduate nursing program (Traditional, Accelerated Second Degree and RN to BSN). All students admitted to the program will be required to sign the Honor Code, Confidentiality, Release of Information form, and complete the Health Clearance, Background Check and Drug Screen.

**TRANSFER CREDITS**

Students applying to the Traditional and ASD plan of study are able to request for transferable non-nursing courses/prerequisite courses.

Under the Maryland Nursing Articulation Model, for RNs credits are awarded for transferable nursing and non-nursing courses at the college level. Vocational-technical and non-college general education courses do not transfer, subject to individual college policies. No more than half of the credits for a degree can be transfer credits.

“[New Maryland Articulation Agreement, 2003]”

**RECRUITMENT**

Application for enrollment into the College of The Helene Fuld School of Nursing does not discriminate against students on the basis of race, color, ethnicity, age, gender, gender identity and expression, marital status, sexual orientation, religion, creed, handicap, veteran status, or national origin. Applicants are advised that if they have been convicted of or have pled nolo contendere to a felony or a crime involving moral turpitude, they may not be eligible for licensure as a professional nurse in Maryland.

Note to all applicants: Admission to the Helene Fuld School of Nursing is highly competitive. The criteria contained here is the minimum criteria.

**PROGRESSION**

Application for enrollment into the College of Health Professions

Satisfactory progress in the Nursing Program promotes and enhances retention and expansion of knowledge and skills. Therefore, once nursing courses are begun students are expected to progress each semester in accordance with the Plan of Study.

* The student must complete prerequisites of each course prior to enrolling in the next course. A grade of “C” (75% in nursing courses) 70% in science and major support courses or better must be achieved in every nursing and major supporting courses (refer to the Table titled Nursing Courses and Major Supporting Courses).

The student who does not achieve a grade of 75% or greater in 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 next semester it is offered, the student will be dismissed from the Program.

Courses required in the Nursing Program may not be taken more than twice. Students must adhere to the sequence of courses as outlined in the Program of Study.

**DISMISSAL POLICIES**

A student shall be dismissed from the Helene Fuld School of Nursing for any of the following reasons:

1. Failure to achieve a grade of “C” (75% in nursing
2. courses; 70% in science and major support courses) or better a nursing course or major support course. This includes withdrawing from a course, or failing the course on the second attempt. A student may enroll in courses in the major only two (2) times. Failure to maintain the cumulative grade point average (GPA) of 2.5 required in the Nursing Department for two (2) consecutive semesters.
3. Failure to successfully complete the Pharmacology and Parenteral Therapies Competency Assessment requirement associated with a course offering within two (2) consecutive semesters.
4. Additional reasons for dismissal from the nursing department include but are not limited to:
   a. If a student is determined to be unsafe.
   b. Found to be under the influence of a prescribed medication that might impair the student’s safe clinical performance; the use of alcohol and/or illegal drugs while in class or in clinical
   c. Has blatant breach of client, agency, University, HFSON and/or student- to-student confidentiality. An example of student-to-student confidentiality breach includes inappropriate release of student’s health information.
   d. Action or lack of action that cause an adverse complication. Failure to follow agency, University, CHP, or HFSON policies.
   e. Academic dishonesty or a violation of the HFSON Honor Code.
   f. Unprofessional conduct (Refer to Honor Code and Student Code of Conduct)
   g. Failure to demonstrate in clinical practice setting the ability to be physically and mentally competent at all times to provide safe client care.
   h. An encumbered license for and license student.
   i. Inappropriate use of social media.
   j. A student who is considered impaired will be immediately dismissed from the premises. Impairment may be associated with excessive work hours, or health related reasons.
6. A student shall be dismissed
7. If matriculation extends beyond three (3) years of the initial enrollment in the department
8. A Student who is dismissed from the CHP HFSON. A student who has been determined to have breached academic integrity shall be dismissed.

Any student, who is dissatisfied with a dismissal decision of the School of Nursing, has the right to follow the Academic Due Process Procedure of the University and the College of Health Professions. A student shall submit in writing the Student Concern Grievance to the Office of the Dean.

TRADITIONAL BSN PROGRAM

Students must be admitted to the university, have a cumulative GPA of 2.5 or above and pass the standardized Admission Test to be eligible for admission to the Helene Fuld School of Nursing Undergraduate nursing program (traditional). The Admissions, Progression, and Retention Committee and Dean of Nursing review all applications to determine academic readiness for admission to the program. All students admitted to the program will be required to complete a Release of Information Form, Honor Code, Confidentiality Statement, Background Check and Drug Screen. The Helene Fuld School of Nursing does not discriminate against students on the basis of race, color, ethnicity, age, sex, marital status, sexual orientation, religion, creed, handicap, veteran status, or national origin. Note: Applicants are advised that if they have been convicted of or have pled nolo contendere to a felony or a crime involving moral turpitude, they may not be eligible for licensure as a professional nurse in Maryland.

Admissions Criteria
In order to be considered for admission to the plan, applicants must submit a completed application packet and:

1. Receive admissions to the University prior to requesting admission to the Helene Fuld School of Nursing. Complete the application process as required by the University Office of Admissions.
2. Have a minimum cumulative grade point average of 2.5 (Traditional) or 2.8 ASD and RN to BSN or better on a 4.0 scale on all college or university courses completed prior to requesting admission to the Helene Fuld School of Nursing.
3. Complete the application form for the Undergraduate Nursing Program (http://www.coppin.edu/UndergraduateNursing/Application.pdf) and all necessary documentation
4. Submit a letter of good standing if prior enrollment in a RN program
5. Successfully complete the pre-requisite courses with a minimum grade of “C” for the nursing major. Pre-requisite courses must be completed by July 15th prior to the Fall semester.
6. Achieve a passing score as determined by the faculty on the designated HFSON entrance examination.
7. Submit three (3) letters of recommendation on the form required by the Nursing Program. (These forms are ONLINE or in the HFSON Admission Packet.)
8. If English is the student’s second language, results of Test of English as a Foreign Language (TOEFL) score of 550 (paper-based), 213 (computer-based) or 80 (new internet-based) must be provided, this includes those who are permanent residents of the U.S. The TOEFL requirement may be waived if the student has graduated from a U.S. high school with a minimum of two years’ attendance or if the student is a citizen of a country where English is the native language. Applicants holding degrees from U.S. colleges and/or universities are not required to submit TOEFL scores. Information concerning the TOEFL may be obtained from Educational Testing Service, P.O. Box 899, Princeton, New Jersey 08540, or the website — www.toefl.org.

In order to be admitted and assigned into the nursing clinical component, international students must provide documentation for one of the following categories: A) U.S.Citizenship, B) Permanent Residency, C) International Student with F1 Status, or D) Granted Asylum, Refugee
HELENE FULD SCHOOL OF NURSING  
MAJOR: TRADITIONAL BSN FALL 2012 TO PRESENT

Status, Temporary Protected Status, Withholding of Removal, Deferred Enforced Departure; or Deferred Action Status by the U.S. government.

Procedure
1. Computer skills: proficiency is expected in word processing (preferably Microsoft Word), presentation software (preferably Microsoft Powerpoint), spreadsheets (preferably Microsoft Excel), Internet use (such as search/browse, access specific web sites), email (including the ability to attach and send documents via e-mail and to retrieve documents from incoming emails), uploading/downloading documents and or attaching files to web enhanced courses management system (Blackboard), ability to access and navigate the official University web site, and the installation and maintenance of anti-virus and firewall software. If students are lacking in any of these skills, it is important that these skills be obtained through, for example, courses offered or via self-study through any of the free on-line tutorials that are available via web. Computer skills as suggested above by CSU Helene Fuld School of Nursing are defined as a demonstrated ability to use technology to access, manipulate, evaluate, use, and present information.

2. Completion a Medical Terminology course is highly recommended.

3. CPR Basic life support (BLS for Healthcare Professionals) and AED Training – Must be an American Heart Association Certification of CPR (adult, child, infant). The card must include date of expiration and must be valid for the academic year.

4. Annual training in the principles of Confidentiality, HIPAA, OSHA Blood borne Pathogens Standard, and Joint Commission requirements prior to enrollment including training on Diversity and Restraints. Must provide certification of this training. An admitted student shall receive instructions on how to meet this requirement.

5. Signed Honor Code, Confidentiality, Release of this Information and Photo/Video Consent. An admitted student shall receive instructions on how to meet this requirement.

6. Completion of background check and drug screening prior to enrollment and must use the company selected by the HFSON.

7. Complete the following health requirements:
   a. Physical Examination with statement by physician or care provider verifying student is in good health and capable of maintaining the rigors of a nursing program. To obtain the physical examination from your personal provider, students must utilize the Coppin State University College of Health Professions Helene Fuld School of Nursing Community Health Center Physical Examination Form. The form must be stamped and dated by the care provider.
   b. PPD testing ---Initially. If positive, proof of Chest x-ray within a designated period.
   c. Titers for the following:
      • MMR (Measles, Mumps and Rubella): Initially, immunizations or titers required. If date of birth in 1956 and MMR before then, will not need titers. Immunizations must have been received after 1980. If titers positive or documented proof of immunization, no further testing will be required.
      • Varicella
   d. Tetanus: Initially, documented proof. Immunizations required every 10 years.
   e. Hepatitis (which will include last date of immunization or statement of declination of vaccine): This will provide the School of Nursing with information on whether the student has had three-injection of hepatitis B vaccination series or serologic confirmation of immunity to hepatitis B virus.
   f. Influenza vaccine shall be required each October while enrolled in the program.

1. Complete the application form for the Nursing Program and all necessary documentation.

2. Submit three (3) letters of recommendation. (These forms are available in the Admission Packet and available online at [www.coppin.edu](http://www.coppin.edu)).

3. The Chair of the Nursing Admission, Retention and Progression Committee and the Dean of the College of Health Professions will review the records to determine applicant eligibility.

4. Candidates will be invited to take the standardized Admission Test (may only be taken twice).

5. The School of Nursing will review the applicant’s Admission Test results.

6. Applicants may not take the standardized Admission Test while enrolled in developmental courses.

7. The applicant will be notified of the decision regarding admission or denial to the Nursing Program.

ACCELERATED SECOND DEGREE PROGRAM

Procedure for applying
In order to be considered for admission to the plan, applicants must submit a completed application packet, and:

1. Possess a baccalaureate or master’s degree in another discipline/major from a regionally accredited institution of higher education. If the college degree is earned from an institution of higher education outside of the United States, the applicant must contact the World Education Services ([www.wes.org](http://www.wes.org)) and have a transcript evaluation completed and mailed to Coppin State University Office of Admissions and Registration. 

2. Receive admission to the University prior to requesting admission to the Helene Fuld School of Nursing. Complete the application process as required by the University Office of Admissions.

3. Have a minimum cumulative grade point average of 2.8 or better on a 4.0 scale on all college or university courses completed prior to requesting admission to the Second Degree Plan.
4. Complete the application form for the Undergraduate Nursing Program (www.coppin.edu/undergraduate nursing application.pdf) and all necessary documentation.

5. Submit a letter of good standing if prior enrollment in a RN program.

6. Successfully complete the pre-requisite courses* with a minimum grade of “C” for the nursing major. Pre-requisite courses will be completed by July 15th prior to the Fall semester.

7. Achieve a passing score as determined by the faculty on the school of nursing entrance examination.

8. Submit three (3) letters of recommendation on the form required by the Nursing Program. (These forms are ONLINE or in the HFSON Admission Packet.)

9. If English is the student’s second language, results of Test of English as a Foreign Language (TOEFL) score of 550 (paper-based), 213 (computer-based) or 80 (new internet-based) must be provided, this includes those who are permanent residents of the U.S. The TOEFL requirement may be waived if the student has graduated from a U.S. high school with a minimum of two years’ attendance or if the student is a citizen of a country where English is the native language. Applicants holding degrees from U.S. colleges and/or universities are not required to submit TOEFL scores. Information concerning the TOEFL may be obtained from Educational Testing Service, P.O. Box 899, Princeton, New Jersey 08540, or the website – www.toefl.org

10. In order to be admitted and assigned into the ASD Plan nursing clinical component, international students must provide documentation for one of the following categories: A) U.S. Citizenship, B) Permanent Residency, C) International Student with F1 Status, or D) Grant Asylum, Refugee Status, Temporary Protected Status, Withholding of Removal, Deferred Enforced Departure; or Deferred Action Status by the U.S. government.

Science Courses: Anatomy and Physiology I & II, Microbiology, and Chemistry for Health Professionals are required for admission. The science courses will be accepted in accordance with the University requirements. Required science courses must have been completed within ten (10) years prior to admission to the HFSON. For required science courses a grade of B or better is recommended.

Special note: The applicant is advised that an interview may be required for consideration into the program. All applicants will be notified of the decision regarding admission or denial to the Nursing Program.

1. Transcripts: Request the Registrar of all colleges and/or other universities attended or currently attending, to send complete official transcripts, regardless of period of attendance. Photocopies or student copies are unacceptable.


3. Essay: Philosophy of Nursing and Professional Goals. Applicants must submit explanatory statements to include:
   a. A statement of your philosophy of nursing
   b. Reason for selecting Nursing as a career, including professional goals. Explain how the Bachelor of Science degree will assist in achieving your professional goals.
   c. Factors that prompted advancing one’s education.
   d. Reasons for selecting Coppin State University as the higher education institution for completing Bachelor of Science in Nursing degree.
   e. Discussion of long-term goals/plans.
   f. A brief summary of significant work experience, progressing from high school to college to current time period.
   g. A statement detailing how previous work and educational experiences relates to one’s philosophy of nursing.
   h. Final statement is needed in light of the fact that the Accelerated Second Degree BSN Plan is very intense. Include a statement discussing how you will handle the demands of the academic program as well as outside responsibilities while enrolled in the Accelerated Second Degree BSN plan of study.

4. Letters of Recommendation: Three letters of recommendation are expected using the designated forms. As the applicant, one must sign the forms in the appropriate space before submitting. One shall have college/university instructors or employers complete recommendation forms and return them as directed. Please do not seek recommendations from any individuals who does not know your academic abilities. Such recommendations could result in either a delay of the application or a rejection of the application.

5. Completion of prerequisite courses (refer to the Accelerated Second Degree BSN Plan of Study located in the section titled Course Descriptions and Plans of Study) Resume

6. License

7. Entrance testing

8. Interview – An interview may be required as a component of the admissions process for the Accelerated Second Degree BSN plan of study.

10. Acknowledgement Statement – The applicant shall sign an acknowledgement statement indicating that he/she is aware of the requirements of the plan of study.

Procedure Upon Admission

1. Computer skills: proficiency is expected in word processing (preferably Microsoft Word), presentation software (preferably Microsoft PowerPoint), spreadsheets (preferably Microsoft Excel), Internet use (such as search/browse, access specific web sites), email (including the ability to attach and send documents via e-mail and to retrieve documents from incoming emails), uploading/downloading documents and or attaching files to web enhanced courses management system (Blackboard), ability to access and navigate the official.
2. University web site, and the installation and maintenance of anti-virus and firewall software. If students are lacking in any of these skills, it is important that these skills be obtained through, for example, courses offered or via self-study through any of the free on-line tutorials that are available via web. Computer skills as suggested above by CSU Helene Fuld School of Nursing are defined as a demonstrated ability to use technology to access, manipulate, evaluate, use, and present information.

3. Completion a Medical Terminology course is highly recommended. CPR Basic life support (BLS for Healthcare Professionals) and AED Training – Must be an American Heart Association Certification of CPR (adult, child, infant). The card must include date of expiration and must be valid for the academic year.

4. Annual training in the principles of Confidentiality, HIPAA, OSHA Blood borne Pathogens Standard, and Joint Commission requirements prior to enrollment including Diversity and Restraints. Must provide certification of this training. Instructions will be provided on how to meet this requirement.

5. Signed Honor Code, Confidentiality, Release of this Information and Photo/Video Consent. An admitted student shall receive instructions on how to meet this requirement.

6. Completion of background check and drug screening prior to enrollment and must use the company selected by the CHP HFSON.

7. Complete the following health requirements:
   a. Physical Examination with statement by physician or care provider verifying student is in good health and capable of maintaining the rigors of a nursing program. To obtain the physical examination from your personal provider, students must utilize the
   b. Coppin State University College of Health Professions Helene Fuld School of Nursing Community Health Center Physical Examination Form. The form must be stamped and dated by the care provider.
   c. PPD testing --Initially. If positive, proof of Chest x-ray within a designated period.
   d. Titers for the following:
      i. MMR (Measles, Mumps and Rubella): Initially, immunizations or titers required. If date of birth in 1956 and MMR before then, will not need titers. Immunizations must have been received after 1980. If titers positive or documented proof of immunization, no further testing will be required.
      ii. Varicella
      e. Tetanus: Initially, documented proof. Immunizations required every 10 years.
      f. Hepatitis (which will include last date of immunization or statement of declination of vaccine): This will provide the School of Nursing with information on whether you have had three-injection of hepatitis B vaccination series or serologic confirmation of immunity to hepatitis B virus.
      g. Influenza vaccine shall be required each October while enrolled in the program.

8. Successfully complete the pre-requisite courses*(refer to the RN to BSN Plan of Study located in the section titled Course Descriptions and Plans of Study) with a minimum grade of “C” for the nursing major.

9. Submit a current resume.

10. Submit an essay which addresses the student’s philosophy of nursing and overall professional goals.

11. Achieve satisfactory score on the designated School of nursing entrance examination.

12. Submit three (3) letters of recommendation on the form required by the Nursing Program. (These forms are ONLINE or in the HFSON Admission Packet.)

The applicant should be advised that additional requirements of the program include:

1. Maintenance of an unencumbered RN license prior to enrollment and while matriculating in the program.

2. Computer skills: proficiency is expected in word processing (preferably Microsoft Word), presentation software (preferably Microsoft PowerPoint), spreadsheets (preferably Microsoft Excel), Internet use (such as search/browse, access specific web sites), email (including the ability to attach and send documents via e-mail and to retrieve documents from incoming emails), uploading/downloading documents and or attaching files, use of the web enhanced courses management system (Blackboard), ability to access and navigate the official University web site, and the installation and maintenance of anti-virus and firewall software. If students are lacking in any of these skills, it is important that these skills be obtained through, for example, courses offered or via self-study through any of the free
HELENE FULD SCHOOL OF NURSING
MAJOR: TRADITIONAL BSN FALL 2012 TO PRESENT

on-line tutorials that are available via web. Computer skills as suggested above by CSU CHP Helene Fuld School of Nursing are defined as a demonstrated ability to use technology to access, manipulate, evaluate, use, and present information.

3. Health clearance with statement by physician or care provider verifying student is in good health and capable of maintaining the rigors of a nursing program. To obtain the physical examination from your personal provider, students must utilize the Coppin State University Community Health Center’s Physical Examination form. The form must be stamped and dated by the health care provider.

4. Complete the health requirements including PPD testing, Immunizations and titers. Additional requirements may be identified by the Community Health Center administration to be in compliance with the agency stipulations.

5. Completion of background check and urine drug screening once admitted and must use the company selected by the HFSON.

6. CPR Basic Life Support (BLS for Healthcare Professionals) and AED Training. Must be an American Heart Association Certification of CPR (adult, child and infant). This card must include date of expiration.

7. Completion of the HFSON online training for HIPAA, OSHA, Bloodborne Pathogens standard and Joint Commission requirements including Diversity and Restraints. Instructions will be provided on this requirement.

8. Signed Honor Code, Confidentiality, Release of this Information and Photo/Video Consent. An admitted student shall receive instructions on how to meet this requirement.

9. NURS 217 Health Assessment will require two (2) additional hours per week of clinical time; NURS 430 will require six (6) hours per week of clinical time.

Application/Selection Process
Complete the application form included in the mailed packet of materials or use the Coppin website www.coppin.edu. An applicant may also write the Office of Admissions, Coppin State University, 2500 W. North Avenue, Baltimore, Maryland 21216. The College of Health Professions Office of Student Affairs and Recruitment (STAR), may be contacted at (410) 951-3970. The application process includes the submission of the following: transcripts with evidence of completion of all pre-requisites, essay to include philosophy of nursing and professional goals, resume, letters of recommendation and satisfactory score on the entrance test.

Science Courses: Anatomy and Physiology I & II, Microbiology, and Chemistry for Health Professionals are required for admission. The science courses will be accepted in accordance with the University requirements. Required science courses must have been completed within ten (10) years prior to admission to the HFSON. For Science courses a grade of B or better is recommended.

Special note: The applicant is advised that an interview may be required for consideration into the program All applicants will be notified of the decision regarding admission or denial to the Nursing Program.

1. Transcripts: Request the Registrar of all colleges and/or other universities attended or currently attending, to send complete official transcripts, regardless of period of attendance. Photocopies or student copies are unacceptable.


3. Essay - Philosophy of Nursing and Professional Goals. Applicants must submit explanatory statements to include:
   a. A statement of your philosophy of nursing
   b. Reason for selecting Nursing as a career, including professional goals. Explain how the Bachelor of Science degree will assist in achieving your professional goals.
   c. Factors that prompted advancing one’s education.
   d. Reasons for selecting Coppin State University as the higher education institution for completing Bachelor of Science in Nursing degree.
   e. Discussion of long-term goals/plans.
   f. A brief summary of significant work experience, progressing from high school to college to current time period.
   g. A statement detailing how previous work and educational experiences relates to one’s philosophy of nursing.
   h. Final statement is needed in light of the fact that the RN to BSN Plan is very intensive. Include a statement discussing how you will handle the demands of the academic program as well as outside responsibilities while enrolled in the RN to BSN plan of study.

4. Letters of Recommendation: Three Letters of Recommendation are expected using the designated forms. As the applicant, you must sign the forms in the appropriate space before submitting. You should have college/university instructors or employers complete recommendation forms and return them as directed. Please do not seek recommendations from any individuals who does not know your academic abilities. Such a decision could result in either a delay of your application of acceptance or a rejection of the application.

5. Completion of prerequisite courses (refer to the Plan of Study)

6. Resume

7. License

8. Entrance testing

9. Interview - An interview may be required as a component of the admissions process for the RN to BSN plan of study.

10. Acknowledgement Statement - The applicant shall sign an acknowledgement statement indicating that he/she is aware of the requirements of the plan of study.

Note for all applicants: Admission to Coppin State University is not considered automatic admission to the Helene Fuld School of Nursing
Information on fees for the Nursing Program is provided annually by the Helene Fuld School of Nursing to the Commission on Collegiate Nursing Education, One DuPont Circle, NW Suite 530 Washington, DC 20036-1120.

Articulation Agreement
“Among all public nursing programs is in effect. Maryland statewide nursing education articulation agreement. The goal of the Maryland statewide education articulation agreement is to minimize barriers to educational advancement for nurses, thereby encouraging nurses to reach the highest possible level of education. Well educated nurses are essential to providing Maryland citizens with the best possible nursing care.”

RN to BSN Articulation Model: No more than half of the baccalaureate degree, with a maximum of 70 non-nursing credits, will be accepted from a community college. Nursing credits will not be transferred. However, Registered Nurses with an active unencumbered Maryland or compact RN license articulating to the baccalaureate level are awarded a minimum of thirty (30) upper division nursing credits as advanced placement in the program.

Transfer Credits
Under the Maryland Nursing Articulation Model, for RNs credits are awarded for transferable nursing and non-nursing courses at the college level. Vocational-technical and non-college general education courses do not transfer, subject to individual college policies. No more than half of the credits for a degree can be transfer credits. “(New Maryland Articulation Agreement, 2003)”

Advanced Placement with the Helene Fuld School of Nursing (Maryland State Articulation Agreement)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 323</td>
<td>Medical /Surgical Nursing</td>
<td>6</td>
</tr>
<tr>
<td>NURS 310</td>
<td>Pharmacology</td>
<td>3</td>
</tr>
<tr>
<td>NURS 319</td>
<td>Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td>MURS 320</td>
<td>Maternity and Women’s Health</td>
<td>5</td>
</tr>
<tr>
<td>NURS 321</td>
<td>Nursing Care of Children</td>
<td>5</td>
</tr>
<tr>
<td>NURS 432</td>
<td>Mental Health Nursing</td>
<td>4</td>
</tr>
<tr>
<td>NURS 424</td>
<td>Adv Medical-Surgical Nursing</td>
<td>6</td>
</tr>
<tr>
<td>NURS 480</td>
<td>Senior Practicum</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>35</strong></td>
</tr>
</tbody>
</table>

A total of 30 credits must be taken at the degree granting institution.

GRE Pre-Requisites for RN to BSN

<table>
<thead>
<tr>
<th>Pre-requisite Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition I &amp; II</td>
<td>6</td>
</tr>
<tr>
<td>6 Chemistry for Health Sciences</td>
<td>4</td>
</tr>
<tr>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Human A&amp;P I &amp; II w/Lab</td>
<td>8</td>
</tr>
<tr>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics (College Algebra*)</td>
<td>3</td>
</tr>
<tr>
<td>Basic Statistics</td>
<td>3</td>
</tr>
<tr>
<td>Microbiology w/Laboratory</td>
<td>4</td>
</tr>
</tbody>
</table>

**Additional GER Credits**

<table>
<thead>
<tr>
<th></th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>Speech</td>
<td>3</td>
</tr>
<tr>
<td>History (two courses in sequence)</td>
<td>6</td>
</tr>
</tbody>
</table>
## HELENE FULD SCHOOL OF NURSING
### MAJOR: TRADITIONAL BSN FALL 2012 TO PRESENT

#### Major: TRADITIONAL BSN FALL 2012 TO PRESENT

<table>
<thead>
<tr>
<th>Level</th>
<th>Fall Semester</th>
<th>Level II (Sophomore)</th>
<th>Fall Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>I (First Year)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 101</td>
<td>English Composition</td>
<td>3</td>
<td>PHIL</td>
</tr>
<tr>
<td>BIOL 107</td>
<td>Comp Preview Life Sciences</td>
<td>4</td>
<td>PSYC 201</td>
</tr>
<tr>
<td>HIST</td>
<td>HIST 201, 203 or 205</td>
<td>3</td>
<td>BIOL 203</td>
</tr>
<tr>
<td>IDIS</td>
<td>IDIS, ART, LANG, THEA</td>
<td>3</td>
<td>NURS 221</td>
</tr>
<tr>
<td><strong>Semester Total</strong></td>
<td></td>
<td><strong>16</strong></td>
<td>SPCH</td>
</tr>
<tr>
<td><strong>Spring Semester</strong></td>
<td></td>
<td></td>
<td><strong>Semester Total</strong></td>
</tr>
<tr>
<td>ENGL 102</td>
<td>English Composition II</td>
<td>3</td>
<td>MATH 203</td>
</tr>
<tr>
<td>BIOL 201</td>
<td>Human A &amp; P I</td>
<td>4</td>
<td>BIOL 308</td>
</tr>
<tr>
<td>CHEM 103</td>
<td>Chemistry for Hlth Sci</td>
<td>4</td>
<td>PSYC 335</td>
</tr>
<tr>
<td>SOCI 201</td>
<td>Intro to Sociology</td>
<td>3</td>
<td>NURS 319</td>
</tr>
<tr>
<td>HIST</td>
<td>History 202, 204 or 206</td>
<td>3</td>
<td>NURS 221</td>
</tr>
<tr>
<td><strong>Semester Total</strong></td>
<td></td>
<td><strong>17</strong></td>
<td>WLIT or ENG</td>
</tr>
<tr>
<td><strong>Level III (Junior)</strong></td>
<td></td>
<td></td>
<td><strong>Semester Total</strong></td>
</tr>
<tr>
<td><strong>Fall Semester</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 310</td>
<td>Pharmacology</td>
<td>3</td>
<td>NURS 315</td>
</tr>
<tr>
<td>NURS 323</td>
<td>Medical Surgical Nursing</td>
<td>6</td>
<td>NURS 411</td>
</tr>
<tr>
<td>NURS 217</td>
<td>Health Assessment</td>
<td>3</td>
<td>NURS 430</td>
</tr>
<tr>
<td><strong>Semester Total</strong></td>
<td></td>
<td><strong>12</strong></td>
<td>NURS 432</td>
</tr>
<tr>
<td><strong>Spring Semester</strong></td>
<td></td>
<td></td>
<td><strong>Semester Total</strong></td>
</tr>
<tr>
<td>NURS 320</td>
<td>Maternity &amp; Women’s Health</td>
<td>5</td>
<td>NURS 421</td>
</tr>
<tr>
<td>NURS 321</td>
<td>Nursing Care of Children</td>
<td>5</td>
<td>NURS 424</td>
</tr>
<tr>
<td>NURS 329</td>
<td>Nursing Informatics</td>
<td>3</td>
<td>NURS 460</td>
</tr>
<tr>
<td><strong>Semester Total</strong></td>
<td></td>
<td><strong>13</strong></td>
<td>NURS 480</td>
</tr>
<tr>
<td><strong>Level IV (Senior)</strong></td>
<td></td>
<td></td>
<td><strong>Semester Total</strong></td>
</tr>
<tr>
<td><strong>Fall Semester</strong></td>
<td></td>
<td></td>
<td><strong>Total Credits</strong></td>
</tr>
<tr>
<td>NURS 315</td>
<td>Nursing Research</td>
<td>3</td>
<td>NURS 421</td>
</tr>
<tr>
<td>NURS 411</td>
<td>Contemp Issues in Nurs</td>
<td>2</td>
<td>NURS 424</td>
</tr>
<tr>
<td>NURS 430</td>
<td>Community Nursing</td>
<td>4</td>
<td>NURS 460</td>
</tr>
<tr>
<td>NURS 432</td>
<td>Mental Health Nursing</td>
<td>4</td>
<td>NURS 480</td>
</tr>
</tbody>
</table>

**General Education Requirement**
- University Graduation Requirement
- Major Course
- Support Course
  - or ENGL 200 level (202, 205, 206, 207 or 208)
  - or any 2 part 200 level History
  - PHIL 102 or PHIL 103
  - or IDIS 103 or any Foreign Language or ART 105 or MUSC 201 or DANC 226 or THEA 211
  - or any 3 credit or SPCH 105, 202 or 204
- General Elective – any University course
- Program Elective – any non-required course within the discipline

**NOTE:** Please consult a program advisor to discuss course options.
<table>
<thead>
<tr>
<th>Session #1 (Fall I – 4th wk of August – 3rd wk October 7 ½ weeks)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 121 Introduction to Professional Nursing Practice</td>
<td>2</td>
</tr>
<tr>
<td>NURS 210 Nursing Informatics</td>
<td>3</td>
</tr>
<tr>
<td>NURS 217 Health Assessment 2 credit hours Lecture and 1 credit hour for Lab (Lab ~4 hours/day, 1 day/week ~ 45 hours for 7.5 weeks)</td>
<td>3</td>
</tr>
<tr>
<td>NURS 220 Ethics in Nursing</td>
<td>3</td>
</tr>
<tr>
<td>2nd Degree Students’ Operation Success Initiative (Attendance Mandatory)</td>
<td>0</td>
</tr>
<tr>
<td><strong>Session#1 Total Credits</strong></td>
<td><strong>11</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Session #2 (Fall II – 4th wk October – December 7 ½ weeks)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 323 Medical-Surgical Nursing (3 credit hours – Lecture, 3 credit hours –Clinical)</td>
<td>6</td>
</tr>
<tr>
<td>NURS 323 Clinical 2 days/week – 9 hours/day for 7 ½ weeks Total = 135 hrs (Clinical could be Thurs, Fri, or Fri &amp; Sat, or Sat &amp; Sun)</td>
<td>0</td>
</tr>
<tr>
<td>NURS 310 Pharmacology</td>
<td>3</td>
</tr>
<tr>
<td>2nd Degree Students’ Operation Success Initiative (Attendance Mandatory)</td>
<td>0</td>
</tr>
<tr>
<td><strong>Session#2 Total Credits</strong></td>
<td><strong>9</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Session #3 (Spring I – January – March 7 ½ weeks)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 315 Nursing Research</td>
<td>3</td>
</tr>
<tr>
<td>NURS 421 Leadership in Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NURS 411 Contemporary Issues in Nursing</td>
<td>2</td>
</tr>
<tr>
<td>NURS 430 Community Nursing</td>
<td>4</td>
</tr>
<tr>
<td>NURS 470 Nursing and the Law</td>
<td>3</td>
</tr>
<tr>
<td>Program Elective</td>
<td>3</td>
</tr>
<tr>
<td><strong>Session #3 Total Credits</strong></td>
<td><strong>5</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Session #4 (Spring II – 4th wk of March – May 7 ½ weeks)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 315 Nursing Research</td>
<td>3</td>
</tr>
<tr>
<td>NURS 315 Nursing Care of Children (2 days/week – 6 hours/day 12 hrs/wk = 90 hours in 7 ½ weeks)</td>
<td>0</td>
</tr>
<tr>
<td>2nd Degree Students’ Operation Success Initiative (Attendance Mandatory)</td>
<td>0</td>
</tr>
<tr>
<td><strong>Session#4 Total Credits</strong></td>
<td><strong>8</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Session #5 (Summer I – May – July 6 weeks)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 430 Community Nursing (2 credit hours Lecture, 2 credit hours Clinical)</td>
<td>4</td>
</tr>
</tbody>
</table>

**Required Nursing Courses Sequence** – The following required nursing courses must be taken according to sequence.

<table>
<thead>
<tr>
<th>LEVEL IV (SENIOR)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FALL SEMESTER</strong></td>
</tr>
<tr>
<td>NURS 210</td>
</tr>
<tr>
<td>NURS 216</td>
</tr>
<tr>
<td>NURS 217</td>
</tr>
<tr>
<td>NURS 220</td>
</tr>
<tr>
<td>NURS 315</td>
</tr>
<tr>
<td><strong>Semester Total</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LEVEL IV (SENIOR)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SPRING SEMESTER</strong></td>
</tr>
<tr>
<td>NURS 421</td>
</tr>
<tr>
<td>NURS 411</td>
</tr>
<tr>
<td>NURS 430</td>
</tr>
<tr>
<td>NURS 470</td>
</tr>
<tr>
<td>Program Elective</td>
</tr>
<tr>
<td><strong>Semester Total</strong></td>
</tr>
<tr>
<td><strong>TOTAL CREDITS</strong></td>
</tr>
</tbody>
</table>
COLLEGE OF BEHAVIORAL AND SOCIAL SCIENCES

College of Behavioral and Social Sciences
The College of Behavioral and Social Sciences (CBSC) is the ideal academic home for students interested in preparing for a career in human services. Professions in the human services are devoted to helping and often working directly with people experiencing a variety of circumstances, including physical, social, emotional, psychological, and legal challenges.

The School of Professional Studies is the largest school on campus consisting of four academic departments: Applied Psychology and Rehabilitation Counseling, Criminal Justice and Law Enforcement, Social Science, Political Science and Sociology, and Social Work. A total of ten undergraduate and four graduate degree programs, as well as a host of distinctive minors, and certificate programs are offered. This catalog explains the nature and requirements of each program.

CBSC VISION
To embolden our students’ resolve to achieve academic excellence. To produce emerging leaders who are well-educated and empowered to be contributing citizens to their communities, the nation, and the global society. We see our graduates as the future leaders of the world.

CBSC MISSION
The mission of the CBSC is to prepare its graduates to become highly competent professionals in careers in the fields of psychology, social science, social work, rehabilitation counseling, criminal justice and interdisciplinary studies. This involves active collaboration and engagement in scholarship, service and utilizing advanced technologies. The school prepares professionally competent practitioners to be effective agents of positive change in their communities and environment with a high level of professionalism, ethical values, dedication and skill to improve the quality of life in a diverse world. The overall mission is to produce graduates who are confident and well prepared in their chosen profession. The School of Professional Studies Graduates will be ready for professional employment in their fields, as well as further study leading to advanced degrees.

CBSC GOALS
• Provide students enhanced opportunities, experiences and exposure within their disciplines and allied programs outside of the classroom.
• Provide ongoing professional development opportunities for faculty and staff.
• Provide an international exchange program for CBSC students to broaden their global perspectives and awareness of global employment opportunities.
• Provide opportunities for the Coppin community to take advantage of university offerings in general and CBSC educational opportunities specifically.

The undergraduate and graduate degrees from each department for which you can aspire in CBSC include the following:

APPLIED PSYCHOLOGY & REHABILITATION COUNSELING
BS – Applied Psychology
BS – Rehabilitation Services
MEd – Rehabilitation Counseling
MA – Alcohol and Substance Abuse Counseling
Criminal Justice and Law Enforcement
BS – Criminal Justice
MS – Criminal Justice
MS – Correctional Education

Social Science, Political Science and Sociology
BS – Political Science
BS – Social Science
BS – Sociology
BS – Interdisciplinary Studies - Acquisition of a degree from two disciplines
BS – Nonprofit Leadership
BS – Urban Studies
MS – Human Services Administration

Social Work
BS – Social Work

Certificate Programs:
• Criminal Justice and Law Enforcement
  • Undergraduate Forensic Investigations
  • Graduate Policing Strategies
  • Graduate Investigative Sciences

Rehabilitation Counseling
Post Master’s Certificate in Counseling Licensure
• Graduate Assistive Technology
• Graduate Job Development and Job Placement Services
• Graduate Vocational Evaluation and Work Adjustment

Distinctive School offerings include:
• Master of Science Degree in Human Services Administration through both Coppin State University and The University of Baltimore
• Courses with the University of Barbados through the Department of Social Work
When you earn a degree from the School of Professional Studies, you will be ready for professional employment in your field and for further study leading to an advanced degree. For more information please visit our website http://www.coppin.edu/Professional_Studies/ or call us at 410.951.2666. The Office of the Dean is located in the Health and Human Service Building (HHSB), Suite 351. Additionally, you may obtain information on specific disciplines from the Chairperson of each Department who are also located in HHSB. We look forward to welcoming you into our family.

APPLIED PSYCHOLOGY
The Department of Applied Psychology offers major programs which prepare students for careers in Alcoholism and Drug Abuse Counseling, Psychological Services, Rehabilitation Services and for advanced training in psychology and related fields. In addition, it contributes to the liberal arts education of all students. Students majoring either in Alcoholism and Drug Abuse Counseling or Psychological Services are required to take the total of 47 credit hours in the department of Applied Psychology.
COLLEGE OF BEHAVIORAL AND SOCIAL SCIENCES

Major in Applied Psychology:

Option in Alcoholism and Drug Abuse Counseling
The objectives of the program in Alcoholism and Drug Abuse Counseling:
1. Prepare students for immediate employment upon graduation;
2. Provide a service to the community for a problem that has gained national concern;
3. Familiarize students with community, state, and federal agencies that aid individuals disabled by or dependent on alcohol or other substances;
4. Train students to serve as alcoholism and drug abuse counselors by:
   a. encouraging their sensitivity to individuals disabled by or dependent on alcohol or other substances;
   b. providing an understanding of alcoholism and other addictions;
   c. providing an understanding of the effects of social factors such as socio-economic status and urban setting on alcohol abuse and other addictions;
   d. encouraging the development of general skills in counseling as well as specific skills in counseling individuals disabled by or dependent on alcohol or other substances of abuse;
   e. providing the student with the appropriate background in human psychological development, interviewing, learning, assessment and evaluation, behavior modification, abnormal psychology, and clinical psychology;
   f. ensuring that the student can prepare psychological reports and analyze statistical data.
Graduates in this program are eligible for equivalent credits for certification by the State of Maryland Board of Counseling Certification.

Required Courses in Alcoholism and Drug Abuse Counseling
PSYC 207 Basic Statistics in Behavioral Sciences * 3
PSYC 233 Psychological and Physiological Aspects of Substance Abuse 3
PSYC 306 Personality 3
PSYC 335 Developmental Psychology 3
PSYC 341 Psychological Assessment and Evaluation 3
PSYC 342 Psychological Reports Writing 3
PSYC 343 Psychological Research ** 4
PSYC 351 Counseling Techniques 4
PSYC 352 Counseling in Groups 3
PSYC 411 Abnormal Psychology 3
PSYC 440 History & Systems of Psychology 3
PSYC 347 Alcohol Abuse and Other Addictions in the Inner City and Other Communities 3
PSYC 354 Foundations of Effective Alcohol Abuse and Other Addictions Counseling 3
PSYC 451 Field Placement I 3
PSYC 452 Field Placement II 3

TOTAL 47 credits

NOTE: PSYC 201 is a prerequisite for all other PSYC courses.
*Prerequisite: MATH 101 College Algebra
**Prerequisite: PSYC 207 Basic

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; 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 207 Basic Statistics in Behavioral Sciences * 3
PSYC 210 Applied Psychology 3
PSYC 306 Personality 3
PSYC 335 Developmental Psychology 3
PSYC 341 Psychological Assessment and Evaluation 3
PSYC 342 Psychological Reports Writing 3
PSYC 343 Psychological Research ** 4
PSYC 351 Counseling Techniques 4
PSYC 352 Counseling in Groups 3
PSYC 411 Abnormal Psychology 3
PSYC 440 History & Systems of Psychology 3
3 PSYC 345 Behavior Modification 3
PSYC Psychology Elective
PSYC 451 Field Placement I 3
PSYC 452 Field Placement II 3

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. REHABILITATION SERVICES
The undergraduate program in Rehabilitation Services is designed to equip and empower undergraduate students to provide rehabilitation services to a wide variety of
consumers with disabilities such as deafness/hardness of hearing, drug/alcohol addiction, medical and psychiatric illnesses,
_required courses are developed to meet the State of Maryland and the national need for entry level personnel.

2. To maximally enhance the application of the skills and competencies of underrepresented minorities in the field of rehabilitation and

3. To prepare students to work competently and professionally in various rehabilitation settings such as independent living rehabilitation, non-profit and private sectors.

4. These manpower training needs have become more pressing with the enactment of legislative amendments on independent living rehabilitation and the passing of the Americans with Disabilities Act of 1990.

A student desiring to major in Rehabilitation Services should first confer with one of the faculty advisors of the program. Upon successfully meeting GER requirements a student must receive a total of 120 credits to graduate with a major in Rehabilitation Services. A minimum of 49 hours of major coursework is required for completing the program.

Field work experience is an important component of the program and is mandatory for all students. The internship component consists of two (2) courses for a total of six (6) credits, REHB 401 & REHB 402. To successfully earn three (3) credits in each of the two internship courses, a minimum of 150 clock hours of supervised clinical experiences in a rehabilitation agency/facility is required.

