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 and the National League for Nursing Accrediting Commission. The Social Work Program is accredited by the National Council on Social Work Education. The Rehabilitation Counselor Education Program is accredited by the Council on Rehabilitation Education.

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

Welcome to our great University! Please know that we feel richly blessed that you have joined this intellectual community. Indeed, you are the reason that we exist, and I want to assure you personally that we will do all within reason to help you to be successful throughout your matriculation.

I encourage you to take the life of the mind seriously at Coppin and to work hard at achieving the goals that you have set for your lives. Commit to investing your time, energy, and efforts toward becoming successful students and productive citizens, never allowing anything or anyone to block your progress. Be mindful of President Barack Obama's reference to a most powerful comment that Dr. Martin Luther King Jr. made over 40 years ago: "There is a fierce urgency of now." In other words, you cannot put off today that which you will need tomorrow to qualify as successful change agents. Stand tall and persevere through life's struggles and keep your eyes on the prize. As you enter into this community of scholars, I commend to you five core values that speak to all of us from classical antiquity: Truth, Justice, Courage, Moderation, and Wisdom. Let these values light your path toward excellence.

Again, as President of Coppin State University, I will do all that I can to help you succeed. You are important to Coppin and to the world!

Have a great year! I wish you the very best and look forward to meeting you.

Sincerely,

Reginald S. Avery, Ph.D.
President
Coppin State University

---

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MISSION
Coppin State University, an urban, comprehensive, historically Black institution located in Baltimore, Maryland, offers quality undergraduate and graduate programs in teacher education, the liberal arts, mathematics, sciences, technology, and professional disciplines. The University provides educational access and diverse opportunities for students through excellence in teaching, research, and community engagement thus preparing analytical, socially responsible, lifelong learners. Coppin State University builds on a rich legacy of empowering students, promoting community revitalization, and strengthening relationships with local, national, and global partners.

INSTITUTIONAL IDENTITY
Coppin State University (CSU) is a Historically Black Institution (HBI) within the University System of Maryland that prepares students with the mission of meeting the challenges associated with urban communities. Its primary target population includes graduates of Baltimore City and Baltimore County Public School Systems. The University seeks to transform the lives of its students who return to their communities as change agents.

The major academic programs of the institution that impact the communities are in Education, Health Care, and in the Science, Technology, Engineering & Mathematics (STEM) disciplines. Focus primarily on these disciplines prepares students to be competitive in the State, region, nation, and world markets. As a Carnegie master’s comprehensive (MA I) institution, we provide graduate level programs and anticipate a change in the Carnegie classification to a Comprehensive Doctoral Institution pending approval. The first doctorate program to be offered will be the Doctor of Nurse Practice (DNP).

Addressing the State of Maryland’s need to increase the workforce to produce more nurses and teachers, CSU has increased and retained a number of nursing students matriculating through the university while looking for new partnerships in teacher education. The University is engaged in discussions to identify ways to increase the number of teachers in the STEM areas and in teacher education overall. Building on our current Carnegie classification of a master’s comprehensive institution and looking towards the future, the university has obtained preliminary approval to offer our first Doctor of Nurse Practice (DNP) which will address the shortage of doctoral trained nursing professionals to fill university teaching and clinical positions.

Additional priorities include a greater emphasis on community engagement and sustainability. Presently, the university, through its strategic plan, is building a culture of community engagement through every aspect of the university as well as by developing strategic partnerships with the local community. The campus sustainability efforts align with USM’s 2020 Strategic Plan and the Federal Government’s efforts to reduce our carbon footprint and enhance campus stewardship on environmental issues.

Academic Programs Aligned to the USM’s 2020 Strategic Plan
Coppin State’s academic programs are aligned with Theme 2 of the USM’s Strategic Plan for 2020: Maryland’s Economic Development and the Health and Quality of Life of Its Citizens – Ensuring Maryland’s Competitiveness in the New Economy. Coppin State University offers 28 undergraduate degrees, 12 graduate degree programs and 8 certificate programs in a variety of academic disciplines, many of which have received national and regional recognition for being among the best in their disciplines. The University is committed to affording students access to high-quality academic programs as evidenced by accreditation reaffirmations: National League for Nursing, the National Council for Accreditation of Teacher Education, the Council on Rehabilitation Education, the Council on Social Work Education, and the Middle States Association of Colleges and Schools. The University also has partnerships with community colleges and public agencies that provide access to full-time, first-time college attendees. In addition to campus courses, access is also provided by online courses, and off-site course offerings for the public workforce.
Several new academic programs have been approved. These programs address the needs of the millennial student as well as critical workforce demands. The programs are the Doctorate of Nurse Practice (DNP), B.S. in Dance, and four certificates in the School of Professional Studies: Post Master’s in Counseling Licensure, Vocational Evaluation and Work Adjustments, Assistive Technology, and Job Development and Job Placement Services. All of these programs are and future programs will be in response to the State’s workforce training and job development needs; thus playing a major role in the promotion of high-quality of life for Maryland citizens. Additional priorities include emphasis on community engagement and sustainability. Some of these initiatives in brief include:

- **BTOP – Broadband Technology Opportunities Program** provides the opportunity for the citizens of West Baltimore to improve their computer skill sets and access to educational opportunities.

- **Revitalization of West Baltimore – Partnership with CSU/City of Baltimore & CHCDC** – a revitalization effort to improve facility infrastructure which in turn, improves their communities.

- **Center for Community Health (SON)** - School of Nursing operates a community clinic to citizens who cannot afford the high costs of health care.

These efforts comport with the USM’s Strategic Plan 2020, Theme 1.a.2: Access, Affordability, and Attainment – Helping the State of Maryland Achieve Its Goal of 55% College Completion Goal While Maintaining Quality – by Expanding Outreach to New or Underserved areas/populations of Maryland through USM traditional campuses, regional centers, and other outreach programs or activities.

**INSTITUTIONAL CAPABILITIES**

CSU is uniquely capable of addressing the preparation of students from the State of Maryland, Baltimore City and County, and particularly, the citizens of West Baltimore. Given the economic and social conditions of West Baltimore, the institution extends its preparations beyond the traditional classroom by providing experiential and authentic learning experiences.

The institution is primarily a teaching institution and has integrated best teaching practices throughout its curriculum and in support of its charter school affiliations.

- **Teaching and Learning**. The institution has two charter schools, Rosemont Elementary/Middle School and Coppin Academy that draw from the K-12 population of students who reside in West Baltimore. Through the support of the School of Education and the School of Arts & Sciences, the charter schools continuously perform within the top 10% of its counterparts in Baltimore City Schools. The Coppin Academy, the secondary high school ranks 2nd within the State on end of grade assessments at every content level.

- **School of Management Science and Economics** – Provides financial literacy workshops, tax preparation, and course offerings to increase college access to public agencies. These three activities have been continuous and service large constituencies of West Baltimore.

- **School of Arts & Sciences** – Through its affiliation with the National Institutes of Health (NIH), provides laboratory internships experience for students majoring in the Natural Sciences.

- **The School of Nursing** operates the Community Health Center which is a nurse-managed clinic. The Center has the unique mission to provide health care that is sensitive to societal needs, demands, and values, with providers who are culturally sensitive and responsive to changing trends and needs of inner city clients. In keeping with the mission of the University, the Center seeks to improve the health and quality of life of persons residing in the Coppin Heights Community, the University campus community and the surrounding area. The Center provides comprehensive, holistic, and family health care services. Services are available on a walk-in basis as well as by appointment. A number of insurance plans are accepted and self-payment plans are based on income.
• Broadband Technology Opportunities Program (BTOP). Coppin State University received federal stimulus funding to establish the Coppin Heights-Rosemont Family Computer Center, which provides broadband computer access, job training, and various educational and mentorship programs to 35,000 residents of the neighboring Coppin Heights-Rosemont community, an area where it is estimated that less than five percent of families subscribe to broadband service. Coppin State was the only institution in the state of Maryland to receive the highly competitive $932,116 grant awarded by the U.S. Department of Commerce under the Broadband Technology Opportunities Program (BTOP).

The program facilitates the University’s efforts to revitalize West Baltimore by creating jobs and improving education and health by offering 15 continuous training and educational courses that are taught by faculty, students, and partners. The Center houses 60 new computer workstations and is directed by Coppin’s new Institute for Local to Global Community.

• Revitalization of West Baltimore – Partnership with CSU/City of Baltimore & CHCDC – a revitalization effort to improve facility infrastructure which in turn, improves their communities. This effort includes coordinating partnerships between Coppin Heights Community Development Corporation, Coppin State University, Baltimore’s government agencies, elected officials, public schools, social and community service organizations, businesses, and residents to ensure a community collaborative approach to meeting the needs of residents in the Greater Coppin Heights/Rosemont community. Also, emphasis is placed on developing and improving affordable housing in the Greater Coppin Heights/Rosemont community and fostering economic and business development initiatives serving the needs of low to moderate income and otherwise disadvantaged Greater Coppin Heights/Rosemont residents.

• Center for Sustainability and Environmental Justice (CSEJ). Coppin State University continues to make a concerted effort to advance sustainable academic policies and practices as a means of educating all of our graduates so that they are able to contribute to a sustainable society. These practices include not only working to advance sustainability through our academic curriculum but also promoting environmental education and research and working collaboratively with the community to address issues of environmental justice. As a result, a planning committee has been established to create a Center for Sustainability and Environmental Justice. The mission of the CSEJ is to promote environmental education and research and to work collaboratively with the community to address issues of environmental justice. The University believes that this center will become a catalyst to promote greater knowledge and understanding about climate change and to address environmental justice disparities that impact the community, the city of Baltimore, the State of Maryland and beyond. CSEJ aims to enhance CSU students’ educational experience by becoming a key part of the University’s overall education, research and community outreach programs. The CSEJ Planning Committee has begun to conceptualize, design, and build the University’s organizational capacity for the development and implementation of CSEJ as a major institutional resource for sustainability and environmental justice.

• Research – The institution is developing a Center for Undergraduate Research (CUR) that will allow students to work directly with faculty on first level research activities. The CUR oversight is provided by institutional faculty, members of the science communities, and alumni. Although the CUR has an overall emphasis on undergraduate research, special emphasis will be in support of the STEM disciplines.
The University is committed to meeting the educational needs of its urban population which includes the traditional student and the adult learner. Coppin State University is the first higher education institution in the State to assume responsibility for the restructuring and administering a public elementary/middle school and high school in Baltimore City. The University is the only higher education institution in the State to locate a public high school on its campus while serving as the operator.

Actively engaged in pre-service and in-service teacher education programs, the University, responding to the Board of Regents directive, envisions even more involvement in the area of teacher preparation. The West Baltimore pre-K-20 Urban Education Corridor Model for Change, known as the Urban Education Corridor, is one such initiative. Building on a strong partnership with the Baltimore City Public School System and CSU, the Urban Education Corridor has become a national model. The potential success of the Corridor will propel the University toward achieving national eminence in the area of preparing urban educators, particularly those in the Baltimore City School System. The University chose this particular academic focus because of its longstanding mission of service in urban education. Similarly, the University aspires to enhance its nursing programs. Over the next ten years, the University will expand the Nurse Managed Health Center and provide added health services to the Community. The School of Management Science and Economics has a program to support small business owners, a project to assist individuals with credit/debt related problems, and a tax preparation program for those in the community that cannot afford to pay for the services.

Through advancements in technology, Coppin State University will continue to infuse the understanding and use of emerging technologies into all teaching and learning practices, client, management and student services, and institutional advancement operations. The renovation of existing buildings and the construction of new buildings that has the latest technology will provide a better infrastructure to foster excellence in teaching, research, scholarship, and service.

The University continues to take the leading role in the economic revitalization of its immediate community. Coppin State University is an oasis for the educational, economic, recreational and cultural needs of the citizens of Baltimore and the State of Maryland by sharing access to its facilities and expertise in the academic disciplines, professional fields and the fine and performing arts.

Closing the Achievement Gap
Closing the Achievement Gap is a national concern for all institutions of higher education. The University System of Maryland (USM) requires annual reports for all of its institutions. In an effort for Coppin to contribute to narrowing and eventually closing the gap, the institution will continue to conduct research and study the needs of its student population by examining its first-time, degree-seeking traditional students, adult learners, transfer students, and freshmen males and females. The study includes goals established to close the achievement gap by half in 2015 and by 2020 to totally eliminate that gap while increasing retention and graduation rates. The study will inform which best practices are appropriate to close the achievement gap, the levels of funding needed to implement each initiative and ultimately ending in the development of a comprehensive first-year student experience.

INSTITUTIONAL OBJECTIVES AND OUTCOMES
To address the goals in the University System of Maryland’s (USM) Strategic Plan, USM in 2020: A Call to Action, the university has begun the process of aligning its strategic plan to the systems five themes and key goals/strategies. Based on our vision and mission, Coppin State University adopted the following overarching goals for 2011 to 2016. Only a few objectives and priorities will be highlighted for this document.

Goal 1: Enhance Student success through Graduation
To ensure the persistence of students through graduation CSU will focus attention on the first year of college – a critical time for retention, learning, and skill development.
Goal 2: Enhance the Academic Core of the University
Building on our Self-Study accreditation processes along with other key documents will enhance the academic core.

Goal 3: Strengthen Institutional Infrastructures.
To increase effectiveness, efficiency and accountability of operations and outcomes, believe the objectives above will help us facilitate strengthen our infrastructure.

Goal 4: Enhance the Urban Mission of the University.
Based on the university’s mission, the university will enhance teaching and learning, increase service learning and advance community engagement opportunities for students, faculty, and staff.

Goal 5: Increase fundraising Initiatives.
To develop and implement a realistic Capital Campaign Project consistent with the mission, goals and objectives of the University.

The chart that follows identifies CSU’s priority goals, objectives, and alignment to the USM’s 2020 Strategic Plan themes, priority initiatives to address the goals, and a timeline for implementation, and evaluation.

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

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

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

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

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

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, School of Professional Studies, School of Graduate Studies, School of Arts and Sciences, School of Education, School of Management Science and Economics, and the Helen Fuld School of Nursing. 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, 56-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 Office of Capital Planning in conjunction with consultants and the campus community, which includes faculty, staff, students, and administrators; thereby, creating an 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)**, constructed in 1977. The OCL (Office/Classroom Lab) building houses School of Arts and Sciences, School of Management Science and Economics, and the Helen Fuld School of Nursing. The building houses classrooms, a large lecture hall, academic support, computer labs, and other facilities.

- **James Weldon Johnson Auditorium Building**, constructed in 1972, housing a 1,000 seat auditorium, classrooms, offices for faculty and staff, music rooms and an art gallery.

- **Percy Julian Science Building** constructed in 1967 and renovated in 1989. This building houses academic programs such as the Departments of Natural Sciences and of Fine Arts and provides science laboratories, classrooms, a large lecture hall, offices for faculty and staff, art and photography labs and studios, an art exhibition areas, among other supporting facilities.

- **Health and Human Services Building (HHSB)** was constructed in 2008. The new facility is designed to provide state-of-the-art facilities including: classrooms, labs, offices, diagnostic & treatment clinical services, an early childhood demonstration suite, and other spaces to support the University’s academic programs. These programs are the School of Professional Studies, Applied Psychology & Rehabilitation Counseling, Criminal Justice, Social Work, Social Sciences, Interdisciplinary Studies, Honors College, and the School of Nursing.

- **Parlett L. Moore Library** was constructed in 1961 and added to in 1975, houses over 100,000 items in its collection and houses smart classrooms/labs, open computer lab, and workstations, offices for administrative staff, and meeting rooms.
• **Physical Education Complex** was completed Spring 2010. The new state-of-the-art facility provides 148,275 NASF/246,359 GSF. That includes spaces 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, an 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** was constructed in 1966 and added to in 1978. This building houses the new Coppin Cafe, 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)** can accommodate approximately 600 residences. The residence hall also houses lounges and computer laboratories.

• **The Talon Center** was constructed in 2003. The facility houses a dining hall, a café, convenience store, meeting rooms and the President’s official conference room.

• The **Miles Washington Connor Administration Building** houses the administrative offices for Academic Affairs, Admissions, Administration and Finance, Institutional Advancement, and Information Technology. The 44,394 square-foot building was constructed in 1978.

• **Frances L. Murphy Center**, constructed in 1961 as a demonstration school and renovated to house Coppin Academy (Baltimore City Charter High School 9-12) in the winter of 2010.

• **The Quad**
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 Cafe".

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.

• **Satellite Central Utility Plant (SCUP #1 'middle campus')** was constructed in 2008 to provide the central campus with state-of-the-art heating and cooling. This building will provide safe energy efficient systems that will provide the campus with a new hot and chilled water equipment distribution system, fire alarm, electrical upgrade, upgraded domestic water, and sanitary sewer systems.
Fall & Winter 2011 Academic Calendar

August 1
Deadline for submitting Challenge Exam applications

August 12
Fall 2011 open registration concludes for all sessions/terms

August 18-September 2
Late Registration for all sessions/terms

August 19
Deadline for submitting Challenge Exam Results

August 29
Fall 2011 classes begin for 15 week term, & 1st 7 week session

September 2
Last day of late registration for all sessions/terms

September 2
Deadline for continuing students to submit change of residency applications and supporting documents

September 2
Deadline for inter-institutional registration with the approval of host institution

September 5
Holiday (Labor Day)

September 6
Last day to Add, Swap, & Drop Classes for all sessions/terms

September 6
Last day to DROP without grade penalty of “W” for all sessions

September 9
Last day to apply for Winter & Spring 2012 Graduation

September 12
Deadline for students to submit Grade Appeals Form, written explanation of the dispute & documentation for Spring and Summer 2011 to Professors

September 17-19
Mid-Term for 1st 7 week session

September 24
Graduation Seminar (undergraduate prospective graduating candidates)

September 26
Last day to WITHDRAW for the 1st 7 week session

September 30
Fanny Jackson Coppin Academic Convocation

October 10-15
Mid-term evaluations for 15 week term

October 17
Classes end for 1st 7 week session

October 18-24
Final Exams for 1st 7 week session

October 24
Classes start for 2nd 7 week session

November 2-6
Spring & Winter 2012 registration for Grad Students, Seniors & Juniors

November 7-13
Mid-Term evaluations for 2nd 7 week session

November 9-13
Spring & Winter 2012’ registration for Sophomores & Freshmen

November 22-December 20
Spring & Winter 2012 open registration

November 21
Last day to WITHDRAW for the 2nd 7 week session

November 21
Last day to WITHDRAW from course(s) or University for 15 week session

November 23-27
Thanksgiving Recess

November 28
Classes resume

December 9
Classes end for 2nd 7 week session & 15 week term

December 10-16
Final Exams for 2nd 7 week session & 15 week term

December 16
Graduation Rehearsal All Students

December 17
Fall 2011 Graduate & Undergraduate Commencement

December 20
Last day for Winter 2012 registration

December 23
Holiday recess begins

January 3
Winter 2012 classes begin

January 4
Last day to Add or Swap or Drop Winter courses

January 4
Last day to DROP Winter courses without “W” grade penalty
January 6
Last day to WITHDRAW from Winter courses

January 16
Holiday – University Closed Dr. Martin L. King’s Birthday Observed

January 20
Winter 2012 classes’ end

Spring & Summer 2012 Academic Calendar

January 3
Deadline for submitting Challenge Exam applications

January 6
Spring 2012 open registration concludes for all sessions/term

January 12-31
Spring 2012 late registration begins for all sessions/term

January 25
Spring 2012 Semester Classes Begin for 7 week sessions and 15 week term

January 31
Deadline for submitting Change of Residency Form

January 31
Last day of late registration for continuing and new students

January 31
Last day to Add & Swap courses for all sessions

January 31
Last day to DROP without “W” grade penalty for all sessions

January 31
Deadline for submitting Challenge Exam results

January 31
Deadline for Inter-Institutional & Collaborative Registration

February 14
Mid-term for 1st 7 week session

February 21
Last day to WITHDRAW for the 1st 7 week session

February 28
Last day to apply for Summer I, Summer II and Fall graduation

March 3-9
Mid-term evaluations 15 Week session

March 9
1st 7 week session ends

March 12
Final Exam for 1st 7 week session

March 12
2nd 7 week session begins

March 16
Spring recess residence hall check-out by 6:30 pm

March 18-25
Spring Recess

March 25
Residence hall check-in after spring break

March 26
Spring 2012 classes resume

March 26
Mid-Term for 2nd 7 Week session

April 4-8
Summer & Fall 2012 registration for Graduate Students, Seniors & Juniors

April 11-15
Summer & Fall 2012 registration for Sophomores & Freshmen

April 16
Last Day to WITHDRAW from course(s) or University for 2nd 7 week session 15 week term

April 18-May 25
Open registration Summer 2012

April 18-August 10
Open Registration Fall 2012

May 4
2nd 7 week session ends

May 7
Final examination for 2nd 7 week session

May 10
Classes end 15 week term

May 11
Study day

May 12-18
Final examination 15 week term

May 18
Resident Hall check-out by 6:30pm

May 22
Resident Hall extended check-out for graduating seniors by 12:30 pm

May 18
Spring 2012 semester ends

May 18
Graduation rehearsal graduate & undergraduate students

May 19
Commencement- graduate & undergraduate students

May 25
Last day to register for summer classes
May 28
Memorial Day Holiday Closed

May 29
Summer I 2012 classes begin
1st 3-week session
6-week session
9-week session

May 28
Holiday – University Closed for Memorial Day

May 30
Last day to Add, Swap, & DROP Courses for Summer I 1st 3 & 6 week sessions. Last day to DROP without “W” grade penalty for Summer I 3 & 6 week sessions

June 1
Last day to WITHDRAW from Summer I 1st 3 week & 6 week sessions

June 1
Last day to Add, Swap, & Drop courses for Summer I 9 week session

June 1
Last day to DROP without “W” grade penalty for Summer I 9 week session

June 7
Last day to WITHDRAW from Summer I 9 week session

June 15
Summer I 1st 3 week session ends

June 18
Summer I 2nd 3 week session begins

June 19
Last day to Add, Swap, & Drop courses for Summer I 2nd 3 week session

June 19
Last day to DROP without “W” grade penalty for Summer I 2nd 3 week session

June 21
Last day to WITHDRAW from Summer I 2nd 3 week session

July 4
Holiday – University Closed for July 4th Celebration

July 6
Summer I 2nd 3 week session ends

July 6
Summer I 6 week session ends

July 9
Summer II 2011 classes begin

July 10
Last day to Add, Swap, & Drop courses for Summer II 3 week session

July 10
Last day to DROP without “W” grade penalty for Summer II 3 week session

July 12
Last day to WITHDRAW from Summer II 3 week session

July 27
Summer I 9 week session ends

July 27
Summer II 3 week session ends

FALL & WINTER 2012 ACADEMIC CALENDAR

August 1
Deadline for submitting Challenge Exam applications

August 10
Fall 2012 open registration concludes for the 7 week sessions & 15 week term