**Required Core Courses for Undergraduate Rehabilitation Services Majors**

- REHB 201 Introduction to Rehabilitation Services 3
- REHB 301 Health and Medical Information 3
- REHB 302 Theories of Counseling 3
- REHB 303 Case Recording and Case Management 3
- REHB 305 Vocational Development and Employment 3
- PSYC 207 Basic Statistics in Behavioral Sciences* 3
- PSYC 306 Personality 3
- PSYC 341 Psychological Assessments & Evaluation 3
- PSYC 351 Counseling Techniques 4
- REHB 401 Field Work in Rehabilitation Services I 3
- REHB 402 Field Work in Rehabilitation Services II 3
- REHB 411 Abnormal Psychology 3
- PSYC 233 Phys. /Psycho Aspects of Substance Abuse 3
- PSYC 347 Alcoholism in the Inner City 3
- REHB 405 Multicultural Approaches to Rehab 3
- REHB 406 Seminar in Rehabilitation 3

**Total 49 credits**

**Minor in Rehabilitation Services**

Students wishing to minor in Rehabilitation Services must complete 21 credits from the courses below and must adhere to all necessary pre-requisites:

- REHB 201 Introduction to Rehab (required) 3
- REHB 301 Health and Medical Information 3
- REHB 302 Theories of Counseling 3

**BACHELORS DEGREE IN CRIMINAL JUSTICE**

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.

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-legai 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.

**Undergraduate:**

1. Bachelor of Science in Criminal Justice
2. Undergraduate Minor in Criminal Justice
3. Certificate Program in Forensic Investigations

**Regulations Regarding Students Associated with the Department of Criminal Justice**

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

Students are encouraged to focus upon the completion of (GER) courses as early as possible in their university experience. All majors in Criminal Justice are assigned advisors. Lists of advisors’ names are posted on office doors in the Criminal Justice office area. 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 Program faculty members. However, students are required to meet with assigned Advisors at least once each semester. Criminal Justice majors, minors and non-majors should seek advisement before registering for Criminal Justice courses. The advisement form is a road map which will guide the student to essential courses and the sequence in which they...
should be taken. All students are expected to familiarize themselves with, and to follow all university regulations.

All Criminal Justice courses are upper level courses. Undergraduate Criminal Justice Majors are expected to complete a core of seven three-hour courses (21 credit hours). In addition six elective courses (18 credit hours) are required. Students are encouraged to take additional elective courses in order to pursue particular areas of interest in Criminal Justice. Criminal Justice majors are also encouraged, but not required, to pursue minors in other academic areas.

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

**Major in Criminal Justice**

**Required Courses to be taken by Majors:**
- CRJU 301* Introduction to Criminal Justice 3
- CRJU 323* Criminological Thought 3
- CRJU 408 Criminal Justice and the Constitution 3
- CRJU 413 Delinquency: Prevention and Control 3
- CRJU 431 Fundamentals of Criminal Justice Research 3
- CRJU 416 Field Service: Training and Internship 3
- CRJU 430 Advanced Legal and Technical Writing 3

**Total Core Requirements:** 21 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.

**SOCIAL SCIENCE, POLITICAL SCIENCE, AND SOCIOLOGY**

The Department of Social Sciences, Political Science, and Sociology offers majors in Social Science, Political Science, Sociology, Urban Studies, and Nonprofit Leadership. Minors are offered in Anthropology, Political Science, Sociology, and Non-Profit Management.

Development (in conjunction with the School of Management Science-Economics, and the Department of Social Work). In addition we offer a major in Interdisciplinary Studies.

**General requirements for degree**

Students must complete 120 credit hours to receive the Bachelors degree. This includes 40 credits of general education requirements, and 42 credit hours in either the Political Science or Sociology majors, or 30 credit hours in the Social Science major. Students will also have to complete additional courses to meet the university’s degree requirement of 120 credit hours. These elective courses may include a minor or part of a second major.

**SOCIAL SCIENCES**

The Major in Social Sciences provides a comprehensive analytical perspective for understanding human social interaction and social dynamics. This is a very solid foundation for students entering a variety of graduate and professional fields (Law, Urban Planning, Social Work, Public Health, Human Services Administration, Public Policy, etc.). Graduates entering the workforce with the Bachelors degree in Social Science are prepared for a variety of administrative responsibilities in business and government. They may participate in managerial training programs in public or private agencies or 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 also may prepare for a variety of opportunities in international and diplomatic services. The major requires:

**Social Science (12 Credits)**
- SOSC 304 Intro to Public Administration 3
- SOSC 310 Intro to Basic Social Statistics 3
- SOSC 407 Social Research Methods 3
- SOSC 430 Social Science Applications 3

**Diversity (3 Credits)**
- ANTH 207 Cultural Anthropology 3
- Or
- SOCI 403 Sociology of Race and Ethnicity 3

**Economics (3 Credits)**
- ECON 201 Introduction to Economics 3
- Or
- POSC 300 American Political Economy 3

**Political Science (6 Credits)**
- POSC 301 United States Government 3
- POSC Elective 3

**Sociology (3 Credits)**
- SOCI 302 Social Psychology 3

**Social Science Elective (3 Credits)**
Advisor approved course from any 300 or 400 level course. (Anthropology, Political Science, Social work, or Sociology)

**Social Science Major – TOTAL: 30 credits**

**POLITICAL SCIENCE**

The major in Political Science provides students with an understanding of the political process in the United States by emphasizing constitutional principles, the interrelationship of national, state, and local governments, while also examining other political systems from a comparative perspective. The role of the individual in relation to the exercise of political power is examined with special attention to the role of coalition building.

Thus, students become aware of how to analyze and evaluate the ways in which individuals may make government more meaningful to themselves and to the masses of people comprising the bulk of the world’s societies.

The Political Science major prepares students for graduate school, law school, numerous civil service occupations, and appointed positions with local, state, and national government. It also provides practical insights on how to seek elective office as a candidate or to serve as a campaign staff.
COLLEGE OF BEHAVIORAL AND SOCIAL SCIENCES

The following courses are required for the Political Science major:

Social Science (12 Credits)
- SOSC 304 Intro to Public Administration 3
- SOSC 310 Intro to Basic Statistics 3
- SOSC 407 Research Methods 3
- SOSC 430 Social Science Applications 3

Political Science (15 Credits)
- POSC 201 Introduction to Political Science 3
- POSC 301 United States Government 3
- POSC 302 State and Local Government 3
- POSC 303 Comparative Government 3
- POSC 402 Political Theory 3

Political Science Electives (15 Credits)

Advised Political Science Electives-Selection from:
- POSC 300 American Political Economy 3
- POSC 305 Women In Politics 3
- POSC 400 Canadian-U.S. Relations 3
- POSC 403 International Political Economy 3
- POSC 404 International Relations 3
- POSC 405 Politics and Parties in North America 3
- POSC 406 Peoples and Politics of Southern Africa 3
- POSC 407 Urban Civilization in North America 3
- POSC 408 Peoples and Politics of Africa I 3
- POSC 409 Peoples and Politics of Africa II 3
- POSC 410 Peoples and Politics of Asia 3
- POSC 420 Constitutional Law I 3
- POSC 421 Constitutional Law II 3
- POSC 450 Special Topics in Political Science 3

Political Science Major TOTAL: 42 Credits

SOCILOCKY

Cultural Anthropology 3

24 Credits)
- Intro to Sociology 3
- Class and Society 3
- Social Psychology 3
- Sociological Theory I 3

Or
- Sociological Theory II 3
- Family Studies 3
- Sociology of Race and Ethnicity 3
- Sociology of the City 3
- Sociology Internship 3

Or
- Sociology Research Paper 3

24 Credits)

education, social services, corrections, and law enforcement.
Sociology provides specific and unique approaches to understanding the urban environment and the various aspects of culture. It serves a major role in the university’s mission to understand, preserve and promote Africa-American culture. Students with majors in sociology will find research and growth opportunities in cultural analysis and cultural enrichment easily identifiable and readily accessible.

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

Social Science (9 Credits)
- SOSC 310 Intro to Basic Statistics 3
- SOSC 407 Research Methods 3
- SOSC 430 Social Science Applications 3

Anthropology (3 Credits)
- SOSC 404 Sociological Theory II 3

Sociology (3 Credits)
- SOSC 406 Sociology of Sport 3
- SOSC 405 Criminology 3
- SOSC 411 Sociology Seminar-Special Topics 3
- SOSC 410 Advanced Statistical Analyses 3

Sociology Major TOTAL: 42 credits

URBAN STUDIES

The Bachelor of Sciences in Urban Studies degree is a multidisciplinary program that draws on Coppin State University’s current course offerings and faculty strengths to provide students with a comprehensive generalist approach to the study of urban life. Upon completion of the degree, graduates will be able to approach urban issues from a multidisciplinary perspective, and demonstrate an understanding of the diverse nature of urban populations and the unique issues they face. The urban studies program will prepare students for entry to mid-level public sector positions, as well as private nonprofit and for profit careers that will utilize urban studies program skills and knowledge. The program will give students an overall understanding of problems and opportunities for change across metropolitan areas.

Urban studies majors will be encouraged to perform community service throughout the program, which will culminate in a required comprehensive internship. The urban studies program as part of the urban centered Coppin State University legacy and mission provide students a skill building and knowledge base to examine the economic, political, environmental, and social forces that shape urban areas. According to the Department of Census statistics, almost 80 percent of the United States population lives in urban areas. The proportion is much higher for blacks and people of color. Therefore, Coppin State University is in a unique position to expose students to a balance of theory and practice and to be learners and leaders in addressing urban challenges and promoting solutions.

124
COLLEGE OF BEHAVIORAL AND SOCIAL SCIENCES

General requirements for degree
Urban Studies students must complete 120 credit hours to receive the Bachelors degree. This includes 40 credits of general education requirements, 51 credit hours in the urban studies major and additional courses to complete the university’s degree requirement of 120 credit hours. These elective hours may include a minor or part of a second major.

Urban Studies Majors are expected to choose a Minor
Urban Studies students will confer with their faculty advisor to choose a minor or a set of elective courses that coincide with their academic and/or career interests. Adult Education, Anthropology, Biology, Chemistry, Computer Science, Criminal Justice, Dance, Early Childhood Education, Elementary Education, Economics, English, Foreign Language: Spanish, Geography, Global Studies, History, Journalism, Management Science, Mass Communication, Communication, Management, Communication Research, Communication Technology, Mathematics, Non-Profit Management, Philosophy, Political Science, Private Security Administration, Psychology, Reading Education, Sociology, Sports Management, and Urban Recreation, Social Welfare.

Foundation Courses (9 credits) must be taken in sequential order
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>URST 201</td>
<td>Introduction to Urban Studies</td>
<td>3</td>
</tr>
<tr>
<td>URST 301</td>
<td>Urban Theory</td>
<td>3</td>
</tr>
<tr>
<td>URST 401</td>
<td>Urban Studies Internship</td>
<td>4</td>
</tr>
</tbody>
</table>

Core Courses (42 Credits)
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 201</td>
<td>Introduction to Economics</td>
<td>3</td>
</tr>
</tbody>
</table>
| Or
| POSC 300    | American Political Economy                       | 3       |
| HIST 318    | History of African Americans in American Cities  | 3       |
| HIST 319    | Urban America Since 1870                         | 3       |
| SOCI 301    | Community Organization                           | 3       |
| POSC 301    | United States Government                         | 3       |
| POSC 302    | State and Local Government                       | 3       |
| SOSC 304    | Intro to Public Administration                   | 3       |
| SOSC 307    | Urban Planning                                   | 3       |
| SOSC 340    | Intro to Nonprofit Leadership                    | 3       |
| GEOG 406    | Urban Geography                                  | 3       |

HEED 420  Community Health  3
SOCI 406  Sociology of the City  3
SOSC 407  Social Research Methods  3
Or
SOSC 430  Social Science Applications  3
Total  51 credits

NONPROFIT LEADERSHIP
The Bachelor of Science in Nonprofit Leadership is designed to provide graduates with a broad understanding of the role of philanthropy and not-for-profit organizations in addressing major areas of social functioning in society. Students will acquire the requisite skills and perspectives to assume leadership roles in a variety of not-for-profit organizations. Students will acquire competencies in Board Relationships, Agency/Organization Administration, Community Outreach and Program Planning. Students will gain a targeted understanding of the role of nonprofit organizations in extending the promise of democracy beyond the usual scope and capabilities of government to provide services and civic leadership.

GENERAL REQUIREMENTS FOR DEGREE
To qualify for the Bachelor’s Degree in Nonprofit Leadership the student must complete University General Education Requirements (40 credit Hours), a total of 42 Credit Hours in Nonprofit Leadership, and additional courses to complete the university’s degree requirement of 120 credit hours. Courses in the major must be completed with not less than a final grade of “C.” The student also must earn a cumulative Grade Point Average (GPA) not less than 2.0. The following courses are required for the major in Nonprofit Leadership:

Nonprofit Leadership (21 Credits)
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCI 304</td>
<td>Public Administration</td>
<td></td>
</tr>
<tr>
<td>NPLS 340</td>
<td>Introduction to Nonprofit Leadership</td>
<td></td>
</tr>
<tr>
<td>MNSC 336</td>
<td>Not-For-Profit Management (NPLS 336)</td>
<td></td>
</tr>
<tr>
<td>NPLS 400</td>
<td>Diversity, Philanthropy and Fundraising</td>
<td></td>
</tr>
<tr>
<td>MNSC 300</td>
<td>Human Relations and Organizational Behavior</td>
<td></td>
</tr>
<tr>
<td>NPLS 409</td>
<td>Nonprofit Leadership Internship I (SOCI 409)</td>
<td></td>
</tr>
<tr>
<td>NPLS 410</td>
<td>Nonprofit Leadership Internship II (MNSC480)</td>
<td></td>
</tr>
</tbody>
</table>

The Nonprofit Environment (12 Credits)
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCI 301</td>
<td>Community Organization</td>
<td></td>
</tr>
<tr>
<td>POSC 302</td>
<td>State and Local Government</td>
<td></td>
</tr>
<tr>
<td>SOCI 406</td>
<td>Sociology of the City</td>
<td></td>
</tr>
<tr>
<td>MNSC 310</td>
<td>Marketing for Managers</td>
<td></td>
</tr>
</tbody>
</table>

Social Science Core Requirements (9 Credits)
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOSC 310</td>
<td>Introduction to Basic Statistics</td>
<td></td>
</tr>
<tr>
<td>SOSC 407</td>
<td>Social Research Methods</td>
<td></td>
</tr>
<tr>
<td>SOSC 430</td>
<td>Social Science Applications</td>
<td></td>
</tr>
</tbody>
</table>

INTERDISCIPLINARY STUDIES
A Bachelor of Science degree in the Interdisciplinary Studies major requires students to combine courses from any two disciplines offered at Coppin State University that represent academic interest provided that the disciplines’ connectivity is clear: 18 credits at the 300 level or higher from each discipline for a total of 36 credits. Each student must also fulfill all general education requirements (40 credits), 13 credits in Interdisciplinary studies including the degree requirements in
COLLEGE OF BEHAVIORAL AND SOCIAL SCIENCES

each discipline and as specified in the Coppin State University catalog. Students will also have to complete additional courses to meet the university’s degree requirement of 120 credit hours. Each student must earn a minimum of 120 or more credits to graduate with a Bachelor of Science degree in Interdisciplinary Studies.

The corporate world and universities favor individuals who are flexible and able to keep pace with constantly changing technologies and market trends. Coppin State University’s Interdisciplinary Studies Program empowers our students to prepare for employment and graduate study as they design a major that focuses on areas of study that are most relevant to their professional objectives and scholastic interests.

Employers: Health and human services, advertising/public relations, sports industry, public and private educational institutions, travel/transportation industry, correctional institutions, courts, entertainment industry, hotels, resort, nonprofit organizations etc

Admission Requirements:
Posses at least a 2.0 cumulative grade point average. Complete an Interdisciplinary Studies Program Declaration of Major and Concentration Approval Form. Meet with the Interdisciplinary Studies Program Director. Establish two concentrations and obtain the appropriate discipline signature for each concentration

Academic Requirements:
General Education Requirements: 40 Credits
Major Requirements: 36 Credits
IDST 201 Introductions to the foundations of Interdisciplinary Studies 3
IDST 301 Interdisciplinary Studies Human Inquiry 3
IDST 401 Interdisciplinary Studies Internship 4
IDST 499 Interdisciplinary Studies Capstone Seminar 3
Electives Credits
Total: 120 Credits
(All students need a total of 120 credits to graduate)

Minors in the Department of Social Science, Political Science and Sociology

ANTHROPOLGY MINOR (18 credits)
This minor emphasizes the unique patterns and ways of living in traditional and modern cultures. It is the complexity of personal viewpoints, found in different places around the world, and the tremendous variations present in the human experience that the discipline of anthropology addresses itself. Students electing a minor in Anthropology must have the approval of the department and must complete with a grade of “C” or higher the following courses:

ANTH 207 Cultural Anthropology 3
ANTH 208 Ethnological Profiles 3
ANTH 300 Physical Anthropology and Archaeology 3
ANTH 310 Religion, Myth, and Ritual 3
ANTH 400 Anthropological Theory 3
ANTH 411 Special Topics 3
Or

ANTH 412 Anthropology Internship

POLITICAL SCIENCE MINOR (18 credits)
Students 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 United States Government 3
POSC 302 State and Local Government 3
POSC 303 Comparative Government 3
POSC Advised electives 9

SOCIOLOGY MINOR (18 credits)
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 3
ANTH 207 Cultural Anthropology 3
SOCI 303 Sociological Theory 3
SOSC 310 Intro to Basic Statistics 3
SOSC 407 Social Research Methods 3
SOCI 409 Seminar in Sociology: Internship 3
Or
SOCI 410 Seminar in Sociology: Research Paper 3
Or
SOCI 411 Seminar Special Topics 3

NONPROFIT MANAGEMENT YOUTH DEVELOPMENT MINOR (21 credits)

Requirements for the Minor
The following courses are required for the minor in Nonprofit Management and Youth Development:

SOSC 340 Introduction to Nonprofit Leadership 3
MNSC 336 Not-For-Profit Management 3
MNSC 310 Marketing for Managers 3
MNSC 300 Human Relations and Organizational Behavior 3
NPLS 409 Nonprofit Leadership Internship I (SOCI 409) 3
NPLS 410 Nonprofit Leadership Internship II (MNSC480) 3
Advisor Approved Elective Concentration course (SOWK, MNSC, POSC, SOCI, etc.)

Students completing this minor are eligible for a national Certification through the Nonprofit Leadership alliance. The Nonprofit Leadership Alliance (formerly The American Humanics Program) at Coppin State University provides a major contribution to the university’s mission of service to the community. Coppin State University endeavors to serve the community by providing a variety of learning venues whereby students and graduates may make significant contributions to the improvement of conditions affecting the inner city and the society at large. This minor enhances the university’s current efforts in community development, community nursing, social work field placements, summer youth camps and other community outreach.

The Coppin State University Nonprofit Leadership Alliance Program includes the multidisciplinary minor involving the Departments of Social Sciences, Management Science, and
Social Work. The three departments offer courses in the minor along with collaborative administration of the program. The program will grant a national certification to Coppin graduates who complete this minor. An intensive consideration of nonprofit management, fund-raising and youth development constitutes the essential focus of this program.

The undergraduate minor is available to students with any major offered by the university. This 21-hour group of courses and field placement activities will be provided to degree seeking students. An outstanding potential exists to utilize university outreach capacities to provide seminars, workshops, and other learning vehicles for in-service training and certification to non-degree seeking students.

The multidisciplinary minor involves faculty and courses from the three disciplines. Interested sophomore and junior students embark upon a two-year minor of courses, internships, and co-curricula activities to prepare for a certification in Youth and Human Service Nonprofit Management. Community agencies provide advisory leadership, placement opportunities, employment potentials, visiting lecturers, and other resources as part of a partnership with Coppin State University to mutually enhance community service efforts. Local nonprofit affiliates of American Humanics Incorporated partners are pledged to support local affiliated educational programs.

Students engage in a variety of curriculum support activities including field trips and observations, an Nonprofit Leadership Alliance Club, conferences and meetings sponsored by the national office of the Nonprofit Leadership Alliance Incorporated, workshops, seminars, and retreats.

### SOCIAL WORK

The social work major at Coppin State University prepares undergraduate students for entry into the beginning level of social work practice with individuals, families, groups, organizations and communities. Students learn to use professional knowledge, values and skills to implement planned change strategies designed to address the needs and problems of diverse populations in the society.

Students who complete the requirements for a major in social work earn a BSW degree.

The social work curriculum builds on and is integrated with a liberal arts foundation. The basic course of study in the social work major requires the completion of 50 credits in required social work courses. Requirements for the social work major include courses in social welfare policy, human behavior and the social environment, social work practice methods, social work research, and a supervised two semester field work practice experience in a community based agency or institution. Students entering the social work major must have a cumulative GPA of 2.5 or better. It is recommended that students take all general education requirements (GER) prior to taking courses in the major. Transfer credits accepted as substitutes for foundation 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. Social work faculty provides regular academic advisement to social work majors and minors.

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. Social work majors at Coppin are eligible for membership in the Phi Alpha National Social Work Honor Society and the National Association of Social Work.

The following requirements have been established for completion of the Social Work major:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOWK 210</td>
<td>Introduction to Social Work</td>
</tr>
<tr>
<td>SOWK 360</td>
<td>Social Welfare, Social Policy and Social Work II</td>
</tr>
<tr>
<td>SOWK 379</td>
<td>Social Work Methods I: Introduction to Practice</td>
</tr>
<tr>
<td>SOWK 388</td>
<td>Human Behavior and the Social Environment I</td>
</tr>
<tr>
<td>SOWK 389</td>
<td>Human Behavior and the Social Environment II</td>
</tr>
<tr>
<td>SOWK 390</td>
<td>Social Work Methods II</td>
</tr>
<tr>
<td>SOWK 392</td>
<td>Advanced Field Experience in Social Work</td>
</tr>
<tr>
<td>SOWK 393</td>
<td>Social Work Methods III</td>
</tr>
<tr>
<td>SOWK 490</td>
<td>Professional Issues Seminar</td>
</tr>
</tbody>
</table>

**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 Suggested Sequence Plan

#### Freshman Year/Fall Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 101</td>
<td>English Composition I</td>
</tr>
<tr>
<td>IDIS 103 or 104</td>
<td>Music or Dance or Theatre, or Foreign Language</td>
</tr>
<tr>
<td>MNSC 150</td>
<td>Computer Literacy</td>
</tr>
<tr>
<td>SOCI 201</td>
<td>Introduction to Sociology</td>
</tr>
<tr>
<td>SPCH or HLTH Option (Recommend HLTH 105)</td>
<td></td>
</tr>
</tbody>
</table>

#### Spring Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 101</td>
<td>Biological Science</td>
</tr>
</tbody>
</table>
COLLEGE OF BEHAVIORAL AND SOCIAL SCIENCES

ENGL 102 English Composition IIPHIL 102 or 201
   Introduction to Philosophy or Logic
HIST 203 or 205 History Option
General Elective

Sophomore Year/Fall Semester
PSYC 201 General Psychology
WLIT (203 or 204) or ENGL or JRNL or WLIT (200-level or higher)
HIST History Option (201 and 202, or 203 and 204, or 205 and 206)
SOWK 210 Introduction to Social Work
POSC Political Science Option

Spring Semester
PHSC Physical Science Option
   (Recommend PHSC 103)
SOWK 205 Writing in Social Work Practice
SOWK 260 Social Welfare, Policy, and Social Work I
Minor or Elective Cluster Option
Minor or Elective Cluster Option

Junior Year/Fall Semester
MATH 203 Basic Statistics
SOWK 360 Social Welfare, Policy, and Social Work II
SOWK 388 Human Behavior and the Social Environment I
SOWK 460 Technology in Human Services
SOWK 460 Technology in Human Services
Minor or Elective Cluster Option

Spring Semester
SOWK 379 Social Work Methods I
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 I
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
SOWK 490 Professional Issues Seminar
SOWK 390 Special Topics Option
## COLLEGE OF BEHAVIORAL AND SOCIAL SCIENCES

**Major: Psychology**

### LEVEL I (FIRST YEAR)

#### FALL SEMESTER

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 101</td>
<td>English Composition</td>
<td>3</td>
</tr>
<tr>
<td>MATH 125</td>
<td>Math for Liberal Arts</td>
<td>3</td>
</tr>
<tr>
<td>HIST 205</td>
<td>African American History I</td>
<td>3</td>
</tr>
<tr>
<td>IDIS 102</td>
<td>Music &amp; Dance</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 201</td>
<td>Intro to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>ORIE 101</td>
<td>Freshman Seminar</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Semester Total</strong></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

#### SPRING SEMESTER

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 102</td>
<td>English Composition II</td>
<td>3</td>
</tr>
<tr>
<td>HIST 202</td>
<td>A &amp; A History II</td>
<td>3</td>
</tr>
<tr>
<td>PHSC 103</td>
<td>Tech and Human Affairs</td>
<td>3</td>
</tr>
<tr>
<td>SPCH 105</td>
<td>Speech</td>
<td>3</td>
</tr>
<tr>
<td>MISY 150</td>
<td>Tech Fluency</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Semester Total</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

### LEVEL II (SOPHOMORE)

#### FALL SEMESTER

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL 102</td>
<td>Intro to Logic</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 207</td>
<td>Cultural Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 101</td>
<td>Biological Science</td>
<td>4</td>
</tr>
<tr>
<td>WLIT 207</td>
<td>World Literature</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 207</td>
<td>Behavioral Statistics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Semester Total</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

#### SPRING SEMESTER

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 233</td>
<td>Phys &amp; Psych Aspects</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 306</td>
<td>Personality Theories</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 335</td>
<td>Developmental Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 347</td>
<td>Alcohol Abuse City</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>General Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Semester Total</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

### LEVEL III (JUNIOR)

#### FALL SEMESTER

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 341</td>
<td>Psychology Assessment</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 354</td>
<td>Addiction Counseling</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 351</td>
<td>Counseling Techniques</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>General Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>General Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Semester Total</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

#### SPRING SEMESTER

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 343</td>
<td>Psychological Research</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 352</td>
<td>Group Counseling</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 342</td>
<td>Psychological Report Writing</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>General Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>General Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Semester Total</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

### LEVEL IV (SENIOR)

#### FALL SEMESTER

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 411</td>
<td>Abnormal Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 451</td>
<td>Field Placement I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>General Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>General Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>General Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Semester Total</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

#### SPRING SEMESTER

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 440</td>
<td>History &amp; Systems</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 452</td>
<td>Field Placement II</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>General Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>General Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>General Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Semester Total</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>TOTAL CREDITS</strong></td>
<td><strong>122</strong></td>
</tr>
</tbody>
</table>

**General Education Requirement**
- University Graduation Requirement
- Major Course
- or any 2 part 200 level History
- or any ENGL 200 level or above
- BIOL 101 or 107 or CHEM 101 or PHSC 101 or PHSC 103
- PHIL 103 or PHIL 102
- or IDIS 103 or any Foreign Language or ART 105 or MUSC 201 or DANC 226 or THEA 211
- or any 3 credit Health course, or SPCH 202 or SPCH 204 or GEOG 102
- General Elective – any University course
- Program Elective – any non-required course within the discipline

**NOTE:** Please consult a program advisor to discuss course options.
<table>
<thead>
<tr>
<th>Major: Psychology – Psychological Services Concentration</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LEVEL I (FIRST YEAR)</strong></td>
</tr>
<tr>
<td><strong>FALL SEMESTER</strong></td>
</tr>
<tr>
<td>ENGL 101 English Composition 3</td>
</tr>
<tr>
<td>MATH 125 Math for Liberal Arts 3</td>
</tr>
<tr>
<td>HIST 205 African American History I 3</td>
</tr>
<tr>
<td>IDIS 102 Music &amp; Dance 3</td>
</tr>
<tr>
<td>PSYC 201 Intro to Psychology 3</td>
</tr>
<tr>
<td>ORIE 101 Freshman Seminar 3</td>
</tr>
<tr>
<td><strong>Semester Total</strong></td>
</tr>
<tr>
<td><strong>SPRING SEMESTER</strong></td>
</tr>
<tr>
<td>ENGL 102 English Composition II 3</td>
</tr>
<tr>
<td>HIST 202 A A History II 3</td>
</tr>
<tr>
<td>PHSC 103 Tech and Human Affairs 3</td>
</tr>
<tr>
<td>SPCH 105 Speech 3</td>
</tr>
<tr>
<td>MISY 150 Tech Fluency 3</td>
</tr>
<tr>
<td><strong>Semester Total</strong></td>
</tr>
<tr>
<td><strong>LEVEL II (SOPHOMORE)</strong></td>
</tr>
<tr>
<td><strong>FALL SEMESTER</strong></td>
</tr>
<tr>
<td>PHIL 102 Intro to Logic 3</td>
</tr>
<tr>
<td>ANTH 207 Cultural Anthropology 3</td>
</tr>
<tr>
<td>BIOL 101 Biological Science 4</td>
</tr>
<tr>
<td>WLIT 207 World Literature 3</td>
</tr>
<tr>
<td>PSYC 207 Behavioral Statistics 3</td>
</tr>
<tr>
<td><strong>Semester Total</strong></td>
</tr>
<tr>
<td><strong>SPRING SEMESTER</strong></td>
</tr>
<tr>
<td>PSYC 210 Applied Psychology 3</td>
</tr>
<tr>
<td>PSYC 306 Personality Theories 3</td>
</tr>
<tr>
<td>PSYC 335 Developmental Psychology 3</td>
</tr>
<tr>
<td>Program Elective</td>
</tr>
<tr>
<td>General Elective</td>
</tr>
<tr>
<td><strong>Semester Total</strong></td>
</tr>
<tr>
<td><strong>LEVEL III (JUNIOR)</strong></td>
</tr>
<tr>
<td><strong>FALL SEMESTER</strong></td>
</tr>
<tr>
<td>PSYC 341 Psychology Assessment 3</td>
</tr>
<tr>
<td>PSYC 345 Behavior Modification 3</td>
</tr>
<tr>
<td>PSYC 351 Counseling Techniques 3</td>
</tr>
<tr>
<td>General Elective</td>
</tr>
<tr>
<td>General Elective</td>
</tr>
<tr>
<td><strong>Semester Total</strong></td>
</tr>
<tr>
<td><strong>SPRING SEMESTER</strong></td>
</tr>
<tr>
<td>PSYC 343 Psychological Research 3</td>
</tr>
<tr>
<td>PSYC 352 Group Counseling 3</td>
</tr>
<tr>
<td>PSYC 342 Psychological Report Writing 3</td>
</tr>
<tr>
<td>General Elective</td>
</tr>
<tr>
<td>General Elective</td>
</tr>
<tr>
<td><strong>Semester Total</strong></td>
</tr>
<tr>
<td><strong>LEVEL IV (SENIOR)</strong></td>
</tr>
<tr>
<td><strong>FALL SEMESTER</strong></td>
</tr>
<tr>
<td>PSYC 411 Abnormal Psychology 3</td>
</tr>
<tr>
<td>PSYC 451 Field Placement I 3</td>
</tr>
<tr>
<td>General Elective</td>
</tr>
<tr>
<td>General Elective</td>
</tr>
<tr>
<td>General Elective</td>
</tr>
<tr>
<td><strong>Semester Total</strong></td>
</tr>
<tr>
<td><strong>SPRING SEMESTER</strong></td>
</tr>
<tr>
<td>PSYC 440 History &amp; Systems 3</td>
</tr>
<tr>
<td>PSYC 452 Filed Placement II 3</td>
</tr>
<tr>
<td>General Elective</td>
</tr>
<tr>
<td>General Elective</td>
</tr>
<tr>
<td>General Elective</td>
</tr>
<tr>
<td><strong>Semester Total</strong></td>
</tr>
<tr>
<td><strong>TOTAL CREDITS</strong></td>
</tr>
</tbody>
</table>

General Education Requirement
University Graduation Requirement
Major Course
or any 2 part 200 level History
or any ENGL 200 level or above
BIOL 101 or 107 or CHEM 101 or PHSC 101 or PHSC 103
PHIL 103 or PHIL 102
or IDIS 103 or any Foreign Language or ART 105 or MUSC 201 or DANC 226 or THEA 211
or any 3 credit Health course, or SPCH 202 or SPCH 204 or GEOG 102
General Elective – any University course
Program Elective – any non-required course within the discipline

NOTE: Please consult a program advisor to discuss course options.
<table>
<thead>
<tr>
<th>LEVEL I (FIRST YEAR)</th>
<th>LEVEL II (SOPHOMORE)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FALL SEMESTER</strong></td>
<td><strong>FALL SEMESTER</strong></td>
</tr>
<tr>
<td>ENGL 101 English Composition</td>
<td>3</td>
</tr>
<tr>
<td>MATH 125 Math for Liberal Arts</td>
<td>3</td>
</tr>
<tr>
<td>HIST 205 African American History I</td>
<td>3</td>
</tr>
<tr>
<td>SPAN 101 Spanish</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 201 General to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>ORIE 101 Freshman Seminar</td>
<td>3</td>
</tr>
<tr>
<td><strong>Semester Total</strong></td>
<td><strong>16</strong></td>
</tr>
<tr>
<td><strong>SPRING SEMESTER</strong></td>
<td><strong>SPRING SEMESTER</strong></td>
</tr>
<tr>
<td>ENGL 102 English Composition II</td>
<td>3</td>
</tr>
<tr>
<td>HIST 206 African American History II</td>
<td>3</td>
</tr>
<tr>
<td>PHSC 101 Physical Science</td>
<td>3</td>
</tr>
<tr>
<td>SPCH 105 Speech Communications</td>
<td>3</td>
</tr>
<tr>
<td>MISY 150 Tech Fluency</td>
<td>3</td>
</tr>
<tr>
<td><strong>Semester Total</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LEVEL III (JUNIOR)</th>
<th>LEVEL IV (SENIOR)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FALL SEMESTER</strong></td>
<td><strong>FALL SEMESTER</strong></td>
</tr>
<tr>
<td>CRJU 413 Delinq, Prev &amp; Control</td>
<td>3</td>
</tr>
<tr>
<td>CRJU 416 Field Serv Train &amp; Intern I</td>
<td>3</td>
</tr>
<tr>
<td>Program Elective</td>
<td>3</td>
</tr>
<tr>
<td>Program Elective</td>
<td>3</td>
</tr>
<tr>
<td>General Elective</td>
<td>3</td>
</tr>
<tr>
<td><strong>Semester Total</strong></td>
<td><strong>15</strong></td>
</tr>
<tr>
<td><strong>SPRING SEMESTER</strong></td>
<td><strong>SPRING SEMESTER</strong></td>
</tr>
<tr>
<td>CRJU 430 Adv Legal &amp; Tech Writing</td>
<td>3</td>
</tr>
<tr>
<td>Program Elective</td>
<td>3</td>
</tr>
<tr>
<td>Program Elective</td>
<td>3</td>
</tr>
<tr>
<td>General Elective</td>
<td>3</td>
</tr>
<tr>
<td>General Elective</td>
<td>3</td>
</tr>
<tr>
<td><strong>Semester Total</strong></td>
<td><strong>15</strong></td>
</tr>
<tr>
<td><strong>TOTAL CREDITS</strong></td>
<td><strong>122</strong></td>
</tr>
</tbody>
</table>

General Education Requirement
University Graduation Requirement
Major Course
or any 2 part 200 level History
or any ENGL 200 level or above
BIOL 101 or 107 or CHEM 101 or PHSC 101 or PHSC 103
PHIL 103 or PHIL 102
or IDIS 103 or any Foreign Language or ART 105 or MUSC 201 or DANC 226 or THEA 211
or any 3 credit Health course, or SPCH 202 or SPCH 204 or GEOG 102
General Elective – any University course
Program Elective – any non-required course within the discipline

NOTE: Please consult a program advisor to discuss course options.
# COLLEGE OF BEHAVIORAL AND SOCIAL SCIENCES

## Major: – Interdisciplinary Studies

<table>
<thead>
<tr>
<th>LEVEL I (FIRST YEAR)</th>
<th>LEVEL II (SOPHOMORE)</th>
<th>LEVEL III (JUNIOR)</th>
<th>LEVEL IV (SENIOR)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FALL SEMESTER</strong></td>
<td><strong>FALL SEMESTER</strong></td>
<td><strong>FALL SEMESTER</strong></td>
<td><strong>FALL SEMESTER</strong></td>
</tr>
<tr>
<td>ENGL 101</td>
<td>HIST 206</td>
<td>Concentration I</td>
<td>IDST 401</td>
</tr>
<tr>
<td>English Composition</td>
<td>AA History II</td>
<td>Course 5</td>
<td>Internship IDS</td>
</tr>
<tr>
<td>MATH 125</td>
<td>SOCI 201</td>
<td>Course 6</td>
<td>General Elective</td>
</tr>
<tr>
<td>Math for Liberal Arts</td>
<td>Intro to Sociology</td>
<td>Course 1</td>
<td>General Elective</td>
</tr>
<tr>
<td>PHIL 103</td>
<td>BIOL 101</td>
<td>Course 2</td>
<td>General Elective</td>
</tr>
<tr>
<td>Intro to Philosophy</td>
<td>Biological Science</td>
<td>Course 3</td>
<td>General Elective</td>
</tr>
<tr>
<td>IDIS 103</td>
<td>WLIT 207</td>
<td>Course 4</td>
<td>General Elective</td>
</tr>
<tr>
<td>Visual Arts &amp; Theatre</td>
<td>Foundations of IS</td>
<td></td>
<td>General Elective</td>
</tr>
<tr>
<td>PSYC 201</td>
<td>IDST 201</td>
<td></td>
<td>General Elective</td>
</tr>
<tr>
<td>General Psychology</td>
<td>Freshman Seminar</td>
<td></td>
<td>General Elective</td>
</tr>
<tr>
<td>ORIE 101</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Freshman Seminar</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Semester Total</strong></td>
<td><strong>Semester Total</strong></td>
<td><strong>Semester Total</strong></td>
<td><strong>Semester Total</strong></td>
</tr>
<tr>
<td>16</td>
<td>15</td>
<td>15</td>
<td>15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>SPRING SEMESTER</strong></th>
<th><strong>SPRING SEMESTER</strong></th>
<th><strong>SPRING SEMESTER</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 102</td>
<td>IDST 301</td>
<td>Concentration I</td>
</tr>
<tr>
<td>English Composition II</td>
<td>Human Inquiry</td>
<td>Course 1</td>
</tr>
<tr>
<td>HIST 206</td>
<td></td>
<td>Course 2</td>
</tr>
<tr>
<td>African American History II</td>
<td></td>
<td>Course 3</td>
</tr>
<tr>
<td>PHSC 101</td>
<td></td>
<td>Course 4</td>
</tr>
<tr>
<td>Physical Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HEED 101</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal Health</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MISY 150</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tech Fluency</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Semester Total</strong></td>
<td><strong>Semester Total</strong></td>
<td><strong>Semester Total</strong></td>
</tr>
<tr>
<td>15</td>
<td>15</td>
<td>15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>LEVEL III (JUNIOR)</strong></th>
<th><strong>LEVEL IV (SENIOR)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FALL SEMESTER</strong></td>
<td><strong>FALL SEMESTER</strong></td>
</tr>
<tr>
<td>Concentration I</td>
<td>IDST 401</td>
</tr>
<tr>
<td>Course 5</td>
<td>Internship IDS</td>
</tr>
<tr>
<td>Concentration I</td>
<td>General Elective</td>
</tr>
<tr>
<td>Course 6</td>
<td>General Elective</td>
</tr>
<tr>
<td>Concentration II</td>
<td>General Elective</td>
</tr>
<tr>
<td>Course 1</td>
<td>General Elective</td>
</tr>
<tr>
<td>Concentration II</td>
<td>General Elective</td>
</tr>
<tr>
<td>Course 2</td>
<td>General Elective</td>
</tr>
<tr>
<td>Concentration II</td>
<td>General Elective</td>
</tr>
<tr>
<td>Course 3</td>
<td>General Elective</td>
</tr>
<tr>
<td><strong>Semester Total</strong></td>
<td><strong>Semester Total</strong></td>
</tr>
<tr>
<td>15</td>
<td>15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>SPRING SEMESTER</strong></th>
<th><strong>SPRING SEMESTER</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Concentration II</td>
<td>IDIS 499</td>
</tr>
<tr>
<td>Course 4</td>
<td>Captstone Seminar</td>
</tr>
<tr>
<td>Concentration II</td>
<td>General Elective</td>
</tr>
<tr>
<td>Course 5</td>
<td>General Elective</td>
</tr>
<tr>
<td>Concentration II</td>
<td>General Elective</td>
</tr>
<tr>
<td>Course 6</td>
<td>General Elective</td>
</tr>
<tr>
<td>General Elective</td>
<td>General Elective</td>
</tr>
<tr>
<td>General Elective</td>
<td>General Elective</td>
</tr>
<tr>
<td><strong>Semester Total</strong></td>
<td><strong>Semester Total</strong></td>
</tr>
<tr>
<td>15</td>
<td>15</td>
</tr>
</tbody>
</table>

**Total Credits**: 122

---

General Education Requirement
- University Graduation Requirement
- Major Course
- or any 2 part 200 level History
- or any ENGL 200 level or above
- or any 2 part 200 level History
- or any ENGL 200 level or above
- or any 2 part 200 level History
- or any ENGL 200 level or above
- or any 2 part 200 level History
- or any ENGL 200 level or above

Program Elective – any non-required course within the discipline

NOTE: Please consult a program advisor to discuss course options.
## COLLEGE OF BEHAVIORAL AND SOCIAL SCIENCES

**Major: Non-Profit Leadership**

### LEVEL I (FIRST YEAR)

#### FALL SEMESTER

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 101</td>
<td>English Composition</td>
<td>3</td>
</tr>
<tr>
<td>MATH 125</td>
<td>Math for Liberal Arts</td>
<td>3</td>
</tr>
<tr>
<td>HIST 205</td>
<td>African American History I</td>
<td>3</td>
</tr>
<tr>
<td>IDIS 102</td>
<td>Music &amp; Dance</td>
<td>3</td>
</tr>
<tr>
<td>SOSC 200</td>
<td>Intro to Social Science</td>
<td>3</td>
</tr>
<tr>
<td>ORIE 101</td>
<td>Freshman Seminar</td>
<td>1</td>
</tr>
<tr>
<td><strong>Semester Total</strong></td>
<td></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

#### SPRING SEMESTER

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 102</td>
<td>English Composition II</td>
<td>3</td>
</tr>
<tr>
<td>HIST 202</td>
<td>African American History II</td>
<td>3</td>
</tr>
<tr>
<td>PHSC 103</td>
<td>Tech and Human Affairs</td>
<td>3</td>
</tr>
<tr>
<td>SPCH 105</td>
<td>Speech Communication</td>
<td>3</td>
</tr>
<tr>
<td>MISY 150</td>
<td>Tech Fluency</td>
<td>3</td>
</tr>
<tr>
<td><strong>Semester Total</strong></td>
<td></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