August 15 - September 4
Late registration for 7 week sessions & 15 week term

August 17
Deadline for submitting Challenge Exam results

August 27
Fall 2012 classes begin for 15 week term, & 1st 7 week session

September 3
Holiday (Labor Day)

September 4
Last day for late registration for 15 week term & both 7 week sessions

September 4
Last day of late registration

September 4
Deadline for Continuing Students to submit Change of Residency applications and supporting documents for Fall 2012

September 4
Deadline for inter-institutional registration with the approval of host institution

September 5
Last day to Add, Swap, & Drop Classes for 1st & 2nd 7 week sessions and 15 week term

September 5
Last day to drop courses without “W” grade penalty for 7 week sessions and 15 week term

September 10
Deadline for students to submit grade appeals form, written explanation of the dispute & documentation for Spring and Summer 2012 to Professors
September 14-20  
Mid-Term for 1st 7 week session  
September 22  
Graduation Seminar (undergraduate prospective graduating candidates)  
September 28  
Last day to WITHDRAW from course(s) for the 1st 7 week session  
September 28  
Last day to submit Graduation Applications for Winter & Spring  
September 28  
Fanny Jackson Coppin Academic Convocation  
October 8-12  
Mid-term evaluations for 15 week term  
October 15  
Classes end for 1st 7 week session  
October 16-22  
Final Exams for 1st 7 week session  
October 22  
Classes begin for 2nd 7 week session  
November 7-11  
Spring & Winter 2013 registration for grad students, seniors & juniors  
November 5-10  
Mid-Term evaluations for 2nd 7 week session  
November 9-13  
Spring & Winter 2012 registration for Sophomores & Freshmen  
November 21 - December 20  
Spring & Winter 2013 open registration  
November 19  
Last Day to WITHDRAW from course(s) 2nd 7 week session  
November 19  
Last day to WITHDRAW from course(s) or University for 15 week term  
November 21 - December 20, 2012  
Winter 2013 last day for registration  
November 21-25  
Thanksgiving Recess for Students  
November 26  
Classes Resume  
December 7  
Classes end for 2nd 7 week session & 15 week term  
December 10-15  
Final exams for 2nd 7 week sessions & 15 week term  
December 14  
Graduation rehearsal all students  
December 15  
Fall 2012 Graduate and Undergraduate Commencement  
December 24  
Holiday Recess Begins  
January 2  
Winter 2013 classes begin  
January 3  
Last day to Add or Swap or Drop Winter courses  
January 3  
Last day to DROP Winter courses without “W” grade penalty  
January 7  
Last day to withdraw from Winter courses  
January 21  
Holiday – University Closed Dr. Martin L. King’s Birthday Observed  
January 22  
Winter 2013 classes end  

SPRING 2013 ACADEMIC CALENDAR  
January 2  
Deadline for submitting Challenge Exam applications  
January 4  
Spring 2013 open registration concludes for 1st 7 week sessions and 15 week term  
January 9-31  
Spring 2013 late registration for 7 week sessions and 15 week term  
January 16  
Resident Hall Check-in Begins  
January 21  
Holiday – University Closed Dr. Martin L. King’s Birthday Observed  
January 23  
Spring 2013 Semester Classes Begin for 1st 7 week session & 15 week term  
January 31  
Deadline for submitting Change of Residency form  
January 31  
Last day of late registration continuing and new students  
January 31  
Last day to Add, Swap & Drop Courses for 1st & 2nd 7 week sessions and 15 week term  
January 31  
Last day to DROP without “W” grade penalty for 1st & 2nd 7 week sessions and 15 week term
January 31
  Deadline for submitting Challenge Exam results
January 31
  Deadline for inter-institutional & collaborative registration
February 4
  Mid-term for 1st 7 week session
February 13
  Last day to WITHDRAW for the 1st 7 week session
February 28
  Last day to submit 2013 Summer I, Summer II and Fall graduation application
March 2-8
  Mid-term evaluations 15 week term
March 8
  1st 7 week session ends
March 9-15
  Final exam for 1st 7 week session
March 11
  2nd 7 week session begins
March 18
  Spring recess Residence Hall check-out by 6:30 pm
March 17-24
  Spring Recess for students
March 24
  Residence Hall Check-in After Spring Break
March 25
  Spring 2013 classes resume
March 25-30
  Mid-Term for 2nd 7 week session
April 3-7
  Summer & Fall 2013 registration for graduate students, seniors & juniors
April 10-14
  Summer & Fall 2013 registration for sophomores & freshmen
April 15
  Last day to WITHDRAW from course(s) or University for 15 week term and 2rd 7 week session
April 17-May 24
  Summer 2013 open registration
April 17-August 9
  Fall 2013 open registration
May 3
  2nd 7 week session ends
May 4-10
  Final examination for 2nd 7 week session
May 9
  Classes end for 15 week term
May 10
  Study Day
May 11-17
  Final examination 15 week term
May 17
  Resident Hall check-out by 6:30pm
May 19
  Resident Hall extended check-out for graduating seniors by 12:30 pm
May 17
  Spring 2013 semester ends
May 17
  Graduation rehearsal all students
May 18
  Graduate & Undergraduate Students Commencement
May 24
  Last day to register for Summer classes
May 28
  Summer I 2013 classes begin
May 27
  Memorial Day Holiday Closed
Admission to Coppin State University is granted to applicants whose academic potential and personal qualifications indicate their ability to succeed at the University without regard to race, color, religion, national origin, age, sex, marital status, disability, or veteran status according to the admissions policies of the Board of Regents and the University System of Maryland (see Appendix A).

ADMISSIONS PROCEDURES

Applications
To apply for admission to Coppin State University, students must secure an admissions application. An application can be obtained from the guidance offices at high schools, the transfer offices at community colleges or the Admissions Office at Coppin State University. However, students are requested to submit applications online. The on-line address is http://legacy.coppin.edu/applyonline.

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

Application Fee
All applicants should return the required completed forms with the non-refundable application fee (check or money order only) to the address below. Be certain to include the applicant’s name on the check or money order.

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

Standard Admission Test Scores
Freshman applicants must submit their official Scholastic Aptitude Test (SAT-I) or American College Testing (ACT) scores directly to the Admissions Office. Coppin State University applicants should indicate ETS Code 5122 on the SAT or Code 1688 on the ACT to have scores automatically forwarded to CSU Admissions Office. Students are strongly encouraged to take 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.

High School Academic Requirements
Each freshman applicant must have earned a high school diploma or equivalency from an accredited institution to include:
- 4 units of English
- 3 units of Social Sciences/ History
- 3 units of Biological & Physical Sciences
- 3 units of Mathematics (Algebra I or Applied Math I & II; Geometry
  Or
- Formal Logic; & Algebra II)
- 2 units of Foreign Language or Technology units or Electives
In addition to transcripts and standardized test scores, an essay, interview, recommendations, extra-curricular activities, special talents, evidence of leadership, achievements and/or other assessments may be required for admissions consideration.

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

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

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

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

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

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

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

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

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

Applicants seeking admission as a freshman transfer must:
- have fewer than 12 attempted transferable credit hours
- possess at least a 2.0 collegiate average
- satisfy requirements for freshman students including standardized test scores
Maryland Community College Transfers
Admissions priority will be granted to Maryland Community and Junior College students who have earned at least 56 transferable credits or have earned an Associate of Arts degree.

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

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

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

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

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

GUIDELINES FOR READMISSION
Any previously matriculated student who does not attend the University for one or more semesters must apply for readmission to the University. Readmit students must consult the Records and Registration Office for application procedures. Readmit 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 document,
- GED or high school equivalency or,
- A college transcript from an accredited institution verifying high school graduation.

Non-Degree seeking students are allowed to take courses not to exceed 55 credits before changing to degree-seeking status.

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.

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

- Submit a complete admission application
- Have a 2.0 or better GPA
- Earn 12 credits
- Re-apply for admissions consideration
GUIDELINES FOR INTERNATIONAL STUDENT ADMISSIONS

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

1. Obtain and complete an international application packet from the Office of Admissions.
2. Submit a non-refundable admissions application fee in U.S. dollars. A check from U.S. Bank or U.S. money order must accompany all applications.
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 evaluation and admissions guidelines purposes.
   d. Proof of English language proficiency of non-native English speakers by submitting either:
      1. An official Test of English as a Foreign Language (TOEFL) results. All international applicants from countries whose native language is not English are required to take the TOEFL and earn a score of at least 500 (paper based) or 173 (computer based). Applicants must make their own arrangements for taking the TOEFL test. Inquiries should be made to TOEFL/TSE Services, P.O. Box 6151, Princeton, New Jersey 08561-6151, USA. The TOEFL website is www.toefl.org. The completed TOEFL form and the application fee must be sent to the ETS Office to insure timely receipt for processing at Coppin State University. The Coppin State University ETS code is 5122.
      2. An official Scholastic Aptitude Test (SAT-I) or American College Testing (ACT) result as established by the University System of Maryland and Maryland Higher Education Commission. All students, who have not completed one full year of post-secondary school course work, i.e., 25 United States credit hours, must take SAT-I or ACT.
   e. Financial certification. Applicants are required to provide official financial statements (i.e. bank statements) verifying that approximately US $22,000* is available annually in U.S. dollars to cover tuition, fees and living expenses. International students are required to pay out of state fees. (*Tuition and fees amount are subject to change. Contact the Office of Admissions for updated information.)
4. Visa Status
   International students admitted to the University will receive from the Admissions Office the immigration forms needed to secure a student visa from the American Consulate. All admitted international students must notify the Counseling Center and Record’s Office of his or her new local, campus (if applicable) and permanent mailing addresses.
International students may only attend Coppin State University as a full-time degree-seeking student. Admitted international students should be prepared to pay all of their expenses for a minimum of one year prior to receiving an I-20. The University does not provide federal financial assistance for international students.

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

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

GUIDELINES FOR NON-TRADITIONAL ADMISSIONS

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

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

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

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

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

CREDIT BY EXAMINATION

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

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

ADMISSIONS TO A MAJOR

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

MARYLAND RESIDENCY

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

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

APPEAL PROCESS

If a student believes he or she has not been treated fairly in the application of these policies, the student may contact the Director of Admissions at Coppin State University who will provide information on the appeal process.
FINANCIAL AID POLICIES AND PROGRAMS

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

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

The **Free Application for Federal Student Aid** (FAFSA) is available to complete online at www.fafsa.ed.gov. This form must be filed each January for the next academic year. Example: for the academic year 2011-2012, the application is available online as of January 2011. However, students may apply for aid at any time during the academic year as long as all requested documents are received six (6) weeks prior to the last day of the enrollment term.

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

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

FINANCIAL AID APPLICATION PROCESS
It is the policy of the financial aid office that awarding priority be given to students having need based on and our office in receipt of all required documentation. Required documentation also includes:

1. **Official acceptance to the university.** Newly admitted freshmen, transfers or graduate students who have never applied for aid at Coppin state university should contact the admissions office for information
2. **Official readmittance to the university.** This is required of students being readmitted following a period of non-attendance
3. **Please be advised that if social security numbers are not provided on the admissions application, the financial aid staff is unable to review the federal financial aid application.**
AWARDING PRIORITIES
Maximum funding consideration is given to completed applications received on or before March 1 for the upcoming academic year (which is the fall semester and spring semester). Later applications are considered ONLY after all required documents are received.

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

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

COST OF ATTENDANCE
The typical expenses included in establishing the cost of attendance are:
1. Tuition & Fees
2. Room & Board costs (or Home Maintenance)
3. Transportation
4. Personal Expenses
5. Books and Supplies

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

A sample 2010-2011 guideline for a full-time dependent, in-state, on-campus undergraduate student’s costs are as follows:

<table>
<thead>
<tr>
<th>Cost Type</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition and Fees</td>
<td>$5547</td>
</tr>
<tr>
<td>Books &amp; Supplies</td>
<td>$800</td>
</tr>
<tr>
<td></td>
<td>$6,347</td>
</tr>
</tbody>
</table>

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 (loan/work), and gift aid (grant/scholarship). The self-help program includes institutional employment, Federal Work Study Program, Federal Perkins Loan, Wm. D. Ford Direct Loan Program. Gift aid comprises Federal, State, institutional and private grants and scholarships. Students who reject a loan or employment will not have an equivalent amount of gift aid substituted in its place. The type of package offered to a student depends on the availability of funds allocated to the University.

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

NOTIFICATION AND ACCEPTANCE OF AWARDS
Following the evaluation of the student’s need, incoming freshman are mailed award notifications that must be signed and returned. Other students are instructed to go online to accept or reject awards. Award notifications list the financial aid programs and the amounts that the student is offered for the academic year. If the award letter is not returned by the specified deadline or acceptance on-line is not done, the award will be subject to cancellation. Award notices will reflect a distribution of aid in accordance with the financial aid packaging policy.

Students may accept, reject or reduce any portion of their aid award. However, students who reject loans or Federal Work Study may not receive institutional gift aid as a substitute.
FINANCIAL AID

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

REAPPLICATION PROCESS
Students must reapply each January for financial aid.

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

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

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 authorizing Coppin State University to receive the electronic results of 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 in an eligible program, and 4) be a U.S. citizen or be in the United States for other than a temporary purpose. Federal Pell Grants may range from approximately $555 to $5,550.

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

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

Federal Perkins Loan (formerly National Direct Student Loan)
The Federal Perkins Loan is a loan available in amounts of $500 to $1500 per year for undergraduates and graduate students. The interest rate is 5%. Federal Perkins Loan is awarded first to students with exceptional need. Repayment of the loan is deferred until six to nine months after the student graduates or discontinues attendance. The minimum monthly repayment for new loans is $40 and repayment is made to Coppin State University. Information regarding deferments is available at the time of completing the promissory note. A student who discontinues attendance ("drops out") and then returns to the University may apply for a renewed deferment.
William D. Ford Federal Direct Student Loan
The William D. Ford Federal Direct Student Loan Program, established by the Student Loan Reform Act of 1993, provides a way for students to borrow money directly from the U.S. Department of Education. The student must be enrolled at least half-time. The federal government pays the interest for the student while the student is enrolled and for a grace period of six (6) months after graduation, dropping below half-time or discontinued attendance. A student who discontinues attendance ("drop out") and returns to the University may apply for a renewed deferment.

THE FOUR TYPES OF DIRECT LOANS:

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

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

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

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

Federal Work-Study Program (FWS)
The Federal Work-Study Program (FWS) makes jobs available to undergraduate and graduate students with demonstrated financial need. Federal Work-Study jobs may be on or off campus.

Recipients are paid on a bi-weekly basis. Those who demonstrate the need may work up to 20 hours per week while school is in session. Students are not allowed to work during scheduled class time unless approved by their supervisors. Federal Work-Study awards generally are not to be used to meet registration costs.

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

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 request information and application forms from the Dean of the Honors Division.

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

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

Vocational Rehabilitation Program
Grants are available to students with physical handicaps. Applications may be obtained from Vocational Rehabilitation, 1515 Mount Royal Avenue, Baltimore, Maryland 21217.
Maryland State Scholarships
Each year the State of Maryland awards Guaranteed Access Grant, Educational Assistance Grant, House of Delegates, Senatorial, and Distinguished Scholar Teacher Scholarships etc. to applicants who are legal residents of the State. Interested high school students may obtain information from their high school counselors or the Maryland Higher Education Commission at www.mhec.state.md.us

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

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

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

Rebates
If all semester charges are satisfied and there is a negative balance, the Bursar’s office will order a refund/expense check. Checks are mailed to the student’s local address approximately two (2) weeks after the funds have been credited/disbursed to the student’s account. It is the student’s responsibility to make necessary address changes in the Registrar’s Office. Students who withdraw or stop attending classes before the end of the semester may be liable for repayment of any amount of financial aid received. Please contact the Financial Aid Office staff prior to withdrawing or dropping classes.
## TUITION FEES AND RELATED EXPENSES
### 2010-2011 Tuition, Fees and Course Related Expenses

<table>
<thead>
<tr>
<th></th>
<th>Maryland Resident</th>
<th>Non-Maryland Resident</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fulltime</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(12 or more credits)</td>
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<td></td>
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<tr>
<td></td>
<td>Fall 2011</td>
<td>Spring 2012</td>
</tr>
<tr>
<td>Tuition</td>
<td>$1,871.00</td>
<td>$1,871.00</td>
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<tr>
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<td>$3,742.00</td>
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<tr>
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<td>$4,116.50</td>
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<td>$8,233.00</td>
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<tr>
<td>Fees:</td>
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<tr>
<td>Accident/Sickness</td>
<td>120.50</td>
<td>120.50</td>
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<tr>
<td>Insurance</td>
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<td>241.00</td>
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<td>120.50</td>
<td>120.50</td>
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<tr>
<td></td>
<td></td>
<td>241.00</td>
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<tr>
<td>Technology Fee</td>
<td>72.00</td>
<td>72.00</td>
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<tr>
<td></td>
<td>144.00</td>
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</tr>
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<td></td>
<td>72.00</td>
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</tr>
<tr>
<td></td>
<td>144.00</td>
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<tr>
<td>Student Activity</td>
<td>41.50</td>
<td>41.50</td>
</tr>
<tr>
<td></td>
<td>83.00</td>
<td></td>
</tr>
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<td></td>
<td>41.50</td>
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</tr>
<tr>
<td></td>
<td>83.00</td>
<td></td>
</tr>
<tr>
<td>College Center</td>
<td>234.00</td>
<td>234.00</td>
</tr>
<tr>
<td></td>
<td>468.00</td>
<td></td>
</tr>
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</tr>
<tr>
<td></td>
<td>468.00</td>
<td></td>
</tr>
<tr>
<td>Auxiliary Construction</td>
<td>187.50</td>
<td>187.50</td>
</tr>
<tr>
<td></td>
<td>375.00</td>
<td></td>
</tr>
<tr>
<td></td>
<td>187.50</td>
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</tr>
<tr>
<td></td>
<td>375.00</td>
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</tr>
<tr>
<td>Athletic</td>
<td>339.50</td>
<td>339.50</td>
</tr>
<tr>
<td></td>
<td>679.00</td>
<td></td>
</tr>
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<td></td>
<td>339.50</td>
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</tr>
<tr>
<td></td>
<td>679.00</td>
<td></td>
</tr>
<tr>
<td><strong>Total Tuition and</strong></td>
<td><strong>$2,866.00</strong></td>
<td><strong>$2,866.00</strong></td>
</tr>
<tr>
<td><strong>Mandatory Fees</strong></td>
<td><strong>$5,732.00</strong></td>
<td><strong>$5,732.00</strong></td>
</tr>
<tr>
<td></td>
<td><strong>$5,111.50</strong></td>
<td><strong>$5,111.50</strong></td>
</tr>
<tr>
<td></td>
<td><strong>$10,223.00</strong></td>
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</table>

### Part-Time Students (11 or fewer credit hours)

<table>
<thead>
<tr>
<th>Tuition per credit hour</th>
<th>Resident</th>
<th>Non-Resident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>$160.00</td>
<td>$459.00</td>
</tr>
<tr>
<td>Graduate</td>
<td>$257.00</td>
<td>$472.00</td>
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</table>

<table>
<thead>
<tr>
<th>Fees:</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Athletic (per credit hour)</td>
<td>$36.00</td>
<td>$36.00</td>
</tr>
<tr>
<td>Student Activity -flat fee</td>
<td>$23.50</td>
<td>$23.50</td>
</tr>
<tr>
<td>Technology-flat fee</td>
<td>$25.00</td>
<td>$25.00</td>
</tr>
<tr>
<td>College Center-flat fee</td>
<td>$67.50</td>
<td>$67.50</td>
</tr>
<tr>
<td>Auxiliary Construction (per credit hour)</td>
<td>$31.00</td>
<td>$31.00</td>
</tr>
<tr>
<td>(Graduate and Undergraduate)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Other Fees:

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Acceptance</td>
<td>$25.00</td>
<td>Parking Permit per semester</td>
</tr>
<tr>
<td>Returned Check Fee</td>
<td>$25.00</td>
<td>Challenge Exam</td>
</tr>
<tr>
<td>Transcript – Regular</td>
<td>$0.00</td>
<td>Transcript – Emergency</td>
</tr>
<tr>
<td>Accident/Sickness Insurance:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall (Sept. – Dec.)</td>
<td>$120.50</td>
<td>Undergraduate</td>
</tr>
<tr>
<td>Spring (Jan. – Aug.)</td>
<td>$120.50</td>
<td>Graduate</td>
</tr>
<tr>
<td>Application:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate</td>
<td>$35.00</td>
<td>Art Studio</td>
</tr>
<tr>
<td>Graduate</td>
<td>$45.00</td>
<td></td>
</tr>
</tbody>
</table>
TUITION FEES AND RELATED EXPENSES

<table>
<thead>
<tr>
<th>Nursing:</th>
<th>Teacher Education:</th>
<th>Residence Life:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accident/Hospitalization</td>
<td>TBA</td>
<td>Rooms (Dedmond Hall)</td>
</tr>
<tr>
<td>Achievement Test</td>
<td>$3-$8 each</td>
<td>Triple Occupancy per year</td>
</tr>
<tr>
<td>Nurses’ Liability Insurance</td>
<td>TBA</td>
<td>$3,778.00</td>
</tr>
<tr>
<td>Uniform and Accessories</td>
<td>$250</td>
<td>Double Occupancy per year</td>
</tr>
<tr>
<td>Laboratory Fee (per course)</td>
<td>$10</td>
<td>$4,920.00</td>
</tr>
<tr>
<td>Assessment Technology Exam Fee</td>
<td></td>
<td>Single Occupancy per year</td>
</tr>
<tr>
<td>(Per semester)</td>
<td>$70</td>
<td>$5,158.00</td>
</tr>
</tbody>
</table>

**NINE MONTHS EXTENDED STAY CONTRACT per yr.**

- Triple Occupancy: $5,286.00
- Double (Dedmond Hall): $6,411.00
- Double (Daley Hall): $6,411.00
- Single Occupancy: $6,663.00

Board – Anytime Dining Plan $3,098.00

“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 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 forfeits the right to any refund and waiver of a liability to the University.**

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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 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 Minimesters and Summer University Sessions
Please refer to the published Reduction and Refund Policy schedule for the minimesters 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.

**All charges and changes are reviewed periodically and are subject to revision when required without notice.**
STUDENT SUPPORT SERVICES

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

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

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

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

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

ACADEMIC ADVISEMENT PROGRAM
The Office of 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:

1. The general education requirements, course options, prerequisites, major requirements,
2. The lack of satisfactory achievement in any course,
3. The relationship between career goals and past and present academic performance, and/or
4. 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.