### LEVEL II (SOPHOMORE)

#### FALL SEMESTER

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL 102</td>
<td>Logic</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 207</td>
<td>Cultural Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 101</td>
<td>Biological Science</td>
<td>4</td>
</tr>
<tr>
<td>WLIT 207</td>
<td>World Literature</td>
<td>3</td>
</tr>
<tr>
<td>SOSC 304</td>
<td>Intro to Pub Admin</td>
<td>3</td>
</tr>
<tr>
<td><strong>Semester Total</strong></td>
<td></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

#### SPRING SEMESTER

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCI 301</td>
<td>Community Organization</td>
<td>3</td>
</tr>
<tr>
<td>POSC 302</td>
<td>State &amp; Local Government</td>
<td>3</td>
</tr>
<tr>
<td>SOSC 340</td>
<td>Intro to Nonprofit Ldsh</td>
<td>3</td>
</tr>
<tr>
<td>Program Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Program Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td><strong>Semester Total</strong></td>
<td></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

### LEVEL III (JUNIOR)

#### FALL SEMESTER

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MNSC 336</td>
<td>Nonprofit Management</td>
<td>3</td>
</tr>
<tr>
<td>MNSC 300</td>
<td>Hum Rel &amp; Org Behavior</td>
<td>3</td>
</tr>
<tr>
<td>SOSC 407</td>
<td>Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>General Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>General Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td><strong>Semester Total</strong></td>
<td></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

#### SPRING SEMESTER

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOSC 310</td>
<td>Intro to Basic Statistics</td>
<td>3</td>
</tr>
<tr>
<td>MNSC 310</td>
<td>Marketing for Managers</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 406</td>
<td>Sociology of the City</td>
<td>3</td>
</tr>
<tr>
<td>General Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>General Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td><strong>Semester Total</strong></td>
<td></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

### LEVEL IV (SENIOR)

#### FALL SEMESTER

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NPLS 400</td>
<td>Diversity &amp; Philanthropy</td>
<td>3</td>
</tr>
<tr>
<td>NPLS 409</td>
<td>Internship I</td>
<td>3</td>
</tr>
<tr>
<td>General Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>General Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>General Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td><strong>Semester Total</strong></td>
<td></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

#### SPRING SEMESTER

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOSC 430</td>
<td>Social Science Applications</td>
<td>3</td>
</tr>
<tr>
<td>NPLS 410</td>
<td>Internship II</td>
<td>3</td>
</tr>
<tr>
<td>General Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>General Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>General Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td><strong>Semester Total</strong></td>
<td></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

**TOTAL CREDITS**: 122

---

**General Education Requirement**

**University Graduation Requirement**

**Major Course**

- or any 2 part 200 level History
- or any ENGL 200 level or above
- BIOL 101 or 107 or CHEM 101 or PHSC 101 or PHSC 103
- PHIL 103 or PHIL 102
- or IDIS 103 or any Foreign Language or ART 105 or MUSC 201 or DANC 226 or THEA 211
- or any 3 credit Health course, or SPCH 202 or SPCH 204 or GEOG 102

**General Elective – any University course**

**Program Elective – any non-required course within the discipline**

**NOTE:** Please consult a program advisor to discuss course options.
<table>
<thead>
<tr>
<th>LEVEL I (FIRST YEAR)</th>
<th>LEVEL II (SOPHOMORE)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FALL SEMESTER</strong></td>
<td><strong>FALL SEMESTER</strong></td>
</tr>
<tr>
<td>ENGL 101</td>
<td>PHIL 102</td>
</tr>
<tr>
<td>MATH 125</td>
<td>ANTH 207</td>
</tr>
<tr>
<td>HIST 205</td>
<td>BIOL 101</td>
</tr>
<tr>
<td>IDIS 102</td>
<td>WLIT 207</td>
</tr>
<tr>
<td>SOCI 201</td>
<td>POSC 201</td>
</tr>
<tr>
<td>ORIE 101</td>
<td></td>
</tr>
<tr>
<td><strong>Semester Total</strong></td>
<td><strong>Semester Total</strong></td>
</tr>
<tr>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td><strong>SPRING SEMESTER</strong></td>
<td></td>
</tr>
<tr>
<td>ENGL 102</td>
<td>POSC 301</td>
</tr>
<tr>
<td>HIST 202</td>
<td>POSC 303</td>
</tr>
<tr>
<td>PHSC 103</td>
<td>Program Elective</td>
</tr>
<tr>
<td>SPCH 105</td>
<td>SOSC 304</td>
</tr>
<tr>
<td>MISY 150</td>
<td>General Elective</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Semester Total</strong></td>
<td><strong>Semester Total</strong></td>
</tr>
<tr>
<td>15</td>
<td>15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LEVEL III (JUNIOR)</th>
<th>LEVEL IV (SENIOR)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FALL SEMESTER</strong></td>
<td><strong>FALL SEMESTER</strong></td>
</tr>
<tr>
<td>POSC 302</td>
<td>Program Elective</td>
</tr>
<tr>
<td>POSC 402</td>
<td>Program Elective</td>
</tr>
<tr>
<td>SOSC 310</td>
<td>General Elective</td>
</tr>
<tr>
<td>General Elective</td>
<td>General Elective</td>
</tr>
<tr>
<td>General Elective</td>
<td>General Elective</td>
</tr>
<tr>
<td><strong>Semester Total</strong></td>
<td><strong>Semester Total</strong></td>
</tr>
<tr>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td><strong>SPRING SEMESTER</strong></td>
<td></td>
</tr>
<tr>
<td>Program Elective</td>
<td>Program Elective</td>
</tr>
<tr>
<td>Program Elective</td>
<td>General Elective</td>
</tr>
<tr>
<td>SOCI 407</td>
<td>General Elective</td>
</tr>
<tr>
<td>General Elective</td>
<td>General Elective</td>
</tr>
<tr>
<td>General Elective</td>
<td>General Elective</td>
</tr>
<tr>
<td><strong>Semester Total</strong></td>
<td><strong>Semester Total</strong></td>
</tr>
<tr>
<td>15</td>
<td>15</td>
</tr>
</tbody>
</table>

**TOTAL CREDITS**: 122

**General Education Requirement**
- University Graduation Requirement
- Major Course
- or any 2 part 200 level History
- or any ENGL 200 level or above
- BIOL 101 or 107 or CHEM 101 or PHSC 101 or PHSC 103
- PHIL 103 or PHIL 102
- or IDIS 103 or any Foreign Language or ART 105 or MUSC 201 or DANC 226 or THEA 211
- or any 3 credit Health course, or SPCH 202 or SPCH 204 or GEOG 102
- General Elective – any University course
- Program Elective – any non-required course within the discipline

**NOTE**: Please consult a program advisor to discuss course options.
## Major: Rehabilitative Services

### LEVEL I (FIRST YEAR)

#### FALL SEMESTER

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 101</td>
<td>English Composition</td>
<td>3</td>
</tr>
<tr>
<td>MATH 125</td>
<td>Math for Liberal Arts</td>
<td>3</td>
</tr>
<tr>
<td>HIST 205</td>
<td>African American History I</td>
<td>3</td>
</tr>
<tr>
<td>IDIS 102</td>
<td>Music &amp; Dance</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 201</td>
<td>Intro to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>ORIE 101</td>
<td>Freshman Seminar</td>
<td>1</td>
</tr>
</tbody>
</table>

**Semester Total:** 16 credits

#### SPRING SEMESTER

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 102</td>
<td>English Composition II</td>
<td>3</td>
</tr>
<tr>
<td>HIST 202</td>
<td>African American History II</td>
<td>3</td>
</tr>
<tr>
<td>PHSC 103</td>
<td>Physical Science</td>
<td>3</td>
</tr>
<tr>
<td>SPCH 105</td>
<td>Speech Communication</td>
<td>3</td>
</tr>
<tr>
<td>MISY 150</td>
<td>Tech Fluency</td>
<td>3</td>
</tr>
</tbody>
</table>

**Semester Total:** 16 credits

### LEVEL II (SOPHOMORE)

#### FALL SEMESTER

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL 102</td>
<td>Logic</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 207</td>
<td>Cultural Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 101</td>
<td>Biological Science</td>
<td>4</td>
</tr>
<tr>
<td>WLIT 207</td>
<td>World Literature</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 207</td>
<td>Behavioral Statistics</td>
<td>3</td>
</tr>
</tbody>
</table>

**Semester Total:** 16 credits

#### SPRING SEMESTER

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>REHB 201</td>
<td>Intro to Rehab Services</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 306</td>
<td>Personality Theories</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 233</td>
<td>Psychological &amp; Physiological Aspects of Substance Abuse</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 351</td>
<td>Counseling Techniques</td>
<td>3</td>
</tr>
<tr>
<td>General Elective</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

**Semester Total:** 15 credits

### LEVEL III (JUNIOR)

#### FALL SEMESTER

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 341</td>
<td>Psychology Assessment</td>
<td>3</td>
</tr>
<tr>
<td>REHB 301</td>
<td>Health &amp; Medical Info</td>
<td>3</td>
</tr>
<tr>
<td>REHB 302</td>
<td>Theories of Counseling</td>
<td>3</td>
</tr>
<tr>
<td>General Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>General Elective</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

**Semester Total:** 15 credits

#### SPRING SEMESTER

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>REHB 303</td>
<td>Case Management</td>
<td>3</td>
</tr>
<tr>
<td>REHB 305</td>
<td>Vocational Development &amp; Employment</td>
<td>3</td>
</tr>
<tr>
<td>General Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>General Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>General Elective</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

**Semester Total:** 15 credits

### LEVEL IV (SENIOR)

#### FALL SEMESTER

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 411</td>
<td>Abnormal Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 451</td>
<td>Field Placement I</td>
<td>3</td>
</tr>
<tr>
<td>General Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>General Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>General Elective</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

**Semester Total:** 15 credits

#### SPRING SEMESTER

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>REHB 405</td>
<td>History &amp; Systems</td>
<td>3</td>
</tr>
<tr>
<td>REHB 402</td>
<td>Filed Placement II</td>
<td>3</td>
</tr>
<tr>
<td>REHB 406</td>
<td>Seminar in Rehabilitation</td>
<td>3</td>
</tr>
<tr>
<td>General Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>General Elective</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

**Semester Total:** 15 credits

**TOTAL CREDITS:** 122

---

*General Education Requirement

**University Graduation Requirement

Major Course

or any 2 part 200 level History

or any ENGL 200 level or above

BIOL 101 or 107 or CHEM 101 or PHSC 101 or PHSC 103

PHIL 103 or PHIL 102

or IDIS 103 or any Foreign Language or ART 105 or MUSC 201 or DANC 226 or THEA 211

or any 3 credit Health course, or SPCH 202 or SPCH 204 or GEOG 102

General Elective – any University course

Program Elective – any non-required course within the discipline

NOTE: Please consult a program advisor to discuss course options.
<table>
<thead>
<tr>
<th>LEVEL I (FIRST YEAR)</th>
<th>LEVEL II (SOPHOMORE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>FALL SEMESTER</td>
<td>FALL SEMESTER</td>
</tr>
<tr>
<td>ENGL 101 English Composition 3</td>
<td>PHIL 102 Logic 3</td>
</tr>
<tr>
<td>MATH 125 Math for Liberal Arts 3</td>
<td>ANTH 207 Cultural Anthropology 3</td>
</tr>
<tr>
<td>HIST 205 African American History I 3</td>
<td>BIOL 101 Biological Science 4</td>
</tr>
<tr>
<td>IDIS 102 Music &amp; Dance 3</td>
<td>WLIT 207 World Literature 3</td>
</tr>
<tr>
<td>SOCI 201 Intro to Sociology 3</td>
<td>URST 201 Intro to Urban Studies 3</td>
</tr>
<tr>
<td>ORIE 101 Freshman Seminar 1</td>
<td>Semester Total 16</td>
</tr>
<tr>
<td><strong>Semester Total</strong> 16</td>
<td>SPRING SEMESTER</td>
</tr>
<tr>
<td>ENGL 102 English Composition II 3</td>
<td>SOCI 302 Social Psychology 3</td>
</tr>
<tr>
<td>HIST 202 African American History II 3</td>
<td>SOSC 407 Social Research 3</td>
</tr>
<tr>
<td>PHSC 103 Physical Science 3</td>
<td>SOSC 304 Intro to Pub Adm 3</td>
</tr>
<tr>
<td>SPCH 105 Speech Communication 3</td>
<td>Program Elective 3</td>
</tr>
<tr>
<td>Misy 150 Tech Fluency 3</td>
<td>Program Elective 3</td>
</tr>
<tr>
<td><strong>Semester Total</strong> 15</td>
<td><strong>Semester Total</strong> 15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LEVEL III (JUNIOR)</th>
<th>LEVEL IV (SENIOR)</th>
</tr>
</thead>
<tbody>
<tr>
<td>FALL SEMESTER</td>
<td>FALL SEMESTER</td>
</tr>
<tr>
<td>Program Elective   3</td>
<td>General Elective 3</td>
</tr>
<tr>
<td>ECON 201 Intro to Entr 3</td>
<td>General Elective 3</td>
</tr>
<tr>
<td>General Elective   3</td>
<td>General Elective 3</td>
</tr>
<tr>
<td>General Elective   3</td>
<td>General Elective 3</td>
</tr>
<tr>
<td>General Elective   3</td>
<td>General Elective 3</td>
</tr>
<tr>
<td>General Elective   3</td>
<td>General Elective 3</td>
</tr>
<tr>
<td><strong>Semester Total</strong> 15</td>
<td><strong>Semester Total</strong> 15</td>
</tr>
<tr>
<td>SPRING SEMESTER</td>
<td>SPRING SEMESTER</td>
</tr>
<tr>
<td>SOCS 310 Statistics 3</td>
<td>General Elective 3</td>
</tr>
<tr>
<td>General Elective   3</td>
<td>General Elective 3</td>
</tr>
<tr>
<td>General Elective   3</td>
<td>General Elective 3</td>
</tr>
<tr>
<td>General Elective   3</td>
<td>General Elective 3</td>
</tr>
<tr>
<td>General Elective   3</td>
<td>General Elective 3</td>
</tr>
<tr>
<td><strong>Semester Total</strong> 15</td>
<td><strong>Semester Total</strong> 15</td>
</tr>
</tbody>
</table>

| **TOTAL CREDITS** 122 |

General Education Requirement
University Graduation Requirement
Major Course
or any 2 part 200 level History
or any ENGL 200 level or above
BIOL 101 or 107 or CHEM 101 or PHSC 101 or PHSC 103
PHIL 103 or PHIL 102
or IDS 103 or any Foreign Language or ART 105 or MUSC 201 or DANC 226 or THEA 211
or any 3 credit Health course, or SPCH 202 or SPCH 204 or GEOG 102
General Elective – any University course
Program Elective – any non-required course within the discipline

NOTE: Please consult a program advisor to discuss course options.
## COLLEGE OF BEHAVIORAL AND SOCIAL SCIENCES

### Major: Sociology

#### LEVEL I (FIRST YEAR)

**FALL SEMESTER**
- ENGL 101 English Composition 3
- MATH 125 Math for Liberal Arts 3
- HIST 205 African American History I 3
- IDIS 102 Music & Dance 3
- SOCI 201 Intro to Sociology 3
- ORIE 101 Freshman Seminar 1

**Semester Total** 16

**SPRING SEMESTER**
- ENGL 102 English Composition II 3
- HIST 202 African American History II 3
- PHSC 103 Physical Science 3
- SPCH 105 Speech Communication 3
- MISY 150 Tech Fluency 3

**Semester Total** 15

#### LEVEL II (SOPHOMORE)

**FALL SEMESTER**
- PHIL 102 Logic 3
- ECON 201 Intro to Economics 3
- BIOL 101 Biological Science 4
- WILIT 207 World Literature 3
- SOCI 205 Class & Society 3

**Semester Total** 16

**SPRING SEMESTER**
- SOCI 302 Social Psychology 3
- SOCS 407 Social Research 3
- Program Elective 3
- Program Elective 3
- Program Elective 3

**Semester Total** 15

#### LEVEL III (JUNIOR)

**FALL SEMESTER**
- SOSC 310 Intro to Basic Statistics 3
- SOCI 402 Family Studies 3
- SOCI 409 Internship 3
- General Elective
- SOCI 410 Research Paper 3

**Semester Total** 15

**SPRING SEMESTER**
- SOSC 303 Theory 3
- SOCI 40. Race & Ethnicity 3
- Elective 3
- Elective 3
- Elective 3

**Semester Total** 15

#### LEVEL IV (SENIOR)

**FALL SEMESTER**
- SOSC 430 Applications 3
- SOCI 406 Sociology of the City 3
- General Elective 3
- General Elective 3
- General Elective 3

**Semester Total** 15

**SPRING SEMESTER**
- General Elective 3
- General Elective 3
- General Elective 3
- General Elective 3
- General Elective 3

**Semester Total** 15

**TOTAL CREDITS** 122

---

**General Education Requirement**
- University Graduation Requirement
- Major Course
- or any 2 part 200 level History
- or any ENGL 200 level or above
- BIOL 101 or 107 or CHEM 101 or PHSC 101 or PHSC 103
- PHIL 103 or PHIL 102
- or IDIS 103 or any Foreign Language or ART 105 or MUSC 201 or DANC 226 or THEA 211
- or any 3 credit Health course, or SPCH 202 or SPCH 204 or GEOG 102
- General Elective – any University course
- Program Elective – any non-required course within the discipline

**NOTE:** Please consult a program advisor to discuss course options.
### COLLEGE OF BEHAVIORAL AND SOCIAL SCIENCES

**Major: Social Work**

**LEVEL I (FIRST YEAR)**

<table>
<thead>
<tr>
<th>FALL SEMESTER</th>
<th>ENG 101</th>
<th>English Composition</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 125</td>
<td></td>
<td>Math for Liberal Arts</td>
<td>3</td>
</tr>
<tr>
<td>HIST 205</td>
<td></td>
<td>African American History I</td>
<td>3</td>
</tr>
<tr>
<td>IDIS 102</td>
<td></td>
<td>Music &amp; Dance</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 201</td>
<td></td>
<td>Intro to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>ORIE 101</td>
<td></td>
<td>Freshman Seminar</td>
<td>1</td>
</tr>
<tr>
<td><strong>Semester Total</strong></td>
<td></td>
<td></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SPRING SEMESTER</th>
<th>ENG 102</th>
<th>English Composition II</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 202</td>
<td></td>
<td>African American History II</td>
<td>3</td>
</tr>
<tr>
<td>PHSC 103</td>
<td></td>
<td>Physical Science</td>
<td>3</td>
</tr>
<tr>
<td>SPCH 105</td>
<td></td>
<td>Speech Communication</td>
<td>3</td>
</tr>
<tr>
<td>MISY 150</td>
<td></td>
<td>Tech Fluency</td>
<td>3</td>
</tr>
<tr>
<td><strong>Semester Total</strong></td>
<td></td>
<td></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

**LEVEL II (SOPHOMORE)**

<table>
<thead>
<tr>
<th>FALL SEMESTER</th>
<th>PHIL 102</th>
<th>Logic</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 201</td>
<td></td>
<td>Intro to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 101</td>
<td></td>
<td>Biological Science</td>
<td>4</td>
</tr>
<tr>
<td>WLIT 207</td>
<td></td>
<td>World Literature</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 205</td>
<td></td>
<td>Intro to Social Work</td>
<td>3</td>
</tr>
<tr>
<td><strong>Semester Total</strong></td>
<td></td>
<td></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SPRING SEMESTER</th>
<th>SOWK 260</th>
<th>Social Welfare &amp; Policy I</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOWK 388</td>
<td></td>
<td>Human Behv. &amp; the Soc. Env.I</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 390</td>
<td></td>
<td>Choice</td>
<td>3</td>
</tr>
<tr>
<td>Program Elective</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Program Elective</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td><strong>Semester Total</strong></td>
<td></td>
<td></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

**LEVEL III (JUNIOR)**

<table>
<thead>
<tr>
<th>FALL SEMESTER</th>
<th>SOWK 379</th>
<th>Social Work Methods I</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOWK 360</td>
<td></td>
<td>Social Welfare &amp; Policy II</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 388</td>
<td></td>
<td>Human Behv &amp; the Soc Env II</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 490</td>
<td></td>
<td>Choice</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 460</td>
<td></td>
<td>Technology in Human Svcs</td>
<td>3</td>
</tr>
<tr>
<td><strong>Semester Total</strong></td>
<td></td>
<td></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SPRING SEMESTER</th>
<th>SOWK 390</th>
<th>Choice</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOWK 461</td>
<td></td>
<td>Social Work Research Meth</td>
<td>3</td>
</tr>
<tr>
<td>Program Elective</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Program Elective</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Program Elective</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td><strong>Semester Total</strong></td>
<td></td>
<td></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

**LEVEL IV (SENIOR)**

<table>
<thead>
<tr>
<th>FALL SEMESTER</th>
<th>SOWK 480</th>
<th>Beginning Field Experience</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOWK 481</td>
<td></td>
<td>Social Work Practice Meth II</td>
<td>3</td>
</tr>
<tr>
<td>Program Elective</td>
<td></td>
<td>Program Elective</td>
<td>3</td>
</tr>
<tr>
<td>Program Elective</td>
<td></td>
<td>Program Elective</td>
<td>3</td>
</tr>
<tr>
<td><strong>Semester Total</strong></td>
<td></td>
<td></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SPRING SEMESTER</th>
<th>SOWK 482</th>
<th>Advanced Field Experience</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOWK 483</td>
<td></td>
<td>Social Work Practice Meth III</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 490</td>
<td></td>
<td>Professional Issues Seminar</td>
<td>3</td>
</tr>
<tr>
<td>Program Elective</td>
<td></td>
<td>Program Elective</td>
<td>3</td>
</tr>
<tr>
<td><strong>Semester Total</strong></td>
<td></td>
<td></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

**TOTAL CREDITS** 122

---

**General Education Requirement**

**University Graduation Requirement**

**Major Course**

- or any 2 part 200 level History
- or any ENGL 200 level or above
- BIOL 101 or 107 or CHEM 101 or PHSC 101 or PHSC 103
- PHIL 103 or PHIL 102
- or IDIS 103 or any Foreign Language or ART 105 or MUSC 201 or DANC 226 or THEA 211
- or any 3 credit Health course, or SPCH 202 or SPCH 204 or GEOG 102

**General Elective – any University course**

**Program Elective – any non-required course within the discipline**

**NOTE:** Please consult a program advisor to discuss course options.
## Major: Urban Studies

### Level I (First Year)

**Fall Semester**
- ENGL 101  English Composition 3
- MATH 125  Math for Liberal Arts 3
- HIST 205  African American History I 3
- IDIS 102  Music & Dance 3
- SOCI 201  Intro to Sociology 3
- ORIE 101  Freshman Seminar 1

**Spring Semester**

### Level II (Sophomore)

**Fall Semester**
- PHIL 102  Logic 3
- ECON 201  Intro to Economics 3
- BIOL 101  Biological Science 4
- WLIT 207  World Literature 3
- URST 20  Intro to Urban Studies 3

**Spring Semester**
- URST 301  Urban Theory 3
- POSC 301  US Govt 3
- HIST 318  Hist Afro Am in City 3
- SOSC 304  Intro to Pub Admin 3
- General Elective 3

### Level III (Junior)

**Fall Semester**
- HIST 319  Urban Am in 1870 3
- POSC 302  State & Local Gov 3
- SOSC 407  Social Research Methods 3
- SOSC 340  Intro to Non-prof Ldshp 3
- General Elective 3

**Spring Semester**
- SOSC 310  Intro to Social Statistics 3
- GEOG 406  Urban Geography 3
- SOSC 307  Urban Planning 3
- SOCI 301  Community Organization 3
- General Elective 3

### Level IV (Senior)

**Fall Semester**
- SOCI 406  Sociology of the City 3
- HEED 420  Community Health 3
- General Elective 3
- General Elective 3
- General Elective 3

**Spring Semester**
- URST 401  Internship 3
- SOSC 430  Social Science Applications 3
- General Elective 3
- General Elective 3
- General Elective 3

### Total Credits
- Fall Semester: 16
- Spring Semester: 15
- Total Credits: 122

**General Education Requirement**
- University Graduation Requirement
- Major Course
- or any 2 part 200 level History
- or any ENGL 200 level or above
- BIOL 101 or 107 or CHEM 101 or PHSC 101 or PHSC 103
- PHIL 103 or PHIL 102
- or IDIS 103 or any Foreign Language or ART 105 or MUSC 201 or DANC 226 or THEA 211
- or any 3 credit Health course, or SPCH 202 or SPCH 204 or GEOG 102
- General Elective – any University course
- Program Elective – any non-required course within the discipline

**NOTE:** Please consult a program advisor to discuss course options.
## COURSE DESCRIPTIONS

**Accounting Managerial Economics & Finance**
ACCT 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.

**ACCT 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 Flows, Analysis and Interpretation of Financial Statements and Compound Interest.  
*Prerequisite: MNSC 201*

**ACCT 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 financial statements.  
*Prerequisite: MNSC 312*

**ACCT 312 Intermediate Accounting II (3 credits)**
A continuation of MNSC 311, covering issues related to income determination, income taxes, pensions, accounting for leases, diluted securities, investments in securities, financial statements analysis, and financial reporting.  
*Prerequisite: MNSC 311*

**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). This course is offered once a year during the Spring Semester.  
*Prerequisite: MNSC 202*

**ACCT 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.  
*Prerequisite: MNSC 202*

**ACCT 414 Tax Accounting (3 credits)**
A comprehensive study of the federal tax structure and practical application of the tax principles to specific problems.  
*Prerequisite: MNSC 202*

**ACCT 417 Auditing I (3 credits)**
A study of standards and procedures applicable to auditing in public accounting work, covering such specific problems as statistical sampling in auditing, audits of machine records, and management advisory services.  
*Prerequisite: MNSC 312*

**ACCT 419 Governmental Accounting (3 credits)**
An examination of accounting principles applicable to governmental agencies, covering specific problems in fund accounting (general funds, special funds, bond funds, working capital funds, etc.) and accounting for colleges, universities, and other non-profit organizations.  
*Prerequisite: MNSC 202*

**ACCT 421 Advanced Accounting (3 credits)**
A study of financial accounting for complex business relationships, including business combinations, consolidated financial statements, home office-branch accounting, partnerships, foreign currency transactions, translation of financial statements of foreign affiliates, and ethical issues in advanced accounting.  
*Prerequisite: MNSC 312*

**Adult Education**
Adult & 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 rationale 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). This course is offered once a year during the Fall Semester.

ANTH 208 Ethnological Profiles (3 credits)
An examination of a variety of existing cultures (i.e., bands, tribes, chiefdoms, and folk communities) distributed throughout the world. The course readings will draw on ethnographic case studies selected each year (i.e., Tiwi, Bunyoro, Cheyennes, Igbo). This course is offered once a year during the 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 deals 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.

ARABIC HUMANITIES

ARA 101 Elementary Arabic (3 credits)
This is a beginning Arabic course which presumes no prior knowledge or instruction in the language with a focus on pronunciation, beginning comprehension, and elementary grammar. No previous knowledge of the language is required.

ARA 102 Elementary Arabic (3 credits)
This is a continuation of Elementary Arabic 101. Prerequisite: ARA 101 or by permission of the instructor.

ART

VISUAL AND PERFORMING 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 which apply to these art forms.

*Note: This course will satisfy one of the Arts & Humanities general education requirements.

ART 106 Hand Lettering (3 credits)
This course will develop students’ comprehension of and skill in producing different styles of lettering, including the major styles of modern lettering.

ART 208 Basic Drawing (3 credits)
An introduction to the theories and techniques of drawing as an intuitive and personal mode of expression. Each student’s exit-level achievement is measured against his or her initial level of skill and not against the level of any other student.

ART 210 and 211 Life Drawing (3 credits each)
An introduction to basic drawing skills which require live models, using a variety of media and stressing techniques of figure composition.

ART 301 Painting I (3 credits)
A creative approach to expression painting, using water color, gouache, oil, and other media.

ART 304 Ceramics II (3 credits)
A continuation of ART 105 with emphasis upon the making of delicate pottery and the more complex use of ceramics as a flexible, plastic medium. Prerequisite: ART 105 or permission from the Instructor.

ART 307 Fundamentals of Photography (3 credits)
An introduction to black and white photography, with an emphasis on the 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.

*Note: This course will satisfy one of the Arts & Humanities general education requirements.
emphasize 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 pre-and post-
production tasks required to create a video. Students also gain
practice at recording and mixing sound, as well as with
creating special effects and exploring career opportunities in
videography.
Prerequisites: ART 307 and MCOM 301 or permission of the
instructor

ART 321 Digital Photography (3 credits)
Students will use digital tools to move from the chemical to
the digital darkroom and will expand lighting, design, and
composition skills. Adobe Photoshop will introduce students
to digital image acquisition, processing, manipulation and
output technology while further developing the students’
arithmetic vision. Lab work required.
Prerequisites: ART 307; Basic computer literacy highly
recommended.

ART 401 Art History Survey (3 credits)
The history of painting, sculpture, and architecture from
prehistoric times to the Renaissance, emphasizing the impact
which various modes of thinking have had upon the art
produced during each period.

ART 403 African-American Art and Artists (3 credits)
A study of African-American art, emphasizing the
contributions and influence of African-American artists
upon the U.S. and other societies.

ART 404 The Arts of Africa (3 credits)
A study of the cultural, environmental, and spiritual
influences of African art on the people of Africa. The course
emphasizes body adornment, textiles, and carvings.

ART 405 Contemporary Art Imagery (3 credits)
An analysis of 20th century movements in Western Art from
Abstract Expressionism through present-day art forms,
emphasizing their effects upon painting, sculpture, architecture, graphic art electronic media, and popular
culture, including music videos.

ART 406—Introduction to Art Criticism (3 credits)
An introduction to theory and practice in art criticism. The
student will develop the ability to describe, analyze, interpret,
and evaluate many types of art from many periods.
Prerequisite: ENGL 102 and at least one art history course

ART 420—Internship I in Visual Arts (3 credits)
An intensive field experience, during which students
demonstrate their ability to apply, analyze, and synthesize
principles of the visual arts disciplines within a visual and/or
urban arts venue and to evaluate their results. Placements
reflect the curricular and career objectives of the individual
students enrolled; students are evaluated by their instructor
and by a designated supervisor at the internship site.
Prerequisites: English 102 and permission from the Instructor

ART 421—Internship II in Visual Arts (3 credits)
An intensive field experience, during which students
demonstrate the growth and development of their ability to
apply, analyze, and synthesize principles of the visual arts
disciplines within a visual and/or urban arts venue and to
evaluate their results. Placements reflect the curricular and
career objectives of the individual students enrolled; students
are evaluated by their instructor and by a designated
supervisor at the internship site.
Prerequisites: ART 420 and permission from the Instructor.

BIOLOGY NATURAL SCIENCES

BIOI 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
phylum, concentrating on topics representing a cross
section of the biology disciplines. (3 hours lecture, 3 hours lab
and 1 hour recitation per week). This course is for non-science
majors.

BIOI 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 as needed.

BIOI 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). This course is offered once a year during the fall
Semester.
This is one of three prerequisites for all BIOLogy majors and
minors (See BIOL 104).

BIOI 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
BIOL 104 Human Anatomy and Physiology I (4 credits)
The 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, spring and summer. 
Prerequisite: BIOL 104 or BIOL 107 with a grade of C or higher.

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 (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 (3 hours lecture and 3 hours lab per week). This course is offered once a year during the Spring Semester
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). This course is offered during the Spring Semester or every two years in odd years or as needed.

BIOL 211 Economic Botany (3 credits)
A study of plants that is economically significant in agriculture, medicine, and industry. (3 hours lecture per week). This course is offered once a year during the Fall Semester or as needed
Prerequisite: BIOL 103 or permission of the Instructor

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, and geriatrics, and genetic and other acquired abnormalities (3 hours lecture per week). This course is offered every other year during the Spring Semester, or as needed.
Prerequisite: BIOL 103 and BIOL 104 and BIOL 106 or 107

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 (3 hours lecture and 3 hours lab per week). This course is offered every other odd year during the Fall Semester
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 (3 hours lecture and 3 hours lab per week). This course is offered once a year during the Fall Semester
Prerequisite: BIOL 104

BIOL 305 Animal Physiology (4 credits)
An integrated study of the physiological processes of mammalian cells and organ systems. (3 hours lecture and 3 hours lab per week). This course is offered once a year during the Spring Semester
Prerequisite: BIOL 104 and CHEM 101 and CHEM 102

BIOL 307 Introduction to Entomology (4 credits)
A study of the phylogeny, characteristics, and taxonomy of insects, examining the economic importance of insects to man and the interrelationship of insects to plants, insects and other animals. (3 hours lecture and 3 hours lab per week)
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).
Prerequisite: BIOL 103 or 104 and CHEM 101 for Science students; BIOL 203 and CHEM 103 for Nursing students.

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).
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). This course is offered once a year during the Fall Semester.
Prerequisite: BIOL 103 and BIOL 104 and BIOL 106.

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). This course is offered once a year during the Spring Semester.
Prerequisite: BIOL 103 and BIOL 104 and 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). This course is offered once a year during the Fall Semester.
Prerequisite: Six courses in Biology and two in Chemistry.
*Note: Enrollment is limited to seniors or by permission of Chair.

BIOL 404 Seminar in Biology II (1 credit)
A continuation of BIOL 403. This course is offered once a year during the Spring Semester.
*Note: Enrollment in this course is by permission of Department Chair.

BIOL 407 Introduction to Research (2 credits)
Laboratory work of an advanced nature, under the guidance of a department member, to familiarize the advance biology major with research procedures. This course is offered once a year during the Fall Semester or as needed.
Prerequisite: 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. This course is offered once a year during the Spring Semester or as needed.

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). This course is offered on an as needed basis.
Prerequisite: CHEM 307 and three courses in Biology.

BIOL 410 Molecular (4 credits)
This course is intended to provide the fundamental knowledge of Molecular Biology and Biotechnology needed by students planning a career in biomedical science research. In this course, the structure of DNA, RNA and protein macromolecules including their physical and chemical properties coupled with their roles in cellular metabolism would be examined. The synthesis of these molecules (DNA replication, transcription and translation) along with their application in genetic engineering and regulation of gene expression would be covered in detail. This course is designed as an upper level undergraduate and lower level graduate course, therefore a strong background in Microbiology and Organic is recommended prerequisite BIOL 308.

BIOL 411 Molecular and Biotechnology Techniques and Applications (4 credits)
A course designed to provide students with intensive, hands-on laboratory experiences needed to effectively function in biomedical and biotechnological research settings. Laboratory topics and exercise include tissue culture techniques, isolation and culturing of stem cells for various research purposes, molecular separation and purification methods for DNA, RNA and protein, synthesis of cDNA and oligonucleotide probes, PCR techniques and gene cloning genomic library construction and analysis restriction enzyme digestion and analysis, DNA sequencing, Northern and Southern blotting, DNA micro-array technology, manipulation of proteins by electrophoresis, western blotting and immune-detection techniques, Protein sequencing, Bioinformatics and human analysis. This course is a laboratory component of BIOL 410 and it is recommended for students seeking a sound knowledge of Molecular and Biotechnological techniques. Upon successful completion of the laboratory active, students would be required to complete a summer internship program in one of the Biomedical Research Centers like NIH, CDC and FDA laboratories, or any of the Biotechnology companies located here in MD. This course is offered once a year during the Spring Semester.
Prerequisite: BIOL 410.

BIOL 470 General Virology (4 credits)
This course is designed to examine the basic and molecular properties of animal viruses and bacteriophages with emphasis on the morphological and biochemical aspects of virus classification, cultivation, quantification and mechanisms of pathogenicity and control. One hour each week will devoted to discussion of current literature in virology. This course is offered once a year during the Fall Semester or as needed.
Prerequisite: BIOL 308 and CHEM 308 or consent of the instructor.

BANK MANAGEMENT
ACCOUNTING, MANAGERIAL ECONOMICS, AND FINANCE
COURSE DESCRIPTIONS

BKMT 334 Bank Management (3 credits)
To familiarize students with the organization and structure of the commercial banking industry, and with the asset and liability management, capital structure, investment and other contemporary issues confronting the banking industry.
Prerequisites: ECON 211, and, MNSC 330

BKMT 332 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
Prerequisites: ECON 211 and MNSC 330

CHEMISTRY

NATURAL SCIENCES

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 131 or consent of the instructor or satisfactory grade on the placement test

CHEM 102 General Chemistry II (4 credits)
A continuation of CHEM 101, covering such topics as solution and acid-base chemistry, spontaneity of reactions, chemical kinetics, chemical equilibrium, and electrochemistry. Laboratory work emphasizes both quantitative and qualitative chemistry. (3 hours lecture and 3 hours lab per week).
Prerequisite: CHEM 101

CHEM 103 Chemistry for Health Sciences I (4 credits)
A systematic study of the principles, laws, and theories of modern chemistry. General topics covered are as follows: measurement, atomic structure, formula names, periodic table of elements, chemical equations, chemical calculations, chemical bonding, stoichiometry, energy and chemical reactions. This course is similar but not identical to CHEM. 101. It is designed primarily for nursing majors and deals less with theoretical chemistry but more with the practical applications in health professions. (3 hours of lecture and 3 hours of lab per week).
Prerequisite: MATH 110

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 lectures and 3 hours laboratory per week) This course is required of all GNSC-Biology Emphasis majors and may not substitute for CHEM 307 or be used as an elective for the major.

CHEM 205 Quantitative Analysis (4 credits)
A study of gravimetric, colorimetric, complex metric and potentiometric methods of chemical analysis, emphasizing the treatment of analytical data, chemical calculations, and laboratory operations and procedures. (3 hours lecture and 3 hours lab per week). This course is offered as needed.
Prerequisite: CHEM 102

CHEM 290 Introduction to Computation Chemistry (3 credits)
This course deals with the application of computational techniques and molecular modeling methods to chemistry. Topics covered include calculation of molecular structures using both classical mechanics and quantum mechanics. State of the art graphics techniques are used to visualize molecular structure. The course focuses in hands-on approach, allowing students to access molecular modeling and computation uses to visualize molecular structure, allowing students to access molecular modeling and computational chemistry package. This course is offered in even years during the Fall Semester.
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 alkenes, 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). This course is offered once a year during the Fall Semester.
Prerequisite: CHEM 102

CHEM 308 Organic Chemistry II (5 credits)
A continuation of CHEM 307 with emphasis upon structure, reactions and their mechanisms, preparations and properties of alcohols, aromatic compounds, aldehydes, ketones, carboxylic acids and their derivatives, amines, carbohydrates. Laboratory emphasizes synthetic, isolation and purification techniques, chemical reactions and spectroscopic (IR, 1H-NMR, 13C-NMR, MS), and chromatographic methods of identification and synthesis. (3 hours lecture, 1 hour recitation, and 3 hours lab per week). This course is offered once a year during the Spring Semester.
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 compounds. (3 hours lecture and 3 hours lab per week). This course is offered once a year during the Spring Semester.
Prerequisite: 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
COURSE DESCRIPTIONS

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). This course is offered once a year during the Spring Semester. 
**Prerequisite:** CHEM 308 or CHEM 200

**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). This course is offered once a year during the spring semester or as needed. 
**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). This course is offered once a year during the Fall Semester. 
**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) offered as needed. 
**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). This course is offered once a year during the Fall Semester. 
**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). This course is offered once a year during the Spring Semester. 
**Prerequisite:** CHEM 401

**CHEM 403 Seminar in Chemistry I (1 credit)**
Student presentations on a chosen topic by instructor in addition to presentations by faculty. (2 hours per week). This course is offered once a year during the Fall Semester. 
**Prerequisite:** Senior students

**CHEM 404 Seminar in Chemistry II (1 credit)**
A continuation of CHEM 403. This course is offered once a year during the Spring Semester and enrollment is by permission of the Department Chair.

**CHEM 405 Advanced Inorganic Chemistry (3 credits)**
An advanced lecture course in theoretical inorganic chemistry designed to strengthen the student’s background and understanding of basic principles and concepts of inorganic chemistry. Course material includes chemical bonding interpretations using Crystal Field Theory and Ligand Field Theory, as well as modern theories of atomic and molecular structure and of aqueous and non-aqueous solution chemistry. This course is offered once a year during the Fall Semester or in odd years. 
**Prerequisite:** MATH 201

**CHEM 407 Introduction to Research (2 credits)**
A course including scientific readings, group discussions, literature research, report writing, and seminar presentations on selected topics in chemistry or physics. Approval of chairperson required. This course is offered once a year during the Fall Semester.

**CHEM 408 Research and Individual Study (4 credits)**
A laboratory research project of undergraduate caliber conducted by a student 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. This course is offered once a year during the Spring Semester.

**NANO 400 Introduction to Nanotechnology**
Definition, history, scope, impacts, and challenges within the rapidly emerging and revolutionary field of nanotechnology. Explores nanotechnology's unique applications, production processes, workplace environment, and occupational outlook. Safe handling of nanomaterials. Focuses on safety, regulations, and proper materials handling. Examination of basic nanomaterials, nanostructures, and processes used in nanotechnology including nanotubes, nanorods, colloids, dots, clusters, wires, platelets, shells, and films. Application of nanotechniques and instrumentation to both process nanomaterials and to build and characterize nanodevices. Includes a team project to design, build, and/or characterize a nanodevice. Emphasizes repair of selected equipment used in nanotechnology. May be substituted for CHEM 405.

**COMPUTER SCIENCE**
**MATHMATICS AND COMPUTER SCIENCE**

**COSC 199 Introduction to Computer Programming (3 credits)**
Upon completion of this course, students will have acquired the skills needed to design and document structured solutions to various programming applications. They will learn to write simple programs in JAVA. A variety of problem solving tools will be introduced, as well as data representation, documentation techniques and the use of various editors.
**Prerequisite:** None

**COSC 220 Computer Science I (4 credits)**
This course is a continuation of COSC 199, Introduction To Computer Programming, which uses the JAVA programming language as a vehicle to teach skills relevant to sound professional programming. Topics include the following: looping, methods, JAVA classes, text files, one and two dimensional arrays, searches, sorts, aggregation, enumerated types, and garbage collection.
COURSE DESCRIPTIONS

Prerequisite: COSC 199 or permission of the Department Chairperson COSC 221 Computer Science II (4 credits)
This course uses the JAVA language as a vehicle to teach Object-Oriented Programming and Data Structures. Topics include: higher dimensional arrays, files, enumerated types, JAVA classes, aggregation, inheritance, recursion, searching and sorting techniques (binary search, bubble sort, shell sort, merge/sort, quicksort), GUI applications, applets, and an introduction to stacks, queues, linked lists, and binary trees. 
Prerequisite: COSC 220

COSC 302 Advanced Data Structures and Files (3 credits)
This course will cover the use of various data structures (sets, trees, matrices, graphs), file structures (sequential tree structured, indexed sequential, random, inverted and network) and storage devices (tape, disks, mass storage). Efficiency analysis of sorting algorithms. Hashing, searching, and garbage collection. This course is offered once a year during the Fall Semester.
Prerequisite: COSC 221 or COSC 202

COSC 306 Operating Systems (3 credits)
This course includes memory management, real and virtual memory. Process management, concurrent processes, mutual exclusion, synchronization, and deadlocks. Processor management, multiprocessor. This course is offered once a year during the Spring Semester.
Prerequisite: COSC 221 or COSC 201

COSC 307 Introduction to Artificial Intelligence (3 credits)
This course is an introduction to artificial intelligence. Techniques for logic programming, object-oriented systems, rule based systems representing uncertainty and searching will be presented. This course is offered once a year during the Fall Semester.
Prerequisite: COSC 221 or COSC 202

COSC 310 Systems Programming (3 credits)
This course is an introduction to operating system software. Process management, inter-process 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. This course is offered once a year during the Fall Semester.
Prerequisite: COSC 221 or COSC 202

COSC 312 Database Management Principles (3 credits)
This course introduces the advantages of a database approach to data management. The course covers database systems architecture and design, logical and physical design, relational databases, data dependencies and normalization, query languages (including SQL), database security, data dictionaries, and distributed data bases.
Prerequisites: COSC 221 or COSC 202

COSC 314 Web Programming (3 credits)
This course is a survey of programming languages, emphasizing client- and server-side web publishing languages and tools—such as HTML, XHTML, JavaScript, Java applets, VBScript, and Active Server Pages (ASP), examining similarities and differences among the languages and stressing programming language principles as they relate to web applications. This course is offered once a year during the Spring Semester. Prerequisite: COSC 220

COSC 316 Assembly Language and Machine Organization (3 credits)
This course will cover computer structures and logical design, machine and assembly languages, addressing techniques, digital representation of data, and computer solution of several projects. This course is offered once a year during the Fall Semester.
Prerequisite: COSC 220 and any MATH

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. This course is offered once a year during the Fall Semester.
Prerequisite: COSC 220 or COSC 201

COSC 383 Coop Field Placement I (3 credits)
Students gain experience in applying computer science in actual work situations. Professional supervision at the worksite is provided.
Prerequisite: COSC 221 and permission of the Department Chairperson

COSC 384 Coop Field Placement II (3 credits)
Students gain experience in applying computer science in actual work situations. Professional supervision at the worksite is provided.
Prerequisite: COSC 221 and permission of the Department Chairperson

COSC 406 Data Communications Systems (3 credits)
This course will cover the basic theory of data communications; network design and computer communications architecture; data transmission; data encoding; digital data communication techniques; data link control; multiplexing; communication networking techniques; circuit and packet switching; local and wide area networks; protocols; internetworking; ISDN. This course is offered once a year during the Spring Semester.
Prerequisites: COSC 220 and MATH 211 or MATH 316

COSC 409 Software Engineering (3 credits)
This course is an overview of the techniques involved in the creation and maintenance of software. The course treats object-oriented design and emphasizes sound programming concepts, including classes, abstract data types, objects, inheritance, encapsulation, and polymorphism. This course is offered once a year during the Fall Semester.
Prerequisite: COSC 221 or COSC 202

COSC 412 Computer Graphics (3 credits)
This course is an introduction to graphics systems. Introduction to OpenGL State Management and Drawing Geometric Objects, Viewing, Colors, Lighting, Fog, and Display Lists Emphasis on realistic, 3D image synthesis. 70 % lectures 30 % computer labs. This course is offered once a year during
COURSE DESCRIPTIONS

the Spring Semester.
Prerequisite: COSC 220 and MATH 131

COSC 417 Computer Science Senior Seminar (3 credits)
This course involves individual or group study under the direction of a member of the Mathematics/Computer Science Department of topics in advanced or applied Computer Science which are not treated in other course offerings. Topics are taken from such areas as computational theory, automata theory, graph theory, digital design, and computer graphics. This course is offered once a year during the Fall Semester.
Prerequisite: COSC 302 and Senior standing

COSC 420 Special Topics in Computer Science (3 credits)
The special topics course is designed to cover a broad range of topics reflecting current trends in computer science. Content will vary depending on the latest developments in the field, and the mutual research interests of faculty and students. This course is offered once a year during the Spring Semester.
Prerequisite: COSC 221 or COSC 202

COSC 483 Coop Field Placement III (3 credits)
Students gain experience in applying computer science in actual work situations. Professional supervision at the worksite is provided.
Prerequisite: COSC 221 and permission of the Department Chairperson

COSC 484 Coop Field Placement IV (3 credits)
Students gain experience in applying computer science in actual work situations. Professional supervision at the worksite is provided.
Prerequisite: COSC 221 and permission of the Department Chairperson

CRIMINAL JUSTICE

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 and 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.

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 is 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.

CRJU 309 Team Approaches to Personnel, Resource, and Facility Security (3 credits)
A review of selected models of criminal justice teamwork. Emphasis is on jurisdiction, legal requirements, civil rights issues, quality control, and other germane concerns.

CRJU 310 Police Roles in Society (3 credits)
An examination of why police emerge in societies. A discussion of the appropriate roles of police departments and individual police officers in a democratic society. A review of the history and evolution of police roles, and functions: including crime control, social services responsibilities, and political perceptions. A review of selected studies focusing upon the perceptions by police of their roles, organizational practices, and the police as agents of social control.

CRJU 314 Introduction To Criminal Justice Budgeting Systems (3 credits)
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 is included. Emphasis is on motivations, targets, opportunities, and the ability to commit crimes. (One of two prerequisites for all Criminal Justice majors and 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 public 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 are discussed.

CRJU 335 The Administration of Justice and the Community (3 credits)
The nature and role of the administration of justice in the community is reviewed. Emphasis is on the impact of actions taken as parts of the functioning of the criminal justice system on the lives of individuals, families, groups, communities and municipalities. Included is the study of community perceptions of actions taken by persons in key roles in police, court, and corrections in the process of administering the law. Communications, community involvement, the effects of public policies, housing patterns, employment rates, education, child care, parenting, prejudice and discrimination are discussed.

CRJU 382 Etiquette, Ethics, Protocol And The Criminal Justice Professional (3 Credits)
A review of selected basic principles and issues regarding etiquette, ethics, and protocol which the criminal justice professional encounters and utilizes in the line of duty.

CRJU 404 Introduction to Poverty Law (3 credits)
A study of the impact of the criminal justice system upon the poor. Public interest law and the use of the criminal justice system in impoverished communities are reviewed. An analysis of the impact of historical and contemporary theories of combating crime on the poor, weak, and or politically deprived are reviewed. The impact of poverty as an industry and permanent culture is examined. The role and limits of law enforcement in serving the poor are reviewed. Laws focusing upon children, the elderly, the homeless and the physically and or mentally disabled are discussed.

CRJU 405 Women and The Criminal Justice System (3 credits)
The role of women in 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
COURSE DESCRIPTIONS

are examinations of factors often found associated with delinquency, juvenile detention, the juvenile courts, training schools, community service and treatment of the juvenile offender. Required of all majors.

CRJU 414 Judicial Courts and Corrections (3 credits)
A study of the operations of state and federal court systems and their relationship to correctional processes. Emphasis is on the administrative relationship of courts to the trial jury, the grand jury, and other agencies.

CRJU 416 Field Service Training and Internship I (3 credits)
All Criminal Justice Majors are required to complete 45 clock hours of supervised, volunteer service in an appropriate criminal justice agency.

CRJU 417 Independent Study Project (3 credits)
Independent research is conducted in conjunction with a designated professor. The topic or issue to be investigated by the student must be structured and agreed upon by the professor and the student. Documentation of discussions of the project between the student and the professor concerning the student’s research must accompany the final report. An acceptable research report must be submitted by the student before the end of the semester in which the independent study takes place.

Prerequisites: Senior standing, minimum of 18 credit hours in criminal justice courses, and a minimum GPA of 3.00.

NOTE: Independent Study is available only when listed in the course schedule of a specific semester.

CRJU 418 Independent Study Project (3 credits)
A program, under the supervision of a faculty member, of directed reading, concentrating on an issue, problem, or area of interest that has been agreed upon by the instructor and the student. An acceptable analytical paper must be submitted as a culminating activity.

Prerequisite: Senior standing, minimum of 18 credit hours in criminal justice courses, and a minimum GPA OF 3.00.

NOTE: Independent Study is available only when listed in the course schedule of a specific semester.

CRJU 419 Field Service Training and Internship II (3 credits)
An opportunity to participate in supervised training and practice in selected criminal justice agency settings. This course may be used as an elective. This course is not a substitute for CRJU 416.

CRJU 420 Civil Law Enforcement for Compliance and Health Officers (3 credits)
A survey and analysis of the duties of compliance and health officers. Civil proceedings, and formal requirements of the legal system are reviewed. Emphasis is on court proceedings, hearings, submission of regulations, contest procedures, and jurisdiction. Case studies, site visits, documents are studied, with consideration given to the technicalities resulting in case dismissals.

CRJU 422 Investigation of Accidents in the Work place (3 credits)
An introduction to techniques for preventing and investigating accidents in the work place. Legal requirements and enforcement mechanisms are reviewed. Guidelines for developing systematic inspection procedures coordinated with existing or new Occupational Safety and Health (OSHA) Standards. Use of manuals, standards and reporting methods are reviewed.

CRJU 423 Seminar in Criminal Justice I (3 credits)
CRJU 424 Seminar in Criminal Justice II (3 credits)
CRJU 425 Seminar in Criminal Justice III (3 credits)

Note: Each seminar deals with selected issues in criminal justice, such as systems components, research, planning, and evaluation, in-depth discussion of the framework through which the objectives of the processes of criminal justice are attained, the administrative, political, and social milieu in which the machinery of criminal justice operates, and other relevant issues. No more than six (6) credits in seminars may be taken.

CRJU 429 Statistics For Criminal Justice Research (3 credits)
An introduction to and/or review of basic statistical concepts, vocabulary, and procedures used in social science research. Emphasis is upon interpretation and the use of computer software and programs.

CRJU 430 Advanced Legal and Technical Writing (3 credits)
Designed to develop or enhance skills in varied forms of writing required in the administration and study of criminal justice. Legal, technical, and research report writing styles are presented with emphasis on purpose, form, and function.

Prerequisites: ENGL 101 and ENGL 102

CRJU 431 Fundamentals of Criminal Justice Research (3 credits)
An introduction to traditional and innovative systems of research utilized in the criminal justice system. A review of selected classic studies in the field of criminal justice. An opportunity to explore and utilize local and national libraries as well as electronic media in the study of the interaction of theory, research, and practices in criminal justice. Research methodology, data collections, analytic techniques, data processing resources, and preparation of research reports are developed.

CRJU 432 Legal Liabilities and Rights of Criminal Justice Professionals (3 credits)
A survey of legal liabilities incurred in criminal justice employment. State and federal issues are addressed. Liability defenses are presented and emphasis is place on developing a methodology to minimize liability exposure. Civil and criminal issues will be discussed.

CRJU 433 Environmental Crime (3 credits)
This course will focus on environmental crime. These crimes typically involve counter ecological acts against the air, water, and nature in general. The course will specifically focus on these crimes as they relate to corporate violations. Because
these violations regularly affect poor and minority communities, an extended discussion on environmental racism will be included in the course content. The various laws and agencies responsible for maintaining a safe environment will be also examined.

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
CRWR 303 Creative Writing I (3 credits)
Practice in writing poetry, short stories, novels, plays, including workshops in which students' productions are discussed and evaluated.

CRWR 304 Creative Writing II (3 credits)
Practice in writing poetry, short stories, novels, plays, including workshops in which students' productions are discussed and evaluated.

DANCE

HEALTH & HUMAN PERFORMANCE
DANC 116 Cultural Rhythms I (2 credits)
Study of African based and Haitian, and Caribbean rhythms and their influence on contemporary music styles. Emphasis will be placed on how these styles influenced popular, contemporary and traditional dance.

DANC 117 Cultural Rhythms II (2 credits)
A continuation of Cultural Rhythms I in an historical context with more emphasis on specific artists and the development of rhythmic styles reflective in contemporary, classic and popular music of today.

DANC 118 Dance Technique for Males (2 credits)
This class emphasizes and focuses on dance techniques specifically for men. It includes partnering as well as techniques to develop strength, form and balance in dancing.

DANC 119 Contemporary Urban Dance (2 credits)
This course introduces how cultural influences affect contemporary urban dance such as hip hop, line dance, and hand dancing. It explores the cultural influences of music, fashion, and literature on this dance form.

DANC 120 Dance Fundamentals I (2 credits)
Development of an appreciation of dance and an awareness of the communicable potential of the body as an instrument of movement through movement principles.

DANC 121 Dance Fundamentals II (2 credits)
This course is a continuation of Dance Fundamentals I with a greater emphasis on intermediate modern dance techniques and application of movement principles and elements essential to the training of the dancer.

DANC 130 Developmental Movement (2 credits)
An exploration of the developmental stages of movement in young children, including object relations, motor actions, personality development, and spatial organization.

DANC 226 Fundamentals of Choreography (3 credits)
A comprehensive approach to the fundamentals of choreography using, space, theme, form and improvisation as the bases for creativity. Emphasis will be placed on beginning/intermediate modern dance techniques and the application of movement principles essential to the training of the dancer.

DANC 227 Sacred World Dance (3 credits)
This course is designed to provide dance technique and basic choreographic elements in liturgical dance. The importance of music in shaping the directing the choreographic process will be delineated.

DANC 228 Jazz Dance and Musical Stage Dance (3 credits)
This course involves intermediate jazz techniques and the study of the influence of music on the development of jazz and musical stage dance. It will include the study of choreography in theater and concert productions.

DANC 235 Ethnic Dance I (3 credits)
A study of the African, Middle Eastern, Brazilian and Caribbean cultures as they relate to the music, dance and customs of contemporary life. An historical perspective will be emphasized as it dominates the development of contemporary dance and musical forms.

DANC 236 Ethnic Dance II (3 credits)
A study of East Indian, Native American and Polynesian culture as they relate to the music, dance and customs of contemporary life. An historical perspective will be emphasized as it dominates the development of contemporary dance and musical forms.

DANC 325 Dance History (3 credits)
This course traces the development of dance from early man to the twenty-first century. The relationship of dance to music, theater and the visual arts will be included. Also included will be an examination of dance forms and styles through the centuries.

DANC 327 Movement Analysis (3 credits)
A comprehensive and systematic method of observing and notating the basic fundamentals of dance/movement creating a deeper practical knowledge of reading and writing within the dance profession. Computer technology is also used in the translation and application of dance notation.

DANC 328 Creative Expression through the Arts (3 credits)
Infusing various forms of creative expression, including music, art, drama, and dance into a creative presentation of the intrinsic relationship between the arts.
**DANC 329 Professional Outreach Seminar (4 credits)**  
Capstone experience allowing students to work collaboratively with a community organization or company to create an expressive arts presentation designed to promote the arts as a valuable and viable asset within the community.

**DANC 420 Introduction to Dance Therapy (3 credits)**  
An introduction and overview of dance therapy exploring the application of movement theories as an expressive means of communication and facilitation of human development through selected readings and experiential movement activities.

**DANC 425 Professional Outreach Workshop (3 credits)**  
A continuation of the Professional Outreach Seminar designed to facilitate additional performance-based community programs as a form of outreach addressing identified community needs.

**DANC 426 Dance Production (3 credits)**  
This class deals with dance programming and administration. Students will be involved with at least one dance production on or off campus. Production responsibilities include advertisements and marketing, ticket sales, technical staging, lighting, music, and costuming.

**DANC 427 Internship (6 credits)**  
A structured, interdisciplinary off-campus experience is coordinated to apply theoretical knowledge to practical experiences within the student’s area of focus in dance including but not limited to education, choreography, performance, company management, and dance therapy.

**ECED 330 Methods of Teaching Language Arts in Early Childhood (3 credits)**  
An examination of the theories of language acquisition and development basic to content selection. Teaching methods and materials for developing skills in teaching the language arts to young children. A 30 hour practicum experience is required.  
**Prerequisite:** ECED 329

**ECED 331 Methods of Teaching Social Studies in Early Childhood (3 credits)**  
Provides experiences for the development of effective instructional strategies and activities to aid the prospective teacher in developing competencies to enable young children to function effectively in a technological society. A 30 hour practicum experience is required.  
**Prerequisite:** ECED 329

**ECED 332 Methods of Teaching Reading in Early Childhood (3 credits)**  
This course combines, for Early Childhood majors, their first observation of children in early childhood classrooms. Students are exposed to the theory of working with students on all levels. A 24-hour practicum experience is required.

**ECED 333 Methods of Teaching Mathematics in Early Childhood (3 credits)**  
Provides experiences for the development of effective instructional strategies and curricular planning in Science. Aids in the development of teaching science concepts to young children. Emphasis is placed on the facilitation of current instructional strategies for teaching concepts. A 30 - hour practicum experience is required. Successful completion of Praxis CORE is required for enrollment in this course.  
**Prerequisite:** ECED 329

**ECED 336 Collaborating with Families and Communities (3 credits)**  
This course explores a study of the teacher’s role and effective techniques for communicating and working with parents. A 24 hour practicum experience is required.  
**Prerequisite:** EDUC 201

**ECED 337 Methods of Teaching Science in Early Childhood (3 credits)**  
Provides experiences for the development of effective instructional strategies and curricular planning in Science. Aids in the development of teaching science concepts to young children. Emphasis is placed on the facilitation of current instructional strategies for teaching concepts. A 30 - hour practicum experience is required. Successful completion of Praxis CORE is required for enrollment in this course.  
**Prerequisite:** ECED 329

**ECED 338 Methods of Teaching Mathematics in Early Childhood (3 credits)**  
Development of objectives, activities, and appropriate methodology for teaching mathematics concepts to young children. Emphasis is placed on the facilitation of current instructional strategies for teaching concepts. A 30-hour practicum experience is required.  
**Prerequisite:** ECED 329
COURSE DESCRIPTIONS

ECED 339 Social Emotional Development of the Young Child (3 credits)
This course provides an overview of social and emotional development and looks at how social and emotional development effect other areas of development, how it effects school readiness and behavioral strategies for young children.
Prerequisite: ECED 329

ECED 340 Introduction to Child Care (3 credits)
This course provides students with an introduction to childcare and opening a child care business. The course includes practical experience and an examination of licensing procedures, early childhood curriculum and developmentally appropriate practices. A 30 hour practicum experience in required.
Prerequisite: ECED 329

ECED 344 Nutrition, Health, Safety, and Childhood Diseases (3 credits)
This course is designed to provide theory and content for teaching health, safety, nutrition, and childhood diseases. Students are expected to incorporate skills and knowledge from other methods and theory classes in applying the content of this class. A 12 hour practicum is required.
Prerequisite: ECED 329

ECED 347 Before and After School Child Care (3 credits)
Students are introduced to a variety of experiences for before and after school programs. Discussions include strategies for meeting the needs of older children, assisting with homework, and providing supervision for a wide range of ages. A 24 hour practicum is required.
Prerequisite: ECED 329

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 education teacher through observing, participating, teaching, and exercising other responsibilities common to this area. (5 days per week) Students participate in two experiences, one in Pre-K and the second in grades 1-3.
Prerequisites: Methods courses

ECED 412 Directed Teaching in Early Childhood Education Seminar (0 credits)
This course is in conjunction with ECED 411. Each student works on an individual or group problem related to his/her student teaching experience, utilizing basic research procedures, resource persons, and multi-sensory aids. Meetings are as scheduled. Course is taken concurrently with ECED 411

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 that examines the role of entrepreneurship in the growth of business enterprise, job creation, and economic growth.
Prerequisite: None

ECON 201 Introduction to Economics (3 credits)
A systematic study of the basic principles of economics, covering problems of production, distribution, exchange, and consumption and their application to an understanding of the economic conditions of today (This course is for non-MNSC majors).
Prerequisite: None

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.
Prerequisite: None

ECON 212 Principles of Economics II (3 credits)
A systematic study and examination of the elements of macro-economic theory, presenting an analysis of the household, business organizations, markets, and industry
Prerequisite: None

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 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.
Prerequisite: ECON 212 and ECON and MNSC 222

ECON 400 Development of Labor and Labor Legislation in the United States (3 credits)
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 211 and 212
COURSE DESCRIPTIONS

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

SCHOOL OF EDUCATION – TEACHER ED PROGRAMS

EDUC 200 History of Education (3 credits)
Emphasis is placed on the lives and works of renowned educators who have helped to formulate educational ideas and principles, covering the span of educational history from per-Chrismas 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 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 audiovisual 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 Praxis Core. Emphasis will be placed on enhancing students’ familiarity and contact with various standardized test formats including all components of the Praxis Examination.

EDUC 274 Enhancing Test Performance for Teacher Credentialing II (2 credits)
A course designed to assist students in developing effective test-taking skills for taking standardized tests, particularly Praxis II. Emphasis will be placed on enhancing students’ familiarity and contact with various standardized test formats including all components of the Praxis Examination.

EDUC 300 Foundations of Reading (Reading Acquisition Course) (3 credits)
This course provides students with the knowledge and skills needed to understand the processes and acquisition of reading. Students explore the history and foundations of reading instruction; the theoretical bases for approaches, techniques, and processes utilized in teaching reading. Phonics, as one of the interrelated cueing systems, is explored. The role of language and cognitive development in the acquisition of reading is examined. A 24-hour practicum experience is required.

ECED 336 Collaborating with Families and Communities (3 credits)
This course explores a study of the teacher’s role and effective techniques for communicating and working with parents. A 24 hour practicum experience is required. (CUIN 336)

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 403 Philosophy of Education (3 credits)
The study of the supplication of philosophy to the problems of education, with a discussion of the four prominent schools of philosophy: idealism, naturalism, realism, and pragmatism. Some attention is given to the newer philosophical schools of existentialism and logical analysis.

EDUC 405 Analysis of Subject Difficulties (3 credits)
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 408 Measurement and Evaluation in Education (3 credits)
The study of objective measurements and evaluation in education, preparing the student for the selection, administration, interpretation, and effective classroom use of standardized and informal tests and test results. Emphasis is placed upon adequate diagnosis as the necessary basis for skillful educational guidance.

EDUC 415 Education of the Culturally Different (3 credits)
The study of special education problems of the culturally different child in contemporary American society, surveying background, etiological factors, and strategies devised for teaching children from the inner city in the major curricular areas, including counseling and guidance, discipline, and related school services.

EDUC 424 Principles and Practices of Guidance and Pupil Personnel Services (3 credits)
The study of basic guidance services and the functions of all personnel in the helping professions who contribute to the total development of the child through the team approach. Emphasis is placed on the work of the teacher, counselor, administrator, social worker, pupil personnel worker, psychologist, psychiatrist, special clinician, nurse, and physician as significant members of the pupil personnel services team.
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.

ELEMENTARY EDUCATION CURRICULUM AND INSTRUCTION

ELED 301 Curriculum, Planning And Management (3 credits)
This course is designed to provide the teacher candidate with the theory and rationale that support the purposes, objectives, and principles of elementary and middle school curriculum and organization. Comprehensive attention is given to planning instruction in each of the content areas. Specific attention will be focused on teaching behaviors that influence student achievement and other important outcomes. A 24 hour practicum experience is required.
Prerequisite: EDUC 202

ELED 302 Methods of Teaching Mathematics in Elementary School (3 credits)
This course provides a base for understanding the changing societal needs impacting on curriculum changes in mathematics. Emphasis is placed on aiding the prospective teacher in acquiring important mathematical concepts, skills, and effective strategies for teaching mathematics in the elementary classroom. A 30 hour practicum experience is required.
Prerequisite: PRAXIS CORE and ELED 301

ELED 303 Methods of Teaching Reading in the Elementary School (3 credits)
This course is designed to enable the elementary school teacher candidate to acquire knowledge and skills in the selection and use of reading texts. With emphasis on developmental appropriateness, students will explore the characteristics of a balanced, student-centered program that emphasizes the Maryland Reading Stances: reading for Literacy, reading to be informed, and reading to perform a task. At least 30 clock hours of observation and participation is required.
Prerequisite: PRAXIS CORE and ELED 301

ELED 304 Methods of Teaching Language Arts in the Elementary School (3 credits)
This course is designed to enable the elementary school teacher candidate to acquire knowledge and skills to assist the teaching of the language arts through a study of principles involving content selection, instructional techniques, and theories basic to effective classroom instruction. Research implications and the interrelatedness of the language arts are emphasized. At least 30 hours of observation and participation experience is required.
Prerequisite: PRAXIS CORE and ELED 301

ELED 305 Methods of Teaching Science in the Elementary School (3 credits)
This course is designed to enable the elementary school teacher candidate to make effective decisions about pedagogical content knowledge, learning objectives, teaching strategies, assessment tasks, and curriculum materials that will facilitate scientific literacy for students with diverse backgrounds, experiences, motivations, learning styles, abilities, and interests. At least 30 clock hours of observation and participation experience is required.
Prerequisite: PRAXIS CORE and ELED 301

ELED 306 Methods of Teaching Social Studies in the Elementary School (3 credits)
This course is designed to provide the elementary school teacher candidate with effective methods for teaching social studies to assist elementary students to make informed decisions as citizens of a culturally diverse democratic society in an interdependent world. Candidates will come to know and understand the major concepts from the social studies, including history, geography, the social sciences, and other related areas such as law, religion, and technology. Candidates will focus on underlying philosophy, objectives, current curriculum trends, and organizational strategies for the classroom. At least 30 clock hours of observation and participation experience is required.
Prerequisite: PRAXIS CORE and ELED 301

ELED 307 Methods of Teaching Art and Music in the Elementary School (4 credits)
This interdisciplinary course will prepare classroom generalists to plan and implement instruction designed to promote appreciation of music and art, as well as create activities appropriate for both the primary and the intermediate grades. There will be practice in constructing visual media and musical instruments from non-specialized materials in the average household. At least 30 clock hours of observation and participation experience is required.
Prerequisite: PRAXIS CORE and ELED 301

ELED 412 Directed Teaching in the Elementary School (12 credits)
Under the guidance of supervising and cooperating teachers, each candidate is gradually inducted into an understanding of the work of the elementary education teacher through observing, reflecting, participating, teaching, and exercising other responsibilities common to this area. Candidates participate in two (2) experiences, one in grades 1-3 and the other in grades 4-8. One experience is in an urban setting and the other is in a surrounding metropolitan setting. Candidates participate full time for eight (8) full weeks in each experience, giving them a total of at least 464 clock hours of supervised student teaching experience.
Prerequisite: ELED 302 and ELED 303 and ELED 304 and ELED 305 and ELED 306 and ELED 307 and PHED 201

ELED 413 Seminar Directed Teaching in the Elementary School (0 credits)
This course is taken in conjunction with ELED 412. Each candidate works on an individual or group problem related to his or her student teaching experience, utilizing basic research procedures, resource persons, and multi-sensory aids. Seminar discussions also include: the functioning of
children in the classroom setting, the role of the school in fostering the development of healthy children, and the role of the school in initiating partnership relationships with parents. Candidates discuss and work with individual or group problems related to their student teaching experience. Mandatory meetings are as scheduled.

-- This Space Intentionally Left Blank --
COURSE DESCRIPTIONS

ENGLISH

HUMANITIES

NOTE: English Composition I (ENGL 101) and English Composition II (ENGL 102) are prerequisites for all 200-, 300-, and 400-level CRWR, ENGL, JRNL, and WLIT courses. World Literature 207/World Literature 208 for Honors is a prerequisite for all 300- and 400-level ENGL and WLIT courses.

ENGL 101 English Composition I (3 credits)
The study of usage, mechanics, rhetoric, the elements of composition, and appropriate readings for the purpose of developing the ability to write clear expository prose. Topics for essays derived from critical reading and class discussions of selections from the reader.
Prerequisite: ENGL 101 or ENGL 103

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 common in academic papers, such as summary, paraphrase, annotation, and critique. Instruction in basic research methods and the writing of documented papers.
Prerequisite: ENGL 101 or ENGL 103

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 ENGL 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. This course is offered every other year during the Fall Semester.
Prerequisite: ENGL 101 or ENGL 103 and ENGL 102 or ENGL 104

ENGL 202 Survey of British Literature II (3 credits)
An analytical and historical study of principal British writers and their works from 1780 to the present. This course is offered every other year during the Spring Semester.
Prerequisite: ENGL 101 or ENGL 103 and ENGL 102 or ENGL 104

ENGL 205 Survey of American Literature I (3 credits)
A survey of major and minor American literature of artistic and historical significance from the colonial period to 1860. This course is offered every other year during the Fall Semester.
Prerequisite: ENGL 101 or ENGL 103 and ENGL 102 or ENGL 104

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. This course is offered every other year during the Spring Semester.
Prerequisite: ENGL 101 or ENGL 103 and ENGL 102 or ENGL 104

ENGL 208 Critical Writing (3 credits)
Practice in writing effectively about literature. The study of literary terms and contemporary critical approaches to literature. Practice in writing effectively essays about literature to acquire mastery of skills associated with explication and analysis. This course is offered once a year during the Fall Semester.
Prerequisite: ENGL 101 or ENGL 103 and ENGL 102 or ENGL 104

ENGL 210 Introduction to Literary Genres (3 credits)
An introduction to the nature of poetry, fiction, and drama; the restrictions and freedoms within their basic conventions; and the critical approaches necessary in analyzing them. This course is offered once a year during the Spring Semester.
Prerequisite: ENGL 101 or ENGL 103 and ENGL 102 or ENGL 104

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.
Prerequisite: ENGL 101 or ENGL 103 and ENGL 102 or ENGL 104 and WLIT 207 or WLIT 208

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.
Prerequisite: ENGL 101 or ENGL 103 and ENGL 102 or 104 and WLIT 207 or WLIT 208

ENGL 305 Advanced Expository Writing (3 credits)
The development of effective expository writing skills in a variety of media, emphasizing essays, business letters, reports, resumes, and critical analyses.
Prerequisite: ENGL 101 or ENGL 103 and ENGL 102 or ENGL 104 and WLIT 207 or WLIT 208

156
ENGL 311 Development of the Novel (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 and European novels in terms of form and content.
Prerequisite: ENGL 101 or ENGL 103 and ENGL 102 or ENGL 104 and WLIT 207 or WLIT 208

ENGL 312 Development of the Novel (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.
Prerequisite: ENGL 101 or ENGL 103 and ENGL 102 or ENGL 104 and WLIT 207 or WLIT 208

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.
Prerequisite: ENGL 101 or ENGL 103 and ENGL 102 or ENGL 104 and WLIT 207 or WLIT 208

ENGL 314 Forms of Poetry (3 credits)
A study of poetry as a literary genre in its various forms (e.g., lyric, narrative, and dramatic), including selections from the classical and biblical periods to the present.
Prerequisites: ENGL 101 or ENGL 103 and ENGL 102 or ENGL 104 and WLIT 207 or WLIT 208

ENGL 321 Children's Literature (3 credits)
A study of both classic and modern literature designed for children from per-school through the elementary grades, concentrating on its history as a literary genre; on the critical approaches required to analyze and evaluate children's literature; and on techniques for presenting it in the classroom. This course is offered once a year during the Spring Semester. Satisfies English GER option only for ECED, ELED, and SPED majors.
Prerequisite: ENGL 101 or ENGL 103 and ENGL 102 or ENGL 104 and WLIT 207 or WLIT 208

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. This course is offered once every other year during the Fall semester.
Prerequisite: ENGL 101 or ENGL 103 and ENGL 102 or ENGL 104 and WLIT 207 or WLIT 208

*ENGL 325 Images of Women (3 credits)
An exploration of historical and contemporary roles and stereotypes of women as revealed in language and literature.
Prerequisite: ENGL 101 or ENGL 103 and ENGL 102 or ENGL 104 and WLIT 207 or WLIT 208

*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.
Prerequisite: ENGL 101 or ENGL 103 and ENGL 102 or ENGL 104 and WLIT 207 or WLIT 208

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, Whitman, Longfellow, Lowell, Holmes, and Whitman.
Prerequisites: ENGL 101 or ENGL 103 and ENGL 102 or ENGL 104 and WLIT 207 or WLIT 208

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.
Prerequisite: ENGL 101 or ENGL 103 and ENGL 102 or ENGL 104 and WLIT 207 or WLIT 208

ENGL 333 Literature of the Black American I (3 credits)
A sequential presentation of the development of the literature of the Black American from Phillis Wheatley to the Harlem Renaissance, including poetry, the drama, the essay, the novel, short fiction, autobiography, and other types of writing. This course is offered once a year during the Fall Semester.
Prerequisite: ENGL 101 or ENGL 103 and ENGL 102 or ENGL 104 and WLIT 207 or WLIT 208

ENGL 334 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. This course is offered once a year during the Spring Semester.
Prerequisite: ENGL 101 or ENGL 103 and ENGL 102 or ENGL 104 and WLIT 207 or WLIT 208

ENGL 336 Literature of the Black American II (3 credits)
A study of representative works in American literature from 1950 to the present.
Prerequisites: ENGL 101 or ENGL 103 and ENGL 102 or ENGL 104 and WLIT 207 or WLIT 208

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 and lyric poetry, the drama, and religious and philosophical writings.
Prerequisite: ENGL 101 or ENGL 103 and ENGL 102 or ENGL 104 and WLIT 207 or WLIT 208

*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.
Prerequisite: ENGL 101 or ENGL 103 and ENGL 102 or ENGL 104 and WLIT 207 or WLIT 208
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, the drama, narrative poetry, and prose fiction.
Prerequisite: ENGL 101 or ENGL 103 and ENGL 102 or ENGL 104 and WLIT 207 or WLIT 208

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*. This course is offered once every other year during the Fall Semester.
Prerequisite: ENGL 101 or ENGL 103 and ENGL 102 or ENGL 104 and WLIT 207 or WLIT 208

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*. This course is offered once every other year during the Fall Semester.
Prerequisite: ENGL 101 or ENGL 103 and ENGL 102 or ENGL 104 and WLIT 207 or WLIT 208

*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.
Prerequisite: ENGL 101 or ENGL 103 and ENGL 102 or ENGL 104 and WLIT 207 or WLIT 208

ENGL 363 18th Century British Literature (3 credits)
A study of British literature from Dryden to Blake, concentrating 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. Prerequisite: ENGL 101 or ENGL 103 and ENGL 102 or ENGL 104 and WLIT 207 or WLIT 208.

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. Prerequisite: ENGL 101 or ENGL 103 and ENGL 102 or ENGL 104 and WLIT 207 or WLIT 208.

ENGL 371 Victorian Literature: 1830-1865 (3 credits)
A study of British literature from the beginning of the major social reforms in England to the period of high Victorianism, including the influence of the industrial revolution; political liberalism; the rise of the middle class; and the mass reading public. Among the major writers studied are Tennyson, Browning, Carlyle, Dickens, and George Eliot.
Prerequisites: ENGL 101 or ENGL 103 and ENGL 102 or ENGL 104 and WLIT 207 or WLIT 208

ENGL 372 Victorian Literature 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.
Prerequisite: ENGL 101 or ENGL 103 and ENGL 102 or ENGL 104 and WLIT 207 or WLIT 208

*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.
Prerequisite: ENGL 101 or ENGL 103 and ENGL 102 or ENGL 104 and WLIT 207 or WLIT 208

*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.
Prerequisite: ENGL 101 or ENGL 103 and ENGL 102 or ENGL 104 and WLIT 207 or WLIT 208

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.
Prerequisite: ENGL 101 or ENGL 103 and ENGL 102 or ENGL 104 and WLIT 207 or WLIT 208

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. This course is offered once a year during the Spring semester.
Prerequisite: ENGL 101 or ENGL 103 and ENGL 102 or ENGL 104 and WLIT 207 or WLIT 208

*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.
Prerequisite: ENGL 101 or ENGL 103 and ENGL 102 or ENGL 104 and WLIT 207 or WLIT 208

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. This course is offered once every other year during the Fall Semester.
Prerequisite: ENGL 101 or ENGL 103 and ENGL 102 or ENGL 104 and WLIT 207 or WLIT 208
104 and WLIT 207 or WLIT 208
*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.
Prerequisite: ENGL 101 or ENGL 103 and ENGL 102 or ENGL 104 and WLIT 207 or WLIT 208

ENGL 490 History of Literary Criticism (3 credits)
A study of the major theories of literary criticism from Aristotle and Longinus 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. This course is offered once a year during the Fall Semester.
Prerequisite: ENGL 101 or ENGL 103 and ENGL 102 or ENGL 104 and WLIT 207 or WLIT 208 and ENGL 201 and ENGL 202 and ENGL 205 and ENGL 206 and ENGL 208 and ENGL 210

ENGL 496 Senior Colloquium (3 credits)
A synthesis of students’ knowledge of the major field in terms of literary history, with attention to the traditional literary periods; the development of the canon; the evolution of literary genres; and literature in its cultural contexts. This course is offered once a year during the Spring Semester.
Prerequisite: ENGL 101 or ENGL 103 and ENGL 102 or ENGL 104 and WLIT 207 or WLIT 208 and ENGL 207 or ENGL 210 and All of ENGL 201 ENGL 202 ENGL 205 ENGL 206 ENGL 208

ENTERTAINMENT MANAGEMENT
ACCOUNTING, MANAGERIAL ECONOMICS, AND FINANCE
ENMGT 200 Introduction to Entertainment Management (3 credits)
This course provides a basic understanding of the business of entertainment. In doing so, some of the trends, practices, and innovations in the entertainment industry are explored. Attention is also given to the many career opportunities in this area. Emphasis is on providing practical, applied and value-added insight to the many issues faced by the entertainment industry. Students will apply their knowledge to realistic and relevant problems faced by entertainment professionals.
Prerequisite: None

ENMGT 300 Artist Management (3 credits)
This course will focus on artist management, booking, touring, and the relationship with artists, agents, and managers and will include direct application of these elements.
Prerequisite: None

ENMGT 302 Casino Security and Surveillance (3 credits)
This course covers surveillance room operations and looks at how crimes are committed within a casino, both by outsiders and casino employees. The course stresses maintaining good security management and training of employees.
Prerequisite: None

ENMGT 304 Entertainment Law (3 credits)
Entertainment Law surveys the many legal doctrines that shape the entertainment industry and explores how those various doctrines interact. Topics include free speech, defamation, invasion of privacy, publicity rights, copyright, contractual relations in the entertainment industry, and performer organizations. The course also explores practical aspects of entertainment law, such as client counseling and litigation strategy, and theoretical questions raised by the interplay of federal law, state law, and the rules of private organizations. This course should prepare students to analyze a wide variety of entertainment law issues at a general level. Dealing with more narrow topics, such as copyright litigation or union negotiations, may require additional, specialized study. This course should also help to polish your legal reasoning skills and introduce you to some of the practical and ethical concerns of a working attorney.
Prerequisite: None

ENMGT 306 Facilities and Venue Management (3 credits)
This course introduces students to special facility and venue processes and techniques. Emphasis is on creating, organizing, and implementing events large and small facilities and venues.
Prerequisite: None

ENMGT 308 Hospitality Management (3 credits)
This course provides an overview of the hospitality industry including the hotel, restaurant and travel segments. The course will include discussion of core competencies within the industry and key elements of achieving success in the industry. This course will show how the people within hospitality organizations utilize competencies to enhance competitive advantage. Additionally, through recognition and review of several different roles, students will gain an understanding of how a corporation sustains a total commitment to quality improvement and its impact on guests and clientele.
Prerequisite: None

ENMGT 400 Principles of Casino and Gaming Management (3 credits)
This course deals with how a casino resort hotel is managed in order to serve the needs of the guests and the needs of the casino in attracting patrons. Students will learn how work is performed and how activities are coordinated within and between hotel departments, and its relationship especially to the casino profit center. A survey of other gaming industry activities such as racing and lottery systems will also be covered.
Prerequisite: None

ENMGT 430 Risk Management (3 credits)
The goal of this course is to study the management of risks in a corporation. The phrase Risk Management used to refer to insurance purchasing on behalf of a corporation. Over the past two decades, the term has come to be associated with financial engineering and derivatives on Wall Street. After several spectacular failures by firms and individuals using
derivatives, academics and practitioners have renewed their focus on risk management as a corporate decision making process.

Prerequisite: None

ENMG 432 The Business of Music (3 credits)
This course is for students interested in the business aspects of the music industry. It is especially recommended for those interested in pursuing a career in music. There is no prerequisite for this course. As a survey of the music industry, this course will cover record deals; songwriting; publishing; copyright; licensing; marketing and promotion; merchandising; and the roles of various music industry professionals, including agents, managers, attorneys, record company personnel, and others. Guest speakers from the music industry will be featured in several classes.

Prerequisite: None

ENMG 435 Tourism Management (3 credits)
This course examines the commercial recreation and tourism industry including specific enterprises, trends, planning, development, operations, promotion, and programs. Special attention is given to entrepreneurial approaches and future opportunities and trends in the industry. Due to the entrepreneurial nature of community recreation today, students interested in working in public recreation (i.e., city, county, regional, or national organizations) will find many essential applications that will help them prepare for working in agencies where tight budgets require the staff to act in a more entrepreneurial manner to generate more of their annual budgets through fees and charges.

Prerequisite: None

ENMG 440 The Business of Television and Motion Picture Production (3 credits)
The course will present a business overview of the broadcast and related industries. Starting with radio around the beginning of the 20th century, motion pictures in the 1920s, then television in the late 1940s and cable in the 1950s, the industry has continued to evolve. Newer technologies include satellite broadcasting and the advent of the internet as a mass broadcasting medium. Through the course, the student should attain a basic understanding of the business and management issues related to the entertainment industry.

Prerequisite: None

ENMG 450 Internship (3 credits)
Students participate in an internship experience in some aspect of the Music Entertainment Management, Motion Picture, Television, and Video Entertainment Management, or Casino and Gaming Management, depending on their area of academic concentration. These are nonpaying positions primarily in an office setting such as development companies, agencies, producer’s offices, entertainment law offices, hospitality and tourism companies, gaming commissions, etc. Students work 20 – 24 hours a week throughout the entire length of the semester.

Prerequisite: None

FINM 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, and time value of money, trusts, investment decisions, retirement, and estate planning.

Prerequisite: None

FINM 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.

Prerequisite: MNSC 202, 222

FINM 337 Financial Markets and Institutions (3 credits)
A study of financial markets, instruments and institutions. Topics covered include the following: the financial environment, the Federal Reserve and monetary policy, debt security markets, equity markets, derivative security markets, commercial banking, and non-bank operations.

Prerequisite: MNSC 330

FINM 340 Intermediate Financial Management (3 credits)
This is the second course in financial management. Topics covered include advanced discussion on financial statement analysis, cost of capital, corporate valuation, corporate risk analysis, capital structure, dividend policy, capital structure, lease and hybrid financing, and working capital management.