**THE ACADEMIC RESOURCE CENTER**

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

**THE READING LABORATORY**

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

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

**CAREER 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;
2. Group counseling, to help them establish satisfying personal relationships and to become more effective in areas of interpersonal processes, communication skills, decision making, and establishment of personal values;
3. Specialized programming and outreach services to address developmental needs to maximize their potential to benefit from the academic environment and experience, and;
4. Crisis intervention and emergency support when experiencing personal trauma.
The Coppin State University Career Development Center, located in the Tawes University Center, views career planning as a developmental process that must be fostered during the entire period of a student's involvement with the University. The Center provides career planning and placement services that enable students to:

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

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.

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 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
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 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 in 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.
STUDENT SUPPORT 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.

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.
ROOM ASSIGNMENTS
Only fully admitted, full time students can live on campus. Students receive room assignments in the Residence Halls on a first come, first serve basis based on receipt of required documents. (Completed housing application, housing contract, statement of understanding, and medical form with 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).

STUDENT SUCCESS CENTER
The Student Success Center’s (SSC) philosophy is rooted in the belief that we should endeavor to provide the very best service to all of our students. Our aim is to provide basic service without bouncing students from office to office. The SSC is an in person, one stop shop that houses Records and Registration, Student Accounts, Academic Advising, Counseling, Financial Aid, and Student Success Coaches. The office provides first point of contact service for students in a cordial, student as client atmosphere. We endeavor to resolve student issues in seven (7) minutes or less. Should more than seven (7) minutes be needed students will be scheduled or sent to the respective office where an actual person will be expecting them. We serve as an information resource to all students and serve as liaisons for functionally associated offices.
RECORDS & REGISTRATION

COURSE NUMBERS

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

Courses numbered 101 to 199 - primarily for freshmen.

Courses numbered 200 to 299 - primarily for sophomores.

Courses numbered 300 to 399 - 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.

Courses numbered 400 to 499 - 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 grade of "A" designates work of superior quality, "B"-work of good quality, "C"-work of satisfactory quality, "D"-work of less than satisfactory quality, but allowable for credit, and "F" designates work of failing quality. The grade of "PT" designates credit by examination.

The grade of "PS" is issued to students who, at the end of the semester, have satisfactorily completed all course requirements for Mathematics (ENGL101A, MATH 097 and MATH 098).

The grade of "CS" is issued to students who, at the end of the semester, have not satisfactorily completed all course requirements for English (ENGL 101 ENGL101A, and ENGL 102), or Mathematics (MATH 097 and MATH 098). Students who receive a "CS" must register again for the course in the next regular semester.

The "AU" grade is issued to students who have registered to audit a course(s). The "AU" grade has no grade value and is not computed in the grade point average.

The grade "AW" is issued to students who violate the University's Class Attendance Policy prior to the official withdrawal period. The "AW" grade is not computed in the grade point average.

The grade of “FX” is issued to students who violate the University’s Class Attendance Policy after the official withdrawal period. The “FX” grade is computed in the grade point average.

MID-TERM GRADERS

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.
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.

**Grade Point Average**

In determining grade point averages the following computation is used:

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

The current semester grade point average is computed by following three steps. First, find the sum of the quality points obtained by multiplying 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.

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

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.

A student who believes he/she has a legitimate complaint or dissatisfaction in connection with his or her academic studies may initiate an academic grievance within fifteen (15) days of learning the basis of the grievance. Such grievances could include disputes regarding evaluation of scholarship, suspension or dismissal from an academic major or from the University. Students should refer to their Student Handbook for the steps for filing the process.
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 transfer credits accepted. A student who falls below the level required for good academic standing is subject to the following actions: Academic Alert, Probation, Suspension, and Dismissal. The chart below is used to determine a student’s academic standing.

<table>
<thead>
<tr>
<th>Academic Standing</th>
<th>Cumulative Grade Point Average</th>
<th>Attempted Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Alert</td>
<td>≤ 1.50</td>
<td>3.0</td>
</tr>
<tr>
<td>Academic Probation</td>
<td>≤ 1.80</td>
<td>13.0</td>
</tr>
<tr>
<td>Academic Suspension</td>
<td>≤ 2.00</td>
<td>25.0</td>
</tr>
<tr>
<td>Academic Dismissal</td>
<td>≤ 2.00</td>
<td>37.0</td>
</tr>
</tbody>
</table>

ACADEMIC ALERT

An incoming freshman who earns less than a 1.50 cumulative grade point average based on the chart above 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. A student on probation will not be suspended if he/she attains a semester grade point average of 2.0 or higher and shows progression toward raising his/her cumulative grade point average to 2.0.

SUSPENDION

A student who earns less than a 2.0 cumulative grade point average based on the chart above is considered to be on Academic Suspension and will be notified by letter. A notation of Academic Suspension is placed on the student’s permanent record. A student who has been suspended must remain out of the University for one semester. A suspended student who has been absent from the University for one or more semesters must follow the procedures for reinstatement outlined below. A student must maintain a 2.0 cumulative grade point average.

PROCEDURES FOR REINSTATEMENT

A student who has been suspended for academic reasons and who wishes to be reinstated to the University must submit an application for reinstatement to the Office of Records and Registration by August 1 for the fall semester or December 1 for the spring semester. A student on Academic Suspension who attends another institution and completes 12 academic credits with a grade point average of 2.00 or higher will be reinstated to Coppin State University upon receipt of an application for reinstatement and an official transcript(s) from the institution attended. A student on academic suspension who has not attended another school after the suspension must submit along with the application a typed and signed letter to the Student Academic Review Committee which must include 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 the third week in January for the spring semester and the second week of August for the fall semester. After reinstatement, a student must meet with his/her advisor in the major department or the Office of Academic Advising to develop a prescriptive plan to assist him/her in improving the grade point average. A previously suspended student must earn a 2.0 semester grade point average and show progression toward raising his/her cumulative grade point average to 2.0. A reinstated student who fails to earn a 2.0 semester grade point average 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.
DISMISSAL
A student who is reinstated to the University after being suspended and fails to earn a 2.0 semester grade point average and whose cumulative grade point average is below 2.0 will be ** Academically Dismissed** from the University. A student will be notified in writing of the dismissal and a notation of the dismissal will be placed on the permanent record. A student who has been Academically Dismissed may be considered for reinstatement after an absence from the University for five years or more. A student who has been dismissed for academic reasons and who wishes to be reinstated to the University must file an application for reinstatement to the Office of Records and Registration by August 1 for the fall semester or by December 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, a student must meet with his/her advisor in the major department or the Office of Academic Advising to develop a prescriptive plan to assist him/her in improving the grade point average. A previously dismissed student must earn a 2.0 semester grade point average and show progression toward raising his/her cumulative grade point average to 2.0 at the end of the semester in which he/she returns to the University. Failure to maintain the 2.0 grade point average will result in dismissal from the University.

APPEAL PROCESS
A student who feels he/she has 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 the third week in January for the spring semester and second week in August for the fall semester. The decision of the Student Academic Review Committee may be appealed to the Provost/Vice President for Academic Affairs.

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

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

TRANSFER STUDENTS
A transfer student will receive a transfer evaluation based upon all transcripts submitted to the Office of Admission. The student should use the evaluation when meeting the department advisor to determine the courses needed to complete his/her major and degree requirements. The student should review the evaluation to determine that all acceptable transfer credits are listed. A student who believes that all of his/her transfer credits were not accepted may appeal the transfer denial decision. To appeal this process the student must: submit a typed and signed certified letter outlining the transfer discrepancy; the letter must include the student’s name, ID number, and mailing address; the certified appeal letter must be submitted within 30 working day prior to the end of the first semester of enrollment to Coppin State University, Transfer Coordinator, Office of Records and Registration, 2500 West North Avenue, Baltimore, Maryland 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.
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 and who was honorably discharged or released from active duty. In addition to the application form and military training records, veterans must also provide the Office of Veterans Affairs with a copy of their DD 214 and Certificate of Eligibility for educational benefits. An active duty service member is an individual who is on full-time duty in the U.S. Army, Navy, Air Force, Marine Corps, or Coast Guard.

A dependent of an active duty service member or veteran is a spouse or child who is listed on the veteran's or active duty member's Federal income tax return for the most recently closed tax year and on the service members military records.

The VA Coordinator/Certifying Official for Veteran Educational Benefits (located in the Office of Records and Registration) serves as the liaison for veterans, active duty service members and dependent students and the Baltimore Regional Office of the Veterans Administration. The VA Coordinator/Certifying Official for Veteran Educational Benefits coordinates the process that certifies eligible students to receive educational benefits for each semester of enrollment. Veterans, active duty service members and dependants must meet criterion that corresponds with their specific educational benefits. 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 & Dependant Assistance
- Chapter 1606 – Reserves Education Assistance Program

Persons desirous of receiving veteran 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 GI Bill website at http://www.va.gov/. Certification is not automatic. Students may visit the office daily from 9:00 a.m. to 3:00 p.m. without appointments.

CHANGE IN ENROLLMENT STATUS
When a student decrease his/her credit load during a semester, the student must notify the Certifying Official for Veteran Educational Benefits (located in the Office of Records and Registration). 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 the veteran only for the courses listed in the University Catalog that are required for a degree. A student that takes courses that are not approved for his/her major, the tuition and fees 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 reported in his original certification, the Veterans Administration will be duly notified of the credit hours change.

ACADEMIC REGULATIONS AND REQUIREMENTS

Registration
Registration includes the selection and key-in 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 by mail the 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, 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. On-line 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. On-line 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. Student may also register in person during the scheduled office hours.

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. On-line 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. Student may also register in person during the scheduled office hours.
STUDENT CREDIT HOUR LOAD
The normal load of work a student is permitted to carry ranges from 15 to 19 credit hours per semester. Fewer than 12 credit hours 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 the degree within 4 years.

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

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

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

DEAN’S LIST
The criteria for inclusion in the Dean's List are as follows:
- Semester grade point average of 3.5 or higher
- Full-time degree seeking student (enrolled in 12 or more credits for the semester)
- Completion of at least 12 graduation credits
- No grades of "D", "F", "CS", or "I"

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

AUDITING A COURSE
A student 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. The student must register in-person for the course and pay the required tuition and fee charges. A student auditing a course may not take the final examination or receive credit. A record is maintained in the Office of Records and Registration for all students auditing courses. A student 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
A student may withdraw from a course during the first ten weeks of any given semester, in which case the student will receive a "W," indicating official withdrawal. Exact dates governing withdrawal from a course appear in the University Calendar. Students failing to meet the deadline for withdrawing from a class for which they are or are not attending will receive whatever final letter grade the instructor deems appropriate. In cases of extreme emergency or of serious illness documented by a doctor’s certificate, instructors may consider assigning an "Incomplete" (I) grade. Withdrawal from classes does not release a student of his/her financial responsibility for tuition and fee charges.
To withdraw from a course, a student must consult with his/her advisor complete and sign the official withdrawal form available in the Office of Records and Registration or withdraw on-line via self-service through EagleLINKS prior to the withdrawal deadline. The withdrawal form must be submitted for processing to the Office of Records and Registration in compliance with the dates indicated in the University Calendar. A student failing to comply with this regulation will receive grades of "F" instead of "W" in all courses. The "W" grade is not reversible.

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

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

Applications for a fall semester challenge examination must be completed by the first week in August, and for 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 the student has a reliable basis for making any indicated changes in his or her current registration. A fee for each examination is assessed. Examination results must be reported before the end of the schedule adjustment period so that students have a reliable basis for making any indicated changes in their registration. Applications for the exam may be obtained from the Office of Records and Registration.

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

A student enrolled at Coppin State University who wishes 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 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

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

STUDENT ACADEMIC DUE PROCESS

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

TRANSCRIPTS OF ACADEMIC RECORD

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

REQUIREMENTS FOR GRADUATION

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

Application for Graduation

The application for graduation is available in each academic department. The application for graduation 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. The application and the fee cover only one semester. Students who fail to complete their graduation requirements in the semester in which they have applied must submit another application and pay the non-refundable fee. The application fee is subject to change.

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. A student who, at the time of graduation, will have completed thirty hours in residence at Coppin may, under unusual circumstances, be permitted to take a maximum of six of the final thirty credits of record at another institution. In such cases, written permission must be obtained in advance from the Vice President for Academic Affairs. This requirement will be relaxed in the instance of students in dual-degree programs.

2. Enrollment in Majors

A student must be enrolled in the major program from which he/she plans to graduate when registering for the final fifteen hours of the baccalaureate program.

3. Credit Requirements

No baccalaureate degree will be awarded in instances where fewer than 120 credits have been earned. Many undergraduate curricula at Coppin require more than 120 credits. It is the responsibility of the student to become familiar with the requirements of particular curricula.

4. Grade Point Average

A minimum grade point average of 2.0 is required for graduation in all curricula. A higher average may be required by the individual department, school, or program. Such requirements are stated in the catalog under the major.
5. **Departmental Assessment Requirement for Graduation**
   All seniors must satisfy the departmental exit assessment requirement set forth by their major departments.

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

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

 **SECOND BACHELOR’S DEGREE - NOT TAKEN SIMULTANEOUSLY**
   Coppin State University will issue a second baccalaureate degree to graduates of Coppin State University or any accredited college or university who:
   Satisfactorily complete a minimum of 30 credit hours in residence beyond the first awarded baccalaureate degree that include at least half of the major credit requirements for the second degree at Coppin State University.

 **FINANCIAL CLEARANCE**
   All candidates for graduation are required to obtain clearance from the following offices to certify that they do not have outstanding obligations to the University: Student Accounts, Financial Aid, Library, and Parking and Transportation Services.

 **GRADUATION WITH HONORS**
   To graduate **Summa Cum Laude** ("Highest Honors"), a student must be eligible for graduation from the University, must have earned at least 48 credit hours at the University, and must have earned a cumulative grade point average of 3.75 to 4.00 in all university work.
   To graduate **Magna Cum Laude** ("High Honors"), a student must be eligible for graduation from the University, must have earned at least 48 hours at the University, and must have earned a cumulative grade point average of 3.50 to 3.74 in all University work.
   To graduate **Cum Laude** ("Honors"), a student must be eligible for graduation from the University, must have earned at least 48 hours at the University, and must have earned a cumulative grade point average of 3.49 to 3.25 in all University work.
   Consideration for honors at graduation for any Coppin undergraduate student (transfer or non-transfer) will be determined by the cumulative grade point average of all University work entered into the undergraduate student’s permanent academic record, regardless of where the work was pursued. In addition to meeting the appropriate grade point average, any student graduating with honors shall have earned not more than one grade of "D" or "F". Academic clemency for purposes of honors shall apply to students who have not attended any college or university for a period of ten years or more immediately prior to the current period of attendance at Coppin.

 **COMMENCEMENT CEREMONY**
   The University holds a commencement ceremony for the fall and spring. Students who complete their graduation requirements in the winter and the spring participate in the spring ceremony and students who complete their graduation requirements in the summer and fall participate in the fall ceremony. Candidates for the baccalaureate degree are encouraged to attend the commencement ceremony in prescribed regalia.

 **ATTENDING THE COMMENCEMENT CEREMONY**
   Candidates for the baccalaureate degree are encouraged to attend the commencement ceremony in prescribed regalia.
THE COPPIN STATE BOOKSTORE

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 textbooks, check out the cost, or see if a title comes in digital or rental, 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 with a receipt 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 www.coppin.edu/PTS/ParkingRegulations.aspx for rules and regulations. 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) 951-3557  
Hours of Operation- Monday through Friday; 8:30am-5pm (Extended till 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 Thursday; 8am-10pm  
Friday; 8am-8pm

ON-CAMPUS DINING FACILITIES

Austin Grill Express 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  
Hours of Operation:  
Monday-Friday; 11:30am-2:30pm

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  
Talon Center, 1st Floor  
410-951-6386  
Hours of Operation:  
Monday-Thursday; 10am-2pm & 6am-12am,  
Friday; 10am-1pm  
Saturday-Sunday; 6pm-12am

Marvelous Market  
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
THE GENERAL EDUCATION PROGRAM

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 Course

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

Technology Fluency Requirement

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

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.

FUNDAMENTAL SKILLS

The General Education Requirements (GERs) should help the student 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 mathematical processes to daily work and everyday living; the 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 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.
GENERAL EDUCATION REQUIREMENTS

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 develop knowledge of the nature and importance of mathematics in the scientific, organic, and everyday worlds.

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.

STUDENT LEARNING OUTCOMES

Coppin students’ experiences and instruction over the next three to five years will be anchored within an academic framework of three universal Student Learning Outcomes (SLOs): Oral and Written Communication and Analytical Reasoning. 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 Facebook, MySpace, 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 through 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) through Informational Literacy. At the same time, students will learn through 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, Informational 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 (SLOs) 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.

**UNDERGRADUATE MAJORS**

- Applied Psychology
- Biology
- Chemistry
- Computer Science
- Criminal Justice
- Dance
- Early Childhood Education
- Elementary Education
- English
- Entertainment Management
- General Science (Biology or Chemistry)
- Global Studies
- Health Information Management
- History
- Interdisciplinary Studies
- Management Science & Economics
- Mathematics
- Non-Profit Leadership
- Nursing
- Political Science
- Rehabilitative Services
- Social Science
- Social Work
- Sociology
- Special Education
- Sports Management
- Urban Arts
- Urban Studies
GENERAL EDUCATION REQUIREMENTS

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
MUSC201 – Survey of Jazz Music
Or
DANC226 - Fundamentals of Choreography
Or
THEA211 – Fundamentals of Acting

Category III - Social and Behavioral Sciences
Total Credits = 6
ANTH207 – Cultural Anthropology
Or
ECON 201 – Introduction to Economics
Or
ECON103 – Intro to Business & Entrepreneurial Economics
Or
POSC301 – U.S. Government
Or
PSYC201 – General Psychology
Or
SOCI201 – Intro to Sociology
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 goal of the Honors College is to prepare high ability students for graduate or professional study. The College is comprised of The Honors Program and the Ronald E. McNair Post baccalaureate Achievement Program.

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

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 study on the master’s or professional levels through accelerated coursework, regularly-scheduled workshops on the graduate school experience, 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.

FOUR-YEAR HONORS PROGRAM
The eligibility criteria for participation in the Four-year Program follow:

- High school grade point average of at least 3.0.
- Combined SAT score (math/verbal) of at least 1590 (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; HONS 150 (Honors Community-service Seminar); HONS 380 (Honors Introduction to Research I); HONS 381 (Honors Introduction to Research II) or PSYC 344 (Experimental Psychology); and HONS 490 (Honors Thesis). Additionally, student may complete one or more 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). 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 Annual Honors Awards Luncheon, students receive completion medallions from the Honors College.
UPPER-DIVISION HONORS PROGRAM
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), HONS 381 (Honors Introduction to Research II) or PSYC 344 (Experimental Psychology), 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 Annual Honors Awards Luncheon, students receive completion medallions from the Honors College.

Admission to The Honors Program
Qualified, first-year students are referred to the Honors College by the Office of Admissions. Current Coppin students or transfer students should communicate with the Honors College, which is located in the Health and Human Services Building, Suite 349.

THE RONALD E. MCNAIR POSTBACCALAUREATE ACHIEVEMENT PROGRAM
Coppin State University is among a select group of colleges and universities nationally that have won competitive McNair grants from the United States Department of Education.

The McNair Scholars Program seeks highly qualified students who demonstrate the aptitude for and interest in research doctoral study (EdD or PhD) McNair students commit to pursuing the research doctorate immediately upon completing their baccalaureate degrees at Coppin after intensive training in research as an undergraduate. Since 1989, this nationally heralded program has prepared minority and underrepresented populations to fill an anticipated void within the professorial ranks left vacant by these underrepresented groups historically. Given the specific national goals of McNair, all students, therefore, committed to pursuing doctoral degrees in the professions (e.g., law, medicine, dentistry, optometry, etc.) are not eligible for McNair participation.

Before officially entering Coppin McNair, eligible students must achieve junior status, which means they may apply to McNair as they approach the completion of 60 credits (as second semester sophomores). The Honors College relies heavily upon the University’s academic departments to identify potential McNair Program participants. McNair Scholars are awarded a 50% in-state tuition scholarship for each semester in which they are enrolled in McNair while earning a 3.5 grade point average. Additionally, up to 16 students each summer are granted a $2,800 stipend for research they will complete with a faculty researcher over a 6 to 8 week period.
HONORS PROGRAM COURSE OFFERINGS

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

ENGL 103  Honors English Composition I
ENGL 104  Honors English Composition II
HIST 209  Honors U.S. History I
HIST 210  Honors U.S. History II
HIST 211  Honors World History I
HIST 212  Honors World History II
HIST 213  Honors African American History I
HIST 214  Honors African American History II
HLTH 103  Honors Health and Wellness
HONS 150  Honors Community Service Seminar
HONS 380  Honors Introduction to Research I*
HONS 381  Honors Introduction to Research II* (or PSYC 344)
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*
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

*Required of all McNair Scholars.
SCHOOL OF ARTS AND SCIENCES (SAS)

SAS DESCRIPTION
The School of Arts and Sciences is one of Coppin’s largest academic divisions. It comprises five departments: Department of History, Geography, and Global Studies (HHGS); Department of Humanities (HUM); Department of Mathematics and Computer Science (MCS); Department of Natural Sciences (NS); Department of Visual and Performing Arts (VPA).

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.

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

SAS 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.

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

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

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

Note: Students may not mix courses from different groups.

MAJOR IN HISTORY

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

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

The following outlines provide the requirements of each concentration.

African History Concentration

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

I. Survey Course Options (6 hours)

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

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

II. Upper Level Requirements (15 hours)

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

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

III. Departmental Electives (15 hours)

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

Concentration Electives (6 hrs)

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

Support Electives (6 hrs)

HIST 304  Problems I
HIST 305  Problems II
HIST 350  Afr Am Intellectual
HIST 354  Mod Civil Rights
HIST 404  Modern Asia
HIST 407  US Foreign Policy
HIST 410  Europe I
HIST 411  Europe II
HIST 426  Middle East
HIST 442  Special Topics in History
AFRICAN AMERICAN HISTORY CONCENTRATION

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

I. Survey Course Options (6 hours)
In addition to the GER requirements (HIST 201/202 or HIST 203/204), all majors in African American History must take the following:

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

II. Upper Level Requirements (9 hours)
All majors in African American History are required to take the following courses:

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

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

Concentration Electives (9 hrs)

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

Support Electives (9 hrs)

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

Geography Electives (3 hrs)

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

UNITED STATES HISTORY CONCENTRATION

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

I. Survey Course Options (6 hours)
In addition to the GER requirements (HIST 201/202 or HIST 203/204), all majors in United States History must take the following:

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

II. Upper Level Requirements (9 hours)
All majors in United States History are required to take the following courses:

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

- HIST 405 Geography of Africa

- HIST 407 US Foreign Policy
III. Departmental Electives (21 hours)
All majors in African American History must take at least 21 hours in departmental electives, as outlined in the following (see course descriptions for details). With prior approval of the Department, other courses may be used to satisfy the requirements for concentration and support electives.