Prerequisite: FINM 330

FINM 350 Entrepreneurial Financial Management (3 credits)
A systematic study of the theory of entrepreneurial finance covering topics such as valuation techniques, strategies, deal structuring, financial analysis, alternative sources of financing including leasing, franchising, angel financing, venture capital, working capital management and profit management, mergers and acquisitions.

Prerequisite: FINM 220

FINM 469 Fundamentals of Investment Management (3 credits)
A systematic study of the securities markets; the analytical techniques and theory essential for valuation of various types of securities; risks associated with investments; and the process of portfolio selection.

Prerequisites: MNSC 202, 330

FINM 470 International Finance (3 credits)
A study of principles of international finance, monetary and financial systems, Exchange rates, capital markets, capital flows, balance of payments, public and private financial and banking institutions and their role in international lending.

Prerequisites: ECON 211, 212
<table>
<thead>
<tr>
<th>COURSE DESCRIPTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SPECIAL TOPICS IN FOREIGN LANGUAGES</strong></td>
</tr>
<tr>
<td><strong>HUMANITIES</strong></td>
</tr>
<tr>
<td><strong>FOLA 101 Elementary I (3 credits)</strong></td>
</tr>
<tr>
<td>Pronunciation, alphabet, comprehension, and elementary grammar. No previous knowledge of the language is necessary.</td>
</tr>
<tr>
<td><strong>FOLA 102 Elementary II (3 credits)</strong></td>
</tr>
<tr>
<td>A continuation of FOLA 101, designed to give a foundation to the four skills of understanding, speaking, reading, and writing.</td>
</tr>
<tr>
<td><em>Prerequisite:</em> FOLA [same language] 101 or consent of instructor</td>
</tr>
<tr>
<td><strong>FOLA 201 Intermediate [name of language] I (3 credits)</strong></td>
</tr>
<tr>
<td>A continuation of FOLA 102, designed to expand the four language skills of understanding, speaking, reading, and writing, including a review of grammar, dictations, composition, guided conversation, and selected readings. Conducted chiefly in the language.</td>
</tr>
<tr>
<td><em>Prerequisites:</em> FOLA [same language] 101 and 102 or consent of instructor</td>
</tr>
<tr>
<td><strong>FOLA 202 Intermediate [name of language] II (3 credits)</strong></td>
</tr>
<tr>
<td>A continuation of FOLA 201, including discussion of selected readings to broaden the student’s understanding of the culture and literature. Conducted chiefly in the language.</td>
</tr>
<tr>
<td><em>Prerequisites:</em> FOLA [same language] 101 and 102 and 201 or consent of instructor</td>
</tr>
<tr>
<td><strong>FREN 101 Elementary French (3 credits)</strong></td>
</tr>
<tr>
<td>Pronunciation, beginning comprehension, and elementary grammar. No previous knowledge of the language is necessary.</td>
</tr>
<tr>
<td><strong>FREN 102 Elementary French (3 credits)</strong></td>
</tr>
<tr>
<td>A continuation of FREN 101, designed to give a foundation in the four language skills of understanding, speaking, reading, and writing.</td>
</tr>
<tr>
<td><em>Prerequisite:</em> FREN 101 or permission of the instructor</td>
</tr>
<tr>
<td><strong>FREN 201 Intermediate French I (3 credits)</strong></td>
</tr>
<tr>
<td>The first half of two courses at the intermediate level. In addition to engaging in conversation at the intermediate level, students learn to express opinions critically and analytically in both real and hypothetical terms on varied subjects. Students also learn to review grammatical principles extensively through a survey of French literature.</td>
</tr>
<tr>
<td><em>Prerequisites:</em> FREN 101 and FREN 102 or by permission of instructor</td>
</tr>
<tr>
<td><strong>FREN 202 Intermediate French II (3 credits)</strong></td>
</tr>
<tr>
<td>A continuation of FREN 201, designed to extemporaneously shape critical and analytical reading, writing, and speaking skills in an intensive focus on grammatical structures found in cultural explorations as well as in literary texts on varied subjects.</td>
</tr>
<tr>
<td><em>Prerequisites:</em> FREN 101 and FREN 102 and FREN 201 or by permission of instructor</td>
</tr>
<tr>
<td><strong>FREN 203 Survey of French Literature I (3 credits)</strong></td>
</tr>
<tr>
<td>A survey of French literature from the Middle Ages through the Golden Age. These works will be attended to in chronological order, and not all works will be read in their entirety so as to focus attention on literary figures and movements in French through the 17th century. Literary analysis and historical context, as well as in-class lectures, will be used as supplementary sources of information. Lectures, outside readings, and reports are required.</td>
</tr>
<tr>
<td><em>Prerequisites:</em> FREN 201 and FREN 202</td>
</tr>
<tr>
<td><strong>FREN 204 Survey of French Literature II (3 credits)</strong></td>
</tr>
<tr>
<td>A survey of major French texts and authors from the beginning of the Enlightenment to recent times. Literary movements include neoclassicism, romanticism, modernism, and post-Franco literature. Literary analysis and historical context, as well as in-class lectures, will be used as supplementary sources of information. Lectures, outside readings, and reports are required.</td>
</tr>
<tr>
<td><em>Prerequisites:</em> FREN 201 and FREN 202</td>
</tr>
<tr>
<td><strong>FREN 301 Advanced French Conversation (3 credits)</strong></td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td><em>Prerequisites:</em> FREN 201 and FREN 202 or permission of the instructor</td>
</tr>
<tr>
<td><strong>FREN 302 Advanced French Conversation (3 credits)</strong></td>
</tr>
<tr>
<td>A continuation of FREN 301.</td>
</tr>
<tr>
<td><em>Prerequisites:</em> FREN 301 or permission of the instructor.</td>
</tr>
<tr>
<td><strong>GEOGRAPHY</strong></td>
</tr>
<tr>
<td><strong>HISTORY, GEOGRAPHY, AND GLOBAL STUDIES</strong></td>
</tr>
<tr>
<td><strong>GEOG 101 Elements of Geography (3 credits)</strong></td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td><strong>GEOG 102 World Regional Geography (3 credits)</strong></td>
</tr>
<tr>
<td>This course will give a survey of important geographical characteristics and major problems of the major world regions.</td>
</tr>
<tr>
<td><strong>GEOG 201 Cultural Geography (3 credits)</strong></td>
</tr>
<tr>
<td>A course using the discipline’s spatial perspective and thematic traditions to explore the geography of cultural features, such as landscapes, religions, languages, ethnicity, politics and economics.</td>
</tr>
<tr>
<td><strong>GEOG 202 Geography of Maryland (3 credits)</strong></td>
</tr>
<tr>
<td>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 the course.</td>
</tr>
<tr>
<td><strong>GEOG 203 Physical Geography (3 credits)</strong></td>
</tr>
</tbody>
</table>
| This course will provide a geographical perspective on the Earth’s natural environment by exploring the spatial aspects...
of its landforms, climates, flora, fauna and other physical elements.

**GEOG 301 Economic Geography (3 credits)**
This course will give 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 Geography of North America (3 credits)**
Students will conduct a regional study of the United States, Mexico and Canada, including the physical and cultural environments of each unit in relation to problems confronting those areas of the world.

**GEOG 303 Geographic Tools and Techniques (3 credits)**
An introduction to Geographic Information Systems (GIS), Global Positioning Systems (GPS), satellite remote-sensing and tools and techniques that geographers use to explain phenomena.

**GEOG 304 Latin American Geography (3 credits)**
A regional survey of the area south of the Rio Grande River, emphasizing the problems which confront the Latin American nations: their physical features, cultural patterns, natural resources, and regional structure.

**GEOG 305 Socio-economic Geography of American Poverty (3 credits)**
A geographical analysis of poverty and its existence in America in the past and at present, stressing theories regarding poverty and including actual field experiences in local poverty areas and work in agencies that deal with poverty.

**GEOG 306 Urban Geography (3 credits)**
This course gives an analysis of cities as units/areas through discussions of the characteristics of cities, through classification and comparison, and through a consideration of the theoretical distributions of cities. Methods of studying and analyzing patterns of the interior of cities are included, and emphasis is placed on sources of information and available geographical research.

**GEOG 372 Introduction to Remote Sensing (3 credits)**
This course expands upon GEOG 303 to deepen students understanding of and skills with the broad range of satellite remote sensing imagery and some of their applications to Geographic topics.

**GEOG 373 Introduction to Geographic Information Systems (3 credits)**
The course will expand upon GEOG 303 to provide students a solid foundation of knowledge and experience with Geographical Information Systems.

**GEOG 402 Political Geography (3 credits)**
An examination will take place 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)**
The course will cover a regional analysis of the physical and related resources of Africa south of the Sahara Desert.

**GLOBAL STUDIES**
*HISTORY, GEOGRAPHY, AND GLOBAL STUDIES*

**GLST 450 Seminar in Global Studies I (3 credits)**
This course will explore the major themes and concerns in global affairs, including the presentations of specific topics by domestic and foreign guest speakers.

**GLST 451 Seminar in Global Studies II (3 credits)**
A study of the practical applications of knowledge about global affairs through field experiences and research

**GERMAN**
*HUMANITIES*

**GER 101 Introductory German I (3 credits)**
This is a beginning German course that assumes no prior knowledge or experience with German. The course uses a variety of instructional methodologies, e.g., natural approach, to help students achieve the mastery of basic language skills: reading, speaking, listening, and writing.

**GER 102 Introductory German II (3 credits)**
This course is a continuation of GER 101 and concentrates on the four languages skills (speaking, listening, reading, and writing) in a cultural context with a focus on spoken German. **Prerequisite:** GER 101 or by permission of the Instructor

**GER 201 Intermediate German I (3 credits)**
This course is the first half of two courses at the intermediate level in which students build on basic reading, writing, listening, and speaking skills. Students are expected to use those skills to negotiate literary texts as well as life in contemporary German speaking communities. This course reviews principles extensively and furthers the study in composition and conversation. **Prerequisites:** GER 101 and GER 102 or by permission of the Instructor

**HEALTH INFORMATION MANAGEMENT**
*SCHOOL OF ALLIED HEALTH*

**HSC 101 Orientation to Health Sciences (3 credits)**
A review of the history of health care, an introduction to the organizational structure of health care institutions, brief introduction to other healthcare employers, orientation to hospital departments; organization of healthcare systems; inter and intra-relationships of hospital, community agencies, regulatory and licensure requirements and the fundamentals of health care coverage. In addition, students engage in an introduction to the fundamentals of APA 6th edition formatting. **Prerequisite:** none

**HSC 190 Medical Terminology (3 credits)**
Basic study of the professional language of medicine, including word construction, pronunciation, spelling, definition, and the use of terms from all areas of medical science and hospital
COURSE DESCRIPTIONS

service, including diagnostic procedures and pharmacology.  
Prerequisite: None

HSC 312 Pathophysiology (3 credits)  
Introduces basic principles and concepts related to pathophysiologic processes, including biochemical concepts. This course analyzes structure and function of the human body related to disease and injury.  
Prerequisite: HSC 190 and BIOL 201 and BIOL 203

HSC 313 Pharmacology (3 credits)  
A basic understanding of pharmacology with an emphasis on drug therapy and drug interaction. A review of pertinent physiology and related diseases precedes the discussion of the pharmacology of the drugs.  
Prerequisite: HSC 312

HIM 300 Fundamentals of Health Information Management  
(4 credits)  
A structured learning experience to introduce students to HIM profession, professionalism, health information departments, the content and format of medical records, filing and numbering methods, and functions within a HIM department. Discussions on ethical challenges that impact the profession, various aspects of information storage and retrieval systems, development and maintenance of forms and health record documentation guidelines and standards will be studied, particularly as they apply to accurate coding. Examination of and influence of accrediting and regulatory agencies. Students will be introduced to various electronic health record systems, registries and databases as they apply to the HIM profession. Students will apply what is learned to various scenarios and case studies in lab to prepare them for professional practice experiences and turn theory into application. A review of HIM related Associations. Overview of HIM policies and procedures. Lecture/Laboratory experience.  
Prerequisite: Admission to the Major and HSC 101

HIM 301 Advanced Concepts in Quality and Health Care Standards (3 credits)  
Focuses on principles and approaches to assessment of quality in health care and how this impacts the role of the health information manager. Theoretical and pragmatic issues related to quality management, utilization review, and risk management is addressed. Responsibilities of governing board, medical staff and other health care personnel in relation to quality management and improvement is examined. Requirements of accrediting and licensing agencies related to quality management are presented.  
Prerequisite: HIM 300

HIM 303 HIM Non-traditional setting (3 credits)  
This course will help students explore the many opportunities their training, skills and knowledge in health information management (HIM) may take them. The course will cover health care practice and information management in a wide variety of settings, from mental health, rehabilitation, occupational health and long-term care facilities to freestanding and hospital-based ambulatory entities, veterinary offices and correctional facilities, and the challenges associated with managing the information flow among various sites. The role of the health information manager as a consultant in these settings is discussed.  
Prerequisite: None

HIM 305 Healthcare Finance and Reimbursement Methodologies (2 credits)  
Information on topics relating to financial and reimbursement issues in the health care environment will be introduced. Areas include principles of healthcare finance and revenue management, clinical data management, reimbursement methods, case mix and charge master management, implementation of revenue cycle management and reporting, budget process and cost benefit analysis. This course will also present data elements that apply to prospective payment systems. It will allow the student to gain the knowledge of current reimbursement systems and to identify issues in meeting medical necessity guidelines.  
Prerequisites: HIM 301

HIM 307 Medical Classification Systems I (3 credits)  
Introduction to the concepts, principles and applications for clinical classification and coding. Laboratory experience.  
Prerequisite: HSC 313 or satisfactory grade on the placement test or permission of instructor

HIM 400 Management Affiliation (3 credits)  
The HIM Internship is the capstone course that provides the student with the opportunity to integrate knowledge, behaviors, and professional attributes acquired throughout the curriculum that are necessary to the practice of Health Information Management. The Internship takes place in any healthcare delivery organization that develops, process, collect or otherwise utilizes health data/information under the guidance of an HIM Professional. While at these organizations, the student will be involved in developing insight, understanding and skill in the management of a health information system. The student will spend a total of 120 hours off campus to complete this internship.  
Prerequisites: All prior HIM courses

HIM 401 RHIA Prep (2 credits)  
AHIMA certification in HIM leads to career advancement and advancement, increased earning potential and greater success in your chosen profession. AHIMA credentials are
earned through a challenging plan of study at an accredited program and certification exam, and maintained through continuous review and education. This course is designed to prepare students for the RHIA Certification Exam. The RHIA is an expert in managing patient health information and medical records, administering computer information systems, collecting and analyzing patient data, and using classification systems and medical terminologies, in addition to influencing the financial viability of the organization. There is a review of the five key learning domains and competencies that employers have identified as the minimum expectations for an entry level graduate. There are assignments, quizzes and exams that will assess the students’ readiness to sit for the exam. Students will take a final exam that mirrors the actual certification exam.

It will consist of 180 questions and the student will have 4 hours to take the exam. In addition students will have the opportunity to prepare their resume, develop interviewing skills and their capstone will be to complete a Personal Portfolio that reflects the student’s academic accomplishments. Pre-requisites: All prior HIM courses

HIM 402 Legal Aspects of Health Information (3 credits)
A study of the legal issues of Health Information Management with focus on statutory and regulatory requirements, case law and practical applications. Special legal problems associated with access to patient information, disposition of records, confidentiality and privacy, reporting requirements and compliance with current state and federal legislation are emphasized.

Prerequisite: none

HIM 408 Medical Classification Systems II (3 credits)
A continued study of current coding system principles with focus on DRG assignment and analysis, coding procedures according to CPT, purpose, use and administration of various classification and nomenclature systems, indices, and registries. Laboratory experience.

Prerequisite: HIM 307 or satisfactory grade on the placement test or permission of instructor

HIM 412 Organization and Management Health Information I (4 credits)
Study of management theories with practical application as related to the functions of a health information department from the management of personnel, resources, budget planning and integration, performance evaluation to the overall operation of the department. The course also studies the concepts leadership and management. A detailed exploration of various leadership and management theories for application purposes. Students will initiate the development of the required leadership portfolio.

Lecture/Laboratory experience.

Prerequisite: HIM 301

HIM 413 Organization and Management Health Information II (3 credits)
A continuation from HIM 412, HIM 413 is a course that enhances the discussion, focus and exploration on the topics related to preparing students to obtain positions as future leaders and managers within the HIM department and/or related health care settings. Building on the foundational concepts from 412, students will perform and demonstrate tasks associated with departmental and organizational planning, ergonomics, conducting various QI tools as it relates to the daily departmental requirements, the development of policies and procedures, project management and job reengineering and design. In addition, topics on mentorship, professional and career development, entrepreneurism and the role of the HIM professional as a broker. At the conclusion of the course students will present the HIM departmental layout project along with the final draft of the leadership portfolio.

Prerequisite: HIM 412

HIM 415 Health Statistics and Research (3 credits)
Examination of types of health statistics, as well as techniques and computerized software for data collection, presentation and retrieval. Methodology necessary to identify, prepare, and disseminate research projects and findings in the health care field. Study of the research process including development of a hypothesis, review of the literature, developing data collection instruments, and design of a research study. The course is designed to assist students in developing an understanding of the research process. Students learn to selectively apply the steps of the research process and to critically analyze research studies. The course will include a discussion on epidemiological research and ethical issues in health care research.

Prerequisite: HIM 301

HIM 420 Health Information Systems (3 credits)
Overview of health informatics, health information standards, personal health record, electronic health record and related information systems used in other healthcare environments and analysis of information systems for computerized health information collection, retrieval, and interpretation. The course also explores clinical terminology and architectural components as it relates to the development, implementation and operation of the electronic health record. Leadership components such as change management, project management and strategic planning are also explored as it relates to the transitioning of a health care facility to the
COURSE DESCRIPTIONS

electronic health record and related information systems.

Prerequisite: HIM 301

HISTORY

HISTORY, GEOGRAPHY, AND GLOBAL STUDIES

HIST 201 World History I (3 credits)
This course covers 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)
This course will cover 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 Depression, the Civil Rights Movement, and the decades since the 1960s.

HIST 207 Introduction to African History (3 credits)
An introduction to the study of African civilization to the early Christian era, dealing with the ethno-historical culture of the African continent with special emphasis on the analysis of historical developments in the various regions of the continent and the contributions of indigenous Africa to the development of modern civilization in the Western world.

Prerequisite: HIST 201 and HIST 202.

HIST 300 Methods in Historical Research (3 credits)
This course is an introduction to historiography methods of research and to the world of publishing. Students write a scholarly paper as the final requirement of the course.

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 302 The United States Constitution
The course will seek to demystify the Constitution of the United States by examining its origins. Selected current questions and issues will be examined while explaining the constitutional basis for the appointment of Supreme Court judges, eligibility to become president of the United States, voting requirements, and provisions relating to African Americans and women.

HIST 304 Problems in U.S. 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.

Prerequisite: 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 306 Economic History of the United States (3 credits)
This course will focus on 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 307 Economic History of the United States (3 credits)
Course will focus on the 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 313 History of Ancient 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
COURSE DESCRIPTIONS

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 319 Urban America Since 1870 (3 credits)
An examination of the development of cities in the United States after the Civil War with a focus on five major urban areas: Baltimore, Chicago, Atlanta, New York, and Los Angeles.

HIST 348 History of African American Women in American Life and Culture (3 credits)
This course deals with the problems and experiences of African American women as slaves, abolitionists, freedom fighters, laborers, and professionals in industry, business, and politics.

HIST 350 African American Intellectual History (3 credits)
This course is designed to provide majors, minors, and other students with an intellectual context for understanding the African American experience. The writings of a select group of 19th and 20th century intellectuals will be examined and discussed.

HIST 354 The Modern Civil Rights Movement (3 credits)
An examination of the modern Civil Rights Movement of the 1950s and the 1960s through research and study of those civil rights activities that resulted in a radical transformation of the fabric and social order of the American society. Special attention will be devoted to the legal origins and culture of Jim Crow, the landmark Brown v. Board of Education decision which declared legal segregation unconstitutional, the Greensboro sit-ins, the Freedom Rides to the March on Washington, the March from Selma to Montgomery, and the subsequent passage of the Voting Rights Act.

HIST 393 Civil War and Reconstruction (3 credits)
A course dealing with the background, the causes, and military campaigns of the Civil War, as well as the political, economic, and social problems of the South during and after Reconstruction. Fall semester.

HIST 404 Modern Asia (3 credits)
A survey of the countries and peoples of the continent of Asia, emphasizing the cessation of colonialism, the rise of national states and their role in international relations in the twentieth century world with particular reference to China and Japan.

HIST 405 History of Latin American (3 credits)
This course will focus on Latin America from its colonial origins to the present, with special emphasis on economic, political, social, and cultural developments and Pan-American relations.

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.

HIST 410 History of Europe: 1815 to World War I (3 credits)
Students will study 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 U.S. 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.

HIST 424 History Internship
This course is designed to provide history majors and minors at the junior and senior levels a professionally guided experience in a field related to history in an external local, state, or federal agency (public or private). Only three credit hours will apply toward requirement for the major.

HIST 426 History of the Middle East (3 credits)
Beginning with an overview of the development of the Middle East from its ancient civilization, attention will be devoted to the history, geography, politics, society, economy, and culture of the region. Specific emphasis will be devoted to a study of factors which gave rise to the prominent position which the Middle East occupies in the present day international world.

HIST 428 The History of Women in America (3 credits)
A study of the role 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 pre-colonial period, the colonial period, and selected events up to the 1960's. 
*Prerequisite: HIST 201 and HIST 202*

**HIST 436 History of South Africa (3 credits)**
An examination of the history and culture of South Africa, focusing on the social, political, and economic changes from the per-colonial era to the present, organized to provide an analysis of the current crisis in South Africa by tracing the origins of apartheid.

**HIST 438 History of East Africa (3 credits)**
A survey of the development of all the areas in the eastern region of the African continent, covering the Stone Age cultures, the early kingdoms and empires of the 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)**
Course will conduct 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 the following: the Changes in Eastern Europe, the Collapse of the Soviet Union, Perspectives on Post Apartheid South Africa, Pan Africanism, and the Civil Rights Movement.

**HIST 452 Great Books: A Cross-Cultural Perspective (3 credits)**
This course will give an introduction to noted historical works from the earliest of writings to contemporary works. The seminal works chosen for this course are selected for their enduring interest and attention to issues that continue to impact the human condition.

**HEALTH**

**HEED 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.

**HEED 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.

**HEED 103 Health & Wellness (Honors) (3 credits)**
This course is designed to cover five (5) contemporary topics and issues in health and wellness: 1) products of dependence; 2) diseases; 3) sexuality; 4) consumerism and environment; and 5) growing older. Emphasis is placed on acquiring information through research assignments, practice, observations, volunteer service and if possible, short internships with local health agencies, organizations, or professionals.
*Prerequisite: HLTH 101 and SOCI 201, or enrollment in the Honors Program*

**HEED 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.

**HEED 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.

**HEED 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.

**HEED 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 and SOCI 201, or enrollment in Honors Program*

**HEED 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.

**HEED 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.

HEED 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.

HEED 300 Health Education and Health Promotion (3 credits)
This course of study is designed to introduce students to the discipline of health education and the practice of health promotion. The roles of health educators in various settings including but not limited to; school, community, and worksites will be explored with an emphasis on how the profession has evolved over the last decade. The chosen text will enable the students to track how “health promotion is no longer conceptualized as an outgrowth of health education but as a larger entity with health education as its core.” Assignments and course guidance activities will ensure that students are aware of the positive impacts that health educators can have on improving health literacy rates and eliminating health disparities.

Prerequisites: HLTH 101 or HLTH 103 or HLTH 203

HEED 305 Introduction to Health Sciences Research (3 credits)
This course of study is designed to introduce students to the measures and techniques used to support the discipline of health education. Students will become acquainted with underlying theories and research concepts that should guide their critical review of literature to support their work and help them appreciate the need for quality research in the health sciences. Additionally, students will be able to use the World Wide Web effectively and with confidence that their chosen sources are credible.

Prerequisites: HLTH 101 or HLTH 103 or HLTH 203 and Math 203

HEED 306 Health and Older Adults (3 credits)
This course of study is designed for students enrolled in diverse fields of study who plan to work with aging adults or who would like to learn about health and aging for personal and/or familial purposes. Students will learn about the aging process and its impact on health as well as approaches that may slow the aging process and lessen relevant adverse health effects. Healthy People 2010 data and recommendations regarding the fast growing older population will be used to discuss health issues and strategies that students may use immediately and/or share with family members and peers.

Prerequisite: HLTH 101 or HLTH 103 or HLTH 203

HEED 310 Human Disease Prevention & Control (3 credits)
Using evidence-based course content and current prevention practices students will be introduced to the history, knowledge, principles & practices of disease prevention and control. The etiology, modes of transmission, and precautionary practices for bacterial & viral diseases will be addressed as well as their impact on the human body. Emphasis will be placed on personal decision making skills and lifelong responsible behaviors.

Prerequisites: HLTH 101 or HLTH 103 or HLTH 203

HEED 405 Epidemiology (3 credits)
This foundational epidemiology course, a study of the distribution and determinants of mortality and morbidity in human populations, will address “basic mathematical components; ethical issues in the work of epidemiologists; the need for a global perspective and understanding; and the framework for discussing substantive epidemiology in contrast to epidemiologic methodology.” Additionally, students will be assisted in developing an appreciation for the limitations of science and medicine from an epidemiological view. The need for knowledgeable health consumers to take a leadership role in managing their own care will be explored.

Prerequisites: HLTH 101 or HLTH 103 or HLTH 203 and Math 203 and HEED 305

HEED 420 Community Health (3 credits)
This course of study is designed to introduce the students to the dynamics of using the community as a tool for health advocacy and policy change. The course content will be science-based and will use an established model of community engagement such as PATCH (Planned Approach to Community Health). Students will learn how to engage key stakeholders, assess community health needs, and work cooperatively to design, implement, and evaluate needs-based community health programs.

Prerequisites: HLTH 101 or HLTH 103 or HLTH 203

University Honors Program

HONS 150 Honors Community Service Seminar (1 credit)
A discussion-oriented course introducing Honors students to the concept of community service and providing them with opportunities to engage in service. The course includes readings related to a required project, guest speakers, and films. Students serve as tutors at either Rosemont Elementary/Middle School or at Coppin Academy, two institutions managed by the University. This course is offered once a year during the Spring Semester.

HONS 380 Honors Introduction to Research I (3 credits)
An introduction to generic research methodologies used by scholars across the disciplines and to specific approaches employed by scholars in the physical sciences, the social sciences, and the humanities. The course is designed to prepare prospective graduate students for post-baccalaureate study in a variety of disciplines. Critical inquiry and qualitative and quantitative approaches to research—as these topics are applied across disciplines—are among the subjects that course participants examine. Students will gain practice in reading scholarly research from journals in their disciplines. This course is offered once a year during the Fall Semester.

HONS 381 Honors Introduction to Research II (3 credits)
A continuation of Honors 380 with an 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 present the results of research orally. This course is offered once a year during the Spring Semester.

**PSYC 344 Experimental Psychology (3 credits)**
A continuation of Honors 380 providing students with hands-on experience with research methods and design. Students will read primary research articles in the area of cognitive psychology and neuroscience and engage in laboratory demonstrations and research activities.

**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.

**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 of the Honors College 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 final requirement for successful completion of the Honors Program. With the assistance of a faculty adviser in the honors candidate's major department, the student conducts research on a topic, synthesizes information, and prepares an honors-quality thesis or project. All Honors Program students, regardless of major, must complete the Honors Thesis to earn a transcript citation. This course is offered once a year during the Fall Semester.

**INTERDISCIPLINARY COURSES IN THE ARTS**

**Visual and Performing Arts**

**IDIS 102--Music and Dance (3 credits)**
An interdisciplinary introduction to elements, media, representative artists, and genres in music and dance. Students are expected to attend and critique 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.

*Note: This course will satisfy one of the Arts & Humanities general education requirements.

**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 critique 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.

*Note: This course will satisfy one of the Arts & Humanities general education requirements.

**IDIS 104 Honors Music and Dance (3 credits)**
This course satisfies the honors general education requirement in the arts. IDIS 104 prepares students to: (1) understand and apply the role of the elements of music and dance in various genres and their contribution to the development of human cultures; (2) determine the inter-relationships and intra-relationships between music and dance; (3) prepare the student to participate in experiences common to college graduates on a global basis.

*Note: This course will satisfy one of the Arts & Humanities general education requirements.

**IDIS 270--Exposure, Observations & Urgencies in Urban Arts (3 credits)**
This introductory survey course examines missions, disciplines, venues and professional networks of the visual and performing arts within an urban context. It is the entry-level course for urban arts majors and is open to other students as an elective. This course requires frequent participation in and analysis of arts-based field experiences in the city of Baltimore

**Prerequisite:** ENGL 101.

**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. This course is offered once every other Fall Semester.

**Prerequisites:** MNSC 404 and the GER in mathematics and speech, and English composition.

**IDIS 470--Seminar: Principles and Philosophies of Urban Arts (3 credits)**
This course is a capstone seminar required for graduation for urban arts majors. Students analyze, synthesize, and evaluate selected principles, practices, and philosophies of urban arts production. Students will complete senior portfolios.

**Prerequisite:** IDIS 370 and senior standing.

**INTERDISCIPLINARY STUDIES**

**IDST 201 Introduction to the Foundations of Interdisciplinary Studies (3 credits)**
This core course introduces students to interdisciplinary studies and the philosophy and concepts of interdisciplinary.
Students will conduct different assessments to identify their career path and ultimately combine their integrative concentrations. These methods combined with other ways will explore students’ concentrations which are designed to provide students with a full background of the selected discipline.

**Prerequisites:** None

**IDST 301 Interdisciplinary Human Inquiry (3 credits)**
This core course examines different ways of thinking and how to acquire and apply knowledge. It gives students exposure to concepts involved with ideas, thinking, and with scholars in the interdisciplinary filed. Students will apply to integrate and use their dual concentrations. The course begins with a foundation of exploring what interdisciplinary education is, and what learning at an HBCU means. This course gives students a broad overview of all academic disciplines.

**Prerequisites:** IDST 201

**IDST 401 Interdisciplinary Studies Internship (4 credits)**
This core course is designed to provide students hands on experience in learning about their integrative concentration areas in an applied setting and to gain practical experience. Students will be placed at internship sites where they will experience and collaborate with practitioners. The course should be taken in the beginning of the senior year.

**Prerequisites:** IDST 201 and IDST 301

**IDST 499 Capstone Seminar Course (3 credits)**
This core course is designed to be a culminating educational and practical experience which embraces a self-directed, integrated, learning opportunity for students pursuing an interdisciplinary degree to demonstrate learning across the curriculum leading to employability and the potential for career advancement. Students are required to develop a research paper or creative project. Topics should be selected that clearly demonstrate an integration of respective concentrations. This course should be taken during the last semester of the senior year.

**JOURNALISM**

**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. This course is offered once a year during the Fall semester.

**Prerequisite:** ENGL 101 or ENGL 103 and ENGL 102 or ENGL 104

**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. This course is offered once every other year during the Fall semester.

**Prerequisite:** JRNL 210

**JRNL 311 Editorial and Review Writing (3 credits)**
Practice in writing informed opinion on current issues and events, and critical commentary on cultural productions such as books, plays, concerts, and exhibits. This course is offered once every other year during the Fall semester.

**Prerequisite:** JRNL 210

**JRNL 312 Technology in Writing & Multimedia Communication**
Technology in Writing & Multimedia Communication. 3 Credits. An introduction to the technology-based tools used to produce written and electronic communications in the current professional writing and multimedia workplace environment. Students must have a working knowledge of word processing and basic internet browser use. Lecture and Laboratory. This course is offered once every other year during the Spring semester.

**Prerequisites:** JRNL 210.

**JRNL 314 Technical Writing (3 credits)**
An introduction to the composition and design of print and multimedia technical and professional communications used in the twenty-first century workplace, with a principal focus on writing in technology-, policy-, arts and entertainment-, non-profit-, and healthcare-related fields. Lecture. This course is offered once every other year during the Fall semester.

**Prerequisites:** JRNL 210.

**JRNL 316 Internet Journalism**
An examination of how the World Web is recreating the context in which journalists work. Theoretical and practical dimensions of the Web: where the Web came from, where it is now, and where it is headed; how the Web is transforming the way news is produced, marketed, and sold; how writing for the Web differs from writing for more traditional print media; strategic uses of the Web for modern communication; practical requirements for creating and maintaining a website; and freelancing on the Web.

**Prerequisite:** JRNL 210.

**JRNL 410 Editing and News 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. This course is offered once a year during the Spring semester.

**Prerequisite:** JRNL 210

**JRNL 411 Writing for Publication (3 credits)**
How to break into the writing market is the focus of this course. Whether students want to publish fiction, non-fiction or poetry, the basics are the same. To begin students are introduced to and discuss the various publishing markets (newspapers, magazines, literary and/or professional journals, anthologies, etc.). After studying the market possibilities, they are asked to choose a target market and begin to research and analyze that market, with attention given to specific strategies for getting the students’ work to the top of the editor’s pile of submissions. Discussion will cover conferences, workshops and other networking strategies. Also, students will be given ways to handle rejections and acceptances. Workshops key in on
preparation of the manuscript. Included in the design of the course is the introduction to copyright laws.

Prerequisite: JRNL 210 and Senior Standing

JRLN 490/491 Television/Newspaper Internship (3 credits)
Opportunity to participate in an internship at a local television station or newspaper. Registration by permission of the instructor only.

Prerequisite: JRNL 210

KINESIOLOGY

HEALTH & HUMAN PERFORMANCE

KNES 302 Care and Prevention of Athletic Injuries (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.

KNES 301 – Kinesiology (3 credits)
This course is an anatomical and physiological analysis of body movements with relation to the muscles. It is 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)

KNES 302 - Physiology of Exercise (3 credits)
This course involves the classification and effects of exercises, physiological experiments, and diagnostic techniques and methods. (LEC)

KNES 303 – Athletic Training (3 credits)
This course involves the discussion and application of common athletic conditioning philosophies and theories. The course will prepare future athletic trainers as well as enhance the education of present trainers in the methods of athletic conditioning. (LEC/LAB)

Prerequisites: HEED 202 and SPMT 101

KNES 321 – Athletic Training Management (3 credits)
This course is an introduction to the concepts, practices and procedures of a manager. Students learn the analytical approaches helpful in making decisions that will affect the day to day operation of a sports medicine organization. It includes an overview of theories of organization and administration and how to apply these theories in the profession of athletic training. (LEC)

Prerequisites: ECON 103 and SPMT 101 or HEED 202 or HEED 201

KNES 322 – Pathology of Athletic Injuries (3 credits)
In this course, students focus on clinical signs and symptoms of pathology, which will allow the practicing athletic trainer to recognize systemic illnesses and injuries. (LEC)

KNES 333 – Biomechanics (4 credits)
Students will develop an understanding of the concepts of mechanics as they apply to human movement, in relation to exercise, sport, and physical activity. The student should gain an understanding of the mechanical and anatomical principles that govern human motion and develop the ability to link the structure of the human body with its function from a mechanical perspective. (LEC/LAB)

Prerequisites: MATH 131

KNES 427 – Therapeutic Athletic Exercise (3 credits)
Students will enhance their understanding of developing and implementing a complete rehabilitation program for a variety of populations following injury/surgery. Course will focus on use of common therapeutic exercise equipment and manual techniques. (LEC)

KNES 428 – Therapeutic Athletic Training (3 units)
Students will develop a deeper understanding of the basic concepts related to the modality use and rehabilitation concepts of the physically active individual modality selection, pharmacological considerations, recordkeeping, program design and implementation, and safety.

LATIN

HUMANITIES

LATN 101 Elementary Latin (3 credits)
An introduction to classical Latin based on readings from ancient authors, emphasizing grammar, the necessary tools for reading and comprehension, derivatives, and world etymology. No previous knowledge of the language is required.

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 097 Elementary Algebra (5 credits)
Operations with whole numbers, integers, fractions, decimals, percents, rational numbers and real numbers; scientific notation; operation with algebraic expressions, integral components, equations and inequalities; sets; systems of equations; solving equations with rational expressions; graphing linear equations finding the slope of a line; factoring, rational exponents and radicals.

Prerequisite: Placement based on placement test scores and/or high school record

*MATH 098 Intermediate Algebra (3 credits)
Relations and functions; expressing word statements as functions; factoring; rational expressions; solving and graphing quadratic equations; rational exponents and radicals; complex numbers; inverse functions, exponential functions; logarithms.
COURSE DESCRIPTIONS

Prerequisite: MATH 097 or placement based on test score and high school record

*Credits not counted toward graduation, nor do these courses satisfy the General Education Requirement in Mathematics.

MATH 103 Mathematics for Elementary Teachers I (3 credits)
Sets, numeration systems, and number systems. Traditional and non-routine algorithms explored and used in real world settings. Whole numbers, integers, rational numbers and basic notions about irrational numbers treated in an axiomatic sense without formal proof. Calculators as the basic tools for problem solving.
Prerequisite: MATH 098 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 as the basic tools for exploration and problem solving.
Prerequisite: MATH 103

MATH 110 College Algebra: Concepts and Applications (3 credits)
The Cartesian plane and graphs of equations, inequalities, linear modeling applications; graphs of functions, quadratic functions, transformations, inverse functions; real zeros of polynomial functions, synthetic division, the fundamental theorem of algebra, and complex numbers; solving exponential and logarithmic equations; systems of linear equations in two variables. Matrices and solve systems of linear equations using Gauss-Jordan elimination. A graphing (e.g. TI82/83) calculator is required for this course.
Prerequisite: MATH 98 or placement based on test score and high school record.

MATH 125 Mathematics for Liberal Arts (3 credits, 4 contact hours)
Sets, logic, probability, statistics, mathematical systems, selected topics in geometry and applied mathematics. This course is designed to fulfill the General Education Requirement in Mathematics for those students whose major requires no mathematics beyond the GER. The diverse content is intended to give students a comprehensive exposure to selected areas of mathematics. Special emphasis will be placed on application to the real world.
Prerequisite: MATH 097 or 098 or placement based on test scores

MATH 131 College Algebra for Mathematics and Science Majors (3 credits)
Real numbers field; sets of real numbers; linear equations and inequalities, absolute value; exponents; radicals; polynomials and roots of polynomial equations; complex numbers; linear, quadratic, rational and radical functions; systems of equations with two variables; methods of combining functions; inverse functions, the Cartesian plane and graphs of equations and inequalities; exponential and logarithms functions and equations. TI82/83 Graphing Calculator is required.
Prerequisite: MATH 098 or placement based on test scores

MATH 132 Pre-calculus (4 credits)
Review of the equations and graphs of algebraic, exponential, and logarithmic functions; circular and right triangle trigonometry; trigonometric functions and their graphs; trigonometric identities, Law of Sines, Law of Cosines; trigonometric form of a complex number, DeMoivre’s Theorem, roots of complex numbers, polar coordinates and graphs; sequences and series. A TI 82/83 calculator is required for this course.
Prerequisite: Math 131 or consent of the Math Department

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, sine and cosine functions; implicit differentiation; maxima and minima; Rolle’s Theorem and the Mean Value Theorem; differentials, anti-differentiation, integration, the definite integral, the Fundamental Theorem of Calculus; applications, approximate integration. A TI82/83 graphing calculator is required for this course.
Prerequisite: MATH 132

MATH 202 Calculus II (4 credits)
Differentials and differential formulas, anti-differentiation, the definite integral, the Fundamental Theorem of Calculus, applications of the definite integral, differential equations with variables separable; differentiation and integration of logarithmic, exponential, and trigonometric functions; techniques of integration. Indeterminate forms, L’Hôpital’s Rule, infinite sequences and series. A TI82/83 calculator is required for this course.
Prerequisites: MATH 132 and MATH 201

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: MATH 097 or 098 or placement based on test scores

MATH 207 Technology-Based Mathematics for Teachers (3 credits)
Algebraic and analytic technology-based approaches to problem solving, data analysis and probability; mathematical systems; transformational geometry; introduction to mathematical proofs; and other mathematical topics from an advanced viewpoint. A capstone course designed for students in teacher education. This course includes lecture accompanied by a technology laboratory.
Prerequisite: MATH 104 or 131 or equivalent. See Instructor or Chair for approval.

MATH 208 Mathematics for High School Teachers (3 credits)
An introductory capstone course from an advanced
COURSE DESCRIPTIONS

MATH 211 Discrete Mathematics I (3 credits)
Logic and proofs, binary and hexadecimal systems, sets, functions and relations, algorithms and combinatorics. This course is intended to provide the student with an introduction to those areas of mathematics which are of practical use in the field of computer science. This course is offered once a year during the Fall Semester. 
Prerequisite: MATH 131

MATH 212 Discrete Mathematics II (3 credits)
Planar graphs, bipartite graphs, Hamiltonian graphs, the graph isomorphism problem, trees, connectivity and spanning trees, formal models of automata, language, and computability and their relationships, finite automata and regular languages, push-down automata, context-free languages and the theorems of Euler and Kuratowski. This course provides more of the discrete portion of the mathematical background needed by students in computer science. This course is offered once a year during the Spring Semester.
Prerequisite: MATH 131

MATH 250 The Language of Mathematics (3 credits)
An introduction to mathematical and language skills including the ability to read with comprehension, express mathematical thoughts clearly, and reason logically. The course will advance students from a level of mechanistic procedural manipulations to an abstract level of algebraic thinking. This course is offered once a year during the Spring Semester.
Prerequisite: MATH 131

MATH 251 Introduction to Dynamical System (3 credits)
An introduction to contemporary approaches to mathematics covering topics of Dynamical Systems such as Orbits, Graphical Analysis, Fixed Periodic Points, Bifurcations, Chaos, and Fractals. The topics listed are supplemented by computer exercises.
Prerequisite: MATH 201

MATH 301 Linear Algebra (3 credits)
Systems of linear equations and matrices, determinants, Cramer's Rule, vectors in 2-space and 3-space, vector spaces, linear transformations, eigenvalues, eigenvectors, diagonalization of matrices. This course is offered once a year during the Spring Semester.
Prerequisite: MATH 131

MATH 302 Numerical Methods (3 credits)
An introduction to numerical algorithms fundamental to scientific computer work and engineering. Floating point arithmetic, elementary discussion of error, use of numerical subroutine packages, root finding, numerical differentiation and integration, matrix computations, curve fitting, numerical solutions to differential equations. This course is offered once a year during the Spring Semester.
Prerequisite: MATH 202

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. This course is offered once a year during the Fall Semester.
Prerequisite: MATH 202

MATH 307 Elements of Euclidean and Non-Euclidean Geometries (3 credits)
An investigation of the foundations of geometry using both an experimental and an axiomatic approach and treating such topic as points, betweenness, lines, planes, separations, curves, surfaces, congruence, perpendiculars, bisectors, circles, spheres, and measures. Fall semesters. This course is offered once a year during the Fall Semester.
Prerequisite: MATH 250 or MATH 211

MATH 309 Calculus III (4 credits)
Fall semester. 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 rules, directional derivative and the gradient, multiple integration and vector analysis including special cases of Stokes Theorem. This course is offered once a year during the Fall Semester.
Prerequisite: MATH 202

MATH 310 Algebraic Structures (3 credits)
Mappings, operations, composition, groups, permutations, subgroups, groups and symmetry, equivalence relations, congruence, Division Algorithm, integers modulon, Euclidean Algorithm, Fundamental Theorem of Arithmetic, generators and direct products, cosets, Lagrange's Theorem, isomorphism, Cayley's Theorem. This course is offered once a year during the Fall Semester.
Prerequisite: MATH 250 or MATH 211

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. This course is offered once a year during the Fall Semester.
Prerequisite: MATH 307

MATH 383 Coop Field Placement I (3 credits)
Student experience in applying mathematics in actual work situations. Professional supervision at the worksite is provided.
Prerequisite: Permission of the Department Chairperson

MATH 384 Coop Field Placement II (3 credits)
Student experience in applying mathematics in actual work situations. Professional supervision at the worksite is provided.
COURSE DESCRIPTIONS

Prerequisite: Permission of the Department Chairperson
MATH 401 Real Analysis I (3 credits)
Sets, relations and functions, mathematical induction and recursion, equivalent and countable sets, sequences and convergence, Cauchy sequences, limits of functions, continuity, open and closed sets, the definition and fundamental properties of derivatives, and the Mean-Value Theorem. This course is offered once a year during the Spring Semester.
Prerequisite: MATH 202 or 305 and MATH 250

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. This course is offered once a year during the Spring 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. This course is offered once a year during the Spring Semester.
Prerequisite: MATH 202 and permission of the Department Chairperson

MATH 483 Coop Field Placement III (3 credits)
Student experience in applying mathematics in actual work situations. Professional supervision at the worksite is provided.
Prerequisite: Permission of the Department Chairperson

MATH 484 Coop Field Placement IV (3 credits)
Student experience in applying mathematics in actual work situations. Professional supervision at the worksite is provided.
Prerequisite: Permission of the Department Chairperson

MASS COMMUNICATIONS

HUMANITIES

NOTE: ENGL 101 or 103 AND ENGL 102 or 104 are prerequisites for all MCOM courses.

MCOM 200 Introduction to Mass Communication (3 credits)
A course designed to introduce students to mass media by exploring the world of mass communications and factors that impact this area.
Prerequisites: ENGL 101 or ENGL 103 and ENGL 102 or ENGL 104

MCOM 201 Applied Media Aesthetics (3 credits)
A study of specific techniques for applying an aesthetic choice upon a broadcast or other media production for the purpose of engaging or manipulating an audience member; a theory course that primarily emphasizes visual communication and provides the student with a basic vocabulary for critical academic and professional discourse.
Prerequisites: ENGL 101 or ENGL 103 and ENGL 102 or ENGL 104

MCOM 210 Entertainment Theory and Production
An introduction to the history, concept and qualities of entertainment as it relates to mass media and culture. Study of the vocabulary necessary for critique, production and evaluation of entertainment for a mass audience, including film, television, music, writing, comedy, horror, melodrama, opera, news, adventure, action, and myth.
Prerequisites: ENGL 101 or ENGL 103 and ENGL 102 or ENGL 104

MCOM 211 Media Production for Advertising & Public Relations (3 credits)
An introduction to the process of production in electronic/digital media (television and computer) as well as the production of an event (concert, conference or celebration).
Prerequisites: ENGL 101 or ENGL 103 and ENGL 102 or ENGL 104

MCOM 301 Electronic Media Production I (3 credits)
A study of the range of styles, challenges and options involved in the act of producing electronic media in radio, music, television, film, video, and multimedia for both the Internet and interactive telecommunications; active observation and participation in each medium followed by an evaluation or analysis of production technique.
Prerequisites: ENGL 101 or ENGL 103 and ENGL 102 or ENGL 104 and MCOM 200

MCOM 302 Electronic Media Production II (3 credits)
A course designed for advanced production students who will write, produce, and direct their own productions.
Prerequisites: ENGL 101 or ENGL 103 and ENGL 102 or ENGL 104 and MCOM 200 and MCOM 301

MCOM 303 Television Directing (3 credits)
A course designed for advanced video production students who, in addition to producing and directing will be responsible for editing their productions.
Prerequisites: ENGL 101 or ENGL 103 and ENGL 102 or ENGL 104 and MCOM 200 and MCOM 301 and MCOM 302

MCOM 306 Media Theory (3 credits)
A course examining key issues in media theory; how the social, cultural and political aspects of society are influenced by the existence of the mass media; how the media influences human behavior. Topics such as the construction of reality; popular culture; the pervasive nature of advertising; technology, media and politics; morality in the media.
Prerequisites: ENGL 101 or ENGL 103 and ENGL 102 or ENGL 104 and MCOM 200

MCOM 307 Writing for the Media (3 credits)
A course preparing students for opportunities in writing across the mass media, emphasizing not only the specific requirements for writing within each media but the discipline-specific techniques essential for the gathering, writing, editing and processing of information. Extensive practice at writing
COURSE DESCRIPTIONS

MGMT 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.
Preerequisite: ECON 103

MGMT 313 Business and Professional Ethics (3 credits)
An introduction to business ethics that examines the moral, ethical and legal bases of corporate decision-making and other activities, using critical ethical analysis. This course seeks to educate the student regarding the legal, moral and ethical issues in business and finance, to create a sensitivity to the consequences of one’s decisions, and to train the students in critical thinking and moral/ethical analysis.
Preerequisite: ECON 103, PHIL 102 or 201

MGMT 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.
Preerequisite: ECON 103

MGMT 316 Small Business Management (3 credits)
A focus on current theory and practices needed to start a small business, manage a small business and grow that business in a competitive market.
Preerequisite: ECON 103 or permission from instructor or Department Chairperson

MGMT 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.
Preerequisite: ECON 103

MGMT 336 Not-For-Profit Management (3 credits)
Analysis of administrative structures, decision making and program delivery systems of Not-For-Profit youth and human service agencies. Budget control and accountability centering on financial administration and accounting within such organizations are reviewed and analyzed. (This course is required of students pursuing a minor in American Humanism but is open to all students from any academic area.)

MGMT 370 Seminar: Organizational Development Theory (3 credits)
An examination of the literature that explores the cultures, values, and rituals that develop in organizations with which managers, leaders, and administrators are confronted as they attempt to achieve the goals and objectives of the organization.
Preerequisite: MNSC 300

MGMT 404 Managerial Communications (3 credits)
An introduction to the forms and methods of both written and
COURSE DESCRIPTIONS

oral management communications, exploring the means of improving interpersonal relationships and of resolving representative management problems through the writing of letters, memoranda, and reports and through oral communications such as interviews.

**Prerequisite:** ENGL 102, MNSC 328

**MILITARY SCIENCE**

**MISC 103 Introduction to Military Science (Military Science I) (2 Credits)**
This course will introduce the student to the organization, role and branches of the U.S. Army. Special emphasis will be placed on note-taking, critical thinking, time management, national affairs, proper study habits, problem solving, methods of communicating effectively, military customs, laws and traditions, military qualification programs, leadership development, and the roles of the U.S. Army Reserve and Army National Guard. Special emphasis within the laboratory will be placed on weapons familiarization and qualification, drill and ceremony, practical first aid, cold and heat injury prevention, proper nutrition, health and physical fitness, and wear and maintenance of the uniform. In addition, students are required to attend physical training for one hour per week. Physical training will focus on strength training, conditioning, and cardiovascular improvement.

**MISC 104 Basic Military Skills (Military Science I) (2 Credits)**
This course is a continuation of MISC 103 and an introduction to new cadets that choose to enroll in the ROTC program in the spring. Students will be introduced to the overall organization of the Total Army and the role it plays in the defense and preservation of our country's national objectives. In addition, students will be exposed to academic improvement programs such as critical thinking, logic, time management, briefing techniques, group dynamics, diversity awareness, and leadership development. Special emphasis within the laboratory will be placed on weapons familiarization and qualification, drill and ceremony, practical first aid, cold and heat injury prevention, proper nutrition, health and physical fitness, and wear and maintenance of the uniform. In addition, students are required to attend physical training for one hour per week. Physical training will focus on strength training, conditioning, and cardiovascular improvement.

**MISC 200 Leadership Development I (Military Science II) (3 Credits)**
This course is designed to provide the student with a realistic view of the duties and responsibilities of the small unit leader. Special emphasis within the lecture will be placed on national and international affairs, history of military conflict, leadership development, land navigation, preliminary marksmanship instruction, and introduction to small unit tactics. Special emphasis within the laboratory will be placed on weapons familiarization and qualification, drill and ceremony, practical first aid, cold and heat injury prevention, proper nutrition, physical fitness, and wear and maintenance of the uniform. In addition, students are required to attend physical training for one hour per week. Physical training will focus on strength training, conditioning, and cardiovascular improvement.

**MISC 204 Leadership Development II (Military Science II) (3 Credits)**
This course is designed to instill within the student a sense of responsibility and commitment in order to prepare him or her for both continuation in the ROTC Program and a future as a commissioned officer in the U.S. Army. Special emphasis within the lecture will be placed on improving global awareness, leadership development, review and continuation of land navigation, preliminary marksmanship instruction, and small unit tactics within an infantry squad. Special emphasis within the laboratory will be placed on weapons familiarization and qualification, drill and ceremony, practical first aid, cold and heat injury prevention, proper nutrition, physical fitness, and wear and maintenance of the uniform. In addition, students are required to attend physical training for one hour per week. Physical training will focus on strength training, conditioning, and cardiovascular improvement.

**MANAGEMENT INFORMATION SYSTEMS**

**MISY 150 Technology Fluency (3 credits)**
An introduction 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. This course introduces the students to the components and the capabilities of a microcomputer system. Students will be trained to use the microcomputer as a productive tool. The different components of a microcomputer will be introduced to the students. Students will learn to use a graphical interface (Windows), a word-processing package, a spreadsheet package, and a presentation package. They will also be introduced to the various resources on the Internet.

**Prerequisite:** None

**MISY 220 Introduction to Computer and Information Security (3 credits)**
This course is a study of the critical characteristics of information systems, including existing threats, and attacks to computer and information systems. The techniques and methods to conduct risk management and to implement computer and information security are also introduced.

**Prerequisites:** MISY 150

**MISY 321 Human Computer Interface (3 credits)**
This course provides a theoretical foundation of human-computer interaction and design principles and approaches.

**Prerequisites:** MISY 150
### COURSE DESCRIPTIONS

**MISY 341 Small Systems Software (3 credits)**
An examination of advanced microcomputer topics including the following topics: 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

**MISY 348 System Analysis and Design (3 credits)**
A study of the fundamentals of structured systems analysis and design techniques. Students will learn to define user problem statements, isolate user requirements, model the flow of data through an organization and design systems to solve management problems.

**Prerequisite:** MNSC 150, 341

**MISY 350 Data Base Management Principles (3 credits)**
An introduction to the advantages of a database approach to data management. The course covers database systems architecture and design, logical and physical design, relational database, data dependencies, and normalization, query languages (including SQL), database security, data dictionaries, and distributed databases.

**Prerequisite:** MNSC 222, 341

**MISY 400 Management Information Systems (3 credits)**
An examination of the elements, relationships, and procedures comprising goal-directed systems, identifying, evaluating, and justifying the concepts of management information systems according to the information sources required for effective decision-making. This is a capstone course for all students in the MIS Track.

**Prerequisite:** MNSC 348 or MNSC 350

**MISY 403 Management of E-Commerce (3 credits)**
A study of the continuously evolving electronic commerce in an increasingly global market by integrating Internet, web and other technologies with business processes

**Prerequisite:** MNSC 150, 310, 328

**MISY 415 Management of Information Storage Systems (3 credits)**
This course provides a comprehensive overview of information storage technology and its management. Major topics include storage technology, storage systems architecture, storage security and management, and business continuity. Hands-on skills will be provided through a simulated environment.

**Prerequisite:** MISY 341

**MISY 422 Decision Support Systems (3 credits)**
This course provides a comprehensive discussion of the theoretical and practical aspects of decision support systems including computerized decision support, group support systems, knowledge management, intelligent systems, and system implementation and impacts.

**Prerequisites:** MISY 341

**MISY 450 Contemporary Developments in Computers (3 credits)**
A survey of new developments in software offerings, state-of-the-art development in software, and hardware technology.

**Prerequisite:** MNSC 341

### MARKETING

#### MANAGEMENT & MARKETING

**MKTG 320 The Consumer in Society (3 credits)**
A study of the concept of the “Free” Consumer – one who is informed about the operation of the marketplace and alert to both its positive contributions to his well-being, its failings, and its importance in preserving a free economy.

**MKTG 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 s/he operates.

**Prerequisite:** ECON 103

**MKTG 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.

**Prerequisite:** MNSC 310

**MKTG 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.

**Prerequisite:** MNSC 310

**MKTG 370 Retail Management (3 credits)**
This course examines the principles and methods of retail management as applied to retail problem solving at the managerial level. It also provides students with in-depth knowledge of marketing activities at the retail level. Key issues include analysis of location, inventory control, organization, segmentation, buying functions, selling and profitability planning and control.

**Prerequisite:** MNSC 310

**MKTG 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.

**Prerequisite:** MNSC 310 and MNSC 322

**MKTG 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.

**Prerequisite:** MNSC 310

**MKTG 475 Logistics (3 credits)**
An effective supply chain is essential for a company to deliver customer value. This course focuses on the study of logistical management and it has evolved into modern supply chain management. This course will include the study of inventory management, transportation, technology, cost estimating and operations. It will include the study of likely impacts from higher environmental standards, changes in technology, and other global trends that can be expected.
MKTG 480 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

MANAGEMENT SCIENCE

MNSC 222 Mathematics for Management (3 credits)
An application of mathematics for the students of management, business, and economics, providing a comprehensive treatment of selected topics in calculus and probabilities. Topics covered are set theory, random variables, probability, differentiation, and integrations. 
Prerequisite: MATH 131

MNSC 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 355 Management Science I (3 credits)
An introduction to the scientific approach to management including conceptual modeling of decision processes and applied quantitative techniques that help managers quantify decision variables. Coverage includes the following topics: 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 383 Coop Field Placement (3 credits)
A course intended to provide real world work experience to students in Management Science. They will work under the supervision of employers who commit themselves to give the students meaningful work experience and evaluate their performance at the end of the semester. Students are expected to present a seminar and a written report about their experience. 
Prerequisite: Departmental approval required.

MNSC 384 Coop Field Placement (3 credits)
This course is a continuation of MNSC 383.

MNSC 390 Operations and Production Management (3 credits)
An examination of conceptual modeling and applied quantitative techniques that help managers quantify decision variables. Coverage includes the following topics: inventory models, queuing theory, project management, location strategies, procurement and just-in-time strategies, learning curves, material requirements planning, scheduling, quality control, maintenance and reliability. 
Prerequisite: MNSC 222

MNSC 391 Inventory Management (3 credits)
A study of the concepts, practices, and applications of Inventory Management, focusing on Aggregate Planning, Inventory Management, Materials Requirement Planning, Just-In-Time Systems, Supply Chain Management and Simulation related to Inventory Management. 
Prerequisite: MNSC 390.

MNSC 392 Project Management (3 credits)
A study of project management techniques including PERT analysis, CPM techniques, Scheduling and Queuing Models and Simulation techniques. 
Prerequisites: MNSC 355, 390

MNSC 393 Quality Management (3 credits)
A study of the concepts, practices, and procedures for quality management, including quality control techniques, statistical quality control process, process capacity, and sampling acceptances, etc. 
Prerequisite: MNSC 355, 390

MNSC 407 Seminar in Management Science (3 credits)
This course is intended to help students synthesize the knowledge, skills, values, 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 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 480 Practicum in Management Science I (3 credits)
Students gain experience in using the tools and concepts learned in solving management science problems in actual working situations by being placed in various organizations and by participating in a scheduled seminar to review and interrelate their experiences. Supervision is offered at the work site by professional managers. 
Prerequisite: Senior standing or the consent of the instructor

MNSC 481 Practicum in Management Science II (3 credits)
A continuation of MNSC 480. 
Prerequisite: Senior standing or the consent of the instructor

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

MUSA 151 Class Instruction in Voice (2 credits)
Students will explore aspects of good vocal production for singing and speaking, including posture, breathing, and song
MUSA 152 Class Instruction in Voice (2 credits)
This course is a continuation of MUSA 151.

MUSA 161 Group Instruction in Piano (2 credits)
Small group lessons will assist beginners in developing basic skills in technique, tone production, and musicianship.

MUSA 162 Group Instruction in Piano (2 credits)
This course is a continuation of MUSA 161.

MUSA 251 Class Instruction in Voice (2 credits)
This course is a continuation of MUSA 152.

MUSA 261 Group Instruction in Piano (2 credits)
This course is a continuation of MUSA 162.

MUSA 271 Group Instruction in Brass/Percussion (2 credits)
This course provides an opportunity for students with an instrumental background to provide public service through entertainment at basketball games and other athletic or community events.

MUSA 351 Class Instruction in Voice (2 credits)
This course is a continuation of MUSA 251.

MUSA 361 Group Instruction in Piano (2 credits)
This course is a continuation of MUSA 261.

MUSA 371 Group Instruction in Brass/Percussion (2 credits)
This course is a continuation of MUSA 351.

MUSA 420: Internship I in Music (3 credits)
This course is a continuation of MUSA 351.

MUSA 421: Internship II in Music (3 credits)
An intensive field experience, during which students demonstrate their ability to apply, analyze, and synthesize principles of the music disciplines within a music and/or urban arts venue and to evaluate their results. Placements reflect the curricular and career objectives of the individual students enrolled; students are evaluated by their instructor and by a designated supervisor at the venue.

MUSA 422: Intermediate Private Piano (3 credits)
This course provides an opportunity for students with an instrumental background to provide public service through entertainment at basketball games and other athletic or community events.

MUSA 471 Private Instruction in Brass/Percussion (2 credits)
In this course private lessons are given in the student’s major instrument. Weekly assignments consist of standard solo literature with emphasis on technique, interpretation, and style.

MUSC 123 College Choir (2 credits)
This course is devoted to the study and performance of various musical genres including classical, musical theatre, spiritual, and contemporary gospel.

MUSC 124 College Choir (2 credits)
This course is a continuation of MUSC 123.

MUSC 223 College Choir (2 credits)
This course is a continuation of MUSC 222.

MUSC 224 College Choir (2 credits)
This course is a continuation of MUSC 223.

MUSC 323 College Choir (2 credits)
This course is a continuation of MUSC 224.

MUSC 423 College Choir (2 credits)
This course is a continuation of MUSC 323.

MUSC 424 College Choir (2 credits)
This course is a continuation of MUSC 423.

MUSC 425 College Choir (2 credits)
This course is a continuation of MUSC 424.

MUSC 426 College Choir (2 credits)
This course is a continuation of MUSC 425.

MUSC 427 College Choir (2 credits)
This course is a continuation of MUSC 426.

MUSC 428 College Choir (2 credits)
This course is a continuation of MUSC 427.

MUSC 429 College Choir (2 credits)
This course is a continuation of MUSC 428.

MUSC 430 College Choir (2 credits)
This course is a continuation of MUSC 429.

MUSC 431 College Choir (2 credits)
This course is a continuation of MUSC 430.

MUSC 432 College Choir (2 credits)
This course is a continuation of MUSC 431.

MUSC 433 College Choir (2 credits)
This course is a continuation of MUSC 432.

MUSC 434 College Choir (2 credits)
This course is a continuation of MUSC 433.

MUSC 435 College Choir (2 credits)
This course is a continuation of MUSC 434.

MUSC 436 College Choir (2 credits)
This course is a continuation of MUSC 435.

MUSC 437 College Choir (2 credits)
This course is a continuation of MUSC 436.

MUSC 438 College Choir (2 credits)
This course is a continuation of MUSC 437.

MUSC 439 College Choir (2 credits)
This course is a continuation of MUSC 438.

MUSC 440 College Choir (2 credits)
This course is a continuation of MUSC 439.

MUSC 441 College Choir (2 credits)
This course is a continuation of MUSC 440.

MUSC 442 College Choir (2 credits)
This course is a continuation of MUSC 441.

MUSC 443 College Choir (2 credits)
This course is a continuation of MUSC 442.

MUSC 444 College Choir (2 credits)
This course is a continuation of MUSC 443.

MUSC 445 College Choir (2 credits)
This course is a continuation of MUSC 444.

MUSC 446 College Choir (2 credits)
This course is a continuation of MUSC 445.

MUSC 447 College Choir (2 credits)
This course is a continuation of MUSC 446.

MUSC 448 College Choir (2 credits)
This course is a continuation of MUSC 447.

MUSC 449 College Choir (2 credits)
This course is a continuation of MUSC 448.

MUSC 450 College Choir (2 credits)
This course is a continuation of MUSC 449.

MUSC 451 College Choir (2 credits)
This course is a continuation of MUSC 450.

MUSC 452 College Choir (2 credits)
This course is a continuation of MUSC 451.

MUSC 453 College Choir (2 credits)
This course is a continuation of MUSC 452.

MUSC 454 College Choir (2 credits)
This course is a continuation of MUSC 453.

MUSC 455 College Choir (2 credits)
This course is a continuation of MUSC 454.

MUSC 456 College Choir (2 credits)
This course is a continuation of MUSC 455.

MUSC 457 College Choir (2 credits)
This course is a continuation of MUSC 456.

MUSC 458 College Choir (2 credits)
This course is a continuation of MUSC 457.

MUSC 459 College Choir (2 credits)
This course is a continuation of MUSC 458.

MUSC 460 College Choir (2 credits)
This course is a continuation of MUSC 459.

MUSC 461 College Choir (2 credits)
This course is a continuation of MUSC 460.

MUSC 462 College Choir (2 credits)
This course is a continuation of MUSC 461.

MUSC 463 College Choir (2 credits)
This course is a continuation of MUSC 462.

MUSC 464 College Choir (2 credits)
This course is a continuation of MUSC 463.

MUSC 465 College Choir (2 credits)
This course is a continuation of MUSC 464.

MUSC 466 College Choir (2 credits)
This course is a continuation of MUSC 465.

MUSC 467 College Choir (2 credits)
This course is a continuation of MUSC 466.

MUSC 468 College Choir (2 credits)
This course is a continuation of MUSC 467.

MUSC 469 College Choir (2 credits)
This course is a continuation of MUSC 468.

MUSC 470 College Choir (2 credits)
This course is a continuation of MUSC 469.

MUSC 471 College Choir (2 credits)
This course is a continuation of MUSC 470.

MUSC 472 College Choir (2 credits)
This course is a continuation of MUSC 471.

MUSC 473 College Choir (2 credits)
This course is a continuation of MUSC 472.

MUSC 474 College Choir (2 credits)
This course is a continuation of MUSC 473.

MUSC 475 College Choir (2 credits)
This course is a continuation of MUSC 474.

MUSC 476 College Choir (2 credits)
This course is a continuation of MUSC 475.

MUSC 477 College Choir (2 credits)
This course is a continuation of MUSC 476.

MUSC 478 College Choir (2 credits)
This course is a continuation of MUSC 477.

MUSC 479 College Choir (2 credits)
This course is a continuation of MUSC 478.

MUSC 480 College Choir (2 credits)
This course is a continuation of MUSC 479.

MUSC 481 College Choir (2 credits)
This course is a continuation of MUSC 480.

MUSC 482 College Choir (2 credits)
This course is a continuation of MUSC 481.

MUSC 483 College Choir (2 credits)
This course is a continuation of MUSC 482.

MUSC 484 College Choir (2 credits)
This course is a continuation of MUSC 483.

MUSC 485 College Choir (2 credits)
This course is a continuation of MUSC 484.

MUSC 486 College Choir (2 credits)
This course is a continuation of MUSC 485.

MUSC 487 College Choir (2 credits)
This course is a continuation of MUSC 486.

MUSC 488 College Choir (2 credits)
This course is a continuation of MUSC 487.

MUSC 489 College Choir (2 credits)
This course is a continuation of MUSC 488.

MUSC 490 College Choir (2 credits)
This course is a continuation of MUSC 489.
sight singing, dictation, improvisation, and keyboard applications.  
**Prerequisite:** MUSC 101, MUSC 202, or permission from the Instructor and basic keyboard facility  

**MUSC 305 Music of the African American (2 credits)**  
A historical survey of the music of Black Americans, beginning with an analysis of the African heritage and tracing the origin and development of musical styles, from the colonial period to modern times.

**NONPROFIT LEADERSHIP  
SOCIAL SCIENCES  
NPLS 340 (SOSC 340) Introduction to Nonprofit Leadership (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.

**NPLS 336 (MNSC 336) Not-For-Profit Management (3 credits)**  
Analysis of Administrative structures, decision making and program delivery systems of Not-For-Profit youth and human service agencies. Budget control and accountability centering on Financial administration and accounting within such organizations are reviewed and analyzed. **Prerequisite:** None (This course is required of students pursuing a minor in American Humanities, but is open to all students from any academic area.)

**NPLS 400 Diversity, Philanthropy, and Fundraising (3 Credits)**  
Students will explore the complex dynamics of philanthropy, fundraising and diversity in the nonprofit world. This course will examine multiple strategies involved in leading a successful nonprofit organization in an urban environment. The impact of diversity on fundraising and financial sustainability will be a major theme in this course. Students will also be exposed to multiple skills in fundraising and nonprofit leadership.

**NPLS 409 (SOCI 409) Sociology Internship (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. **Prerequisites:** SOCI 409 Internship; SOCI 410 Research Paper; SOCI 411 Special Topics.  
**Prerequisite:** Permission of instructor and SOCI 201 and SOCI 407 or 6 additional hours in sociology.

**NPLS 410 (MNSC 480) Practicum in Management Science I (3 credits)**  
Students gain experience in using the tools and concepts learned in solving management science problems in actual working situations by being placed in various organizations and by participating in a scheduled seminar to review and interrelate their experiences. Supervision is offered at the work site by professional managers. This course is offered once a year during the Fall Semester.

**Prerequisite:** Senior standing or the consent of the instructor  

**NHS 213: Principles and Practices of Nutrition (Credits: 3)**  
**Prerequisites:** CHEM 103, BIOL 201. A course that focuses on basic nutrition involving clients with ability/inability to conserve energy and maintain structural, personal and social integrity. Emphasis is placed on nutritional health promotion, health maintenance and adaptation.

**NURS 121: Introduction to Professional Nursing (Credits: 2)**  
**Prerequisites:** Consent by department In this nursing course, the past, present and future path of nursing will be explored and the roles of the nurse will be discussed. Ethical issues, values and legal responsibility are presented.

**NURS 208: Clinical Computations (Credits: 1)**  
**Prerequisites:** Completion of all Level I and Level II, Semester 1 courses in the Traditional BSN plan of study. A course designed to develop skills in calculating dosage of medication and preparation of solutions. Focus is in the areas of dosage calculation and methods of preparation of medications for administration for the beginning nursing student in both acute and community health care settings.

**NURS 210: Nursing Informatics (Credits: 3)**  
**Prerequisites:** Admission to major. A course designed to provide nursing students with knowledge in design, use and management of health information systems. Expected competencies in nursing informatics practices are discussed. Issues associated with the use of computers in nursing practice are explored.

**NURS 211: Introduction to the Nursing Process I (Credits: 4)**  
**Prerequisites:** Admission to major. This course is an introduction to the conceptual basis of nursing, with emphasis on curriculum strands and the nursing process, which includes a clinical component focusing on basic assessment, interpersonal, and psychomotor skills.

**NURS 212: Introduction to the Nursing Process II (Credits: 4)**  
**Prerequisites:** NURS 211 Introduction to the Nursing Process I. The focus is on the biopsychosocial and spiritual concepts of the individual basic to nursing practice. Students begin to apply basic health assessment skills and the conservation principles in clinical practice to provide nursing care to culturally diverse individuals various health states within various health settings.

**NURS 213: Normal/ Applied Nutrition (Credits: 3)**  
**Prerequisites:** CHEM 103. A course that 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. Course equivalent is HSC 213 Principles and Practices of Nutrition.

**NURS 214: Nursing Care to Promote Urban Family Health (Credits: 3)**  
**Prerequisites:** NURS 211 Introduction to the Nursing Process I. This course introduces concepts of healthy family development and dynamics for urban families. Emphasis is placed on the family in the community, growth and development of the client, and nursing strategies to be utilized by the nurse to promote holistic health.

**NURS 216: Transition to Professional Nursing Practice**
NURS 314: Maternal Child Nursing for Urban Families

(Credits: 3) Prerequisites: Admission to the RN to BSN Plan of Study. This course designed for registered nurses will enhance prior learning and direct new knowledge in more conceptual and universally applicable level of practice in nursing. The course includes philosophical and historical perspectives of nursing education and practice, conceptual foundation and nursing theories as foundations of professional nursing practice in the United States.

NURS 317 Health Assessment (Credits: 3) Prerequisites: Admission to major, BIOL 203. Lecture and laboratory practice, open to all students admitted to nursing. This course will provide theoretical and laboratory experience opportunities for students to implement assessment strategies which determine the health status of culturally diverse clients and the maintenance of structural, personal, and social integrity through the lifespan.

NURS 220: Ethics in Nursing (Credits: 3) Prerequisite: Admission to the major, PHIL 102 or 103. This course provides the student the opportunity to develop strong analysis of ethics and standards for human behavior within the context of health care and nursing. The course will focus on current ethical issues and problems. Students will apply ethical theories and principles to health care; examine particular health care settings and situations to determine the ethical issues; and discuss the ethical implications of selected outcomes for the role of nursing care in society.

NURS 221: Nursing as a Profession (Credits: 1) Pre-requisites: Consent by department. In this nursing course, the past, present and future path of nursing will be explored and the roles of the nurse will be discussed. Ethical issues, values, and legal responsibility are presented.

NURS 310: Pharmacology (Credits: 3) Prerequisites: Admission in to the major. This course of study is directed toward analyzing the pharmacological approaches to illnesses as they interfere with the client’s ability to conserve energy and maintain structural integrity.

NURS 311: Medical Surgical Nursing (Credits: 9) Prerequisites: Completion of all Level I and II courses. A course that 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.

NURS 313: Pathophysiology and Therapeutic Regimen I (Credits: 3) Prerequisites: Completion of all Level II courses. This course introduces basic principles and concepts related to pathophysiologic processes, including biochemical concepts. The ability of clients to conserve energy and maintain structural integrity is reviewed. Medical treatment including pharmacologic management will be discussed concurrently with each disease process with specific emphasis on therapeutic actions and adverse effects. The influence of hazardous environmental exposure is also discussed.

NURS 314: Maternal Child Nursing for Urban Families

(Credits: 9) (4 credits for theory, 5 credits for clinical) Prerequisites: All Level I and II courses in the Plan of Study for Nursing, completion of NURS 311 and NURS 313. This clinical nursing course is a continued exploration of the family with focus on the childbearing urban family experiencing mild to moderate health variations. Students will use nursing strategies directed toward conserving energy and integrity.

NURS 315: Research in Nursing (Credits: 3) Prerequisites: MATH 203 and NURS 323. A course that introduces research design and methods of gathering, analyzing, and interpreting data most commonly utilized in nursing research, with emphasis on the application of the research process to a nursing problem.

NURS 316: Pathophysiology and Therapeutic Regime II (Credits: 3) Prerequisites: Level 200 Nursing/Science Courses and NURS 313 Pathophysiology and Therapeutic Regime I. This course is a continuation in the exploration of pathophysiologic processes across a life span. This course of study is directed toward analyzing the etiology, physiologic processes and related treatment and pharmacological approaches to illnesses as they interfere with the client’s ability to conserve energy and maintain structural integrity.

NURS 317: Nursing Informatics (Credits: 2) Prerequisites: Completion of 200 Level courses. This course is designed to provide nursing students with knowledge in the use and management of health and nursing information technologies and clinical information systems in nursing practice. Course content will provide students with the knowledge to understand the use of health and nursing technologies to assess, plan, implement and evaluate nursing care, to promote effective communication between the client and the interdisciplinary health care team and to assist in the nursing decision making process. Selected competencies in information technology and computer literacy are developed.

NURS 318: Pathophysiology (Credits: 3) Prerequisites: Consent by department; completion of BIOL 203. This didactic nursing course introduces basic principles and concepts related to pathophysiologic processes, including biochemical concepts. This course provides an exploration of pathophysiologic processes across the life span. The course of study is directed toward analyzing the etiology, physiologic processes and related treatment approaches to illnesses as they interfere with the client’s ability to conserve energy and maintain structural integrity.

NURS 320: Maternity and Women’s Health (Credits: 5) (2.5 credits for theory, 2.5 credits for clinical) Prerequisites: NURS 217 and NURS 323. Clinical Hours required to complete = 105. This clinical nursing course is an exploration of women’s healthcare with a focus on the childbearing urban family experiencing mild to moderate health variations and women’s health issues. This nursing course provides relevant content regarding health promotion, care of the pregnant client during antepartum, intrapartum and/or postpartum; women’s health throughout the lifespan; environmental and cultural considerations. The nursing student will utilize the nursing process directed toward conserving energy and integrity.
COURSE DESCRIPTIONS

NURS 321: Nursing Care of Children (Credits: 5) (2.5 credits for theory, 2.5 credits for clinical). Prerequisites: NURS 217 and NURS 323. Clinical Hours required to complete = 105. This clinical nursing course focuses on health, wellness, and illness of children. It is a continued exploration of the family and their childrearing practices. Health promotion, health education, and critical thinking strategies will be used in the care of children and their families. Students will use strategies directed toward conserving the client's energy and integrities based one's environmental and cultural differences.

NURS 323: Medical Surgical: Adult/Older Adult (3 credits for theory, 3 credits for clinical) and to assist in the nursing decision making process. Selected competencies in information technology and computer literacy are developed.

NURS 405: Medical-Surgical & Psychiatric-Mental Health Nursing (Credits: 9) (4 credits for theory, 5 credits for clinical) Prerequisites: Successful Completion of all Level I, II and III in the plan of study. This clinical nursing course presents nursing care which emphasizes the process relating to promote, restore, and protect the mental health of individuals and groups. The course includes the principles of mental health and the social, economic, cultural, and physiological factors that predispose individuals to emotional illness. Emphasis is placed on nurses' self-awareness and their utilization of self in preventive, curative, and rehabilitative care of clients under psychiatric care and/or who are experiencing emotional stress. Principles of therapeutic communication are emphasized. Current trends and issues related to psychiatric mental health nursing will be explored. A variety of settings will be used to provide learning experiences.

NURS 410: Scientific Principles (Credits: 1) Prerequisites: Completion of all nursing courses in the plan of study, unsatisfactory score on the comprehensive predictor. This course is designed for students who have completed all undergraduate course work who were unsuccessful on the senior comprehensive examination. This required course is designed to offer students supplemental instruction in theory and practice. Range from 1-3 credit allocation which shall be based on the Individual Student Assessment and prior achievement on Standardized Assessments with review of the achieved Proficiency Levels.

NURS 411: Contemporary Issues (Credits: 2) Prerequisites: NURS 320, NURS 321, and NURS 323; Co-requisite NURS 315. This course facilitates student's exploration of contemporary issues, challenges and trends in nursing while addressing quality nursing and healthcare through evidence based practice. Opportunity is provided for in-depth study of contemporary issues, challenges and trends related to nursing practice of diverse clients across the lifespan.

NURS 412 Special Topics (Credits: 1). Prerequisites: Completion of all nursing courses in the plan of study, unsatisfactory score on the comprehensive predictor. A course designed to offer diagnostic and prescriptive activities for students needing supplementary instruction in nursing theory and practice. This course is mandatory for students who do not pass the comprehensive exam and have completed all of the nursing curriculum. A student who is unsuccessful on the Standardized Comprehensive Examination must repeat NURS 412 until the students has met the 95th percentile on the Standardized Examination. A student may enroll in this course only two (2) times. Range from 1 credit allocation which shall be based on the Individual Student Assessment and prior achievement on Standardized Assessments with review of the achieved Proficiency Levels.

NURS 415: Special Topics in Nursing (Credits: 3) Prerequisites: Completion of level I, II and III courses and first semester of Level IV course. A course designed to assist nursing students to synthesize knowledge from previous courses and clinical experiences to enhance their functioning in society as a professional nurse. The opportunity is provided for in-depth study of clinical issues or problems related to the nursing care of clients across the life span.

NURS 416: Community Health Nursing (Credits: 3) Prerequisites: Successful completion of all Level I, II, III and first semester level courses. This course focuses on the role of the nurse in assisting families and groups in the 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. 6) (3 credits for theory, 3 credits for clinical)

NURS 420: Sociopolitical Action: Nursing Leadership (Credits: 6) (3 credits for theory, 3 credits for clinical) Prerequisites: Completion of all Level I, II, III and first semester level IV courses. A study of the environmental factors that influence the integrities and energy of the nurse and the nursing profession. Emphasis is placed on inherent and acquired characteristics, which enhance the performance of the professional nurse and the responsibility and accountability inherent in professional practice. Students are assisted in identifying strategies to affect creative problem-solving approaches to health related issues while exploring the roles of nurse leader, manager, and sociopolitical activist. Clinical experiences are provided to assist in developing skills.

NURS 421 Leadership in Nursing (Credits: 3). Prerequisites: NURS 315, NURS 320, NURS 321, NURS 323, NURS 430 and NURS 432. A study of environmental factors that influence the integrities and the energy of the nurse and the nursing profession. Emphasis is placed on inherent and acquired characteristics, which enhance the performance of the professional nurse and the responsibility and accountability inherent in professional practice. Students are assisted in identifying strategies to affect creative problem-solving approaches to health related issues while exploring the roles of nurse leader, manager, and sociopolitical activist.

NURS 424: Advanced Medical Surgical Nursing (Credits: 6) (3 credits for theory, 3 credits for clinical) Prerequisites: NURS 217, NURS 320, NURS 323, NURS 430 and NURS 432. Clinical
Hours required to complete = 135. This clinical nursing course is an exploration of the adult client experiencing advanced medical/surgical disorders resulting in a critical illness. Opportunities will be provided to explore conservation of energy and integrity principles as they relate to nursing care of clients and families. The nursing student will utilize the nursing process directed toward conserving energy and integrity.

NURS 430: Community Nursing (Credits: 4) (2 credits for theory, 2 credits for clinical). Prerequisites: NURS 315, NURS 320, NURS 321, and NURS 323. Clinical Hours required to complete = 90. This course 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.

NURS 432: Mental Health Nursing (Credits: 4) (2 credits for theory, 2 credits for clinical). Prerequisites: NURS 320, NURS 321, and NURS 323. Clinical Hours required to complete = 90. This clinical nursing course presents nursing care which emphasizes the process relating to promote, restore, and protect the mental health of individuals and groups. The course includes the principles of mental health and the social, economic, cultural, and physiological factors that predispose individuals to emotional illness. Emphasis is placed on nurses' self-awareness and their utilization of self in preventive, curative, and rehabilitative care of clients under psychiatric care and/or who are experiencing emotional stress. Principles of therapeutic communication are emphasized. Current trends and issues related to psychiatric mental health nursing will be explored. A variety of settings will be used to provide learning experiences.

NURS 460: Ethics in Nursing (Credits: 3) Prerequisites: Admission to the major. This course provides the student the opportunity to develop strong analysis of ethics and standards for human behavior within the context of health care and nursing. The course will focus on current ethical issues and problems. Students will apply ethical theories and principles to health care; examine particular health care settings and situations to determine the ethical issues; and discuss the ethical implications of selected outcomes for the role of nursing care in society.

NURS 470: Nursing and the Law (Credits: 3) Prerequisites: Admission to the major or by permission of the course faculty. An introductory course for non-lawyers that addresses questions regarding the law and legal/ethical issues affecting nurses and their practice. It examines what the law is, how the law works, and how it applies to nursing practice. It provides the knowledge necessary to respond appropriately to a broad range of situations in health law and social justice. Major focus is on fundamental legal principles and legal reasoning, recurring legal issues confronted by health professionals, and giving students tools to utilize when they encounter law-related problems in their professional careers.

NURS 480: Senior Practicum (Credits: 3). Prerequisites: NURS 320, NURS 321, NURS 323, NURS 430 and NURS 432. Clinical Hours required to complete = 135. This course is the capstone clinical practicum taken in the final semester of the baccalaureate program to facilitate transition from nursing student to professional nurse in a selected clinical environment. Analysis and synthesis of information from all coursework, and application of critical thinking skills, and therapeutic nursing interventions to clinical situations and case studies is applied to the delivery of organized and safe nursing care. The student works with a clinical preceptor in the development, implementation and evaluation of objectives specific to the selected facility and/or specialty area.

NURS 499: Special Topics (Credits: 3). Prerequisites: NURS 320, NURS 321, and NURS 323. This web enhanced course is designed to provide students with the opportunity to engage in an in-depth Special Topics focusing upon an area of interest/or practice. The selected content/topic area should not be represented in an existing nursing course. The student functions under the supervision of a designated faculty member who assists with selection of the student’s preliminary proposal/project. In addition, all learning activities are planned in consultation with the supervising faculty member. Of the clock hours a clinical immersion experience may be incorporated into the overall course of study. This 1-3 credit course will be utilized as a nursing elective. All clinical portions are graded as pass/ fail, refer to the Clinical Evaluation Tool.

PHYSICAL EDUCATION

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.

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.

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.

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.

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.

PHED 151 Beginning Swimming (1 credit)
Practice in the elementary skills of swimming as outlined in the American Red Cross standards for beginning swimmers.

PHED 152 Intermediate Swimming (1 credit)
A continuation of practice in the techniques of swimming.

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 underlie the program, guiding the student in the selection and use of materials which contribute to the realization of these objectives.

Prerequisite: PRAXIS CORE and ELED 301

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.

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.

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.

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.

PHED 253 Senior Life Saving (1 credit)
Training in swimming and life-saving skills required for the American Red Cross standard Life-Saving certificate.

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.

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.

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.

PHED 322 History of Dance (2 credits)
A study of the development of dance from ancient time to the present, emphasizing the role of culture and its influence on the development of dance.

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.