Concentration Electives (9 hrs)
- HIST 301 Hist of Maryland
- HIST 304 Problems I
- HIST 305 Problems II
- HIST 319 Urban America
- HIST 354 Mod Cvl Rights Movement
- HIST 393 Civil War & Reconst
- 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 Economic 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

HISTORY/SOCIAL STUDIES TEACHER EDUCATION CONCENTRATION
Students pursuing certification in Secondary Social Studies are advised to follow the Suggested Curriculum Plan, through close advisement by the History department.

Content Course Requirements (51 Hrs.)
- HIST 201 World History I
- HIST 202 World History II
- HIST 203 U.S. History I
- HIST 204 U.S. History II
- HIST 423 Methods Hist. Research

Local/Urban Option any one of the following
- 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
- HIST 206 Afram Survey II
- HIST 318 Blacks in Cities
- HIST 348 Afram Women
- HIST 350 Af. Am. Intellectual
- HIST 393 Civil War/Reconst.
- HIST 442 Special Topic -Afam

Non-Western Option any one of the following
- Any African Hist. Course: (207, 313, 315, 430, 432, 436, 438, 440)
- HIST 404 HIST OF ASIA
- HIST 405 Hist Latin America
- HIST 426 Middle East
- HIST 442 SPECIAL TOPICS (Non-western)

Geography (6 hrs.)
- GEOG 101 Elements of Geography
- Geography Option (ANY 3 credits)

Economics (6 hrs.)
- ECON 201 Intro to Economics
- Economics Option (ANY 3 credits)

Political Science (6 hrs.)
- POSC 301 U.S. Government
- POSC Option (ANY 3 credits)
- PSYC 201 General Psychology
- Anthropology (ANY 3 credits)

Sociology (3 hrs)
Professional Course Requirements (39 hrs.)
- EDUC 202 Educational Psychology 3 hrs
- EDUC 203 Teaching W/Technology 3hrs
- EDUC 402 Hist of Education
- EDUC 408 Meas. & Eval in Educ
- SPED 201 Intro Needs Exept Indiv
- SCED 312 Principles of Secondary Ed
- SCED 324 Social Studies in Sec Sch
- SCED 427 Tch Reading Content Area
- SCED 456 Tch Reading Sec Sch
- SCED 414 Directed Teaching Exp
- SCED 415 Directed Teaching Sem
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:

1. Foreign Languages (18 credits)
   a. Global Studies majors are required either; a) to complete 18 credits of progressively advancing coursework in one foreign language, or, b) to 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.
   b. Language
      French or Spanish 101,102, 103, 104, 201, 202

      Two languages
      First Language 101, 102, 103, 104
      Second Language 101 and 102

2. 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

3. World History (6 credits)
   HIST 201  World History I
   HIST 202  World History II

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

5. 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

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

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

8. 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 on 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)
   HIST207/315  Intro to African History or Modern Africa
   GEOG 405  Geography of Africa
   POSC408/409  Peoples and Politics of Africa I or II
   GLST 451  Seminar in Global (International) Studies
   Or
   Another upper-level course on African Art, History, Geography, Culture, or Politics
Asia (15 Credits)
HIST404  Modern Asia  
GVPP485  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)
HIST410/411  History of Europe I or II  
GVPP487  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  
GEOG373  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  

Global Skills in Advertising (15 Credits)
MNSC 465  Advertising  
MNSC 360  Consumer Behavior  
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  
GLST 451  Seminar in Global (International) Studies I  
HIST 404  History of Modern Asia  

Global Skills in Adult Education (15 Credits)
ADLT 371  Materials and Methods in Adult Education  
ADLT 374  Principles and Program Planning in ADLT  
ADLT 473  Practicum in Adult Education  
HIST 315  Modern African History  
POSC 409  Peoples and Politics of Africa II
### Global Skills in Criminal Justice (15 Credits)
- CRJU 310 Police Roles in Society
- CRJU 330 Police Community Relations
- CRJU 382 The Criminal Justice Professional
- HIST 430 History of West Africa
- GLST 451 Seminar in Global Studies II

### Global Skills in Community Health (15 Credits)
- HLTH 110 Drug Abuse Education
- HLTH 420 Community Health
- HLTH 203 Health and Urban Living
- GLST 451 Seminar in Global Studies II
- HIST 424 Internship in History

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

### Global Skills in Journalism (15 Credits)
- JRNL 310 Article and Feature Writing
- JRNL 311 Editorial and Review Writing
- ART 308 Photojournalism
- POSC 415 Peoples and Politics of Latin America
- GLST 451 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.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>HIST 201</td>
<td>World History I</td>
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<td>HIST 202</td>
<td>World History II</td>
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<td>Or</td>
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<tr>
<td>HIST 203</td>
<td>U.S. History I</td>
</tr>
<tr>
<td>HIST 204</td>
<td>U.S. History II</td>
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<td></td>
<td>Or</td>
</tr>
<tr>
<td>HIST 205</td>
<td>African American History I</td>
</tr>
<tr>
<td>HIST 206</td>
<td>African American History II</td>
</tr>
</tbody>
</table>

#### II. Upper Level Electives (12 hours)
All history minors must complete 12 hours in 300 and 400 level courses, as discussed with departmental advisor.

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 403</td>
<td>Black American Art</td>
</tr>
<tr>
<td>ART 404</td>
<td>African Art</td>
</tr>
<tr>
<td>ENGL 335</td>
<td>Literature of the Black American I</td>
</tr>
<tr>
<td>ENGL 336</td>
<td>Literature of the Black American II</td>
</tr>
<tr>
<td>GEOG 102</td>
<td>World Regional Geography</td>
</tr>
<tr>
<td>GEOG 306</td>
<td>Urban Geography</td>
</tr>
<tr>
<td>GEOG 405</td>
<td>Geography of Africa</td>
</tr>
<tr>
<td>HIST 205</td>
<td>African American History I</td>
</tr>
<tr>
<td>HIST 206</td>
<td>African American History II</td>
</tr>
<tr>
<td>HIST 207</td>
<td>Introduction of African History</td>
</tr>
<tr>
<td>HIST 305</td>
<td>Problems in American History, 1867</td>
</tr>
<tr>
<td>HIST 313</td>
<td>History of Ancient Africa</td>
</tr>
<tr>
<td>HIST 315</td>
<td>Modern Africa</td>
</tr>
<tr>
<td>HIST 318</td>
<td>History of Blacks in American Cities</td>
</tr>
<tr>
<td>HIST 350</td>
<td>African American Intellectual History</td>
</tr>
<tr>
<td>HIST 354</td>
<td>Modern Civil Rights Movement</td>
</tr>
<tr>
<td>HIST 420</td>
<td>Seminar in African American History</td>
</tr>
<tr>
<td>HIST 430</td>
<td>History of West Africa</td>
</tr>
<tr>
<td>HIST 432</td>
<td>History of Central Africa</td>
</tr>
<tr>
<td>HIST 436</td>
<td>History of South Africa</td>
</tr>
<tr>
<td>HIST 438</td>
<td>History of East Africa</td>
</tr>
<tr>
<td>HIST 440</td>
<td>Seminar in African History</td>
</tr>
<tr>
<td>HIST 442</td>
<td>Special Topics in History</td>
</tr>
<tr>
<td>MUSC 305</td>
<td>Music of the African-American</td>
</tr>
<tr>
<td>POSC 412</td>
<td>Black Political Behavior</td>
</tr>
<tr>
<td>THEA 301</td>
<td>History of the Black Performer</td>
</tr>
</tbody>
</table>
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 or a Bachelor of Science degree in English Secondary Education.

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 multi-media. 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.

The English major may select an English Secondary Education Concentration. Students wishing to teach English in secondary schools earn the Bachelor of Science degree and fulfill the requirements of the English major, in addition to satisfying the requirements in the Secondary Education Program as determined by the Department of Adult and General Education.
ENGLISH MAJOR COURSE REQUIREMENTS

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

ENGLISH SECONDARY EDUCATION CONCENTRATION
Students in the Secondary Education Program seeking certification in English must satisfy all requirements for the English major as given here below. (For further information see “School of Education” and “Department of Adult and General Education” in this catalogue.) Students in the Secondary Education Program earn the Bachelor of Science Degree.

UNDERGRADUATE DEGREE REQUIREMENTS
Except for students in the Secondary Education Program, English majors earn the Bachelor of Arts degree and satisfy the Departmental Assessment requirement by passing a comprehensive exam and submitting a passing writing portfolio. The Bachelor of Arts degree requires a grade of C or higher in an upper-level philosophy course in addition to the GER philosophy option. Students must also complete, with grades of C or higher, 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)

ENGL 201 Survey of British Literature I
ENGL 202 Survey of British Literature II
ENGL 205 Survey of American Literature I
ENGL 206 Survey of American Literature II
ENGL 210 Literary Genres
ENGL 335 or 336 Literature of the Black American I or II
ENGL 353 Shakespeare
ENGL 302 Sociolinguistics
ENGL 496 Senior Colloquium
ENGL 3-- 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: CRWR 303 or 304, or ENGL 305, or JRNL 210.

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
or ENGL302 Sociolinguistics
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, news writing & editing skills, and publication lay-out 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 hand-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
JRNL 310 Article & Feature Writing
JRNL 312 Technology in Writing & Multimedia Communication
JRNL 314 Technical Writing
JRNL 316 Internet Journalism
JRNL 410 Editing & News Design
JRNL 490/491 Internship
*JRNL 210 Intro to News Writing is a pre-requisite for all 300-level JRNL courses.

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 so that they may complete the requirement 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. Except for those students who gain advanced placement, all students must begin their language coursework with the 101 course and continue sequentially through 102, 201, and 202. Students may not take for credit a foreign language course at a lower level than a course in the same language for which they have already received college credit. Students who wish to take foreign languages are requested to consult with the appropriate foreign language faculty when registering for foreign language courses.

MINORS IN FRENCH AND SPANISH

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

MINOR IN FRENCH

<table>
<thead>
<tr>
<th>Required</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FREN 101</td>
<td>Elementary French I</td>
</tr>
<tr>
<td>FREN 102</td>
<td>Elementary French II</td>
</tr>
<tr>
<td>FREN 201</td>
<td>Intermediate French I</td>
</tr>
<tr>
<td>FREN 202</td>
<td>Intermediate French II</td>
</tr>
<tr>
<td>FREN 301</td>
<td>Advanced French I</td>
</tr>
<tr>
<td>FREN 302</td>
<td>Advanced French II</td>
</tr>
<tr>
<td><strong>Credit Total</strong></td>
<td><strong>18</strong></td>
</tr>
</tbody>
</table>
MINOR IN SPANISH

Required Credits
SPAN 101 Elementary Spanish I 3
SPAN 102 Elementary Spanish II 3
SPAN 201 Intermediate Spanish I 3
SPAN 202 Intermediate Spanish II 3
AND
SPAN 301 Advanced Spanish I 3
SPAN 302 Advanced Spanish II 3
OR
SPAN 303 Survey of Span Lit 3
SPAN 304 Survey of Span Lit II 3
Credit Total 18

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.

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)
MATHMATICS 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;
- Teaching Mathematics at the secondary level;
- Study in subject areas requiring a strong Mathematics background, such as chemistry, economics, engineering, operations research, and actuarial science.

Within the Mathematics Major the student has a choice of two programs:
- Liberal Arts, and
- Mathematics Secondary Education.

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 Mathematics and 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 to 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.

<table>
<thead>
<tr>
<th>Department/School</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied Psychology</td>
<td>MATH 125</td>
</tr>
<tr>
<td>Criminal Justice</td>
<td>MATH 125 or MATH 203</td>
</tr>
<tr>
<td>Education</td>
<td>MATH 103</td>
</tr>
<tr>
<td>History</td>
<td>MATH 125</td>
</tr>
<tr>
<td>Humanities</td>
<td>MATH 125</td>
</tr>
<tr>
<td>Liberal Arts</td>
<td>MATH 125 or MATH 203 (or any other MATH course)</td>
</tr>
<tr>
<td>Management Science</td>
<td>MATH 131</td>
</tr>
<tr>
<td>Math/CS</td>
<td>MATH 131</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>MATH 131</td>
</tr>
<tr>
<td>Nursing</td>
<td>MATH 203 (MATH 110 is a prerequisite for CHEM 103)</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>MATH 125</td>
</tr>
<tr>
<td>Social Work</td>
<td>MATH 203</td>
</tr>
<tr>
<td>Sports Management</td>
<td>MATH 125 (except MATH 131 for Sports Medicine concentration)</td>
</tr>
<tr>
<td>Urban Arts Production</td>
<td>MATH 125 or MATH 203</td>
</tr>
</tbody>
</table>

**Course Prerequisites**

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

**MATHEMATICS MAJOR REQUIREMENTS (LIBERAL ARTS)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH132</td>
<td>Precalculus</td>
</tr>
<tr>
<td>MATH 201</td>
<td>Calculus I</td>
</tr>
<tr>
<td>MATH 202</td>
<td>Calculus II</td>
</tr>
<tr>
<td>MATH 211</td>
<td>Discrete Mathematics I</td>
</tr>
<tr>
<td>MATH 250</td>
<td>The Language of Mathematics</td>
</tr>
<tr>
<td>MATH 301</td>
<td>Linear Algebra</td>
</tr>
<tr>
<td>MATH 302</td>
<td>Numerical Methods</td>
</tr>
<tr>
<td>MATH 303</td>
<td>Introduction to Mathematical Statistics I</td>
</tr>
<tr>
<td>MATH 309</td>
<td>Calculus III</td>
</tr>
<tr>
<td>MATH 307</td>
<td>Elements of Euclidean and Non Euclidean Geometry</td>
</tr>
<tr>
<td>MATH 310</td>
<td>Algebraic Structures (MATH 201)</td>
</tr>
<tr>
<td>MATH 401</td>
<td>Real Analysis I (MATH 305)</td>
</tr>
<tr>
<td>MATH 405</td>
<td>Differential Equations</td>
</tr>
<tr>
<td>MATH 417</td>
<td>Mathematics Seminar</td>
</tr>
<tr>
<td>COSC 199</td>
<td>Introduction to Computer Programming</td>
</tr>
<tr>
<td>COSC 220</td>
<td>Computer Science I</td>
</tr>
<tr>
<td>COSC 221</td>
<td>Computer Science II</td>
</tr>
<tr>
<td>PHYS 303</td>
<td>Mechanics and Particle Dynamics</td>
</tr>
<tr>
<td>PHYS 304</td>
<td>Heat, Electricity and Magnetism</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 201</td>
<td>Calculus I</td>
</tr>
<tr>
<td>MATH 202</td>
<td>Calculus II</td>
</tr>
<tr>
<td>MATH 203</td>
<td>Basic Statistics</td>
</tr>
<tr>
<td>MATH 207</td>
<td>Technology-Based Mathematics for Teachers</td>
</tr>
<tr>
<td>MATH 208</td>
<td>Mathematics for High School Teachers</td>
</tr>
<tr>
<td>MATH 211</td>
<td>Discrete Mathematics I</td>
</tr>
<tr>
<td>MATH 250</td>
<td>The Language of Mathematics</td>
</tr>
<tr>
<td>MATH 301</td>
<td>Linear Algebra</td>
</tr>
<tr>
<td>MATH 303</td>
<td>Introduction to Mathematical Statistics I</td>
</tr>
<tr>
<td>MATH 307</td>
<td>Elements of Euclidean and Non-Euclidean Geometry</td>
</tr>
<tr>
<td>MATH 310</td>
<td>Algebraic Structures (MATH 201)</td>
</tr>
<tr>
<td>MATH 315</td>
<td>Origins of Mathematics</td>
</tr>
<tr>
<td>MATH 417</td>
<td>Mathematics Seminar</td>
</tr>
<tr>
<td>COSC 199</td>
<td>Introduction to Computer Programming</td>
</tr>
</tbody>
</table>

To satisfy the Natural Science GER, Mathematics Secondary Education majors have the choice of completing eight credits in calculus-based physics (PHYS 303 and PHYS 304) or completing the Natural Science GER requirements listed under the General Education Requirements section of this catalog.

Pre-professional Course Requirements of the Secondary Education Program

I. Foundations Courses (9 credits required)
   A. Psychological Foundations
      • EDUC 202 Educational Psychology
         (This course requires a 16 hour practicum)
      • SPED 201 Introduction to the Needs of Exceptional Individuals
   B. Historical or Philosophical Foundations
      • EDUC 402 History of Education
      • EDUC 403 Philosophy of Education

II. Methods Courses and Practicum (36 credits required)
   A. General Methods (all courses required) (18)
      • EDUC 203 Fundamentals of Teaching with A-V Technology
      • EDUC 408 Measurement and Evaluation in Education

To complete the requirements for the Mathematics Major, Secondary Education majors are advised to consult the Teacher Education Coordinator as soon as possible.

COMPUTER SCIENCE MAJOR REQUIREMENTS

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>COSC 199</td>
<td>Introduction to Computer Programming</td>
</tr>
<tr>
<td>COSC 220</td>
<td>Computer Science I</td>
</tr>
<tr>
<td>COSC 221</td>
<td>Computer Science II</td>
</tr>
<tr>
<td>COSC 302</td>
<td>[F] Advanced Data Structures and Files</td>
</tr>
<tr>
<td>COSC 306</td>
<td>[S] Operating Systems</td>
</tr>
<tr>
<td>COSC 307</td>
<td>[F] Artificial Intelligence</td>
</tr>
<tr>
<td>COSC 310</td>
<td>[F] Systems Programming</td>
</tr>
<tr>
<td>COSC 312</td>
<td>[S] Database Management Principles</td>
</tr>
<tr>
<td>COSC 314</td>
<td>[S] Web Programming</td>
</tr>
<tr>
<td>COSC 339</td>
<td>[F] Programming with Visual Basic</td>
</tr>
<tr>
<td>COSC 406</td>
<td>[S] Data Communications Systems</td>
</tr>
<tr>
<td>COSC 409</td>
<td>[F] Software Engineering</td>
</tr>
<tr>
<td>COSC 420</td>
<td>[F] Special Topics in Computer Science</td>
</tr>
<tr>
<td>COSC 417</td>
<td>[S] Computer Science Senior Seminar</td>
</tr>
<tr>
<td>MATH 131</td>
<td>College Algebra for Math and Science Majors</td>
</tr>
<tr>
<td>MATH 132</td>
<td>Precalculus</td>
</tr>
<tr>
<td>MATH 211</td>
<td>Discrete Mathematics</td>
</tr>
<tr>
<td>MATH 212</td>
<td>Discrete Mathematics I</td>
</tr>
<tr>
<td>MATH 201</td>
<td>Calculus</td>
</tr>
</tbody>
</table>
MATH 202 Calculus II
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 414 [S] Advanced Web Programming

MINOR IN MATHEMATICS
The requirements for a minor in Mathematics are:
- MATH 201, MATH 202, and MATH 301
- Six additional semester credit hours in Mathematics approved by the department

MINOR IN COMPUTER SCIENCE
The requirements for a minor are in Computer Science as follows:
- COSC 220, COSC 221, 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 Histotechnology 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 health care 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
4. Teacher Certification with tracks in;
   a. Biology
   b. Chemistry

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 I as the General Education Requirements in the Natural Sciences.
The General Education Requirement in science for other majors can be met by taking one course each from two disciplines, one of which must be a laboratory course and include the following courses: Life Science; BIOL 101 or BIOL 107 and Physical Science; CHEM 101 or PHSC 101 or PHSC 103.

**BIOLOGY**

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

**Major in Biology**

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

**The requirements for the Biology major are:**

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

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

Biology majors may substitute BIOL 213 Morphology of Vascular Plants for BIOL 204 Vertebrate Structure and Development. Biology majors (Teacher Certification) and 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.

**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
  - CHEM 307 Organic Chemistry I
  - CHEM 308 Organic Chemistry II
  - CHEM 313 Biochemistry

**Additional Requirements for the Biology Major in Physics and Mathematics:**

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

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

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

**Major in Biology (Teacher Certification Track)**

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

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

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

See Plan of Study: Biology Major (Teacher Certification Track)
General Science Major (Biology Emphasis)
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
BIOL 103 General Botany
BIOL 104 General Zoology
BIOL 204 Vertebrate Structure and Development or
BIOL 213 Morphology of Vascular Plants
BIOL 401 General Ecology
BIOL 402 Principles of Genetics
BIOL 403 Seminar in Biology I *
BIOL 404 Seminar in Biology II *
BIOL Biology Electives
BIOL 106L Fundamentals of Cell Biology Lab*Must be taken in the senior year

Chemistry
CHEM 101 General Chemistry I
CHEM 102 General Chemistry II
CHEM 205 Quantitative Analysis
CHEM 307 Organic Chemistry I
CHEM 308 Organic Chemistry II
CHEM 310 Instrumentation
CHEM 313 Biochemistry
CHEM 401 Physical Chemistry I
CHEM 402 Physical Chemistry II
CHEM 405 Advanced Inorganic Chemistry or Nanotechnology 400
CHEM Elective

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

Mathematics
MATH 132 Pre-Calculus II

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

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

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

CHEMISTRY AND PHYSICAL SCIENCE

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

Requirements for the Chemistry Major:

Courses
CHEM 102 General Chemistry II
CHEM 205 Quantitative Analysis
CHEM 307 Organic Chemistry I
CHEM 308 Organic Chemistry II
CHEM 310 Instrumentation
CHEM 313 Biochemistry
CHEM 401 Physical Chemistry I
CHEM 402 Physical Chemistry II
CHEM 405 Advanced Inorganic Chemistry or Nanotechnology 400
CHEM Elective

Additional Requirements for the Chemistry Major
MATH 132 Pre-Calculus II
MATH 201 Calculus I
MATH 202 Calculus II
PHYS 303 Mechanics and Particle Dynamics
PHYS 304 Heat, Electricity, and Magnetism-Calculus Based

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

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

See Program of Study: Chemistry Major (Teacher Certification Track).