PHED 324 Modern Dance (1 credit)
A course designed to enhance the student's appreciation of modern dance as a creative art form. Emphasis is placed on the steps, patterns, and origins of dances from various countries and the United States.

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.

PHED 326 Dance Composition (2 credits)
A comprehensive approach to the fundamentals of choreography using, space, theme, form and improvisation as the bases of creativity. Emphasis will be placed on beginning/intermediate modern dance techniques and the application of movement principles essential to the training of the dancer.

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.

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.

PHED 354 Water Safety Instruction (1 credit)
A course designed to teach the student to know where, when,
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 103 Introduction to Philosophy (3 credits)
A study of the origins of philosophy and some of the principal developments in the history of philosophical thought, identifying and assessing its present trends and contradictions in order to aid the student in achieving greater clarity and consistency in the development of a personal philosophy of life.

PHIL 201 Ancient Philosophy (3 credits)
An introduction to the origin and development of Greek philosophy from the Pre-Socratics to St. Augustine, emphasizing the unity of the Greek philosophical outlook and its relevance to contemporary philosophical problems.

Prerequisites: PHIL 102 or PHIL 201 or permission of the Instructor

PHIL 202 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. An emphasis on the ways in which issues in medieval philosophy are appropriated, altered, and developed by these philosophical traditions in the light of the emergence of natural science and the waning of traditional theology.

Prerequisites: PHIL 102 or PHIL 201 or permission of the Instructor

PHIL 203 Contemporary Philosophical Thought (3 credits)
A study of the ways in which traditional philosophical issues have been rethought after the death of Hegel, and their influence on the literary, artistic, scientific, political, and social perspectives of the 20th century.

Prerequisites PHIL 102 or PHIL 201 or permission of the Instructor

PHIL 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 205 Philosophical Logic (3 credits)
An intensive study of the philosophical implications of discoveries in contemporary logic including treatments of the justification of deduction; meaning and reference; ontology and logic; modal, deontic, and many-valued logics; the implications of "fuzzy logic"; and the problem of rationality as it emerges in recent discussions of cognitive science research human inference.

Prerequisites PHIL 102 or PHIL 201 or permission of the Instructor

PHIL 311 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 312 The Philosophy of Death and Dying (3 credits)
An approach to the problem of death and dying from the theoretical point of view, tracing the ever-present phenomenon of death as a problem that philosophers have speculated about throughout the ages, and from the practical point of view, considering death in the here and now as something facing every person.
Prerequisites: PHIL 102 or PHIL 201 or permission of the Instructor

PHIL 313 Biomedical Ethics (3 credits)
A study of the problems of medical ethics from the philosophical perspective, dealing with the questions of the ideal society; the freedom to choose; and the concept of a person; and from the practical perspective, exploring the choices involved in medical ethics and their consequences.
Prerequisites: PHIL 102 or PHIL 201 or permission of the Instructor

PHIL 314 Social and Political Philosophy (3 credits)
A critical examination of selected classical and contemporary social and political philosophies, giving special attention to the analysis of such twentieth century movements as communism, socialism, fascism, Nazism, and nonviolent resistance.
Prerequisites: PHIL 102 or PHIL 201 or permission of the Instructor

PHIL 315 The Philosophy of Mind and Language (3 credits)
Development of the conceptual and logical tools needed to understand the current multi-disciplinary discussions on the nature of mind and the role and significance of language. The student is exposed to the terminology, conceptual difficulties, logical techniques, and arguments of the competing theories of mind and language.
Prerequisites: PHIL 102 or PHIL 201 or permission of the Instructor

PHIL 316 Philosophy of Religion (3 credits)
A critical examination of some traditional and contemporary approaches to religion and God, including such topics as religious language, arguments for the existence of God, atheism, the problem of evil, the verification of religious experiences, and faith and immortality.
Prerequisites: PHIL 102 or PHIL 201 or permission of the Instructor

PHIL 335 Metaphysics (3 credits)
A study of the structure and rationale of metaphysical thinking, both descriptive and revisionary, emphasizing problems that must be encountered and resolved in any metaphysical system, including the search for an ultimate category; word-world conundrums; part-whole, intention-extension, person-thing, essence-existence, and praxis-theory dichotomies; revisionism and deconstructionism; and issues surrounding the existence of God.
Prerequisites: PHIL 102 or PHIL 201 or permission of the Instructor

PHIL 436 Theory of Knowledge (3 credits)
Development of theories of knowledge from ancient realism through the Cartesian, Lockean, and Kantian revisions to contemporary issues of the validity of the analytic/synthetic distinction; foundationalism vs. holism; and the status of perceptual knowledge. Emphasis is placed on the influence of these issues on contemporary epistemological crises in science, theology, and the media.
Prerequisites: PHIL 102 or PHIL 201 or permission of the Instructor

PHIL 441-45 Special Topics in the History of Philosophy (3 credits)
The student explores with the philosophy faculty an area in the history of philosophy in which s/he has specialized or has an interest, investigating more intensely areas surveyed in other courses.
Prerequisites: PHIL 102 or PHIL 201 or permission of the Instructor

PHIL 450 Special Topics in Philosophical Theology (3 credits)
Offerings include problems in current philosophical-theological literature such as religious language; evil; the unity of God in Islam, Judaism, and Christianity; the nature of argument in theology.
Prerequisites: PHIL 102 or PHIL 201 or permission of the Instructor

PHIL 451 Special Topics in Philosophical Theology (3 credits)
Offerings include problems in current philosophical-theological literature such as religious language; evil; the unity of God in Islam, Judaism, and Christianity; the nature of argument in theology.
Prerequisites: PHIL 102 or PHIL 201 or permission of the Instructor

PHIL 490 Philosophical Research (3 credits)
A thorough investigation, independently and in concert with an instructor of a philosophical issue or system. Open to students with a 3.00 GPA who submit a letter of recommendation from an instructor in their major program of study; or to students who have completed two courses in philosophy.
Prerequisites: PHIL 102 or PHIL 201 or permission of the Instructor

PHYSICAL SCIENCE

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).
Prerequisites: MATH 110 or MATH 104 or MATH 131

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). This course is offered once every even year during the Spring Semester.
Prerequisites: PHSC 101

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 resources, 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, as needed.

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). This course is offered as needed.

Prerequisite: MATH 132

PHYS

PHYS 301 General Physics/Non-Calculus Based (4 credits)
An introduction for Biology and General Science majors to classical and modern physics, including kinematics, dynamics, and wave motion (3 hours lecture and 3 hours lab per week). This course is offered once a year during the Fall Semester.

Prerequisite: MATH 132

PHYS 302 General Physics II/Non-Calculus Based (4 credits)
A continuation of PHYS 301. Covering thermodynamic kinetic theory, electricity, magnetism, electrodynamics, and Maxwell’s equation. (3 hours lecture and 3 hours lab per week). This course is offered once a year during the Spring Semester.

Prerequisite: PHYS 301

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). This course is offered once a year during the Fall Semester.

Prerequisite: MATH 202

PHYS 304 Heat, Electricity, and Magnetism-Calculus Based (4 credits)
A continuation of PHYS 303, covering such topics as thermodynamic kinetic theory, electricity, magnetism, electrodynamics, Maxwell’s equation, and electrodynamics. (3 hours lecture and 3 hours lab per week). This course is offered once a year during the 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). This course is offered as needed.

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 hour lecture and 2 hour recitation per week). This course is offered as needed.

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 internal strain and external displacement as applied to beams, columns, shafts, tanks, and other structural machines and vehicles members. (3 hours lecture per week). This course is offered as needed.

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). This course is offered on an as needed basis.

Prerequisites: PHYS 304 and MATH 305

POLITICAL SCIENCE

POSC 201 Introduction to Political Science (3 credits)
This is a general, comparative introduction to the concepts, subject matter and general issues of political science. This course examines a variety of approaches to the study of politics. The institutions, policies and benefits of modern government, including the government of the United States, will be a major focus of analyzing the relationship between the government and the governed.

POSC 300 American Political Economy (3 credits)
An examination of the political economy of the United States, which is both capitalist (the means of production are privately owned) and democratic (citizens compete for elected offices). Political economy studies the relationship between politics and economics through a systematic exploration of power relations involved in economic production, distribution, exchange, consumption and the economic foundations of political life.

POSC 301 U.S. Government (3 credits)
A study of how the United States 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 305 Women in Politics (3 credits)
The convergence of race and gender has profoundly impacted the political history of women and has been the springboard from which many have built their resistance and platforms. This course focuses on women and politics primarily in the United States, concentrating on African American women. Because of the work of scholars of women and politics, the definition of politics as an activity only occurring within the formal channels of government has been broadened to include the political participatory practices of women. This course examines what is political, including grassroots and non-electoral politics, along with formal systems of electoral politics. Perennial themes such as racism, sexism, poverty, injustice and equality will guide our understanding of why women engage in politics.

POSC 400 Canadian-United States Relations (3 credits)
A study of Canadian history and politics from the beginning of the nation, emphasizing the growth of nationalism and the part played by the English-speaking and French-speaking segments of the population, with attention given to the role of the French-Canadians as a constitutionally recognized minority.

POSC 402 Political Theory (3 credits)
A study of the origin and evolution of major political theories and ideologies from the Greeks and Machiavelli to Mills, Marx, Marcuse, and contemporary political thinkers.

POSC 403 International Political Economy (3 credits)
An introduction to the political implications of trade, aid, investment, technology and energy relations and their impact on relationships between both rich and poor countries. This examination of the politics and diplomacy of economic relationships in the global system analyzes the fields of domestic, comparative and international political economy, with particular emphasis on economic growth and decline, competitiveness, and the political effects of globalization.

POSC 404 International Relations (3 credits)
An examination of past/present-day relations and problems among nation states of the world, and factors that underlie and influence these relations.

POSC 405 Politics and Parties in North America (3 credits)
A study of the origin and growth of national parties in North America and the history of party struggles, with emphasis upon elections, pressure groups, and techniques used in gaining political power.

POSC 406 People and Politics of South Africa (3 credits)
This course will examine the early political, economic and historical experiences of the African people of the area before the Europeans came. A systematic exploration of the Colonial era, the denial of rights and the imposition of apartheid as a racist political doctrine serving the interest of a frightened European settler people. We will explore Africanity and the African personality.

POSC 407 Urban Civilization in North America (3 credits)
An analysis of the African experience and the experience of others ethnic groups in North American cities from an interdisciplinary perspective, using material from political science, sociology, and the arts, particularly the American novel.

POSC 408 Peoples and Politics of Africa I (3 credits)
A study of the development of early African political, governmental, and cultural institutions of ancient NuBia/Kemet (Egypt).

POSC 409 Peoples and Politics of Africa II (3 credits)
An analysis of the African world view, European Colonialism, Neo-Colonialism, Nationalism and Nationhood, contemporary governance and political entities.

POSC 410 Peoples and Politics of Asia (3 credits)
A study of the governments and political processes of Asian nations, using case studies of individual nations 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.

**POS C 41 5 People and Politics of Latin America (3 credits)**
An examination of significant issues confronting the people of Latin America, and how they impact the North American nations of Canada, Mexico and the United States. **POS C 42 0 Constitutional Law I: Federalism and Separation of Powers (3 credits)**
A study of the United States Constitution as it has been interpreted by the Supreme Court, with particular attention paid to Judicial Review and the powers and limitations of government.

**POS C 42 1 Constitutional Law II: Civil Rights and Civil Liberties (3 credits)**
A study of the United States Constitution as it has been interpreted by the Supreme Court, with particular attention paid to the Bill of Rights and its incorporation as well as jurisprudence of the Fourteenth Amendment’s equal protection clause.

**POS C 45 0 Special Topics in Political Science (3 credits)**
The special topics course is designed to cover a broad range of topics reflecting current trends in political and Political Science scholarship. Content will vary according to the mutual scholarly interests of faculty and students. Topics may include Women and Politics; African American Political Thought; The International “Clash of Civilization”; Race; Crime and Justice; Racism and Rationality; Political Theory and Urban Politics.

**APPLIED PSYCHOLOGY**
**APPLIED PSYCHOLOGY & REHABILITATION COUNSELING**

**PSYC 20 1 General Psychology (3 credits)**
An introduction to the study of human behavior surveying psychological activity such as learning, perception, intelligence, cognition, motivation, personality, and the physiological and neurological bases of behavior.

**PSYC 20 7 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 GER

**PSYC 21 0 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.

**Prerequisite:** PSYC 20 1

**PSYC 23 3 Psychological and Physiological Aspects of Substance Abuse (3 credits)**
An introduction to the rudimentary dynamics of substance use, abuse, and dependency, designed to facilitate the acquisition and retention of information needed by the prospective professional in the field of alcohol and drug abuse treatment.

**Child Psychology (3 credits)**

**Prerequisite:** PSYC 20 1

**PSYC 30 4 This course prepares students to understand the physical, intellectual, and emotional development, social behaviors, and problems of adjustment in children before the onset of puberty.**

**Prerequisite:** PSYC 20 1

**PSYC 30 6 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 20 1

**PSYC 33 5 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 20 1

**PSYC 34 1 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 socio-metric studies and intelligence tests.

**Prerequisites:** PSYC 20 1 and PSYC 20 7

**PSYC 34 2 Psychological Report Writing (3 credits)**
This course surveys various types of psychological reports, including reports of interviews, analyses, and therapy; research papers, abstracts, and anecdotal and other observational reports. Topics include intellectual and scientific integrity, practical use of standard English, professional jargon, language styles, oral versus written communication, the use of statistics, tables, and similar documentation, and bibliographies.

**Prerequisite:** PSYC 201 and PSYC 207 and PSYC 34 1

**PSYC 34 3 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,
COURSE DESCRIPTIONS

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. This course reviews experimental research design, methods, analysis, and presentation/dissemination of findings. Students read and analyze primary research articles in a topic area, engage in a hands-on class research project, prepare oral and written presentations of research results, and present their work at a local behavioral research conference. Thus students will be actively engaged in each step of the research process. In addition, during the semester students research, design, prepare and present their own independent research proposals, including obtaining Institutional Review Board (IRB) approval for the proposed research. Sample topic areas include memory, attention, addiction, language, social behavior, or human emotions.

Prerequisites: PSYC 201 and PSYC 207 and PSYC 343

PSYC 345 Behavior Modification (3 credits)
An introduction to the concepts, theories and applications of learning and behaviorism as 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 use disorders, 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 348 Psychology of Minority Populations in the United States (3 credits)
This course explores the influence of ethnicity and culture on human behavior. It addresses basic concepts such as race, ethnic identity, acculturation and biculturalism. It will examine the psychological factors affecting African Americans, American Indians, Asian Americans, and Hispanic/Latinos in the United States. This course will explore the need for culturally appropriate and culturally responsive research, training and professional practice.

Prerequisite: PSYC 201

PSYC 351 Counseling Techniques (4 credits)
A review of the assumptions and facts fundamental to counseling and interview processes. The various tools and techniques of counseling, counseling resources, and the relationship of counseling to the total guidance process are reviewed. This course will assist the student in acquiring the skills, competencies and knowledge necessary to practice counseling in job development, placement, and retention. Specific counseling approaches and techniques that have been found to be effective are highlighted. This course also focuses on ethical standards and legal aspects of counseling and the role that values play in the delivery of care. Current trends in the counseling field, such as dealing with trauma, the challenge of managed care, and the promotion of wellness are also explored.

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.

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 abuse and dependence and other addictions, 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.

PSYC 355 Psychology of Women: A Multicultural Perspective (3 credits)
This course explores the diversity of women’s experiences from a variety of interdisciplinary perspectives. It investigates biological, historical, sociological and multicultural issues pertaining to women. It also examines the factors that affect female identity development through childhood, adolescence, and adulthood.

Prerequisite: PSYC 201

PSYC 411 Abnormal Psychology (3 credits)
An examination of the etiology, symptoms, and treatments of mental health 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, Reality and Rational Emotive therapies. Emphasis is placed on diagnosing and treating a range of mental health disorders.

Prerequisite: PSYC 201 and PSYC 306

PSYC 440 History and Systems of Psychology (3 credits)
The goal of this course is to assist students in the development of an appreciation of the historical progression of intellectual and scientific thought central to the growth of psychology. Rigorous exploration of these various schools of thought and their associated forms of scientific inquiry will be used to reveal the philosophical and empirical roots of the various psychological systems of today. In addition we will address how societal values and prejudices have both
influenced and been influenced by, the character of psychology.  
Prerequisite: Fifteen credit hours in psychology or permission of the instructor  

PSYC 451 Field Placement I (3 credits)  
Students receive supervised clinical 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 substance use disorders and mental illness. PSYC 411 can be taken concurrently with PSYC 451.  
Prerequisites: PSYC 201 and PSYC 306 and PSYC 351.  

PSYC 452 Field Placement II (3 credits)  
A continuation of clinical field experience taken in order to complete the requirements for practical training. Students will complete an additional 90 hours of field experience providing direct services to clients with supervision.  
Prerequisite: PSYC 201 and PSYC 306 and PSYC 351 and PSYC 451 or permission of the instructor.  

PSYC 453 Field Placement III  
This course is designed for students who would like an additional field placement experience.  
Prerequisite: PSYC 452 or permission of instructor. This is not a required course for graduation.  

READING  

HUMANITIES  

READ 101 College Reading (3 credits)  
An emphasis on critical reading, thinking, and writing skills across academic disciplines. Instruction in effective note-taking strategies, vocabulary development strategies, and effective test-taking strategies aimed at preparing students to master college-level coursework. (This is not a remedial reading course. Credits count toward degree completion.)  

READING  

CURRICULUM & INSTRUCTION  

REED 401  
This course provides experiences with a variety of assessment procedures and techniques for identifying reading problems. Students will experience practical ways to address the diagnosed needs with appropriate instructional responses in the classroom and at home. A 24-hour practicum experience is required.  
Prerequisite: EDUC 300  

REED 405  
This course provides exposure to a variety of materials for reading instruction. Candidates will identify, use, and evaluate assorted text and technology to be used for the three purposes of reading: Reading to be informed, Reading to Perform a Task, and Reading for Literary Experiences. Candidates will develop relationships with parents and community leaders to develop independent readers.  
Prerequisite: REED 401  

URBAN RECREATION  

HEALTH & HUMAN PERFORMANCE  

RECR 101 Sport Governance and History (3 credits)  
This course takes a look at sports sociology in a global, issues-oriented approach to study the role of sport in society. It encourages the discussion of current sports-related controversies and helps students develop critical thinking skills.  

RECR 201 Facilities and Event Management (3 credits)  
This course is an analysis of effective management strategies and the body of knowledge associated with pursuing a career in sport management. The course will introduce students to sport management career opportunities in the sport industry and to sport principles as they apply to facility management and event planning, leadership style, communication and motivation.  

RECR 331 Community Recreation and Fitness (3 credits)  
A survey of the historical development of recreation and leisure and its corresponding philosophical and theoretical thought. Understanding of and ability to facilitate leisure lifestyles and use of leisure resources in the community.  

RECR 332 Sports, Ethics, and the law (3 credits)  
This course will explore the ethics and legal principles and rules of law affecting the administration of sports and recreation programs. Emphasis will be placed in the areas of negligence, product liability, nuisance, contracts, leisure, personnel practices, and risk management.  

RECR 339 Problems in Urban Recreation and Sport (3 credits)  
An in-depth analysis of the causes and consequences of contemporary problems in urban sport. Students will utilize the case-study approach to examine the social, political, and economic factors influencing the structure and experience of sport in American cities. Emphasis will be placed on formulating solutions and potential strategies to address identified problems.  

RECR 400 Sport Management Practicum (6 credits)  
Sport Management major students must complete one practicum and one internship (field experience). These work experiences are designed to involve students in a professional environment outside the classroom. Field experiences are carefully selected by the students and approved by their academic advisor.  

RECR 435 Organization /Administration of Recreation (3 credits)  
This course is designed to explore the different types of recreational sport programs and how they are organized and administered at the school, community and professional levels. It will also explore the management of intramural, recreation, sport and health club programs.  

REHABILITATION COUNSELING  

APPLIED PSYCHOLOGY & REHABILITATION COUNSELING  

REHB 201 Introduction To Rehabilitation (3 credits)  
Introductory course that reviews the history, philosophy, cultural contexts, and legislation that have shaped the delivery of rehabilitation services. Careers, credentials, and
COURSE DESCRIPTIONS

professionalism in the field are reviewed. Students will begin to develop an understanding of “disability” and the importance of consumer advocacy in the delivery of services.

REHB 301 Health And Medical Information (3 credits)
Overview of chronic illnesses and disabling conditions, their symptoms, prognosis, and treatment. Study of basic medical terminology, medical information, and review of body systems. This course will emphasize the psychosocial and vocational needs of consumers with chronic illnesses and disabilities.

REHB 302 Theories Of Counseling (3 credits)
Study of counseling theories and techniques and their application in counseling individuals with disabilities. Students will learn how to apply interpersonal skills and ethical principles in interviewing and communicating with individuals with disabilities, their families, and the community.

REHB 303 Case Recording And Management (3 credits)
This course will review the principles and practices of obtaining, recording, evaluating, and utilizing case data in rehabilitation. It will emphasize techniques for managing a caseload of individuals with disabilities; the use of concise and accurate writing in case reporting; and, the value of including consumers as partners in service delivery.

REHB 305 Vocational Development Counseling & Employment (3 credits)
This course will review theories of vocational choice, vocational counseling, and vocational assessment. It will address the role of environmental factors in job analysis, job placement, and vocational adjustment. It will emphasize the value of community resources in ensuring optimal vocational adjustment.

REHB 311 Independent Living (3 credits)
This course will assist students in developing the awareness, knowledge and skills to work with consumers whose goals are to live in an independent living situation. Students will learn how to identify and mobilize physical, social, and environmental resources to enable consumers to function independently and productively in the community.

REHB 401 Field Work In Rehabilitation I (3 credits)
Supervised practicum in agencies and institutions providing rehabilitation services. This course will afford students the opportunity to practice the skills of a beginning helper through face-to-face, “hands-on” clinical experience with consumers. Minimum number of practicum hours =150.
Prerequisites: REHB 201, REHB 301, REHB 302, REHB 303, and REHB 305

REHB 402 Field Work In Rehabilitation II (3 Credits)
This course provides an internship experience for students to continue supervised field placement. Students are expected to be actively involved in treatment and direct services to consumers. Of the 150-practicum hours , students must document that 90 hours are spent in direct services to consumers

REHB 403 Rehabilitation Of Individuals With Psych Impairment (3 credits)
A study of the history and current practices; programs, personnel and facilities; community organizations; and trends for individuals with psychiatric disabilities. Students will understand the goals of recovery, community integration, and empowerment as central themes to improve functional capacity of consumers.

REHB 404 Rehabilitation Services For Individuals With Addictions (3 credits)
A study of the physical, social, psychological, and vocational aspects of providing service to those who are addicted to substances. Assessment, prevention, and treatment will be explored. The role of abstinence, ongoing treatment, recovery, and self-help groups will be emphasized.

REHB 405 Multicultural Approaches To Rehabilitation (3 credits)
This course will emphasize cultural factors in working with individuals with disabilities and the attitudinal roles of stereotype, prejudice, and discrimination. This class will also discuss the importance of incorporating cultural sensitivity into practice and interactions with consumers.

REHB 406 Seminar In Rehabilitation (3 credits)
This seminar provides students with the opportunity to research and review current issues, trends, and developments in the field of rehabilitation. Students can pursue a special interest area such as cultural diversity, disability determination, work adjustment, assistive technology, legal and ethical issues. Lectures, guest speakers, and class discussions are utilized.

REHB 411 Special Topics In Rehabilitation (3 credits)
This course prepares students to understand current issues and policies regarding disabilities and the influences of these policies on the rehabilitation process. Students will be provided the opportunity to focus on specialty practices (such as gerontology, pediatrics, visually impaired, the deaf, independent living, research etc).

REHB 499: Independent Study 1(1-3 credits)
An intensive study of specialized topics in rehabilitation for students in the senior year.
SOCILOGY
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 stratification 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 300 Sociology of Religion
This course examines the basics found in various religious belief systems (Hinduism, Buddhism, Islam, Christianity); religion as a social institution (explanations by such notable sociologists as E. Durkheim and M. Weber); organizational activities of established churches (i.e., the role of African American Churches in the U.S.A.); and religious movements (i.e., evangelical groups and other religious cults) as they influence social communities. Attention is also given to issues of secularization.

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 306 Sociology of Sport
Functionalism, conflict, and interaction theories are used to examine the social nature of sport in society. Topics include the interrelation of culture and sport, the socialization of the athlete, sport and ethnic background, women and sports, the political and economic implications of collegiate or professional sport, and the social causes of violence in sport.

SOCI 402 Family Studies (3 credits)
An examination of historical and present family systems and their relationships to the changing urban environment. Examination of family roles, structure, conflicts, internal dynamics, and alternate family forms. The roles of race, gender and economics in family is emphasized.

SOCI 403 Sociology of Race and Ethnicity (3 credits)
A study of the development of racial and ethnic groups and an examination of the problems, relationships, and adjustments of racial, cultural, and ethnic subgroups, with emphasis on the social settings in the United States.
**SOC 405 Criminology (3 credits)**
A general overview of principles and procedures within the major areas of criminological studies; causes of criminal behavior, establishing the fact of crime, reactions of the society to crime, and elimination of the causes of crime. Emphasis is placed on crime control through criminal law and its enforcement, the criminological approach to the problem, and the study of juvenile delinquency.

**SOC 406 Sociology of the City (3 credits)**
A study of the development and functions of cities, their ethnic and class differences, subcultures, and the general urban way of life. Spring semester.

Prerequisite: SOC 200 or SOC 201

*SOCI 409 Sociological Internship (3 credits)*
Practical experience for the student in sociology through outside, professionally guided fieldwork involving internships in public, private or nonprofit agencies or organizations. A minimum of 120 contact hours is expected.

Prerequisite: Permission of instructor and SOC 201 or 6 additional hours in sociology.

*SOCI 410 Sociological Research Project (3 credits)*
A student based independent empirical research project with direct faculty supervision and guidance.

Prerequisite: Permission of instructor and SOC 201 and SOSC 407 or 6 additional hours in sociology

*SOCI 411 Sociology Seminar 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.*

Prerequisite: Permission of instructor and SOC 201 and SOSC 407 or 6 additional hours in sociology.

SOCIAL SCIENCES

**SOC 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.

**SOC 201 Honors 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.

Prerequisite: Permission of Honors Program Director.

**SOC 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.

**SOC 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.

**SOC 310 Introduction to Basic Statistics (3 credits)**
Concepts, mathematical skills, and use of statistics in analyzing and interpreting collected data. Exercises in graphic presentations, measures of central tendency and variability, probability, t-Test, analysis of variance, chi square, correlation, regression analysis, and other nonparametric tests of significance. Use of statistical, computer programs in classroom exercises.

**SOC 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.

**SOC 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.

**SOC 410 Statistical Analysis (3 credits)**
Review of measures of central tendency, variability, probability, and normal curve. Two-tailed analysis of sample means research and null hypothesis testing, analysis of variance (ANOVA), multiple cross-tabulations, correlation, and regression analysis. Emphasis on utilizing statistical paths to the solution of actual social problems.

**SOC 430 Social Science Applications (3 credits)**
This course develops a practical approach to utilizing the social science perspective in such areas as demography, human ecology, social policy, and social program development. Students enrolled in this course will complete an abbreviated research project, a program proposal and a professional resume.

SOCIAL WORK

**SOWK 210 Introduction to Social Work (3 credits)**
This course provides new B.S.W. 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, 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.

Prerequisite: SOWK 210

**SOWK 260 Introduction to Social Welfare, Social Policy, and...**
COURSE DESCRIPTIONS

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 profession in the development of services to diverse populations. Students will be provided with an overview of current income maintenance and social services programs. Special attention is given to the service delivery role of the professional social worker in working with the aged, children, women, and ethnic, social, and economically oppressed populations. This course must be completed prior to enrolling in SOWK 480.

SOWK 360 Social Welfare and Social Policy II (3 credits)
This is the second required social policy course for social work majors. The course examines the current American social welfare system operating on the 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 European social welfare systems are presented.
Prerequisite: SOWK 260 (Note: This prerequisite is waived for students who are majoring in interdisciplinary studies.)

SOWK 379 Social Work Methods I (3 credits)
This course provides the knowledge, skills and values needed for beginning the field practicum in the student’s senior year. An 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 in relation to social work practice. This course must be completed prior to enrolling in SOWK 480.

SOWK 388 Human Behavior and Social Environment I (3 credits)
This course covers the study of human development from conception through preadolescence. Special emphasis is placed upon the importance of biological, psychological, and social factors in understanding human behavior. The person-in-environment perspective, along with systems theory, are also important reference points in understanding human development. The course considers how race, ethnicity, culture, gender, and socioeconomic status influence human development and human behavior. Since social workers are frequently called upon to help families with children, students review the common disorders and adjustment problems of childhood, such as separation anxiety, oppositional defiant disorder, parental divorce, etc. This course must be completed prior to enrolling in SOWK 480.

SOWK 389 Human Behavior and Social Environment II (3 credits)
This course continues with the study of human development from adolescence through old age. Students examine significant bio-psycho-social dimensions of adolescence, adulthood, and old age. An important theme is the reciprocal, interdependent relationship between the individual, family, community and society throughout adolescence and adulthood. Because this course is intended to help students prepare for social work practice, special attention is given to the study of common behavior disorders (e.g.: clinical depression, addictions, etc.) and major social problems (e.g.: domestic violence, racial discrimination, etc.) in adolescence and adulthood.
Prerequisite: SOWK 388

SOWK 390A Special Topics: Aging (3 credits)
This course provides students 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 relates with social work.

SOWK 390B Special Topics: Social Work in Communities and Organizations (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 is explored with emphasis on the range of roles used by the social worker in community and inter-organizational practice.

SOWK 390C Special Topics: Child Welfare (3 credits)
This course provides students the opportunity to examine the delivery of child welfare services in America. The course provides an overview of intervention strategies and the history of the child welfare system in America. The course considers new 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 techniques for working with children are presented.

SOWK 390D Special Topics: Diversity in Social Work/Groups at Risk (3 credits)
This course addresses social work’s mission to engage in sensitive practice with diverse clientele. It brings to the student’s awareness critical concepts of ethnicity, diversity in families, age, sexual orientation, race, gender and culture in a pluralistic society as significant for the formulation of assessments, and service interventions. Analysis of the relationship between institutionalized practices and the functioning level of key high-risk groups within our society: the aged, veterans, the handicapped, refugees, women, ethnic and racial minorities, and those participating in alternative lifestyles.

SOWK 390E Special Topics: Macropractice (3 credits)
This elective course meets the requirements for one of the Special Topics courses and is designed to provide students
with an introduction to macro systems. Whereas micro systems are viewed as small entities consisting of individuals, families and small groups; macro systems are viewed as large and complex units consisting of organizations/social service agencies, the general community, society and global levels. Social work practice frequently occurs in organizations where generalist practitioners are likely to become involved in macro level issues. Although macro level activities exceed individual interventions, they are based on needs, issues, problems and concerns, which have been identified during one-to-one interventions with clients. This course will enable students to gain an appreciation of the complex nature under which social workers operate to serve clients and acquire basic skills and knowledge to more effectively function both internal and external to the organization. Students will have the opportunity to examine the interactions between staff, agencies, organizations, the community, and their impact on the client.

SOWK 390F Special Topics: Substance Abuse Issues and Services (3 credits)
This course provides the students with the knowledge that there is a need for a framework to understand the extent to which alcohol and other drug issues affect not only the lives of the individuals they will be working with, but also the families, communities and societies in which we live. Service delivery strategies for working with persons who abuse alcohol and other drugs will be explored with practitioners.

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 theory 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 390H Special Topics: Writing in Social Work (3 credits)
This course will enable students to improve their written communications, in the sense that their writing will better conform to the standards of conventional English in a professional social work context. Good writing and proper documentation are essential to successful generalist practice. Students will acquire greater skill and competence with respect to rhetoric, writing coherent paragraphs, crafting good sentences, and the use of proper punctuation and mechanics. The class will emphasize writing in a professional, as compared to academic, context. Students will practice writing client assessments, progress notes, termination summaries, intra and interagency reports such as annual reports, community needs assessments, and other written communications that are likely to be an integral part of generalist practice in both clinical and community-service agencies.

SOWK 390I Special Topics: Issues in International Social Work (3 credits)
This course has been developed as a joint offering for the social work departments at Coppin State University and the University College of Barbados. Taught via videoconference, students and professors from both locations will be able to see and interact with each other during each class session. Technology will be utilized for each section. Students from each university will be paired with each other to complete major course assignments. Students will be given case studies for which they need to enter assigned chat rooms to analyze. This course is offered once a year during the Fall Semester. Prerequisites: Students must have a minimum GPA of 2.50 and must have all introductory social work courses (SOWK 210, SOWK 260, SOWK 379, and SOWK 388). Students should also have completed at least a basic computer course and MUST contact the department at 410 951-3535 BEFORE enrolling in this course.

SOWK 390J Special Topics: Mental Health (3 credits)
This is an elective course designed for students to develop knowledge, values, and skills essential for practice with children and adolescents with serious emotional disturbances and their families. This course will provide an understanding of core competencies essential in mental health practice, knowledge of childhood disorders, barriers which impact optimal functioning in children and families; and developing knowledge of effective evidenced-based practice. Course content will focus on: case management with diverse groups of children and adolescents, the collaboration process with families, other disciplines, and community providers; and the interplay of ethics and social justice in mental health practice. Students are expected to have taken basic Human Behavior and the Social Environment I and II. However, it is not a requirement for this course.

SOWK 460 Information Technology in Social Work (3 credits)
This course provides an overview of information systems in relation to human services programs. Students are introduced to basic information about computer-related topics, including a review of the major components of a computer, various types of information systems, and the use of electronic resources. These resources are presented as contemporary methods for enhancing client service delivery. Students will have the opportunity for direct application of computer resources. Prerequisite: MNSC 150

SOWK 461 Social Work Research (3 credits)
This course provides an opportunity for social work majors to learn the elements of the scientific method as applied to the practice of research in 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.

**SOWK 480 Beginning 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. SOWK 480 must be taken concurrently with SOWK 481. This course is offered once a year in the Fall Semester. *Prerequisites:* SOWK 210 or equivalent, SOWK 260, SOWK 379, SOWK 388, senior standing, and a completed field application on file with the department.

*Please note:* The application process for the field experience begins in the fall prior to the September when the student begins the actual field experience.

**SOWK 481 Social Work Methods II (3 credits)**

This second course in the social work methods sequence covers the principles and practice of generalist social work with individuals. The course reviews the important principles of generalist social work with individuals during all of the phases of the helping relationship, including engagement, assessment, planning, intervention, and termination. The course emphasizes the importance of the strengths perspective, the bio-psycho-social perspective, and the diversity perspective in the helping relationship with clients. SOWK 481 must be taken concurrently with SOWK 480. This course is offered once a year during the Fall Semester. *Prerequisite:* SOWK 379

**SOWK 482 Advanced Field Experience in Social Work (6 credits)**

Continuing participation in the delivery of social services with increased practice responsibility. SOWK 482 must be taken concurrently with SOWK 483. This course is offered once a year during the Spring Semester. *Prerequisites:* SOWK 480, SOWK 481

**SOWK 483 Social Work Methods III (3 credits)**

This final course in the methods sequence goes beyond the primarily individual focus in Methods II to explore generalist social work practice with families, groups, organizations, and communities. Students learn the principles and processes of change strategies for mezzo and macrosystems such as families and communities. This course continues the emphasis on the strengths and diversity perspectives in working with groups, families and communities. SOWK 483 must be taken concurrently with SOWK 482. This course is offered once a year during the Spring Semester. *Prerequisites:* SOWK 480, SOWK 481

**SOWK 490 Professional Issues Seminar (2 credits)**

This upper level seminar is designed to provide graduating social work majors with an opportunity to increase mastery and integration of generalist practice content taught across the curriculum. The seminar will provide students with career planning information, preparation for social work licensure, graduate school and job placement resources. A full day dialogue/retreat between students and B.S.W. practitioners who are Coppin graduates will be the closing highlight of this seminar. SOWK 490 must be taken concurrently with SOWK 482 and SOWK 483.

**HLTH 105 Emerging Issues in Mental Health and Well-Being (3 credits)**

This course consists of a series of interdisciplinary seminars, discussions and contemporary readings that focus on emerging issues and relevant approaches to mental health and well-being. The course is intended for students who are interested in exploring career options in mental health. This course is not required of Coppin social work students. However, it is the HLTH course recommended for social work students to satisfy the general education requirement in health education at Coppin.

**SPANISH HUMANITIES**

**SPAN 101 Elementary Spanish (3 credits)**

This is a beginning Spanish course that assumes no prior knowledge or experience with Spanish. The course uses a variety of instructional methodologies, e.g., natural approach, to help students achieve the mastery of basic language skills: reading, speaking, listening, and writing. *Prerequisite:* SPAN 101 or permission of the instructor

**SPAN 102 Elementary Spanish (3 credits)**

This is the continuation of SPAN 101 and is designed to give a foundation in the four language skills of understanding, speaking, reading, and writing. *Prerequisite:* SPAN 101 or permission of the instructor

**SPAN 201 Intermediate Spanish I (3 credits)**

The first half of two courses at the intermediate level. In addition to engaging in conversation at the intermediate level, students learn to express opinions critically and analytically in both real and hypothetical terms on varied subjects. Students also learn to review grammatical principles extensively through a survey of Spanish literature. *Prerequisites:* SPAN 101 and SPAN 102 or permission of instructor

**SPAN 202 Intermediate Spanish II (3 credits)**

A continuation of SPAN 201, designed to extemporaneously shape critical and analytical reading, writing, and speaking skills in an intensive focus on grammatical structures found in cultural explorations, as well as in literary texts on varied subjects. *Prerequisites:* SPAN 101 and SPAN 102 and SPAN 201 or permission of 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.
Prerequisites: SPAN 201 and SPAN 202 or permission of the instructor.

SPAN 302 Advanced Spanish (3 credits)
A continuation of SPAN 301. Prerequisite: SPAN 301 or permission of the instructor.

SPAN 303 Survey of Spanish Literature I (3 credits)
A survey of Spanish literature from the Middle Ages through the Golden Age. These works will be attended to in chronological order, and not all works will be read in their entirety so as to focus attention on literary figures and movements in Spanish through the 17th century. Literary analysis and historical context, as well as in-class lectures, will be used as supplementary sources of information. Lectures, outside readings, and reports are required. Prerequisites: SPAN 201 and SPAN 202.

SPAN 304 Survey of Spanish Literature II (3 credits)
A survey of major Spanish texts and authors from the beginning of the Enlightenment to recent times. Literary movements include neoclassicism, romanticism, and modernism. Literary analysis and historical context, as well as in-class lectures, will be used as supplementary sources of information. Lectures, outside readings, and reports are required. Prerequisites: SPAN 201 and SPAN 202.

SPEECH

Visual and Performing 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. *Note: This course is an elective.

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 speech according to the purpose, platform behavior, and delivery techniques. *Note: This course is an elective.

SPCH 104 Honors Speech (3 credits)
Focuses on the philosophy of rhetoric, rhetorical theories, and methods of rhetorical criticism, as well as on oral presentations of various types. *Note: This course is the Speech GER for students in the General Studies Honors Program.

SPCH 105 Speech Communications (3 credits)
Focuses on both the theory and the practice of rhetoric. Students critique historically-significant speech texts and other forms of public rhetoric. They also present speeches adapted to particular genres, audiences, purposes, and occasions.

SPCH 201 Basic Principles of Oral Interpretation (3 credits)
Develops proficiency in the basic principles of oral interpretation of literature, focusing on the practical application of the skills involved in bringing literature to life.

SPCH 202 Principles and Practices of Interviewing (3 credits)
Develops proficiency in planning and conducting interviews, both as interviewers and interviewees. Students are expected to acquire the vocabulary of relevant interpersonal communication theory, to distinguish the structures and uses of different types of questions, and to recognize and manage in actual practice factors which motivate or inhibit the accurate and ready flow of information.

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.

SPCH 205 Intercultural Communication (3 credits)
This course focuses on understanding a multidimensional form of interaction among members of national, ethnic, racial, and cultural groups. It also includes communication among members of subgroups or subcultures within a cosmopolitan community. Students analyze cultural groups and explore case studies of successful minority programs.

SPCH 301 Phonetics of American Speech (3 credits)
Emphasizes study of the International Phonetic Alphabet and its application to everyday speech usage, emphasizing translation from both the written and the spoken language.

SPCH 303 Survey of Communication Research (3 credits)
Focuses on terminology, concepts, and empirical methodologies used to conduct research regarding human communication. The course develops understandings and skills needed to analyze problems applicable to print and broadcast media, public relations and advertising agencies, and political campaigns. Fall semester. Prerequisites: The GER in speech and three credits in mass communication or journalism.

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 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. This course is offered once a year during the Spring Semester.
COURSE DESCRIPTIONS

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. This course is offered once a year during the Fall Semester.
Prerequisite: PRAXIS CORE and SPED 203 and SPED 302 and SPED 303 and SPED 401 and SPED 402 and SPED 403

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. This course is offered once a year during the Fall Semester.
Prerequisite: EDUC 202

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. This course is offered once a year during the Fall Semester.
Prerequisite: SPED 201 and SPED 203 and SPED 302

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. This course is offered once a year during the Spring Semester.
Prerequisite: PRAXIS CORE and SPED 203 and SPED 302 and SPED 303 and SPED 401 and SPED 402 and SPED 403

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. This course is offered once a year during the Spring Semester.
Prerequisite: PRAXIS CORE and SPED 203 and SPED 302 and SPED 303 and SPED 401 and SPED 402 and SPED 403

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. This course is offered once a year during the Spring Semester.
Prerequisite: PRAXIS CORE and SPED 203 and SPED 302 and SPED 303 and SPED 401 and SPED 402 and SPED 403

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. This course is offered once a year during the 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. This course is offered once a year during the Fall Semester.

SPED 403 Developing Individualized Education Programs (IEP’s) for Learners with Mild and Moderate Disabilities (3 credits)
Acquisition of the skills required for writing comprehensive and professional diagnostic reports, including recommendations for educational goals, programming, and methods of evaluating pupil progress, emphasizing competencies in sharing and clarifying reports to pupils, parents, and other professionals. This course is offered once a year during the 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.
Prerequisite: SPED 301 and SPED 304 and SPED 305 and SPED 306
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.

SPORTS MANAGEMENT
HEALTH & HUMAN PERFORMANCE
SPMT 101—Sport Governance and History (3 credits)
This course takes a look at sports sociology in a global, issues-oriented approach to study the role of sport in society. It encourages the discussion of current sports-related controversies and helps students develop critical thinking skills. (LEC)

SPMT 201—Facilities and Event Management (3 credits)
This course is an analysis of effective management strategies and the body of knowledge associated with pursuing a career in sport management. The course will introduce students to sport management career opportunities in the sport industry and to sport principles as they apply to facility management and event planning, leadership style, communication and motivation. (LEC)

SPMT 243 – Psychological Aspect of Sports (3 credits)
This course 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)

SPMT 308 – Media Relations in Sport (3 credits)
This course is designed for students in sports management as well as students in journalism, public relations, or communications who are looking for an understanding of the connection between the informational and commercial sides of sports information management. The course will also introduce students to software programs used in the sports writers and sports information field. (LEC)

SPMT 332—Sports, Ethics, and the law (3 credits)
This course will explore the ethics and legal principles and rules of law affecting the administration of sports and recreation programs. Emphasis will be placed in the areas of negligence, product liability, nuisance, contracts, leisure, personnel practices, and risk management. (LEC)

SPMT 400 Sport Management Practicum (6 credits)
Sport Management major students must complete one practicum and one internship (field experience). These work experiences are designed to involve students in a professional environment outside the classroom. Field experiences are carefully selected by the students and approved by their academic advisor. (LEC/LAB)

SPMT 405 – Sport Management Internship (12 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 students’ competency in areas of physical education, sports management or recreation. This experience is for students not seeking teacher certification. (LEC/LAB)

THEATRE
VISUAL AND PERFORMING ARTS
THEA 113-114; THEA 213-214; THEA 313-314; THEA 413-414
Coppin Players-Performing Arts (1 credit per semester)
A course for members of the Coppin Players who may acquire a maximum of 8 credits in four years. 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 are offered once a year during the Fall Semester. THEA 114/214/314/414 are offered once a year during the Spring Semester

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 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—Acting for Non-Majors (3 credits)
An introduction to practice and appreciation of acting, this course provides students with an opportunity to expand their creativity and imagination; increase their relaxation, concentration, and vocal strength and flexibility; manage stage fright, and learn some basic steps in character development. Students explore the human condition and learn physical and vocal skills which they can apply to professions outside the discipline of theatre. Students are required to attend and critique theatre performances.

*Note: This course will satisfy one of the Arts & Humanities general education requirements.

THEA 215—Fundamentals of Acting for Majors (3 credits)
Providing a thorough grounding in fundamentals, this course provides majors with an opportunity to develop the discipline required of a professional theatre artist by engaging in exercises designed to increase the skill and flexibility of their bodies and voices, which are the instruments of actors. Students also begin developing techniques of character analysis as they explore the human condition as it is reflected through the arts of acting. Students are required to attend and critique theatre performances in a variety of venues.

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 (3 credits)
A study of the environment and functions of the scene designer and the parameters of set design. Students study building and mounting the set, achieving special effects, lighting the stage, designing sound for the stage, and striking the set.  
Prerequisites: IDIS 103 and Math GER

THEA 303—Stagecraft for Theatre and Television II (3 credits)
A continuation of THEA 302, with emphasis upon budgeting for a stage set, designing the scene for a one-act play, building and executing the set, striking and storing the set, creating and executing a light and sound design, chairing a crew, managing the box office, and managing the house.  
Prerequisite: THEA 302 or permission of the instructor.

THEA 315—Acting II: Scene Study (3 credits)
Students focus on developing characterizations by analyzing scenes and applying theories of acting to auditions, rehearsals, and performances, as they continue to develop technical skills and professional levels of discipline. Students are required to attend and critique theatre performances in a variety of venues and must attend all productions sponsored by the Department of Visual and Performing Arts.  
Prerequisite: THEA 215 or permission of the instructor

THEA 320—Principles and Practices of Play Directing (3 credits)
An examination of the duties and responsibilities of the theatre director, including basic principles of directing, the director’s approach to the script, auditions, casting, rehearsing, and other aspects of production.  
Prerequisite: THEA 215 or permission from the Instructor

THEA 351—Theatre History I (3 credits)
A comprehensive survey of world theatre from the Ancient Greeks to the Italian Renaissance.

THEA 352—Theatre History II (3 credits)
A comprehensive survey of world theatre from Shakespeare to Ibsen.

THEA 370—Playwriting I (3 credits)
This course will introduce the theories and techniques of dramatic writing for the stage. Emphasis will be placed on dramatic structure, idea development, character, and plot development.  
Prerequisites: ENG 101 and 102 or permission of the Department Chair

THEA 380—Theatre Management (3 credits)
A study of the principles and practices of theatre arts management in commercial and noncommercial applications. Emphasis will be placed on philosophy, marketing, box office and budgeting.  

THEA 415—Acting III: (3 credits)
This course will provide the student with training in, and development of, the special techniques required for performing period or stylized plays with special emphasis on Greek, Shakespearean, and Restoration styles.  
Prerequisite: THEA 315 or permission from the Instructor

THEA 420—Internship I in Theatre (3 credits)
An intensive field experience, during which students demonstrate their ability to apply, analyze, and synthesize principles of the theatre disciplines within a theatre and/or urban arts venue and to evaluate their results. Placements reflect the curricular and career objectives of the individual students enrolled; students are evaluated by their instructor and by a designated supervisor at the internship site.  
Prerequisites: English 102 and permission from the Instructor

THEA 421—Internship II in Theatre (3 credits)
An intensive field experience, during which students demonstrate the growth and development of their ability to apply, analyze, and synthesize principles of the theatre disciplines within a theatre and/or urban arts venue and to evaluate their results. Placements reflect the curricular and career objectives of the individual students enrolled; students are evaluated by their instructor and by a designated supervisor at the internship site.  
Prerequisites: THEA 420 and permission from the Instructor

URBAN STUDIES

SOCIAL SCIENCES

URST 201 INTRODUCTION TO URBAN STUDIES
This course is designed to provide students with an integrative practical and theoretical experience that allows students a chance both learn and contribute to an urban agency or project

URST 301 URBAN THEORY
This course introduces students to urban theory. It provides students foundations of city’s origins and differing views concerning what a city is and the purpose of a city and provides an interdisciplinary economic, political and social approach

URST 401 URBAN STUDIES INTERNSHIP
This course is designed to provide students hands on experience in learning about their integrative concentration areas in an applied setting and to gain practical experience. Students will be placed at internship sites where they will experience and collaborate with practitioners. The course should be taken the beginning of the senior year.  
Prerequisites: URST 201 & 301

WORLD LITERATURE

HUMANITIES

NOTE: ENGL 101 or ENGL 103/HONORS and ENGL 102 or ENGL 104/HONORS are prerequisites for all WLIT courses.

WLIT 207 World Literature This course offers students a foundational engagement of cultures over time and throughout time in the context of literary works informed by historical, geographical, and anthropological views. This course both in terms of context and its Student Learning Outcomes introduces students to literary concepts found in
upper level English and upper level Literature courses. Prerequisites: ENGLISH 101/103 and 102/104

**WLIT 208 World Literature for Honors** is the Honors College experience of World Literature 207. Admission to the Honors

**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. Specific consideration is given to historical events which are of major significance today and emphasizing the impact of Classical Greece on the artistic and scientific direction of modern culture.  
Prerequisite: ENGL 101 or ENGL 103 and ENGL 102 or ENGL 104 and WLIT 207 or WLIT 208.

**WLIT 322 Roman Culture and Western Civilization (3 credits)**
An analysis of Roman thought as expressed through the fine arts, literature and language, philosophy, mythology, religious ideas, and ethical and legal concepts. Specific consideration is given to 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.  
Prerequisite: 1 of WLIT 207 or WLIT 208.

**WLIT 323 Folklore: Myth, Fable, and Legend (3 credits)**
This course offers a study of myths, legends, ballads, popular tales, and sayings (ancient and modern) as symbolic images expressing permanent human values.  
Prerequisite: 1 of WLIT 207 or WLIT 208.

**WLIT 324 Sacred Literature of the World (3 credits)**
The cultural and intellectual heritage of the humankind 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.  
Prerequisite: WLIT 207 or WLIT 208.
THE BOARD OF REGENTS
THE UNIVERSITY SYSTEM OF MARYLAND

Dr. Patricia S. Florestano, Vice Chairman  Linda R. Gooden
Gary L. Attman Treasurer  Barry P. Gossett
John L. Young, M.D., Vice Treasurer  Earl F. Hance, ex officio
The Hon. C. Thomas McMillen, Secretary  The Hon. Francis X. Kelly, Jr.
Thomas G. Slater, Esq., Assistant Secretary  David Kinkopf
Norman R. Augustine  Dr. Frank M. Reid, III
Louise Michaux Gonzales  Paul L. Vance
Collin Wojciechowski, Student Regent

CHANCELLOR OF UNIVERSITY SYSTEM OF MARYLAND
Dr. Robert Caret

COPPIN STATE UNIVERSITY FOUNDATION BOARD

Dr. Pamela Love Manning, Chairperson  Mrs. Pat Newby, Secretary
Dr. Karen Bethea  Mr. Charles Richardson
Ms. Deborah Bragg  Mr. Atallerico Mark “Rick” Ridgely
Mr. James “Winky” Camphor  Ms. Alicia N. Ritchie
Mr. Reginald G. Exum  Ms. Olympia A. Scatliffe, CPA
Mr. Emerson Randy Hall, Jr., Vice Chairperson  Mr. Calvin Julius Taylor, Sr.
Mr. Lamont Holloman  Mrs. Cassandra A. Vaughn-Fox
Mr. Kevin T. Hutt, CPA, Treasurer  Mr. John L. Walters

COPPIN STATE BOARD OF VISITORS

Mr. Jan Houbolt, Co-Chair  Mr. Reginald G. Exum  Mr. J. Michael Riley
Acknell M. Muldrow, II, Co-Chair  Dr. Michelle A. Gourdine  Dr. Samuel L. Ross
Mr. William L. Beckford  Ms. LaTara Harris  Mr. Larry E. Walton
Dr. Peter L. Beilenson  Ms. Alicia Cor Hoffman  Ms. Joyce L. Ulrich
Dr. Karen S. Bethea  Mr. Donald P. Hutchinson  Mr. John L. Walters
Ms. Kisha A. Brown, Esq.  Senator Delores Kelley  Ms. Madeline Yates
Mr. Joseph J. Daniels  Mr. Robert J. Kimmons
Dr. Vallen L. Emery, Jr.  Mr. Thomas M. Ungan
**DIRECTORY**

**Academic Affairs**
Room 218, Health and Human Services Building
Phone: (410) 951-3010
Fax: (410) 951-3011

**Accounting (Department of)**
8th Floor, Grace Jacobs Office Classroom Building
Phone: (410) 951-3444

**Administration and Finance**
Room 224, Miles Connor Administration Building
Phone: (410) 951-3575
Fax: (410) 951-3022

**Admissions**
1st Floor, Miles Connor Administration Building
Phone: (410) 951-3600
admissions@coppin.edu
Fax: (410) 523-7351

**Alumni Relations**
3rd Floor, Miles Connor Administration Building
Phone: (410) 951-3812
Fax: (410) 951-3801

**Applied Psychology and Rehabilitation Counseling**
Room 353, Health and Human Services Building
Phone: (410) 951-3510
Fax: (410) 951-3511

**Applied Social and Political Sciences, Department**
Room 540, Health and Human Services Building
Phone: (410) 951-3520
Fax: (410) 951-3521

**Aramark**
1st Floor, Talon Center
Phone: (410) 951-1230
Cafe Menu Line Phone: (410) 951-1266
Catering Services Phone: (410) 951-1229
Dinning Hall Menu Line Ph: (410) 951-1255
Einstein Bagels Phone: (410) 951-6259
Grilleworks Phone: (410) 951-6555

**Athletics**
Room 300, Physical Education Complex
Phone: (410) 951-3737
Fax: (410) 951-3717

**Auxiliary Services**
Room 178, Physical Education Complex
Phone: (410) 951-3570
Fax: (410) 951-6387

**Bookstore**  
1st Floor, J. Millard Tawes Center  
Phone: (410) 951-1222  
Fax: (410) 728-6349

**Budgets, Office of**  
Room 110, J. Millard Tawes Center  
Phone: (410) 951-3693  
Fax: (410) 951-2526

**Campus Recreation & Wellness**  
2nd Floor, Physical Education Complex  
Phone: (410) 951-6896  
Fax: (410) 951-3376

**Career Services Center**  
1st Floor, J. Millard Tawes Center  
Phone: (410) 951-3919  
Fax: (410) 951-3920

**Center for Counseling and Student Development**  
Room 160, J. Millard Tawes Center  
Phone: (410) 951-3939  
CAPS@coppin.edu  
Fax: (410) 951-3940

**Client Computing Services**  
Middle Level MC-08, Grace Jacobs Office Classroom Building  
Phone: (410) 951-3887  
Fax: (410) 951-3871

**College of Arts and Science and Education**  
Room 737, Grace Jacobs Office Classroom Building  
Phone: (410) 951-3082  
Fax: (410) 951-3089  
TEAR- Center Phone: (410) 951-4209

**College of Behavioral and Social Sciences**  
Room 351, Health and Human Services Building  
Phone: (410) 951-2666  
Fax: (410) 951-2667

**College of Business**  
Room 811, Grace Jacobs Office Classroom Building  
Phone: (410) 951-3444  
Fax: (410) 951-3445  
Volunteer Income Tax Assistance (V.I.T.A) Phone: (410) 951-6419

**College of Health Professions**  
Room 426, Health and Human Services Building  
Phone: (410) 951-3990
Fax: (410) 400-5976

Community Health Center
2601 West North Ave Suite 131, Health and Human Services Building
Phone: (410) 951-4188
Fax: (410) 951-6158

Controller's Office
Room 203, Miles Connor Administration Building
Phone: (410) 951-3677
Fax: (410) 951-3678

Coppin Academy
Room 135, Frances L. Murphy Research Center
Phone: (410) 951-2600
www.coppin.edu/coppin_academy
Fax: (410) 951-2610

Coppin Heights Community Development Corporation (CHCDC)
Room 431, Grace Jacobs Office Classroom Building
Phone: (410) 951-3622
Fax: (410) 951-3623

Coppin Heights-Rosemont Family Computer Center (CHRFFC)
Room 109, Health and Human Services Building
Phone: (410) 951-6250
Fax: (410) 951-6260

Criminal Justice & Applied Social & Political Sciences
Room 518, Health and Human Services Building
Phone: (410) 951-3044
Fax: (410) 951-3045

Division of Student Affairs
Room 327, Miles Connor Administration Building
Phone: (410) 951-3933
Fax: (410) 951-3934

Eagle Card Services
Room 205, Talon Center
Phone: (410) 951-3570
Fax: (410) 951-4218

Education Technology Center
Room 306, Grace Jacobs Office Classroom Building
Phone: (410) 951-3073
Fax: (410) 951-3089

Enrollment Management
1st Floor, Miles Connor Administration Building
Phone: (410) 951-3587
Fax: (410) 951-3593
DIRECTORY

Events and Conference Services
Room 202, Talon Center
Phone: (410) 951-3571

Facilities Management
Room 352, Physical Education Complex
Phone: (410) 951-1234
Fax: (410) 951-3777

Faculty Senate
Room 638, Grace Jacobs Office Classroom Building
Phone: (410) 951-6323

Financial Aid Office
1st Floor, Miles Connor Administration Building
Phone: (410) 951-3636
financialaid@coppin.edu
Fax: (410) 951-2551

Government Relations Office
2nd Floor, Parlett L. Moore Library
Phone: (410) 951-3847

Graduate Studies (School of)
Room 438, Grace Jacobs Office Classroom Building
Phone: (410) 951-3090
GraduateStudies@coppin.edu
Fax: (410) 951-3092

Hagerstown (USMH)
Room 131, Hagerstown Ctr.
32 W. Washington St.)
Phone: (240) 527-2770
hagerstowncampus@coppin.edu

Health Information Management (HIM)
Room 430, Health and Human Services Building
Phone: (410) 951-3970
Fax: (410) 400-5977

Honors College
Room 349, Health and Human Services Building
Phone: (410) 951-3388
Fax: (410) 951-3389
Honors College Phone: (410) 951-3388

Housing
1st Floor, Guilbert A. Daley Residence Hall
Phone: (410) 951-6300
Fax: (410) 951-6393
### DIRECTORY

**Human Resources**
Room 348, Physical Education Complex  
Phone: (410) 951-3666  
Fax: (410) 951-3667

**Humanities**
Room 531, Grace Jacobs Office Classroom Building  
Phone: (410) 951-4150  
Fax: (410) 951-6320

**Information Systems**
3rd Floor, Miles Connor Administration Building  
Phone: (410) 951-3877  
Fax: (410) 951-3876

**Institutional Advancement**
3rd Floor, Miles Connor Administration Building  
Phone: (410) 951-3800  
Fax: (410) 951-3801

**Institutional Research**
Room 224, Health and Human Services Building  
Phone: (410) 951-6280  
Fax: (410) 951-6281

**Instructional Leadership and Professional Development**
Room 704, Grace Jacobs Office Classroom Building  
Phone: (410) 951-3028  
Fax: (410) 951-3031

**Instructional Technology Department**
Room 106, Grace Jacobs Office Classroom Building  
Phone: (410) 951-2643  
tlt@coppin.edu

**Interdisciplinary Studies**
Room 362, Health and Human Services Building  
Phone: (410) 951-4262  
Fax: (410) 951-4261

**IT Security**
Room 229, Miles Connor Administration Building  
Phone: (410) 951-3891  
IT Security Phone: (410) 951-3891

**ITD - Information Technology Division**
Room 229, Miles Connor Administration Building  
Phone: (410) 951-3877  
Fax: (410) 951-4258

**Faculty and Staff Help Desk Phone:**  
(410) 951-3888

**Student Help Desk Phone:**  
(410) 951-3872
James Edger McDonald Child Developing Center  
1st Floor, Rear Entrance, Health and Human Services Building  
Phone: (410) 951-6325

Legal Affairs, Office of  
2nd Floor, Parlett L. Moore Library  
Phone: (410) 951-3844  
Legalaffairs@coppin.edu  
Fax: (410) 951-6220

Library  
1st Floor, Parlett L. Moore Library  
Phone: (410) 951-3400  
Fax: (410) 951-3430

Mail and Print Services  
Room 179, Physical Education Complex  
Phone: (410) 951-3750  
Fax: (410) 951-6387

Management and Marketing Department  
Room 834, Grace Jacobs Office Classroom Building  
Phone: (410) 951-3444

Management Information Systems Department  
Room 834, Grace Jacobs Office Classroom Building  
Phone: (410) 951-3444  
Fax: (410) 951-3445

Mathematics and Computer Science  
Room 608, Grace Jacobs Office Classroom Building  
Phone: (410) 951-3469  
Fax: (410) 951-3841

Maxie Collier Scholarship Program  
5th Floor, Health and Human Services Building  
Phone: (410) 951-3484  
Fax: (410) 951-3536

Natural Sciences  
Room 121, Percy Julian Science Building  
Phone: (410) 951-4111  
Fax: (410) 951-4110

Network Services  
3rd Floor, Miles Connor Administration Building  
Phone: (410) 951-3877  
Fax: (410) 951-3876

Office of Capital Planning and Budgets  
Room 341, Physical Education Complex  
Phone: (410) 951-3780  
Fax: (410) 951-3788
Parking and Transportation Services
Room 142, Talon Center
Phone: (410) 951-3556
parking@coppin.edu
Fax: (410) 951-3557

Planning and Assessment
Room 224, Health and Human
Phone: (410) 951-6280
Fax: (410) 951-6281

President’s Office
2nd Floor, Parlett L. Moore Library
Phone: (410) 951-3838
Fax: (410) 333-5369

Procurement
Room 265 B, Physical Education Complex
Phone: (410) 951-3790
Fax: (410) 523-6311

Public Safety
272 B, Physical Education Complex
Phone: (410) 951-3900
Fax: (410) 951-6997

Records and Registration
1st Floor, Miles Connor Administration
Building 138
Phone: (410) 951-3700
Fax: (410) 951-3701

Residence Life
1st Floor, North Side Entrance, Guilbert A. Daley Residence Hall
Phone: (410) 951-6399
Fax: (410) 951-6393
Daley Hall Phone: (410) 951-6400
DEDMOND HALL Phone: (410) 951-6767

Rosemont/Coppin Initiative
Room 725, Grace Jacobs Office Classroom Building
Phone: (410) 951-3086
Fax: (410) 951-3041

S.T.E.M. Project
Room 312, Percy Julian Science Building
Phone: (410) 951-4130

SLC (Student Life Center)
Lower Level, J. Millard Tawes Center
Phone: (410) 951-3957
Fax: (410) 951-3934
Social Work
Room 527, Health and Human Services Building
Phone: (410) 951-3535
Fax: (410) 951-3536

Special Education
Room 714, Grace Jacobs Office Classroom Building
Phone: (410) 951-3544
Fax: (410) 951-3545

Sports and Entertainment Management
Room 224, Physical Education Complex
Phone: (410) 951-4184
Fax: (410) 951-3445

Student Activities (Office of)
1st Floor, J. Millard Tawes Center
Phone: (410) 951-3922
Fax: (410) 951-3923

Student Support Services
Room 305, Grace Jacobs Office Classroom Building
Phone: (410) 951-3656
Fax: (410) 951-3661

Subway
1st Floor, J. Millard Tawes Center
Phone: (410) 951-1236

Teacher Education Advisement and Retention Center (TEAR-C)
Room 307, Grace Jacobs Office Classroom Building
Phone: (410) 951-4209
SOE/TEARC@coppin.edu
Fax: (410) 951-1342

Teaching and Learning
Room 709, Grace Jacobs Office Classroom Building
Phone: (410) 951-3078
Fax: (410) 951-6321

Telecommunications
2nd Floor, Miles Connor Administration Building
Phone: (410) 951-3877
Fax: (410) 951-4258

Transfer & Transition Services
Coppin State University
32 West Washington Street (USMH)
Hagerstown, Maryland 21740
(240) 527-2770
DIRECTORY

**University College - First Year Experience**
Room 208, Grace Jacobs Office Classroom Building
Phone: (410) 951-3508

**Academic Advisement/Academic Engagement Center**
Phone: (410) 951-3555
Student Engagement Center
Phone: (410) 951-3508

**University Relations, Office of**
Room 112, Grace Jacobs Office Classroom Building
Phone: (410) 951-4200
Fax: (410) 951-4201

**Web and Multimedia Development**
Room 111, Grace Jacobs Office Classroom Building
Phone: (410) 951-3852
webmaster@coppin.edu
III-4.00 - POLICY ON UNDERGRADUATE ADMISSIONS
(Approved by the Board of Regents, January 11, 1990; Revised October 4, 1996; Revised October 5, 2001, Revised December 4, 2009; Revised June 17, 2013)

Admission to the institutions of the University System of Maryland shall be determined without unlawful discrimination on the basis of race, color, religion, national origin, gender, age, sexual orientation, or disabling condition. The undergraduate student population of USM institutions should draw from all areas of the state and reflect the diversity of the state’s population. Consistent with their individual missions, institutions will seek to enroll the students having greatest potential to benefit from their programs. Each institution shall take appropriate actions in its admissions procedures to achieve these goals, consistent with State and Federal laws.

I. ADMISSION OF FRESHMEN

Each institution shall publish electronically or in print format its own decision criteria, which may be more rigorous than the system wide minimum stated below.

A. Minimum Qualifications for Regular Admission
   (1) High school diploma or its equivalent (See exception in paragraph B.)
   (2) Grade point average
       A high school grade point average equivalent to a C or better is required for admission of full-time and part-time entering freshmen who have graduated from high school within three years of intended enrollment.
   (3) Test Score
       A score on a nationally standardized examination such as the SAT or ACT is required of all applicants who have graduated from high school within three years of intended enrollment.
   (4) Minimum core content proficiency requirements

In addition to the above stated requirements, high school seniors or graduates must demonstrate their readiness for college-level work by achievement at the appropriate level of competencies in the core content associated with the array of courses that follows:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Year Courses</th>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biological and Physical Sciences</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Science/History</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

   Must include Algebra I, Geometry, and Algebra II. Students who complete Algebra II prior to their final year must complete the four-year mathematics requirement by taking a course or courses that utilize non-trivial algebra

   Language other than English

   or in some instances, Advanced Technology Education electives

   (5) Other criteria
       Each institution shall publish other criteria for admission that may include (a) rigor of the high school curriculum as demonstrated by advanced level coursework, (b) academic electives, (c) performance on high school assessments, (d) trends in performance, (e) citizenship and leadership, (f) special talents, and (g) personal circumstances.

B. Early Admission

Early admission may be granted to a high school student who has demonstrated superior scholarship, as evidenced by his or her academic record or performance on standardized entrance examinations. The expectation is that the student will make arrangements to earn a high school diploma or equivalent. Each institution that offers early admission shall publish electronically or in print format its procedures.

C. Admission of Students from Non-accredited/ Non-approved High Schools

Freshman applicants for admission who are graduates of non-accredited/non-approved high schools will be reviewed individually, with consideration given to factors such as scores on nationally standardized tests, high school course content, performance in high school academic courses, the performance of previous students with similar academic preparation, and other appropriate criteria as developed by each institution.

D. Admission of Students with non-US Records

Students with international records, those who have completed part or all of their secondary and/or post-secondary education outside the United States, may be admitted using the guidelines of the following educational associations:

   (1) Association of International Educators (NAFSA)
   (2) American Association of Collegiate Registrars and Admissions Officers (AACRAO)
   (3) National Association of College Admissions Counselors (NACAC)

   Each USM institution will establish procedures to insure consistency in admissions practices for its applicants with academic records from non-US institutions.

E. Admission of Home-Schooled Students

All home-schooled students must demonstrate compliance with state and local education regulations. Demonstration of the competencies
outlined in the USM Requirements for Admission may be combined with scores on a nationally standardized examination such as ACT or SAT to satisfy the minimum qualifications for admission. For Maryland students, the home instruction program must comply with 13A.10.01 of the General Regulations of the State Board of Education.

F. Admission of Students with Proficiency-Based standards, 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 of the student's achievement in secondary school.

Admission may be granted to students who have been awarded a high school equivalency diploma by passing a standardized evaluation, such as the General Educational Development (GED) test or the External Diploma Program (EDP). Each USM institution will establish procedures to insure consistency in admissions practices for its applicants presenting external evaluations.

G. Admission of Students Who Have Been Out of School More Than Three Years
Students who have earned a high school diploma (or equivalent) with a minimum GPA equivalent to a C or better, but who are more than three years beyond high school enrollment, may be admitted without meeting the usual criteria for admission if the institution determines that the applicant has the potential for successful college work. This determination may be made by evaluation of successful work experiences, by portfolio assessment, and/or by placement testing.

H. Special Program Requirements
With the approval of the president, an institution may establish additional requirements for admission to specified academic programs.

I. Admission to Two Institutions
USM institutions that have established joint degree or cooperative programs with other institutions will outline procedures to permit students to be admitted simultaneously to two institutions to earn the targeted degree(s).

J. Exceptions
Each institution may admit, to a maximum of 15 percent of its entering freshman class, students who do not meet the minimum qualifications outlined in sections I.A.-G. of this policy but who show potential for success in postsecondary education. Each institution shall develop written guidelines, in accordance with this policy, concerning individual admission.

For those instances in which applicants have not completed all of the required courses for admission, each institution shall establish a method of assessment by which a student can demonstrate competence equivalent to having passed a required high school course to qualify for admission.

II. ADMISSION OF TRANSFERSTUDENTS
This section applies to students who have earned at least twelve or more university parallel credits during a regular term or terms following high school graduation. Credits earned in courses taken during the first summer following high school graduation, concurrently with high school, by Advanced Placement, or by examination are not to be counted in the twelve. Each institution shall publish its own decision criteria that may be more rigorous than the system wide minima stated below.

A. Minimum Requirements
(1) All transfer students must have a cumulative GPA of at least a 2.0 on a 4.0 scale, or its equivalent, for all attempted college-level work.
(2) Students who have completed 23 or fewer credits are also required to meet minimum qualifications as set forth in Part I of this policy.
(3) Students transferring from institutions that are not regionally accredited shall demonstrate proficiencies comparable with Sections II.A.1 and 2.

B. Maryland Public Institutions Of Higher Education
(1) Students who have completed an associate’s degree, or 56 or more semester hours of credit in university parallel courses with a minimum GPA of 2.0 from public institutions of higher education in Maryland, shall be considered qualified to be admitted to a USM institution. In cases where the number of applicants exceeds the number who can be accommodated, or where programs require higher performance standards, admissions decisions shall be based on criteria that provide fair and equal treatment for native and transfer students in accordance with COMAR Title 13B.06.01.02-1.
(2) Students wishing to transfer from public institutions of higher education in Maryland who have not completed an associate’s degree or who have completed fewer than 56 semester hours of credit shall be considered qualified to be admitted regardless of the number of credit hours earned if the student satisfied the admission criteria of the USM institution as a high school senior and attained at least a cumulative grade point average of 2.0 on a 4.0 scale or its equivalent in university parallel courses. In cases where the number of applicants exceeds the number who can be accommodated, or where programs require higher performance standards, admissions decisions shall be based on criteria that provide fair and equal treatment for native and transfer students in accordance with COMAR Title 13B.06.01.02-1.

C. Admission to Two Institutions
To facilitate the enrollment of transfer students and to enhance relationships with community colleges, USM institutions are strongly encouraged to establish agreements with community colleges to provide for dual admission of students who first matriculate at the community college. The agreements shall stipulate requirements for eligibility, conditions for maintaining good academic standing, curricular requirements, and credit/grade transfer acceptance.

D. Providing Transfer Information
Each institution shall participate in the system wide computerized information system to assist prospective transfer students. In cooperation with Maryland community colleges, programs shall be developed that represent the lower division course work required for completion of a baccalaureate degree at that institution. Information about such recommended transfer programs, updated on a regular basis, shall be available to potential transfer students to serve as a basis for advisement and student planning. Students will be encouraged to seek advisement on a regular basis.
E. Exceptions
At the discretion of the receiving institution, transfer students with special circumstances may be admitted on the basis of criteria other than prior academic performance. Up to 15 percent of the institution’s entering transfer cohort may comprise such exceptions.

III. ADMISSION OF SECOND BACCALAUREATE STUDENTS
The application process for second degree students mirrors the process for transfer students. Please complete the online application and submit official transcripts from your previous colleges and universities. It is important that you submit official transcripts from your previous colleges and universities. It is important that you submit your transcripts from every community college and university that you have attended.

IV. ADMISSION OF NON-DEGREE STUDENTS
A. Minimum Requirements
   Procedures for admitting non-degree students shall be established by each institution. Criteria for changing from non-degree to degree status must be equivalent to, or exceed the minimum requirements set forth in this policy, sections II.A.1 and 2, for students transferring between Maryland public institutions.

B. Concurrent Enrollment
   Concurrent enrollment may be granted to a high school student who has demonstrated superior scholarship, as evidenced by his or her academic record or performance on standardized entrance examinations. Each institution may allow such students to enroll in its undergraduate classes concurrently with their enrollment in high school.

V. ADMISSION OF OUT-OF-STATE STUDENTS TO UNDERGRADUATE PROGRAMS
Each institution may establish for out-of-state students standards 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 will be given to the Maryland resident.

Excluding UMUC students and all students enrolled exclusively in distance education programs, the number of out-of-state undergraduate students in any institution shall not exceed 30 percent of its total undergraduate student body.

VI. IMPLEMENTATION
A. Effective date
   The revised freshman admissions requirements are effective for those students entering ninth grade in the academic year 2011.

B. Mathematics Requirement
   The University System of Maryland in collaboration with the Maryland State Department of Education will review local school system courses to determine their appropriateness in meeting this requirement.

C. Publication of Standards
   The USM shall publish electronically or in print format the content, competencies, achievement levels, and skills required for success in college.
   Each institution shall publish its admission standards in its catalog and shall submit them to University System of Maryland Office for information.

D. Maintenance of Records
   Each institution shall maintain in each enrolled student’s record evidence that minimum criteria for admission have been met. Lacking such evidence, the record shall contain a note that the student is an exception, and whether the exception was based on minimum GPA, lack of standardized test scores or demonstration of competency in the required courses.

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


FOOTNOTES:
[1] Students applying to Salisbury University under its test-optional program are exempt from this requirement.
[2] A grade equivalent to a C or better in required courses would normally demonstrate the minimum level of preparation for college-level work.
[3] The courses completed must be in at least two different subject areas. Two of the three must include a laboratory experience. For students interested in Science, Technology, Engineering or Mathematics (STEM) related careers (such as medicine, engineering, the sciences, veterinary medicine, physical therapy, etc.), four years of science are recommended in three different science areas, with three laboratory experiences.
[4] Non-trivial algebra is intended to mean that the level of mathematical concepts discussed and the level of problems that are used in the course would be at least as sophisticated as those that relate to problems appearing in the Achieve ADP Algebra II test. Examples of courses meeting this requirement include Algebra II, Trigonometry, Pre-calculus, Calculus and successor courses, Statistics, and College Algebra. An important feature of any such course is that it utilizes algebra in a substantive way, so the student does not lose the algebraic and numerical skills achieved in earlier courses.
[5] The two units must be in the same language. American Sign Language is among the languages accepted.
[6] Advanced Technology is an instructional program in which students develop in-depth skills and understanding related to one or more of the following: impacts of technology; technological issues, and engineering design. At the time this policy was approved, Advanced Technology Education electives are acceptable in lieu of language at the following institutions: Bowie State University, Coppin State University, Frostburg State University, the University of Baltimore and the University of Maryland, Eastern Shore. Students should consult the admissions office of the USM institution they are seeking to attend to determine if advanced technology is accepted in fulfillment of this requirement.
VIII.2.70 POLICY ON STUDENT CLASSIFICATION FOR ADMISSION AND TUITION PURPOSES

(Approved by the Board of Regents August 28, 1990; Amended July 10, 1998; Amended November 27, 2000; Amended April 11, 2003; Amended June 23, 2006; Amended February 15, 2008; Amended September 18, 2009)

I. POLICY

A. Purpose
   To extend the benefits of its system of higher education while encouraging the economical use of the State's resources, it is the policy of the Board of Regents of the University System of Maryland (USM) to recognize the tuition categories of in-state and out-of-state students for the purpose of admission and assessing tuition at USM institutions.

B. Burden of Proof
   The person seeking in-state status shall have the burden of proving by clear and convincing evidence that he or she satisfies the requirements and standards set forth in this Policy. Assignment of in-state or out-of-state status will be made by the applicable USM institution upon a review of the totality of facts known or presented to it.

C. In-State Status
   To qualify for in-state tuition, a student must demonstrate that, for at least twelve (12) consecutive months immediately prior to and including the last date available to register for courses in the semester/term for which the student seeks in-state tuition status, the student had the continuous intent to:
   1. Make Maryland his or her permanent home; and
   2. Abandon his or her former home state; and
   3. Reside in Maryland indefinitely; and
   4. Reside in Maryland primarily for a purpose other than that of attending an educational institution in Maryland.

Satisfying all of the requirements in Section II (and Section III, when applicable) of this policy demonstrates continuous intent and qualifies a student for in-state tuition. Students not entitled to in-state status under this policy shall be assigned out-of-state status for admission and tuition purposes.

D. Presumption
   Either of the following circumstances raises a presumption that the student is residing in the State of Maryland primarily for the purpose of attending an educational institution and therefore, does not qualify for in-state status under this policy:
   1. A student is attending school or living outside Maryland at the time of application for admission to a USM institution, or
   2. A student is Financially Dependent on a person who is not a resident of Maryland. This presumption may be rebutted. The student bears the burden of rebutting the presumption. See "III. Rebuttal Evidence" below.

II. REQUIREMENTS

Before a request for classification to in-state status will be considered, a student must comply with all of the following requirements for a period of at least twelve (12) consecutive months immediately prior to and including the last date available to register for courses in the semester/term for which the student seeks in-state tuition status. The student must demonstrate he or she:

A. Owns or possesses, and has continuously occupied, including during weekends, breaks and vacations, living quarters in Maryland. The student must provide evidence of a genuine deed or lease and documentation of rent payments made. In lieu of a deed or lease, a notarized affidavit from a landlord showing the address, name of the student as occupant, term of residence, and history of rent payments made will be considered. As an alternative, a student may demonstrate that he or she shares living quarters in Maryland which are owned or rented and occupied by a parent, legal guardian or spouse.

B. Has substantially all of his or her personal property, such as household effects, furniture and pets in Maryland.

C. Has paid Maryland income tax on all taxable income including all taxable income earned outside the State and has filed a Maryland tax return.

D. Has registered all owned or leased motor vehicles in Maryland.

E. Possesses a valid Maryland driver’s license, if licensed.

F. Is registered to vote in Maryland, if registered to vote.

G. 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.

H. Has a legal ability under Federal and Maryland law to live permanently without interruption in Maryland.

I. Has rebutted the presumption that he or she is in Maryland primarily to attend an educational institution, if the student’s circumstances have raised the presumption.

III. REBUTTAL EVIDENCE

Satisfying the requirements listed in paragraphs A through I of Section II, does not rebut the presumption that a student is in Maryland primarily to attend an educational institution. To overcome the presumption, a student must present additional evidence.

To determine a student’s intent, the University will evaluate evidence of a student’s objectively verifiable conduct. Evidence that does not document a period of at least twelve (12) consecutive months immediately prior to and including the last date available to register for courses in the semester/term for which the student seeks in-state tuition status is generally considered an unfavorable factor under this policy. Evidence of intent must be clear and convincing and will be evaluated not only by the amount presented but also based upon the reliability, authenticity, credibility and relevance of the evidence.
The absence of objective, relevant evidence is generally considered an unfavorable factor. A student’s statement of intent to remain in Maryland in the future is generally not considered to be objective evidence under this policy.

Additional evidence that will be considered includes, but is not limited to, the following:

A. Source of financial support:
1. Maryland employment and earnings history through sources beyond those incident to enrollment as a student in an educational institution e.g., beyond support provided by work study, scholarships, grants, stipends, aid, student loans, etc. (Tuition costs will be considered as a student expense only to the extent tuition exceeds the amount of any educational scholarships, grants, student loans, etc.), or
2. Evidence the student is Financially Dependent upon a person who is a resident of Maryland.

B. Substantial participation as a member of a professional, social, community, civic, political, athletic or religious organization in Maryland, including professionally related school activities that demonstrate a commitment to the student’s community or to the State of Maryland.

C. Registration as a Maryland resident with the Selective Service, if male.

D. Evidence showing the student uses his or her Maryland address as his or her sole address of record for all purposes including on health and auto insurance records, bank accounts, tax records, loan and scholarship records, school records, military records, leases, etc.

E. An affidavit from a person unrelated to the student that provides objective, relevant evidence of a student’s conduct demonstrating the student’s intent to live permanently in Maryland.

IV. NON-RESIDENTS WHO MAY TEMPORARILY QUALIFY FOR IN-STATE STATUS

In addition, persons with the following status shall be accorded the benefits of in-state status for the period in which they hold such status:

A. A full-time or part-time (at least 50 percent time) regular employee of USM or a USM institution.

B. The spouse or Financially Dependent child of a full-time or part-time (at least 50 percent time) regular employee of USM or a USM institution.

C. A full-time active member of the Armed Forces of the United States whose home of residency is Maryland or one who resides or is stationed in Maryland, or the spouse or a Financially Dependent child of such a person. Students that qualify under this provision will retain in-state status for tuition purposes as long as they are Continuously Enrolled regardless of a change in military assignment or status of the active member of the military.

D. A veteran of the United States Armed Forces with an honorable discharge who, within one year of discharge, presents documentation that he or she attended a secondary school in the State for at least three years, and graduated or received the equivalent of a high school diploma from a secondary school in the State. The veteran must present documentation and register at a USM institution within one year of discharge for this provision to apply.

E. A member of the Maryland National Guard, as defined in the Public Safety Article of the Maryland Annotated Code, who joined or subsequently serves in the Maryland National Guard to: (i) provide a critical military occupational skill; or (ii) be a member of the Air Force Critical Specialty Code as determined by the National Guard.

F. 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.

G. A graduate assistant appointed through a USM institution for the semester/term of the appointment. Except through prior arrangement, this benefit is available only for enrollment at the institution awarding the assistantship.

V. PROCEDURES

A. An initial determination of in-state status will be made at the time of admission. The determination made at that time, and any determination made thereafter, shall prevail for each semester/term until the determination is successfully challenged in a timely manner.

B. A change in status must be requested by submitting a USM institution’s “Petition for Change in Classification for Tuition”. A student applying for a change to in-state status must furnish all evidence that the student wishes the USM institution to consider at the time the petition is due. The due date is based on the deadline set forth by the USM institution at which the student seeks to enroll. If the applicable USM institution has no such deadline, the due date is the last published date to register for the forthcoming semester/term for which the change in classification is sought.

C. The student shall notify the USM institution in writing within fifteen (15) days of any change in circumstances which may alter in-state status.

D. In the event incomplete, false, or misleading information is presented, the USM institution may, at its discretion, revoke in-state status and take disciplinary action provided for by the institution’s policy. Such action may include suspension or expulsion. If in-state status is gained due to false or misleading information, the institution reserves the right to retroactively assess all out-of-state charges for each semester/term affected.

E. Each USM institution shall develop and publish additional procedures to implement this Policy. Procedures shall provide that on request the institution President or designee has the authority to waive any requirement set forth in Section II if it is determined that the application of the requirements creates an unjust result. These procedures shall be filed with the Office of the Chancellor.

VI. DEFINITIONS

A. Financially Dependent: For the purposes of this policy, a financially dependent student is one who is claimed as a dependent for tax purposes.

B. Parent: A parent may be a natural parent, or, if established by a court order recognized under the law of the State of Maryland, an adoptive parent.

C. Guardian: A guardian is a person so appointed by a court order recognized under the law of the State of Maryland.

D. Spouse: A spouse is a partner in a legally contracted marriage.

E. Child: A child is a natural child or a child legally adopted pursuant to a court order recognized under the law of Maryland.
F. Regular Employee: A regular employee is a person employed by USM or a USM institution who is assigned to a State budget line or who is otherwise eligible to enroll in a State retirement system. Examples of categories NOT considered regular employees are graduate students, contingent employees, and independent contractors.

G. Continuous Enrollment:
1. Undergraduate Student - An undergraduate student who is enrolled at a USM institution for consecutive fall and spring semesters, until completion of the student's current degree program or unless on an approved leave of absence or participating in an approved program off-campus.
2. Graduate and Professional - Continuous enrollment for a graduate or professional student is defined by the institution in accordance with program requirement.

VI. IMPLEMENTATION
This policy as amended by the Board of Regents on September 18, 2009 shall be applied to all student tuition classification decisions made on or after July 1, 2009.

1 Annotated Code of Maryland, Education Article, §12-101.