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

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

General Science Major (Chemistry Emphasis)
Courses
CHEM 102 General Chemistry II
CHEM 205 Quantitative Analysis
CHEM 307 Organic Chemistry I
CHEM 308 Organic Chemistry II
CHEM 310 Instrumentation
CHEM 313 Biochemistry

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

Additional Requirements for the General Science Major (Chemistry Emphasis)

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

Physics
PHYS 301 General Physics I
PHYS 302 General Physics II

Math
MATH 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 redevelopment 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.
The interdisciplinary focus of the program includes courses in the visual and performing arts and in the methods of presenting public programs in the arts, as well as courses in communication, economics, and urban sociology.

Graduates of Coppin’s Urban Arts major are fully cognizant of the physical, economic, social, and artistic infrastructures that undergird urban cultures. These graduates are prepared to work with the people who live in urban environments to enrich their lives and the lives of their communities through the arts.

Students interested in majoring in Urban Arts may choose one of three tracks:
1) Arts Administration
2) Visual Arts Concentration
3) Theatre
## COPPIN STATE UNIVERSITY
### SCHOOL OF ARTS & SCIENCES
### MAJOR: BIOLOGY

### LEVEL I (FIRST YEAR)

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**Semester Total** 18

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**Semester Total** 15

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**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 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
‡ 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.
COPPIN STATE UNIVERSITY  
SCHOOL OF ARTS & SCIENCES  
MAJOR: BIOLOGY – CONCENTRATION: TEACHER EDUCATION

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*General Education Requirement  
**University Graduation Requirement  
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**NOTE:** Please consult a program advisor to discuss course options.
COPPIN STATE UNIVERSITY  
SCHOOL OF ARTS & SCIENCES  
MAJOR: CHEMISTRY

**LEVEL I (FIRST YEAR)**

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**LEVEL II (SOPHOMORE)**

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**LEVEL III (JUNIOR)**

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**LEVEL IV (SENIOR)**

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**TOTAL CREDITS 127**

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✧Major Course  
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○ or any ENGL 200 level or above  
✦CHEM 101 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  
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**NOTE:** Please consult a program advisor to discuss course options.
## COPPIN STATE UNIVERSITY
### SCHOOL OF ARTS & SCIENCES
### MAJOR: CHEMISTRY—CONCENTRATION: SECONDARY EDUCATION

#### LEVEL I (FIRST YEAR)

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*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
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# COPPIN STATE UNIVERSITY
## SCHOOL OF ARTS & SCIENCES
### MAJOR: COMPUTER SCIENCE

## 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

**Semester Total 16**

### SPRING SEMESTER
- ✕**ENGL 102** English Composition II 3
- ✓**HIST 206** African Am Hist II 3
- ✕**PHSC 103** Tech & Human Affairs 3
- ✕**SPCH 105** Speech Comm 3
- ✕**COSC 199** Intro to Programming 3

**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
- ✕**COSC 220** Computer Science I 4

**Semester Total 17**

### SPRING SEMESTER
- ✕**COSC 221** Computer Science II 4
- ✕**COSC 314** Web Programming 3
- ✕**COSC 316** Assembly Lang 3
- **General Elective or Minor** 3
- **General Elective or Minor** 3

**Semester Total 16**

## LEVEL III (JUNIOR)
### FALL SEMESTER
- ✕**COSC 302** Adv Data Struc & Files 3
- ✕**COSC 339** Visual Basic 3
- ✕**COSC 307** Artificial Intelligence 3
- ✕**MATH 211** Discrete I 3
- **General Elective or Minor** 3

**Semester Total 15**

### SPRING SEMESTER
- ✕**COSC 420** Special Topics 3
- ✕**COSC 306** Operating Systems 3
- ✕**COSC 312** Data Base 3
- ✕**MATH 212** Discrete II 3
- **General Elective or Minor** 3

**Semester Total 15**

## LEVEL IV (SENIOR)
### FALL SEMESTER
- ✕**COSC 310** System Programming 3
- ✕**COSC 409** Software Engineering 3
- ✕**COSC 417** CS Senior Seminar 3
- **General Elective or Minor** 3
- **General Elective or Minor** 3

**Semester Total 15**

### SPRING SEMESTER
- ✕**COSC 406** Data Communications 3
- ✕**COSC 412** Computer Graphics 3
- ✕**COSC 414** Advanced Web Prog. 3
- **General Elective or Minor** 3
- **General Elective or Minor** 3

**Semester Total 15**

**TOTAL CREDITS 124**

*General Education Requirement

**University Graduation Requirement

Major Course

✓ or any 2 part 200 level History

✓ or any ENGL 200 level or above

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# COPPIN STATE UNIVERSITY
## SCHOOL OF ARTS & SCIENCES
### MAJOR: COMPUTER SCIENCE-MINOR: MATH

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#### LEVEL III (JUNIOR)

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#### LEVEL IV (SENIOR)

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**General Education Requirement**

**University Graduation Requirement**

✓ Major Course

✓ or any 2 part 200 level History

✓ or any ENGL 200 level or above

✓BIL 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.
### COPPIN STATE UNIVERSITY
**SCHOOL OF ARTS AND SCIENCES**
**MAJOR: ENGLISH**

#### LEVEL I (FIRST YEAR)

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**TOTAL CREDITS 121**

*General Education Requirement
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© or any ENGL 200 level or above
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**NOTE:** Please consult a program advisor to discuss course options.
# COPPIN STATE UNIVERSITY
## SCHOOL OF ARTS & SCIENCES
### MAJOR: ENGLISH – CONCENTRATION: LITERATURE EMPHASIS

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| TOTAL CREDITS | 122 |

*General Education Requirement
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## COPPIN STATE UNIVERSITY
### SCHOOL OF ARTS & SCIENCES
### MAJOR: GENERAL SCIENCE- CONCENTRATION: CHEMISTRY

### 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
- **BIOL 106** Cell Biology 4
- ✷**MATH 132** Pre-Calculus 4
- ✗**CHEM 101** General Chemistry 4

**Semester Total 15**

### LEVEL II (SOPHOMORE)
#### FALL SEMESTER
- ✓**WLIT 207** World Literature 3
- ✓**ANTH 207** Anthropology 3
- **CHEM 102** General Chemistry I 4
- ✷**IDIS 102** Music & Dance 3
- ✓**HIST 202** World History II 3

**Semester Total 16**

#### SPRING SEMESTER
- ➣**CHEM 205** Quantitative Analysis 4
- ➣**MATH 202** Calculus II 4
- ➣**BIOL 103** General Botany 4
- ➣**HEED 101** Personal Health 3

**Semester Total 15**

### LEVEL III (JUNIOR)
#### FALL SEMESTER
- ⇹**CHEM 307** Organic Chem I 5
- ➣**MATH 202** Calculus II 4
- ➣**CHEM 407** Intro to Research 2
- ✷**Program Elective** 5

**Semester Total 16**

#### SPRING SEMESTER
- ➣**CHEM 308** Organic Chem II 5
- ➣**CHEM 408** Independent Study 4
- ✷**Program Elective** 6

**Semester Total 15**

### LEVEL IV (SENIOR)
#### FALL SEMESTER
- ➣**CHEM 403** Seminar in Chem I 1
- ➣**CHEM 310** Instrumentation Analysis 4
- ➣**NANO 400** Intro to Nanotech 3
- ✷**PHYS 303** Mech Part Dynamic 4
- ✷**Program Elective** 3

**Semester Total 15**

#### SPRING SEMESTER
- ➣**CHEM 404** Seminar in Chem 1
- ➣**CHEM 313** Biochemistry Study 4
- ➣**PHYS 304** Heat & Electricity 4
- ✷**Program Elective** 6

**Semester Total 15**

**TOTAL CREDITS 123**

*General Education Requirement

**University Graduation Requirement

✓Major Course

✓ or any 2 part 200 level History

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### COPPIN STATE UNIVERSITY
**SCHOOL OF ARTS & SCIENCES**
**MAJOR: GLOBAL STUDIES**

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<td>*FOLA 101 Spanish/French I</td>
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**Semester Total 15**

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**Semester Total 15**

**TOTAL CREDITS 122**

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**University Graduation Requirement**

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✓ or any ENGL 200 level or above

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COPPIN STATE UNIVERSITY  
SCHOOL OF ARTS & SCIENCES  
MAJOR: GLOBAL STUDIES REGIONAL TRACKS

**LEVEL I (FIRST YEAR)**

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**LEVEL II (SOPHOMORE)**

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**LEVEL III (JUNIOR)**

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**LEVEL IV (SENIOR)**

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**TOTAL CREDITS 122**

*General Education Requirement  
**University Graduation Requirement  
Major Course  
✓ or any 2 part 200 level History  
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†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.
COPPIN STATE UNIVERSITY  
SCHOOL OF ARTS & SCIENCES  
MAJOR: GLOBAL STUDIES  
SKILLS TRACKS

### LEVEL I (FIRST YEAR)

**FALL SEMESTER**
- **ENGL 101** English Composition 3  
- **MATH 125** Math for Liberal Arts 3  
- **HIST 201** World History I 3  
- **FOLA 101** Spanish or French I 3  
- **IDIS 102** Music & Dance 3  
- **ORIE 101** Freshman Seminar 1  

**SPRING SEMESTER**
- **ENGL 102** English Composition II 3  
- **FOLA 102** Spanish or French II 3  
- **HIST 202** World History II 3  
- **GEOG 102** World Reg. Geog 3  
- **MISY 150** Tech Fluency 3  

**Semester Total 16**

### LEVEL II (SOPHOMORE)

**FALL SEMESTER**
- **PHIL 102** Intro to Logic 3  
- **POSC 301** US Governments 3  
- **BIOL 101** Biological Science 4  
- **OWLIT 207** World Literature 3  
- **FOLA 201** Spanish or French 3  

**Semester Total 16**

**SPRING SEMESTER**
- **ENGL 305** Technical Writing 3  
- **FOLA 202** Spanish or French 3  
- **GEOG 402** Political Geography 3  
- **PHSC 103** Tech and Human Affairs 3  
- **ECON 201** Intro to Economics 3  

**Semester Total 15**

### LEVEL III (JUNIOR)

**FALL SEMESTER**
- **FOLA 301** Spanish or French 3  
- **HIST 300** Meth of Historical Research 3  
- **HIST 407** US Foreign Policy 3  
- **GEOG 302** Economic Geography 3  
- **Program Elective** 3  

**SPRING SEMESTER**
- **SPAN 302** Spanish 3  
- **Program Elective** 3  
- **Program Elective** 3  
- **Program Elective** 3  
- **Program Elective** 3  

**Semester Total 15**

### LEVEL IV (SENIOR)

**FALL SEMESTER**
- **GLST 450** Seminar 3  
- **Program Elective** 3  
- **Program Elective** 3  
- **Program Elective** 3  
- **General Elective** 3  

**Semester Total 15**

**SPRING SEMESTER**
- **GLST 451** Seminar 3  
- **Program Elective** 3  
- **Program Elective** 3  
- **Program Elective** 3  
- **General Elective** 3  
- **General Elective** 3  

**Semester Total 15**

**TOTAL CREDITS 122**

*General Education Requirement  
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❖ Major Course  
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❖ or any ENGL 200 level or above  
❖ or BIOL 101 or 107 or CHEM 101 or PHSC 101 or PHSC 103  
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† 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.
**LEVEL I (FIRST YEAR)**

**FALL SEMESTER**
- *ENGL 101 English Composition 3
- *MATH 125 Math for Liberal Arts 3
- *HIST 205 AA History I 3
- °WLIT 207 World Literature 3
- *ANTH 207 Cultural Anthropology 3
- **ORIE 101 Freshman Seminar 1

Semester Total 16

**SPRING SEMESTER**
- *ENGL 102 English Composition II 3
- *HIST 206 AA History II 3
- °PHSC 101 Physical Science 3
- °GEOG 102 World Regional Geography 3
- °MISY 150 Tech Fluency 3

Semester Total 15

**LEVEL II (SOPHOMORE)**

**FALL SEMESTER**
- °PHIL 102 Intro to Logic 3
- °POSC 301 U.S. Government 3
- °BIOL 107 Biological Science 4
- °IDIS 101 Visual Arts & Theatre 3
- °SPCH 105 Speech 3

Semester Total 16

**SPRING SEMESTER**
- °HIST 201 World History I 3
- °HIST 300 METH of HIST RES 3
- °GEOG 405 African Geography 3
- °HIST 207 Introduction to Africa 3
- Program Elective 3

Semester Total 15

**LEVEL III (JUNIOR)**

**FALL SEMESTER**
- °HIST 313 History of Ancient Africa
- °HIST 407 U.S. Foreign Policy
- °HIST 410 Europe I 3
- °HIST 430 History of West Africa 3
- °HIST 202 World History II 3

Semester Total 15

**SPRING SEMESTER**
- °HIST 315 Modern Africa 3
- °HIST 354 Mod Civil Rights Movement 3
- °HIST 405 History of Latin America 3
- °HIST 411 Europe II 3
- General Elective 3

Semester Total 15

**LEVEL IV (SENIOR)**

**FALL SEMESTER**
- °HIST 350 AA Intellectual History 3
- °HIST 436 History of South Africa 3
- °HIST 438 History of East Africa 3
- °HIST 432 History of Central Africa 3
- GEOG XXX Advised Geography Elective 3

Semester Total 15

**SPRING SEMESTER**
- °HIST 440 Seminar in African History 3
- °HIST 442 Special Topics in African Hist 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
★ or BIOL 101 or 107 or CHEM 101 or PHSC 101 or PHSC 103
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‡ for any 3 credit Health course, or SPCH 202 or SPCH 204 or GEOG 102
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**NOTE:** Please consult a program advisor to discuss course options.
COPPIN STATE UNIVERSITY  
SCHOOL OF ARTS & SCIENCES  
MAJOR: HISTORY – CONCENTRATION: UNITED STATES HISTORY

### 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
- **BIOG 101** Biological Science 4
- **GEOG 102** World Regional Geography 3
- **MISY 150** Tech Fluency 3

**Semester Total 16**

### LEVEL II (SOPHOMORE)

#### FALL SEMESTER
- **ENGL 101** English Composition 3
- **PHIL 102** Intro to Logic 3
- **PHSC 103** Tech & Human Affairs 3
- **POS 301** U. S. Government 3
- **HIST 300** METH of Hist Research 3

**Semester Total 15**

#### SPRING SEMESTER
- **HIST 304** Prob in Amer History I 3
- **HIST 203** U. S. History I 3
- **HIST 302** U. S. Constitution 3
- **HIST 301** History of Maryland 3
- **Program Elective** 3

**Semester Total 15**

### LEVEL III (JUNIOR)

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

**Semester Total 15**

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

**Semester Total 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 122**

*General Education Requirement  
**University Graduation Requirement  
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**NOTE:** Please consult a program advisor to discuss course options.
### COPPIN STATE UNIVERSITY
**SCHOOL OF ARTS & SCIENCES**
**MAJOR: HISTORY – CONCENTRATION: SOCIAL STUDIES TEACHER EDUCATION**

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

*General Education Requirement
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†Major Course
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☑ or any ENGL 200 level or above
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COPPIN STATE UNIVERSITY  
SCHOOL OF ARTS & SCIENCES  
MAJOR: HISTORY – CONCENTRATION: AFRICAN AMERICAN

### LEVEL I (FIRST YEAR)

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†or IDIS 103 or any Foreign Language or ART 105 or MUSC 201 or DANC 226 or THEA 211  
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**NOTE:** Please consult a program advisor to discuss course options.
### COPPIN STATE UNIVERSITY
#### SCHOOL OF ARTS & SCIENCES
##### MAJOR: MATHEMATICS

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SCHOOL OF ARTS & SCIENCES  
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<td></td>
<td><strong>Semester Total</strong></td>
<td><strong>15</strong></td>
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<tr>
<td><strong>SPRING SEMESTER</strong></td>
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</tr>
<tr>
<td>✓MATH 405</td>
<td>Real Analysis</td>
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<td>✓MATH 405</td>
<td>Senior Seminar</td>
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<tr>
<td>✓COSC 306</td>
<td>Operating Systems</td>
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<tr>
<td>✓COSC 312</td>
<td>Data Base</td>
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<tr>
<td>*General Elective</td>
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<td></td>
<td><strong>Semester Total</strong></td>
<td><strong>15</strong></td>
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</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  
♀ BIOL 101 or 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  
*General Elective – any University course  
♀ Program Elective – any non-required course within the discipline

**NOTE:** Please consult a program advisor to discuss course options.
# COPPIN STATE UNIVERSITY
## SCHOOL OF ARTS & SCIENCE
### MAJOR: URBAN ARTS – CONCENTRATION: ARTS ADMINISTRATION

<table>
<thead>
<tr>
<th>LEVEL I (FIRST YEAR)</th>
<th>FALL SEMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>ENGL 101</em> English Composition I</td>
<td>3</td>
</tr>
<tr>
<td><em>MATH 125</em> MATH for Liberal Arts</td>
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<tr>
<td><em>HIST 205</em> AA History I</td>
<td>3</td>
</tr>
<tr>
<td><em>SPCH XXX</em> Speech GER</td>
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<tr>
<td><em>ECON 103</em> Business &amp; Entrepren.</td>
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</tr>
<tr>
<td><strong>ORIE 101</strong> Freshman Seminar</td>
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<tr>
<td><strong>Semester Total 16</strong></td>
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<thead>
<tr>
<th>SPRING SEMESTER</th>
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<tbody>
<tr>
<td><em>ENGL 102</em> English Composition II</td>
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<tr>
<td><em>HIST 206</em> AA History II</td>
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<tr>
<td><em>PHSC 103</em> Tech &amp; Human Affairs</td>
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<tr>
<td><em>IDIS 270</em> Exposure/Urban Arts</td>
</tr>
<tr>
<td><strong>MISY 150</strong> Computer Literacy</td>
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<td><strong>Semester Total 15</strong></td>
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<thead>
<tr>
<th>LEVEL II (SOPHOMORE)</th>
<th>FALL SEMESTER</th>
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<tbody>
<tr>
<td><em>PHIL 103</em> Intro to Philosophy</td>
<td>3</td>
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<tr>
<td><em>SOCI 201</em> Intro to Sociology</td>
<td>3</td>
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<tr>
<td><em>BIOL 107</em> Biological Science</td>
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<td><em>WLIT 207</em> World Literature</td>
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<tr>
<td><em>ART XXX</em> Studio Option I</td>
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<td><strong>Semester Total 16</strong></td>
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<thead>
<tr>
<th>SPRING SEMESTER</th>
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<tbody>
<tr>
<td><em>IDIS 102</em> Music &amp; Dance</td>
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<tr>
<td><em>ECON 212</em> Micro-Economics</td>
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<tr>
<td><em>ART xxx</em> Studio Option 2</td>
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<tr>
<td><em>General Elective</em></td>
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<table>
<thead>
<tr>
<th>LEVEL III (JUNIOR)</th>
<th>FALL SEMESTER</th>
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<tbody>
<tr>
<td>∆MNSC 300 Hum. Rel. &amp; Org. Beh</td>
<td>3</td>
</tr>
<tr>
<td>∆THEA 302 Stagecraft I</td>
<td>3</td>
</tr>
<tr>
<td>∆ART xxx Studio Option 3</td>
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<tr>
<td><em>General Elective</em></td>
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<td><strong>Semester Total 15</strong></td>
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<tr>
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<tbody>
<tr>
<td>∆JRNL 314 Technical Writing</td>
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<tr>
<td>∆MKTG 310 Mktg. for Managers</td>
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<tr>
<td><em>General Elective</em></td>
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<tr>
<td><em>General Elective</em></td>
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<tr>
<td><em>General Elective</em></td>
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<td><strong>Semester Total 15</strong></td>
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<thead>
<tr>
<th>LEVEL IV (SENIOR)</th>
<th>FALL SEMESTER</th>
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<tbody>
<tr>
<td>∆IDIS 300 Fundraising for Arts</td>
<td>3</td>
</tr>
<tr>
<td>∆SOCI 406 Sociology of the City</td>
<td>3</td>
</tr>
<tr>
<td>∆ART 312 Museum &amp; Coll. Mgmt.</td>
<td>3</td>
</tr>
<tr>
<td><em>General Elective</em></td>
<td>3</td>
</tr>
<tr>
<td><em>General Elective</em></td>
<td>3</td>
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<tr>
<th>SPRING SEMESTER</th>
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<tbody>
<tr>
<td>∆IDIS 470 Senior Seminar/UA</td>
</tr>
<tr>
<td>∆ART Internship</td>
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<tr>
<td><em>General Elective</em></td>
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<tr>
<td><em>General Elective</em></td>
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<tr>
<td><em>General Elective</em></td>
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<tr>
<td><strong>Semester Total 15</strong></td>
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</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.
**COPPIN STATE UNIVERSITY**  
**SCHOOL OF ARTS & SCIENCES**  
**MAJOR: URBAN ARTS – CONCENTRATION: VISUAL ARTS**

### LEVEL I (FIRST YEAR)

**FALL SEMESTER**
- ENGL 101 English Composition I 3
- MATH 125 Math GER 3
- HIST 203 History GER 3
- IDIS 103 Visual Arts & Theatre 3
- ECON 103 Business & Entrepren. 3
- ORIE 101 Freshman Seminar 1

**SPRING SEMESTER**
- ENGL 102 English Composition II 3
- HIST 204 World History II 3
- BIOL 107 Natural Science GER 3
- SPCH 105 Speech 3
- MISY 150 Tech Fluency 3

**Semester Total** 16

### LEVEL II (SOPHOMORE)

**FALL SEMESTER**
- PHIL 103 Intro to Philosophy 3
- SOCI 201 Introduction to Sociology 3
- WLIT 207 World Literature 3
- IDIS 270 Visual Arts & Theatre 3
- PHSC 101 Physical Science 4

**SPRING SEMESTER**
- ART 105 Intro to Ceramics 3
- ART 208 Basic Drawing 3
- ART 210 Life Drawing 3
- SPCH 205 Intercultural Comm. 3
- ART 103 Basic Design-2D 3

**Semester Total** 15

### LEVEL III (JUNIOR)

**FALL SEMESTER**
- ART 312 Museum/Coll/Mgmt. 3
- ART 409 Art History Survey 3
- ART XXX Art Studio Option 3
- General Elective 3
- General Elective 3

**SPRING SEMESTER**
- ART XXX Art History Option 3
- ART XXX Art Studio Option 3
- General Elective 3
- General Elective 3
- General Elective 3

**Semester Total** 15

### LEVEL IV (SENIOR)

**FALL SEMESTER**
- IDIS 300 Fundraising for Arts 3
- IDIS 470 Sem: Prin/Phil of UA 3
- ART 420 Internship in Vis. Arts I 3
- General Elective 3
- General Elective 3

**SPRING SEMESTER**
- ART 421 Internship/Vis. Art II 3
- SOCI 406 Sociology of the City 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  
or BIOL 101 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  
General Elective – any University course  
Program Elective – any non-required course within the discipline

**NOTE:** Please consult a program advisor to discuss course options.
# COPPIN STATE UNIVERSITY
## SCHOOL OF ARTS & SCIENCES
### MAJOR: URBAN ARTS – CONCENTRATION: THEATRE

## LEVEL I (FIRST YEAR)
### FALL SEMESTER
- **ENGL 101** English Composition I 3
- **MATH 125** MATH for Liberal Arts 3
- **HIST 201** US History I 3
- **THEA 113** Coppin Players 1
- **ECON 103** Business & Entrepren. 3
- **ORIE 101** Freshman Seminar 1
- **IDIS 103** Visual Art & Theatre 3

**Semester Total**: 17

### SPRING SEMESTER
- **ENGL 102** English Composition II 3
- **HIST 202** US History II 3
- **BIOL 107** Biological Science 4
- **THEA 114** Coppin Players 1
- **MISY 150** Computer Literacy 3
- **IDIS 270** Exposure/Urban Arts 3

**Semester Total**: 17

## LEVEL II (SOPHOMORE)
### FALL SEMESTER
- **THEA 303** Stagecraft II 3
- **THEA 352** Theatre History I 3
- **THEA 415** Acting III 3
- **THEA 301** History of Black Perf. 3
- **General Elective** 3

**Semester Total**: 15

### SPRING SEMESTER
- **IDIS 300** Fundraising/The Arts 3
- **THEA 352** Theatre History II 3
- **THEA 309** Play Directing 3
- **General Elective** 3
- **General Elective** 3
- **General Elective** 3

**Semester Total**: 15

## LEVEL III (JUNIOR)
### FALL SEMESTER
- **THEA 370** Playwriting I 3
- **IDIS 470** Sem: Prin & Phil of UA 3
- **General Elective** 3
- **General Elective** 3
- **General Elective** 3

**Semester Total**: 15

### SPRING SEMESTER
- **SOCl 406** Sociology of the City 3
- **THEA 420** Theatre Internship 3
- **Elective** 3
- **Elective** 3
- **General Elective** 3

**Semester Total**: 15

## LEVEL IV (SENIOR)
### FALL SEMESTER
- **THEA 370** Playwriting I 3
- **IDIS 470** Sem: Prin & Phil of UA 3
- **General Elective** 3
- **General Elective** 3
- **General Elective** 3

**Semester Total**: 15

### SPRING SEMESTER
- **SOCl 406** Sociology of the City 3
- **THEA 420** Theatre Internship 3
- **Elective** 3
- **Elective** 3
- **General Elective** 3

**Semester Total**: 15

**TOTAL CREDITS**: 125

*General Education Requirement

**University Graduation Requirement

Major Course

\(\lor\) any 2 part 200 level History

\(\lor\) any ENGL 200 level or above

\(\lor\) BIOL 101 or 107 or CHEM 101 or PHSC 101 or PHSC 103

\(\lor\) PHIL 103 or PHIL 102

\(\lor\) any Foreign Language or ART 105 or MUSC 201 or DANC 226 or THEA 211

\(\lor\) 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
The Coppin State University School of Education has a stellar 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 learning needs of Baltimore City and surrounding counties. Today, the School of Education 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 Coppin State University School of Education is

- To offer innovative programs grounded in the CSU undergraduate and graduate conceptual frameworks. This is outlined in major theoretical and practical educational constructs designed to serve the needs of the urban population of Baltimore City, the surrounding metropolitan areas, the state, and the nation.
- To contribute to global efforts in the advancement of education and excellence in teaching and research.
- To promote high academic standards through an intrinsic commitment to our students and professional candidates.
- To meet the growing need for access to higher education through a development of competitive new modalities of teaching and learning for all populations of students including those with disabilities and other challenges. These modalities include the utilization of online and hybrid technologies.
- To prepare undergraduate and graduate students to serve diverse populations through inclusion in a variety of roles in their chosen fields.
- To promote scholarship and professional resources for faculty, students, and clients for the purposes of professional and academic growth.

VISION
As an urban institution, Coppin State University’s School of Education is historically committed to excellence in teaching, research, professional development, and service to the community. This commitment is the cornerstone of program offerings in the academic unit.

The School of Education envisions an increase in the number of academically talented students who, as reflective facilitators of learning, forge new approaches and concepts that meet the challenges and needs of learners in contemporary society. Through collaborations with its sister institutions, the School endeavors to promote and provide support to primary and secondary schools, local public school systems, national and global professional educational, sports organizations, dance programs, and health-related efforts.

Additionally, The School of Education continues to align its focus with national professional standards set by various accrediting bodies. In doing so, the School of Education envisions maintaining its status as one of the nation’s leading institutions in teacher education and other affiliated fields including adult education, health, sports management, recreation, and dance.

SCHOOL OVERVIEW
The School offers a variety of undergraduate and graduate programs designed primarily to prepare students for professional careers. There are four Departments that offer programs within the School: Adult and General Education, Curriculum and Instruction, Health and Human Performance, and Special Education. The programs also qualify students for positions in non-teaching fields such as Sports Management and Dance. 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 Education Unit include the following:
MAJORS

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

Minors

- Adult Education
- Early Childhood Education
- Elementary Education
- Dance

Areas of Concentration

- Early Childhood Education
- Elementary Education
- Special Education
- Urban Recreation
- Sports Journalism
- Sports Medicine
- Sports Marketing

Secondary Education Certification*

(Middle and Senior High School)

- Biology
- Chemistry
- English
- Mathematics
- History/Social Studies

TEACHER EDUCATION

Conceptual Framework: “Teacher as a Reflective Facilitator of Learning”

The Education Unit at Coppin State University is committed to preparing competent “reflective facilitators of learning,” scholars, and researchers as exemplary leaders, and to advance the teaching profession through the arts and sciences of teaching and learning, clinical processes, technology, and research. The primary thrust of the graduates from the Education Unit’s undergraduate program is to train systematic planners, instructional leaders, effective communicators, reflective decision makers, and evolving professionals.

To accomplish this goal, the faculty provides reflective facilitators of learning with the necessary educational experiences that will enable them to deliver educational services designed to assist all children and youth to attain their optimal potential as productive members of society.

The Undergraduate Performance-Based Assessment Manual

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

I. The “Readiness-to-Enter the Teacher Education Program” Performance Assessment (i.e. entrance to the program);

II. The “Assessment, Reflection, and Refinement-As-Learning” Performance Assessment (i.e. mid-point in the program); and

III. The “Reflective Facilitator of Learning” Performance Assessment – Entrance into the Education Profession (i.e. exit from the Teacher Education program).

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

TEACHER EDUCATION PROGRAMS

The Education unit offers four major undergraduate programs for the preparation of teachers and four programs in different subject areas for certification in secondary education. Each Teacher Education program is built upon a sound liberal arts foundation and is designed to enable students to acquire the skills, knowledge, and understandings which all teachers should possess. All students in Teacher Education must meet the General Education Requirements. Student choices of courses should be made with the guidance of an advisor for the following reasons:
1) specific General Education courses may be required for certain majors;
2) additional credits may be required in certain subject areas; and
3) grades below "C" in certain courses may not be acceptable.

TEACHER EDUCATION ADVISEMENT AND RETENTION CENTER (TEAR-C)

The School of Education has a Teacher Education Advisement and Retention Center (TEAR-C) to assist students holistically. Please contact the Office of the Dean for further information.

TEACHER EDUCATION COUNCIL (TEC)

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

THE TEACHER EDUCATION COUNCIL MEMBERSHIP:

1) one (1) representative from each department in the University having Teacher Education programs;
2) two (2) undergraduate students;
3) the Coordinator of Field Services and Professional Development Schools;
4) the Dean of the School of Arts and Sciences;
5) the Dean of the Graduate Studies;
6) one (1) representative each from the Office of Planning and Assessment, Academic Advisement, Career Services, Office of the Registrar, Library, and Institutional Advancement as non-voting members; and
7) the Dean of the School of Education

The Council is chaired by the Dean of Education.

The responsibilities of the Council are to:
1) coordinate the planning of policies and standards for the development and implementation of the Teacher Education 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 program;
4) monitor and assess graduates from the Teacher Education program as a basis for future program developments.

Declaration of a Teacher Education Major

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

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

Admission to Teacher Education and Praxis Implementation Policy

A student, in order to be admitted to the Education Unit, must declare an education major and apply for admission to Teacher Education.

Eligible students should have:

a. completed 30 credit hours;
b. a cumulative GPA of 2.5 or better;
c. completed English 101/103 and 102/104 (6 credit hours); and Math 103 (3 credit hours) and any other English and Mathematics requirements;
d. completed Phase I of the Performance-Based Assessment System;
e. have the declaration of major form signed by the department chairperson;
f. obtain a faculty advisor assigned by the chairperson;
g. completed Application to Teacher Education Form signed by the department chairperson;
h. successfully completed Praxis I, with a score equal to or greater than the cut off scores, or the composite scores, set by Maryland State Department of Education; or meet SAT/ACT acceptable scores; and
i. completed an interview with the Chairperson and another faculty member.

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

a. Students who have met all the above, except the passing of Praxis I, can be provisionally admitted, as pre-majors, to Teacher Education.
b. Any student who has not successfully completed Praxis I will not be admitted to methods courses in any of the Teacher Education majors or admitted to student teaching.
c. Students who still have not successfully completed Praxis I must enroll in EDUC 273 (Students enrolled in EDUC 273 will receive a “CS” grade for the course until they pass Praxis I).
d. Students must take Praxis II prior to student teaching.
e. Students must achieve state mandated cut-off scores or composite scores on Praxis II prior to approval for graduation.

The current MSDE cut-off scores are: MATHEMATICS - 177, READING - 177, WRITING - 173. The acceptable composite score is 527. The acceptable score for SAT is 1100 (math and verbal or math and critical reading). The acceptable score for ACT is 24.

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

Change of Major
Students who want to change their major after being admitted to Teacher Education must secure the approval of the chairperson of the department from which they wish to transfer and the approval of the chairperson of the department in which they are matriculating.

Transfer Students
All students who transfer into the University must meet all of the requirements for admission into Teacher Education, including a cumulative grade point average of 2.5. An official transcript of all course work taken at other colleges must be sent directly to the Admissions Office. Transfer students should check the deadline for admission into Teacher Education and file an application in the semester that all entry prerequisites will be completed.

Retention in Teacher Education
To remain in Teacher Education the student must have satisfactorily completed all General Education Requirements by the end of the junior year. A grade of "C" or higher must be earned in each foundation, professional, and methods course. Academic records will be reviewed at least once each semester by the advisor to determine continuing eligibility for retention in the program.

Admission to Student Teaching
All students in Teacher Education must apply for student teaching at least one semester before the experience is to begin. By the end of the semester in which the application is made, the students must have:

a. completed all General Education Requirements;
b. acquired a 2.5 cumulative grade point average;
c. earned a grade of "C" or higher in all professional and methods courses;
d. passed the physical examination;
e. received the approval of the chairperson of the department in which the applicant will student teach;
f. passed the interview with the Student Teacher Review Committee;
g. obtained the qualifying scores established by MSDE on the Praxis I or SAT/ACT.

EXIT REQUIREMENTS
Teacher candidates are recommended for certification only when they have:

a. successfully completed all course requirements of a particular program;
b. successfully demonstrated continued competence, aptitude, and potential for satisfactory success in teaching;
c. submitted an acceptable Phase III Portfolio;
d. completed an Exit Interview with the department chairperson, another faculty member, and a Practitioner; and
e. met the State of Maryland cutoff scores on the Praxis II.

The State of Maryland certification requires teacher candidates to meet a specific cutoff score on Praxis I and II.

ADULT AND GENERAL EDUCATION

The Department of Adult and General Education offers 1) professional courses required of all Teacher Education majors, 2) certification in secondary education, and 3) electives in Adult Education.

Educational Foundations

Professional Courses for Teacher Education Majors

EDUC 202 Educational Psychology
EDUC 203 Fundamentals of Teaching with Audio Visual Technology
EDUC 300 Foundations of Reading Instruction
EDUC 402 History of Education
EDUC 403 Philosophy of Education
EDUC 405 Analysis of Subject Difficulties
EDUC 408 Measurement and Evaluation in Education

Secondary Education

I. Foundations Courses (9 credits required)
   A. Psychological Foundations
      EDUC 202 Educational Psychology
      (This course requires a 16 hour practicum)
      SPED 201 Introduction to the Needs of Exceptional Individuals
   B. Historical or Philosophical Foundations
      EDUC 402 History of Education
      or
      EDUC 403 Philosophy of Education

II. Methods Courses and Practicum (27 credits required)
   A. General Methods (all courses required)
      EDUC 203 Fundamentals of Teaching with A-V Technology
      EDUC 408 Measurement and Evaluation in Education
      SCED 312 Principles of Secondary Education
      SCED 427 Teaching Reading in the Content Area I
      REED 428 Teaching Reading in the Content Area II
   B. Subject Matter Methods
      Choose the one course which fits the major:
      SCED 324 Social Studies in the Sec. School
      SCED 325 Teaching English in the Sec. School
      SCED 326 Teaching Science in the Sec. School
      SCED 327 Teaching Mathematics in the Sec. School

C. Practicum
   SCED 414 Directed Teaching in the Secondary School/Seminar

III. Recommended Electives
   PSYC 206 Small Group Analysis
   PSYC 304 Child Psychology
   PSYC 305 Adolescent Psychology
   PSYC 306 Personality
   PSYC 411 Abnormal Psychology

IV. Subject Matter Major Courses
   A. Biology
   B. Chemistry
   C. English
   D. History/Social Studies
   E. Mathematics

CURRICULUM AND INSTRUCTION

Department Programs

The major programs in the Department of Curriculum and Instruction are Early Childhood Education, Early Childhood Child Care/Human Development Track; Elementary Education, Master of Arts in Teaching (MAT), Master of Science in Reading, and Master of Education in Curriculum and Instruction (M.Ed.). The MAT, M.S. in Reading, and the M.Ed. programs are explained in the Graduate Catalog.

The objectives of the department are to provide prospective teachers with: 1) a background in the liberal arts and sciences that will enable them to understand the complexities of the society in which they live,
abroad psychological, historical, and philosophical orientation to the foundations upon which the American school system is built, and 3) a variety of planned experiences that will increase their understanding of the school as a social and educational institution and the role of the teacher in the total education unit.

**Area of Concentration or Minor**

In addition to possessing a liberal arts background and professional competency, teachers in Early Childhood Education and Elementary Education should have a high degree of competence in a particular content area. To meet this objective, either an area of concentration or a minor is recommended.

The area of concentration or minor must be approved by the chairperson of the department in which the courses are offered. All students are also expected to consult with their department advisors or chairpersons before deciding on the concentration or minor. Students must complete all courses in the area of concentration or the minor with a grade of “C” or higher.

**Availability of Courses to Non-Majors**

Most courses in Early Childhood Education and Elementary Education may be taken by students majoring in other educational areas. Students desiring to take courses for enrichment or to complete an area of concentration or minor should confer with the chairperson of the Department of Curriculum and Instruction.

**Department Regulations**

A grade of “C” or higher must be earned in all English, mathematics, science, foundation, and methods courses. A student must repeat any of these courses in which the minimum grade of “C” is not received. All developmental courses must be passed with a grade of PS.

Students must meet the minimum cutoff scores on the Praxis established by the Maryland State Department of Education.

The department reserves the right to make curriculum changes based on University requirements, certification requirements, departmental requirements, and the requirements of accrediting agencies.
ECED 331  Methods of Teaching Social Studies in Early Childhood**
ECED 333  Methods of Teaching Reading in Early Childhood**
ECED 337  Methods of Teaching Science in Early Childhood**
ECED 338  Methods of Teaching Mathematics in Early Childhood
REED 401  Diagnosis and Remediation of Reading Disabilities (Reading Assessment)*
REED 405  Strategies and Materials for Teaching Reading*
EDUC 402  History of Education
EDUC 408  Measurement & Evaluation*
ECED 411/412 Directed Teaching/Seminar

#Recommended courses; credits do not count towards graduation
*Courses have a practicum experience requirement
**Must have met Praxis I requirement and Department approval in order to enroll in courses

C. Field Based "Block" Methods Courses
Students may take 12 early childhood methods credits in Reading, Language Arts, Science, and Social Studies at a PDS site at the discretion of the Chairperson. Students must take ECED 329: Principles and Practicum in Early Childhood* and Praxis I as a prerequisite to the "Block". Students must register for all courses (12 credits) in the "Block".

D. Minor in Early Childhood Education
The minor in Early Childhood Education provides experiences to prepare students to enable the Pre-K through Grade 3 child to develop effectively through successful cognitive and experience-based activities. Practical application of theories and principles of learning are provided through field experiences. Students electing to minor in Early Childhood Education must complete 21 hours in the program with a grade of "C" or higher.

Group A: Required Courses (18 credits)
ECED 329  Principles and Practicum in Early Childhood*

Group B: Major Electives (3 Credits)
EDUC 402  History of Education
ECED 334  Creative Expression*

* Course has a practicum experience requirement
**Must have met Praxis I requirement in order to enroll in courses; by approval of the Chairperson

EARLY CHILDHOOD CHILD CARE/HUMAN DEVELOPMENT TRACK
The primary objective of the Early Childhood Child Care/Human Development Track is to prepare well-qualified teachers and directors who will be effective in guiding the learning experiences of young children in Head Start programs, child care centers, pre-school programs, and kindergartens. The focal point of the track is the recognition of children's individuality and the development of their self-worth and security. Within the program, prospective teachers and future directors of centers will have the opportunities to acquire the skills and understanding that will enable them to stimulate the sensory and cognitive abilities of the child through exploration, experimentation, and discovery.

ADMISSIONS PROCEDURES
Students who are interested in pursuing an undergraduate degree in the early childhood child care/human development track must meet the following requirements in order to declare a major:
- Must have a GPA of 2.5 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.

A. General Education requirements: 46 credits

B. Professional Education Requirements

EDUC 202 Educational Psychology *
SPED 201 Introduction to Needs of Exceptional children*
EDUC 203 Fundamentals of Teaching with Audiovisual Technology*
ECED 301 Child Growth & Physiological Development*
ECED 329 Principles & Practicum in Early Childhood*
CUIN 336 Collaborating with Families and Communities*
ECED 334 Creative Expression*

PSYC 304 Child Psychology
EDUC 402 History of Education
EDUC 300 Foundations of Reading*
MATH 104 Math for Elementary Teachers II
MATH 207 Technology Based Math for Teachers
ENGL 406 Advanced Grammar
ECED 339 Social Emotional Development of the Young Child
EDUC 408 Measurement & Evaluation
REED 401 Diagnosis & Remediation Of Reading Difficulties*
REED 405 Materials & Strategies for Teaching Reading
MNSC 316 Small Business Management

Or

MNSC 310 Marketing for Managers
PSYC 335 Developmental Psychology
MNSC 328 Dynamics of Management
ECED 340 Introduction to Child Care*
ECED 344 Nutrition, Health, Safety, & Childhood Diseases*
ECED 347 Before & After School Child Care*
ECED 349 Intro. to Research, Evaluation, & Leadership in ECED*

*These course have a practicum experience requirement.

MINOR IN CHILD CARE PROGRAMS AND SERVICES

The minor in Child Care Programs and Services provides students with 1) a knowledge of the historical, theoretical, and empirical basis for child care; 2) an understanding of the significance of providing support services to the families of children in child care, and 3) an opportunity to examine a variety of day care programs and to design day care programs. An important component of the Child Care Programs and Services minor is the opportunity to practice skills learned in the classroom in a day care site. Students who elect a minor in Child Care Programs and Services must complete the requirements for the minor with a grade of “C” or higher in the following courses in addition to the GER:

ECED 329 Principles and Practicum in Early Childhood*
ECED 301 Child Growth & Physiological Development
ECED 334 Creative Expression*
ECED 339 Social Emotional Development of the Young Child
ECED 340 Introduction to Child Care
ECED 344 Nutrition, Health and Childhood Diseases*
ECED 347 Before & After School Child Care

TOTAL: 21 credits

* These courses have a practicum experience requirement

** Must have completed the courses in Pre-Professional Block, Professional Block I, & Professional Block II

ELEMENTARY EDUCATION

The undergraduate program in elementary education is offered in a unit that is accredited by the National Council for the Accreditation of Teacher Education (NCATE) and is approved by the Maryland State Department of Education (MSDE).
The primary objective of the program in Elementary Education is to prepare well-qualified teachers to teach in grades one through six, providing prospective teachers with the experiences needed to acquaint them with the curricula, organization, objectives, procedures, and instructional resources of the elementary school. Prospective teachers are also provided with classroom experiences dealing with direct analysis of teaching and learning, the selection, use, organization, and presentation of subject matter, techniques for the evaluation of results of teaching and learning, and the practical application of theories and principles of learning. Classroom experiences are primarily conducted at one of our Professional Development School (PDS) sites.

MAJOR IN ELEMENTARY EDUCATION

A. General Education Requirements: 40 credits
B. Professional Education Requirements: 66 credits
   SPED 201 Introduction to Needs of Exceptional Children*
   EDUC 202 Educational Psychology*
   EDUC 203 Fundamentals of Teaching with Technology*
   EDUC 300 Foundations of Reading Instruction (Reading Acquisition)*
   PSYC 304 Child Psychology
   MATH 104 Mathematics for Elementary Teachers II
   GEOG 101 Elements of Geography OR
   GEOG 102 World Regional Geography
   EDUC 402 History of Education
   REED 401 Diagnosis and Remediation of Reading Difficulties (Reading Assessment)*
   REED 405 Strategies and Materials for Teaching Reading
   EDUC 408 Measurement and Evaluation*
   CUIN 336 Collaborating with Families and Communities*
   EDUC 273 Enhancing Test Performance#
   ELED 301 Curriculum, Planning and Management*
   MATH 207 Technology-Based Mathematics for Teachers
   ELED 302 Methods of Teaching Mathematics in Elementary School**
   ELED 303 Methods of Teaching Reading in the Elementary School**
   ELED 304 Methods of Teaching Language Arts in the Elementary School**
   ELED 305 Methods of Teaching Science in the Elementary School**
   ELED 306 Methods of Teaching Social Studies in the Elementary School**
   ELED 307 Methods of Teaching Art and Music in the Elementary School**
   PHED 201 Methods of Teaching Physical Education in the Elementary School**
   ELED 412/413 Directed Teaching/Seminar

#Recommended courses; credits do not count towards graduation
*Courses have a practicum experience requirement
**Must have met Praxis I requirement in order to enroll in courses; by approval of the Chairperson

C. Area of Concentration: 15-18 credits
   Before taking electives, students should consult with their departmental advisors to be sure that they are meeting the requirements of the program.

D. Field Based "Block" Methods Courses
   Students may take 12 Elementary methods credits in Reading, Language Arts, Science, and Social Studies at a public school site at the discretion of the Chairperson. Students must take ELED 301, Curriculum Planning and Management, as a prerequisite to the "Block". Students must register for all courses (12 credits) in the "Block".
MINOR IN ELEMENTARY EDUCATION
The minor in Elementary Education provides students with the opportunity to develop skills and understandings for effectively guiding students in grades 1-6. Practical application of theories and principles of learning are provided through field experiences. Students electing to minor in Elementary Education must complete, with a grade of "C" or higher, 21 hours in the major program.

ELED 301 Curriculum, Planning, and Management**
ELED 302 Methods of Teaching Mathematics in Elementary School**
ELED 303 Methods of Teaching Reading in Elementary School**
ELED 304 Methods of Teaching Language Arts in Elementary School**
ELED 305 Methods of Teaching Science in the Elementary School**
ELED 306 Methods of Teaching Social Studies in the Elementary School**
EDUC 402 History of Education

*Course have a practicum experience requirement
**Must have met Praxis I requirement and Department approval in order to enroll in courses

MINOR IN READING EDUCATION
The minor in Reading Education is designed to provide the participant with knowledge and skills in the best research supported practices for the teaching of reading at all levels. The minor is guided by the regulations of the Maryland State Department of Education (MSDE) and the standards from the International Reading Association (IRA). Practicum experiences are required.

ELEC 333 Methods of Teaching Reading in Early Childhood**
ELEC 331 Methods of Teaching Language Arts in ECED**
ELEC 304 Methods of Teaching Language Arts in ELED**
REED 401 Diagnosis and Remediation of Reading Disabilities
REED 405 Strategies and Materials for Teaching Reading Instruction

Reading Concentration Course Requirements (ECED Education majors) (18 credits required)
REQUIRED (15 Credits)
ELEC 303 Methods of Teaching Reading in ELEC** (3 credits)
PSYC 306 Personality (3 credits)
ENGL 302 Sociolinguistics (3 credits)
REED 427 Teaching Reading in Content Area I
REED 428 Teaching Reading in Content Area II

ELECTIVE (Select one)
WLIT 323 Folklore: Myth, Fable, & Legend
WLIT 324 Sacred Literature of the World

Reading Minor Course Requirements (ELED Education majors) (21 credits required)
REQUIRED (18 Credits)
ECED 330 Methods of Teaching Language Arts in ECED** (3 credits)
ECED 333 Methods of Teaching Reading in ECED** (3 credits)
PSYC 306 Personality (3 credits)
ENGL 302 Sociolinguistics (3 credits)
REED 427 Teaching Reading in Content Area I
REED 428 Teaching Reading in Content Area II

ELECTIVE (Select one)
WLIT 323 Folklore: Myth, Fable, & Legend
WLIT 324 Sacred Literature of the World

**Must have met Praxis I requirement and Department approval in order to enroll in courses
HEALTH AND HUMAN PERFORMANCE

The Mission of the Department of Health and Human Performance (HHP) is to provide current and outstanding interactive and experiential learning experiences that develop and foster lifetime academic skills that are inclusive for all students. Professional skills as reflected in the global economy will be developed for students to compete successfully for careers in sports management and, dance and in the future, health education studies, recreation administration, physical education and aquatic facility management.

The Mission of the Department of Health and Human Performance is consistent with mission of the University in providing service to the community while addressing the academic needs of students who have been academically disenfranchised. The programs offered in the Department prepares students to meet the global job market in Sports Management and Dance, Health (minor), Recreation (minor), Physical Education(future program and Aquatics (future program) through concise course development that reflects current pedagogical practices that place students at a highly marketable professional advantage.

Graduates of the programs compete in the job market as professionals in administration, implementation, instruction, performance analysis, and evaluation in the aforementioned areas or continue their studies in professional institutions of higher education. The new Physical Education Complex provides a nurturing environment for program growth and development and provides the most up-to date resources necessary to the vision and mission of the University.

Students who wish to pursue a major in Dance or Sports Management will be offered a multi-tracked comprehensive program of studies in either of these fields as outlined on the pages that follow. Faculty in the department are highly respected among their colleagues on both local and national levels.

The Department of HHP educates and nurtures students holistically and views its role as complementary to the University’s mission. Students are encouraged to engage in co-curricular activities in the Wellness Center, Intramurals, Club Sports, the Sports Management Association, the Health Education Interest Group, and the Coppin State University Dance Ensemble.

All students in departmental programs must maintain at least a GPA of 2.3 to remain in their respective programs. Additionally, students must earn a grade of B" or better in all professional courses.

General Education Requirements (Can be omitted in lieu of the Course of Study)

In addition to meeting departmental requirements for their respective programs of study, all departmental majors must meet the University’s general education requirements.

SPORTS MANAGEMENT MAJOR

The Sports Management program prepares undergraduate students for professional careers in Sports Management in both the private and public sectors.

The program is designed to assist students in acquiring organizational and managerial expertise in the health, fitness, and sports management fields as well as to assist students in gaining an understanding of personnel management and supervisory dynamics. The Sports Management Program is dedicated in ensuring that students acquire the knowledge, skills, and dispositions necessary to launch careers in professional companies in business, marketing, medicine, and journalism. Graduates are encouraged to seek job and career opportunities globally.
Also, the curriculum of the Sports Management program enables students to gain extraordinary and theoretical knowledge from courses, such as Sport Governance and History, Facility & Equipment/Event Management, Community Recreation & Fitness, Sports, Ethics & the Law, and Organization & Administration of Recreation.

Also, students gain valuable and practical experience by completing both a practicum and an internship in the professional sports community. See website for more detailed information. Students pursuing a baccalaureate degree in Sports Management must choose a concentration in one of the following areas:

• Sports Business
• Sports Journalism
• Sports Marketing
• Sport Medicine

SPORTS BUSINESS CONCENTRATION

The sports industry is a billion-dollar industry continuously growing both financially and globally. This creates the necessity to have individuals with the proper knowledge, skills, and abilities to operate and manage sports businesses and organizations.

Students selecting the sports business concentration will acquire general management skills with a heavy emphasis in program development and administration and financial management, learning the application of such knowledge and skills to the health, fitness, and sports industries. Additionally, students will study the fundamental concepts, theories, and organization of management as it applies to the field of sports and recreation. Students with a sports business concentration may pursue careers in academic settings, intercollegiate athletics, professional sports, fitness and recreation clubs/facilities, and sports governing bodies (NCAA, U.S. Olympic Committee, etc.).

Core Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>SPMT 101</td>
<td>Sport Governance &amp; History</td>
<td>3</td>
</tr>
<tr>
<td>SPMT 201</td>
<td>Facility &amp; Equip./Event Management</td>
<td>3</td>
</tr>
<tr>
<td>SPMT 308</td>
<td>Media Relations in Sport</td>
<td>3</td>
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<tr>
<td>SPMT 243</td>
<td>Psychological Aspect of Sports</td>
<td>3</td>
</tr>
<tr>
<td>RECR 331</td>
<td>Community Recreation and Fitness</td>
<td>3</td>
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<tr>
<td>SPMT 332</td>
<td>Sports, Ethics and the Law</td>
<td>3</td>
</tr>
<tr>
<td>RECR 339</td>
<td>Problems In Urban Rec. &amp; Sports</td>
<td>3</td>
</tr>
<tr>
<td>SPMT 435</td>
<td>Organization &amp; Administration of Recreation</td>
<td>3</td>
</tr>
<tr>
<td>SPMT 400</td>
<td>Sport Management Practicum</td>
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<tr>
<td>SPMT 405</td>
<td>Sport Management Internship</td>
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Total Credits 42

Sport Business Concentration

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ECON 103</td>
<td>Intro To Bus. &amp; Entrepreneurial Economics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 211</td>
<td>Principles of Economics I</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 201</td>
<td>Financial Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 310</td>
<td>Marketing For Managers</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 202</td>
<td>Financial Accounting II</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 404</td>
<td>Managerial Communications</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 465</td>
<td>Advertising</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits 21

Physical Education Electives & Recommended General Electives (5 credits each)

All Sport Business, Journalism, and Marketing Concentration students are required to complete 5 credits hours in both Physical Education and Recommended Free Electives.

Physical Education Electives (5 credits)

Total of 5 credit hours are required to satisfy this category:

PHED 103 (3), PHED 151 (1), PHED 241 (2), PHED 251 (2), PHED 252 (2), PHED 351 (2), PHED 352 (2), PHED 451 (2)
Recommended General Electives (5 credits)
Total of 5 credit hours are required to satisfy this category:

HEED 110 (3), HEED 201 (2), HEED 205 (2),
KNES 202 (3), KNES 301 (3), KNES 302 (3),
PHED 343 (2), SPCH 202 (3), SPCH 204 (3)

Sport Journalism Concentration
The media industry is expanding and advancing globally and technologically. It includes television, radio broadcasts, the Internet, magazines, newsletters, newspapers, and public relations.

Students choosing the sports journalism concentration will be prepared for professional positions in a wide variety of sports careers in the media industry, including sports information, broadcast, public relations, editing, and sports writing. Students will acquire essential knowledge in such classes as Media Production for Advertising & Public Relations, Writing for the Media, Reporting Public Affairs, and Article and Feature Writing. These courses along with the sports management program core courses enable students to apply fundamental journalism skills to the field of sports and recreation.

<table>
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<tr>
<td>SPMT 101 Sport Governance &amp; History</td>
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<tr>
<td>SPMT 243 Psychological Aspect of Sports</td>
<td>3</td>
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<tr>
<td>RECR 331 Community Recreation and Fitness</td>
<td>3</td>
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<tr>
<td>SPMT 332 Sports, Ethics and the Law</td>
<td>3</td>
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<tr>
<td>RECR 339 Problems In Urban Rec. &amp; Sports</td>
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<tr>
<td>SPMT 435 Organization &amp; Administration of Recreation</td>
<td>3</td>
</tr>
<tr>
<td>SPMT 400 Sport Management Practicum</td>
<td>6</td>
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<tr>
<td>SPMT 405 Sport Management Internship</td>
<td>12</td>
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<tr>
<td><strong>Total Credits</strong></td>
<td><strong>42</strong></td>
</tr>
</tbody>
</table>

Sports Marketing Concentration
Sports Marketing involves the application of marketing principles to the sports and recreation industries. This consists of an evaluation of the elements of the marketing mix (product, place, price, promotion, and public relations), which includes identifying, understanding, and motivating target markets to purchase goods or services.

Students who choose the sports marketing concentration will learn fundamental principles in marketing through such courses as Marketing for Managers, Dynamics of Management, Consumer Behavior, and Advertising. Sports marketing careers may be pursued in the areas of fund raising, promotions and advertisement, event management, and licensing for such entities as collegiate athletics, professional sports teams, sports governing bodies (NCAA, NBA, U.S. Olympic Committee, etc.), and sporting goods companies (Nike, Adidas, Champion, etc.).

<table>
<thead>
<tr>
<th>Core Requirements</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>MCOM 200 Introduction to Mass Communication</td>
<td>3</td>
</tr>
<tr>
<td>MCOM 211 Media Production for Advertising &amp; Public Relations</td>
<td>3</td>
</tr>
<tr>
<td>MCOM 307 Writing for the Media</td>
<td>3</td>
</tr>
<tr>
<td>JRNL 210 Reporting Public Affairs</td>
<td>3</td>
</tr>
<tr>
<td>MCOM 200 Introduction to Mass Communication</td>
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<tr>
<td>JRNL 210 Reporting Public Affairs</td>
<td>3</td>
</tr>
</tbody>
</table>
Core Requirements

SPMT 101 Sport Governance & History 3
SPMT 201 Facility & Equip./Event Management 3
SPMT 308 Media Relations in Sport 3
SPMT 243 Psychological Aspect of Sports 3
RECR 331 Community Recreation and Fitness 3
SPMT 332 Sports, Ethics and the Law 3
RECR 339 Problems In Urban Rec. & Sports 3
SPMT 435 Organization & Administration of Recreation 3
SPMT 400 Sports Management Practicum 6
SPMT 405 Sports Management Internship 12
Total Credits 42

Sports Marketing Concentration

ECON 103 Intro To Bus. & Entrepreneurial Economics 3
MKTG 310 Marketing For Managers 3
MGMT 328 Dynamics Of Management 3
MGMT 360 Consumer Behavior 3
MGMT 365 Sales Management 3
MGMT 460 Marketing Research 3
MGMT 465 Advertising 3
Total Credits 21

Physical Education Electives & Recommended General Electives (5 credits each)

All Sport Business, Journalism, and Marketing Concentration students are required to complete 5 credit hours for both Physical Education and Recommended Free Electives.

Physical Education Electives (5 credits)

Total of 5 credit hours are required to satisfy this category:
- PHED 103 (3), PHED 151 (1), PHED 241 (2), PHED 251 (2), PHED 252 (2), PHED 351 (2), PHED 352 (2), PHED 451 (2)

Recommended Free Electives (5 credits)

Total of 5 credit hours are required to satisfy this category:
- HEED 110 (3), HEED 201 (2), HEED 205 (2), KNES 202 (3), KNES 301 (3), KNES 302 (3), PHED 343 (2), SPCH 202 (3), SPCH 204 (3)

Sports Medicine Concentration

Sport Medicine concentration consists of applying health and medical aspects to sports, exercise, and physical activity. The Sport Medicine concentration will prepare students for a fulfilling and successful career in sports medicine, including such professions as an Athletic Trainer. It provides students with a useful background to pursue terminal or medical degrees as well as to pursue health care professions, such as Physical Therapy, Recreational Therapy, or Occupational Therapy.

Students choosing the Sport Medicine concentration will study the basic concepts, theories, and organization of management as applied to the field of pre-athletic training, including Nutrition, Exercise & Weight Control, Community Health, Therapeutic Athletic Exercise, and Pathology of Athletic Injuries. Upon completion of this program and concentration, students will have obtained an extensive amount of knowledge and experience of the physiological effects, rationale, principles, and methods of applying physical agents, therapeutic exercises, evaluation, and treatment planning in sport medicine.

Core Requirements

SPMT 101 Sport Governance & History 3
SPMT 201 Facility & Event Management 3
SPMT 243 Psychological Aspect of Sports 3
RECR 331 Community Recreation and Fitness 3
RECR 332 Sports, Ethics and the Law 3
RECR 339 Problems In Urban Rec. & Sports 3
RECR 435 Organization & Administration of Recreation 3
RECR 400 Sports Management Practicum 6
Total Credits 27
Sports Medicine Concentration
Required Health & KNES Courses (38 credits)
HEED 110  Drug Abuse Education 3
HEED 201  First Aide & Safety Education 2
HEED 205  Nutrition, Exercise and Weight Control 2
HEED 420  Community Health 3
KNES 202  Care & Prevention of Athletic Injuries 3
KNES 301  Kinesiology 3
KNES 302  Physiology Of Exercise 3
KNES 303  Athletic Training 3
KNES 321  Athletic Training Management 3
KNES 322  Pathology of Athletic Injuries 3
KNES 333  Biomechanics 4
KNES 427  Therapeutic Athletic Exercise 3
KNES 428  Therapeutic AT Modalities 3
Total Credits 38

Required Biology Courses (8 credits)
BIOL 201  Human Anatomy And Physiology I 4
BIOL 203  Human Anatomy And Physiology II 4
Total Credits 8

Physical Education Electives (4 credits)
All Sport Medicine students are required to complete 4 credit hours for Physical Education Electives.

Physical Education Electives (4 credits)
Total of 4 credit hours are required to satisfy this category:
PHED 103 (3), PHED 151 (1), PHED 241 (2), PHED 251 (2), PHED 252 (2), PHED 351 (2), PHED 352 (2), PHED 451 (2), PHED 231 (2), PHED 253 (1)

MINOR IN SPORTS MANAGEMENT
Sport Management Programs have expanded and become specialized in both scope and complexity. Modern sport programs have evolved from part-time employment to full time challenging occupations. Within the exercise of a single day's responsibility, the contemporary sport manager may need to function as a business manager, ticket agent, scheduling consultant, labor negotiator, and goodwill ambassador. This program will enable the student to meet these challenges and effectively cope with them.

Twenty one (21) credits beyond the GER are to be selected from the following courses:

RECR 331  Community Recreation & Fitness 3
RECR 339  Problems in Urban Recreation and Sports 3
SPMT 201  Facility & Event Management 3
SPMT 243  Psychological Aspects of Sports 3
SPMT 308  Media Relations in Sport 3
SPMT 332  Sports, Ethics and the Law 3
SPMT 435  Org. & Administration of Recreation 3

MINOR IN URBAN RECREATION
The Urban Recreation program offers both an area of concentration, 15 credits beyond the General Education Requirements, and a minor, 18 credits beyond the General Education Requirements. These courses may be selected from the following:

Activity Courses*Choose any two from PHED 251/252/351/352.

PHED 251  Football/Badminton/Weight Training 2
PHED 252  Basketball/Volleyball/Track 2
PHED 351  Tennis/Racquetball/Paddle Gm. 2
PHED 352  Soccer/Softball/Individual Activities 2
PHED 103  Aerobic Fitness 3
DANC 120  Dance Fundamentals 2
PHED 151  Beginning Swimming 1
PHED 152  Intermediate Swimming 1
PHED 241  Intramural Sports 2
SPMT 343  Coaching and Officiating 2
Total 15 credits

Lecture Courses
*RECR 331  Community Recreation 3
*SPMT 435  Organization and Administration in Recreation 3
*RECR 339  Problems in Urban Recreation and Sport 3
Total 9 credits

Health Education
*HLTH 102  Human Sexuality 3
*HLTH 110  Drug Education 3
HLTH 201  First Aid & Safety 2
*HLTH 205  Nutrition, Exercise, and Weight Control 3
Total 11 credits
TOTAL 33 CREDITS
The strategic location of Coppin State University, in central Baltimore, places theaters, churches, schools, colleges, universities and community groups as resources that support and cultivate artistic and professional endeavors in understanding and appreciating the arts. Noted in the University’s Mission, Coppin State University seeks to embrace and affect its community as it meets the needs of students who attend. To a large extent, the dance major, and its emphasis on cultural competency and dance, seeks to align the Mission of the University with the development of a course of study that is urban, contemporary, and reflective of the needs and interests of the students and the community which it serves as it meets the global job market demands in the field.

The dance major is designed to serve students in preparation to meet the growing demand for dancers professionally trained; or dance educators who can train and teach aspiring dancers to be successful. The curriculum focuses on the ethnic culture i.e. African, and addresses issues and prospectus in the dance genre that traditionally have been overlooked or de-emphasized as central to understanding the presence of dance and the roots of expression through dance. The design of the curriculum is inclusive of all facets of dance technique, productions, performance, and administration, and culture and is aligned with the dance national standards. Additionally the mission of the dance program is to provide opportunities for students to engage in scholarly inquiries, performance and choreographic projects, master class workshops, and dance performances.

At the end of the program the student will be able to perform or direct/choreograph artistic dance productions as well as train dancers to evolve into competent artists. The major seeks to reflect, address, and impact current cultural needs and interests within the community and the program of courses will include both technique and theory classes germane to the genre.

The dance performance major (121 credits) will embody courses in dance technique such as Cultural Rhythms, I and II African Dance I and II, Sacred World Dance, Tap Dance, Jazz and Musical Theater, and dance theory including Dance as Art and Culture, Dance History, and Music Theory.

**Bachelor of Science in Dance Performance Track**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
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<tr>
<td>MUSC 101</td>
<td>Introduction to Music</td>
<td>3</td>
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<td>MUSC 201</td>
<td>Survey of Jazz</td>
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<td>DANC 200</td>
<td>Dance as Art and Culture</td>
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<td>DANC 116</td>
<td>Cultural Rhythms I or Repertoire</td>
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<td>DANC 117</td>
<td>Cultural Rhythms II or Repertoire</td>
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<td>DANC 119</td>
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<td>DANC 120</td>
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<td>DANC 226</td>
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<td>DANC 227</td>
<td>Sacred World Dance</td>
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<td>DANC 228</td>
<td>Jazz and Musical Theater</td>
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<td>DANC 235</td>
<td>African Dance I</td>
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<td>DANC 325</td>
<td>Dance History</td>
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<td>DANCE 327</td>
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<td>Professional Outreach</td>
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The expected student learning outcomes for dance performance and dance education include:

- Identifying and demonstrating dance movement elements and skills with a high level of proficiency.
- Understanding and applying choreographic principles, processes, and structures in developing artistic dance works,
- Understanding and conveying dance as a means by which to create and communicate meaning.
- Applying critical and creative thinking skills in dance.
• Understanding dance from various cultures, historical periods, and their influence on modern-day and popular culture.
• Assuming the leadership role in teaching dance competencies to individuals or community groups and organization.
• Using technology for dance analysis and performance enhancement.
• Producing and directing dance performances.
• Understanding and appreciating the connection between dance and healthful living.

Dance Minor Program

Students are required to complete the following:
(1) Six (6) Core Courses Credits;
(2) Twelve (12) Dance Technique and/or Cultural Studies Credits
and
(3) Two (2) Body Science Credits.

Flexible Learning Plan: Students may design their area of concentration by selecting courses from the list below to meet the 20-credits requirement for completing their dance minor studies.

Category 1: Dance Core Courses (6 credits/units required)
DANC 200 Dance as Art and Culture  3
DANC 226 Fundamentals of Choreography  3
DANC 325 Dance History  3
DANC 420 Introduction to Dance Therapy  3
DANC 426 Dance Production  3

Category 2: Dance Technique and Cultural Studies Courses (12 credits/units required)
DANC 116 Studies in Cultural Rhythms  2
DANC 117 Studies in Cultural Composition  2
DANC 119 Urban Contemporary Dance  2
DANC 220 Ballet Fundamentals  2
DANC 221 Fundamentals of Modern Dance  2
DANC 227 Sacred Modern Dance I  3
DANC 228 Jazz and Musical Theater I  3
DANC 235 African Dance I  3
DANC 236 African Dance Repertory  3
DANC 324 Advanced Tap Dance  3

Category 3: Body Science Technique Courses (2 credits/units required)
DANC 101 Introduction to Pilates  2

SPECIAL EDUCATION

The Bachelor of Science (BS) Degree in Special Education is a professional standards-based cross-categorical undergraduate degree program, strongly oriented towards developing the necessary knowledge, skills, and dispositions to teach learners with mild or moderate disabilities in either the early childhood, elementary or middle grades while enriching their overall instructional, management, and diagnostic competencies. The Special Education program is a carefully designed program of integrated and specifically sequenced course work established to build upon a firm liberal arts foundation through the CSU general education program requirements.

The specialized program in Special Education is arranged in three essential phases. Each phase includes carefully coordinated practicum experiences designed to enable a field based application of the theory and skills presented in class. In Phase I students receive a thorough grounding in the basic concepts, skills and requirements involved in the provision of special educational services to learners with disabilities in the least restrictive environment. Students receive their first formal, supervised opportunity to observe and participate in the provision of special educational instruction to learners with mild or moderate disabilities. The development of a beginning portfolio and the first formal evaluation of the portfolio conclude Phase I.

In Phase II students focus on the specific characteristics and strategies used for teaching students with particular disabilities and are given the opportunity to design, implement and evaluate instruction in collaboration with experiences.

In Phase III students serve as student teacher in both elementary and middle inclusive classrooms serving students with the disability. A Student Teacher Seminar runs throughout the student’s final semester in which the student has the opportunity to integrate and evaluate the content of the entire program and prepare for transition to a professional position as a special educator.
Finally, completion of the program allows graduates to teach learners with disabilities from Pre-K through 6. The special education undergraduate program at Coppin State University is offered within 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 their environment and its impact upon different people, prepare teachers who will be sensitive to the social, emotional, and educational needs of learners with disabilities.
2. Acquaint prospective teachers with the philosophical and legal basis upon which special education is founded and develop understanding of the role of the special education teacher.
3. Help prospective teachers understand the importance of diagnosis as the basis for effective instructional planning and classroom management.
4. Assist them in acquiring competencies in curriculum planning, teaching methodology, technology usage, classroom organization, and behavioral management.

**Program of Study**
A GENERIC PROGRAM IN TEACHING LEARNERS WITH MILD AND MODERATE DISABILITIES IN THE ELEMENTARY (PRE-K – 6) AND OR MIDDLE GRADES (GRADE 6-8): INITIAL CERTIFICATING AND BACHELOR OF SCIENCE DEGREE IN SPECIAL EDUCATION.

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 and resource room or a self-contained setting in the elementary/middle grades.

**Special Education Major Courses for Elementary and Middle Grades Professional Education Courses**
- **EDUC 202** Educational Psychology 3
- **EDUC 203** Fundamental of Teaching with Audio-Visual Technology 3
- **PSYC 335** Development Psychology 3
- **EDUC 402** History of Education 3
  - Or
- **EDUC 403** Philosophy of Education 3

**Required Reading Courses**
*The fourth reading course required by MSDE is housed under the special education teaching methodology course sequence*
- **EDUC 300** Foundations of Reading 3
- **REED 401** Diagnosis and Remediation for Reading Difficulties 3
- **REED 405** Strategies and Materials for Teaching Reading 3

**Special Education Block II**
Teacher candidates must pass Praxis I before enrolling in these courses
- **EDUC 202** Educational Psychology 3
- **EDUC 203** Fundamentals of Teaching A-V Technology 3
- **EDUC 300** Foundations of Reading Instruction 3
- **EDUC 402** History of Education or
- **EDUC 403** Philosophy of Education 3
- **PSYC 335** Developmental Psychology 3
- **REED 401** Diagnosis and Remediation Of Reading Difficulties 3
- **REED 505** Materials of Teaching Reading 3

**Special Education Block III**
- **SPED 201** Introduction to the Needs Exceptional Individuals 3
- **SPED 203** Characteristics of Children with Behavioral and Special Learning Dysfunctions 3
- **SPED 401** The Special Educator and the Interdisciplinary Team 3
- **SPED 402** Counseling Parents and Family Members of Learners with Mild & Moderate Disabilities 3
- **SPED 403** Developing Individualized Education Programs for Learners with Mild and Moderate Disabilities 3
Special Education Block IV
SPED 301  Classroom Organization & Management in the Education of Learners with Mild and Moderate Disabilities in the Elementary/Middle Grades  3
SPED 304  Curriculum Objectives, Methods, and Materials for Teaching Learners with Mild and Moderate Disabilities in the Elementary/Middle Grades: Literacy Skills  3
SPED 305  Curriculum Objectives, Methods, and Materials for Teaching Learners with Mild and Moderate Disabilities in the Elementary/Middle Grades: Math, Social Studies & Science  3
SPED 306  Curriculum Objectives, Methods, and Materials for Teaching Learners with Mild and Moderate Disabilities in the Elementary/Middle Grades: Affective, Psychomotor, & Prevocational Skills  3

Special Education Block V
Teacher candidates must have taken Praxis II before completing these courses

SPED 404  Directed Teaching of Learners With Mild and Moderate Disabilities  12

SPED 405  Seminar In Teaching  3
## COPPIN STATE UNIVERSITY
### SCHOOL OF EDUCATION
### MAJOR: DANCE

### LEVEL I (FIRST YEAR)

#### FALL SEMESTER

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<tr>
<td>*IDS 102</td>
<td>Music &amp; Dance</td>
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<td>*HIST 205</td>
<td>AA HISTORY I</td>
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**Semester Total 16**

#### SPRING SEMESTER

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**Semester Total 16**

### LEVEL II (SOPHOMORE)

#### FALL SEMESTER

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<td>*PSYC 201</td>
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**Semester Total 17**

#### SPRING SEMESTER

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<td>☰DANC 226</td>
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**Semester Total 15**

### LEVEL III (JUNIOR)

#### FALL SEMESTER

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<td>☰DANC</td>
<td>Composition</td>
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<tr>
<td>☰MUSC 201</td>
<td>Survey of Jazz</td>
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**Semester Total 15**

#### SPRING SEMESTER

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**Semester Total 15**

### LEVEL IV (SENIOR)

#### FALL SEMESTER

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**Semester Total 14**

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**Semester Total 15**

**TOTAL CREDITS 120**

*General Education Requirement
**University Graduation Requirement
 whatsoever or any 2 part 200 level History
 whatsoever or any ENGL 200 level or above
 whatsoever BIOL 101 or 107 or CHEM 101 or PHSC 101 or PHSC 103
 whatsoever PHIL 103 or PHIL 102
 whatsoever IDIS 103 or any Foreign Language or ART 105 or MUSC 201 or DANC 226 or THEA 211
 whatsoever or any 3 credit Health course, or SPCH 202 or SPCH 204 or GEOG 102
 whatsoever General Elective – any University course
 whatsoever 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 103** Math Elem Tchrs I 3
- **IDIS 102** Music & Dance 3
- **HIST 205** Afr. Amer. History I 3
- **PSYC 201** General Psychology 3
- **ORIE 101** Freshman Seminar 1

**Semester Total** 16

### SPRING SEMESTER
- **ENGL 102** English Composition II 3
- **HIST 206** History II 3
- **BIOL 101** Biological Science 4
- **HEED 101** Personal Health 3
- **MISY 150** Tech Fluency 3

**Semester Total** 16

**TOTAL SEMESTERS & CREDITS**

## LEVEL II (SOPHOMORE)

### FALL SEMESTER
- **PHIL 102** Intro to Philosophy 3
- **SOCI 201** Intro to Sociology 3
- **PHSC 101** Physical Science 4
- **WLIT 207** World Literature 3
- **MATH 104** Math Elem Tchrs II 3

**Semester Total** 16

### SPRING SEMESTER
- **ECED 201** Learning Lab 3
- **EDUC 202** Educat. Psychology I 3
- **EDUC 203** Fund. Tchg. w/AV Tech 3
- **MATH 207** Tech Based Math 3
- **EDUC 300** Found. Reading 3
- **GEOG 102** World Geography 3

**Semester Total** 15

**TOTAL SEMESTERS & CREDITS**

## LEVEL III (JUNIOR)

### FALL SEMESTER
- **SPED 201** Intro. to Except. Indiv. 3
- **ECED 329** Prin. & Pract. In ECED 3
- **REED 401** Diag & Remediation 3
- **CUIN 336** Collab. Of Families 3
- **ECED 301** Child Grwth. & Phys. Dev 3
- **ENG 321** Children Literature 3

**Semester Total** 18

### SPRING SEMESTER
- **EDUC 408** Meas. & Eval. 3
- **ECED 334** Creative Expression 3
- **EDUC 402** History of Educ. 3
- **PSYC 304** Child Psychology 3
- **REED 405** Rdg. Mat. & Strateg. 3

**Semester Total** 15

**TOTAL SEMESTERS & CREDITS**

## LEVEL IV (SENIOR)

### FALL SEMESTER
- **ECED 330** Lang. Arts Methods 3
- **ECED 331** Soc. Stud. Methods 3
- **ECED 333** Reading Methods 3
- **ECED 337** Science Methods 3
- **ECED 338** Math Methods 3

**Semester Total** 15

### SPRING SEMESTER
- **ECED 411** Stud. Teach. Intern 12
- **ECED 412** Seminar 0
  - **General Elective** 3

**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 level or above

‡ or 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

‡ 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.
### COPPIN STATE UNIVERSITY
### SCHOOL OF EDUCATION
### MAJOR: ELEMENTARY EDUCATION

#### LEVEL I (FIRST YEAR)

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<tr>
<td>• REED 401</td>
<td>Diag. &amp; Remediation</td>
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<td>• PSYC 304</td>
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<td>• EDUC 203</td>
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<tr>
<td>• ENGL 102</td>
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<td>• HIST 206</td>
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<td>• REED 401</td>
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<td>• SPED 201</td>
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<td>• EDUC 408</td>
<td>Measur. &amp; Evaluation</td>
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<td>• CUIN 336</td>
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<td>• ELED 307</td>
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*General Education Requirement
**University Graduation Requirement

✓ Major Course

or any 2 part 200 level History

or any ENGL 200 level or above

or 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.
COPPIN STATE UNIVERSITY  
SCHOOL OF EDUCATION  
MAJOR: SPECIAL EDUCATION

**LEVEL I (FIRST YEAR)**

**FALL SEMESTER**
- *ENGL 101 English Composition 3
- *MATH 103 Math Elem Tchrs 1 3
- *IDIS 102 Music & Dance 3
- *HIST 205 AA History I
- *PSYC 201 General Psychology 3
- **ORIE 101 Freshman Seminar 1

**SPRING SEMESTER**
- *ENGL 102 English Composition II 3
- *HIST 206 AA History II 3
- *BIOI 101 Biological Science 4
- *EDUC 203 Found of Teach. A-V 3
- *MATH 104 Math Elem Tchrs II 3

**Semester Total 16**

**LEVEL II (SOPHOMORE)**

**FALL SEMESTER**
- *WLIT 207 World Literature 3
- *SOSC 200 Intro to Soc. Science 3
- **PHSC 103 Tech & Human Affairs 3
- **PHIL 102 Intro to Logic 3
- **SPCH 105 Speech Composition 3

**Semester Total 16**

**SPRING SEMESTER**
- HEED 101 Personal Health 3
- EDUC 202 Educ Psychology 3
- EDUC 273 Enhancing Test Performance 3
- SPED 201 Intro to Spec Educ 3
- MATH 207 Tech Based Math 3
- EDUC 300 Found. Of Read Instruct. 3

**Semester Total 18**

**LEVEL III (JUNIOR)**

**FALL SEMESTER**
- ♦SPED 203 Char. Child w/Behav 3
- ♦SPED 302 Education Evaluation 3
- ♦ENGL 321 Children’s Literature 3
- ♦REED 401 Diagnostic Teach of Read. 3
- ♦PSYC 335 Developmental Reading 3

**Semester Total 15**

**SPRING SEMESTER**
- ♦SPED 303 Tech Measurement 3
- ♦SPED 401 Interdis. Team 3
- ♦SPED 402 Counseling Parents 3
- ♦EDUC 402 History of Educ. 3
- ♦REED 405 Material for Reading 3

**Semester Total 15**

**LEVEL IV (SENIOR)**

**FALL SEMESTER**
- ♦SPED 301 Class Organization & Mgmt 3
- ♦SPED 304 Curr. Literacy 3
- ♦SPED 305 Curr. Math, Science 3
- ♦SPED 306 Curr. Prevocational 3
- ♦SPED 403 Developing IEP’s 3

**Semester Total 15**

**SPRING SEMESTER**
- ♦SPED 404 Direct Teaching 12
- ♦SPED 405 Seminar 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 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.
## COPPIN STATE UNIVERSITY
### SCHOOL OF EDUCATION
### MAJOR: SPORTS MANAGEMENT – CONCENTRATION: BUSINESS

### LEVEL I (FIRST YEAR)
#### FALL SEMESTER
- *ENGL 101 English Composition 3
- *OWLIT 207 World Literature 3
- *MATH 203 Basic Statistics 3
- **MISY 150 Tech Fluency 3
- **SPCH 105 Intro to Speech Comm 3
- **ORIE 101 Freshman Seminar 1

**Semester Total 16**

#### SPRING SEMESTER
- *ENGL 102 English Composition II 3
- *PHSC 103 Tech and Human Affairs 3
- *PSYC 201 General Psychology 3
- **PHIL 102 Logic 3
- **HIST 205 AA History I 3

**Semester Total 15**

### LEVEL II (SOPHOMORE)
#### FALL SEMESTER
- *IDIS 102 Music & Dance 3
- **ECON 103 Introduction to Economics 3
- **BIOL 101 Biological Science 4
- **HIST 206 AA History II 3
- **SPMT 101 Sports Management 3

**Semester Total 16**

#### SPRING SEMESTER
- **SPMT 201 Facility, Equip & Event Mgmt 3
- **SPMT 243 Psychological Aspects 3
- **SPMT 308 Media Relations in Sports 3
- ♦Program Elective 3
- ♦Program Elective 3

**Semester Total 15**

### LEVEL III (JUNIOR)
#### FALL SEMESTER
- ♦RECR 311 Community Recreation 3
- ♦SPMT 332 Sports Ethics & Law 3
- ♦ACCT 201 Financial Accounting I 3
- ♦ECON 211 Principles of Economics I 3
- ♦MKTG 310 Marketing for Managers 3

**Semester Total 15**

#### SPRING SEMESTER
- ♦RECR 339 Problems in Urban Rec 3
- ♦SPMT 435 Org Admin of Recreation 3
- ♦ACCT 202 Financial Accounting II 3
- ♦MKTG 404 Mgmt Communications 3
- ♦Program Elective 3

**Semester Total 15**

### LEVEL IV (SENIOR)
#### FALL SEMESTER
- ♦SPMT 400 Practicum 6
- ♦MKTG 465 Advertising 3
- ♦Program Elective 3
- ♦Program Elective 3

**Semester Total 15**

#### SPRING SEMESTER
- ♦SPMT 405 Internship 12
- ♦Physical Education 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.
### LEVEL I (FIRST YEAR)

#### FALL SEMESTER
- *ENGL 101 English Composition 3
- *OWLIT 207 World Literature 3
- *MATH 203 Basic Statistics 3
- **MISY 150 Tech Fluency 3
- **SPCH 105 Intro to Speech Comm 3
- **ORIE 101 Freshman Seminar 1

**Semester Total 16**

#### SPRING SEMESTER
- *ENGL 102 English Composition II 3
- *BIOL 101 Biological Science 4
- *PSYC 201 General Psychology 3
- **PHIL 102 Logic 3
- **HIST 205 AA History I 3

**Semester Total 16**

### LEVEL II (SOPHOMORE)

#### FALL SEMESTER
- **IDIS 102 Music & Dance 3
- *ECON 103 Introduction to Economics 3
- *PHSC 103 General Chemistry 3
- **HIST 206 AA History II 3
- *SPMT 101 Sports Gov & History 3

**Semester Total 15**

#### SPRING SEMESTER
- *SPMT 201 Facility Equip & Event Mgmt 3
- *SPMT 243 Psychological Aspects 3
- *SPMT 308 Media Relations in Sports 3
- ♦Program Elective 3
- ♦Program Elective 3

**Semester Total 15**

### LEVEL III (JUNIOR)

#### FALL SEMESTER
- ♦RECR 331 Community Recreation 3
- ♦SPMT 332 Sports Ethics & Law 3
- ♦JRNL 210 Reporting Public Affairs 3
- ♦JRNL 310 Article & Feature Writing 3
- ♦JRNL 311 Editorial & Review Writing 3

**Semester Total 15**

#### SPRING SEMESTER
- ♦RECR 339 Problems in Urban Rec 3
- ♦SPMT 435 Org Admin of Recreation 3
- ♦JRNL 312 Tech in Writing & Media 3
- ♦JRNL 314 Technical Writing 3
- ♦Program Elective 3

**Semester Total 15**

### LEVEL IV (SENIOR)

#### FALL SEMESTER
- ♦SPMT 400 Practicum 6
- ♦JRNL 410 News Editing & Design 3
- ♦Program Elective 3
- ♦Physical Education Elective 3

**Semester Total 15**

#### SPRING SEMESTER
- ♦SPMT 405 Internship 12
- ♦Physical Education 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

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*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
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**NOTE:** Please consult a program advisor to discuss course options.
# COPPIN STATE UNIVERSITY
## SCHOOL OF EDUCATION
### MAJOR: SPORTS MANAGEMENT – CONCENTRATION: MEDICINE

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**LEVEL III (JUNIOR)**

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<td>KNES 427</td>
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**TOTAL CREDITS 120**

* 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.
The School of Management Science and Economics (SMSE) offers unique undergraduate programs in the state of Maryland, the region and among a few in the nation. These programs are unique because they use the “scientific” approach to business and economics education. Unlike the traditional business administration programs, management science makes extensive use of mathematical and statistical models and other science-based techniques to help organizations make informed business decisions.

SMSE offers a Bachelor of Science (BS) degree in Management Science with concentrations in Accounting, Banking and Finance, Economics, Management, Marketing, and Management Information systems. In addition, SMSE offers a BS degree in Entertainment Management, with concentrations in Music Entertainment Management; Motion Picture, Television and Video Entertainment Management; and Casino and Gaming Entertainment Management.

SMSE is designed to provide students with a quality education that prepares them for managerial positions in private, public, and not-for-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. SMSE runs a Consumer Education Center (CEC) 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 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.

SMSE is designed to assist students to 1) acquire quantitative expertise, 2) gain insight into human behavior, and 3) develop aptness in identifying, describing, and solving problems in administrative situations. SMSE is flexibly designed and structured to meet most individual needs in a highly student friendly manner.

SMSE MISSION STATEMENT

The School of Management Science and Economics provides accessible, affordable, high quality management education. We prepare graduates to take leadership positions in the national and global economy, to pursue entrepreneurial endeavors and to excel in graduate studies. We are dedicated to nurturing students and maximizing their understanding of technology, business and ethics, in a global context.

VISION STATEMENT

We envision technology-enhanced best value Management Science and Entertainment Management education that serves constituencies in the region through student centered quality programs.

Grade Requirements

The SMSE 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 SMSE programs.

General Education Requirements

Management Science 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 Requirements

Students should fulfill a technology requirement by completing MISY 150 (Technology Fluency). In addition, students must also take the standardized exit exam requirement for majors which are the ETS Major Field Test in Business.

ORGANIZATION OF THE SCHOOL OF MANAGEMENT SCIENCE AND ECONOMICS

The School of Management Science and Economics (SMSE) has three departments; The department of Accounting, Economics, and Banking and Finance, the Department of Management and Marketing and the Department of Management Science and Management Information Systems. The SMSE also offers a Bachelor of Science degree in Entertainment.

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The selection of concentration is optional. The concentrations in management science are: Accounting, Economics, Banking and finance, Management, Marketing, Management Science and Management Information Systems. The concentrations in entertainment management are: Music Entertainment, Video, Motion picture entertainment management, casino and gaming entertainment management.

SMSE Core Requirements
Students must complete 18 credit hours in the SMSE core and 24 hours of other professional level courses listed below to satisfy core requirements for a Bachelor of Science degree in Management Science and Entertainment Management:

SMSE Core Courses (18) Credit Hours:
- MNSC 222 Mathematics for Management 3
- MNSC 322 Managerial Statistics 3
- MISY 341 Small Systems Software 3
- MNSC 355 Management Science I 3
- MNSC 390 Operations and Production Management 3
- MNSC 407 Seminar in Management Science 3

SMSE Other Professional Level Course Requirements (24 Credit hours):
- ACCT 201 Financial Accounting I 3
- ACCT 202 Financial Accounting II 3
- ECON 103 Introduction to Business and Entrepreneurial Economics 3
- ECON 212 Principles of Economics II 3
- FINM 330 Financial Management 3
- MGMT 313 Business and Professional Ethics 3
- MGMT 328 Dynamics of Management 3
- MGMT 404 Managerial Communications 3
- MKTG 310 Marketing for Managers 3

ACCOUNTING, MANAGERIAL ECONOMICS AND BANKING AND FINANCE
The Department of Accounting, Managerial Economics and Banking and Finance offers a Bachelor of Science degree in Management Science with concentrations in Accounting, Economics, and Banking and Finance.

Students in the department of Accounting, Economics and Banking and Finance should complete 120 credit hours by taking 46/47 credit hours from the General Education courses in consultation with their academic advisors, 18 credit hours in the Management Science core courses, and 27 credit hours in other Professional level courses

Concentration in Accounting:
Students concentrating in Accounting must complete their GER requirements by taking 46/47 credit hours from the list of GER courses in consultation with their academic advisor and 45 credit hours in the SMSE core and other Professional level courses. In addition, students with a concentration in accounting must complete 24 credit hours in accounting from the courses listed below:

Required Courses (18 Credit hours)
- ACCT 311 Intermediate Accounting I 3
- ACCT 312 Intermediate Accounting II 3
- ACCT 410 Cost Accounting 3
- ACCT 414 Tax Accounting 3
- ACCT 417 Auditing I 3
- MGMT 313 Business and Professional Ethics 3

Electives (Select any two courses)
- ACCT 325 Managerial Accounting 3
- ACCT 419 Governmental Accounting 3
- ACCT 421 Advanced Accounting 3

Concentration in Economics:
Students concentrating in Economics must complete their GER requirements by taking 46/47 credit hours from the list of GER courses in consultation with their academic advisor and 45 credit hours in the SMSE core and other Professional level courses. In addition, students with a concentration in economics must take 24 credit hours in economics from the required courses listed below:
Required courses

BNKG 332 Money and Banking 3
BNKG 334 Bank Management 3
ECON 303 Macroeconomics 3
ECON 304 Microeconomics 3
ECON 320 Managerial Economics 3
ECON 402 Comparative Economic Systems 3
ECON 410 International Economics 3
FINM 470 International Finance 3

Economics Electives

ECON 211 Principles of Economics I 3
ECON 212 Principles of Economics II 3
ECON 303 Macro Economics 3
ECON 304 Micro Economics 3
ECON 400 Development of Labor and Labor Legislation in the U.S. 3

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

Management and Marketing

The department of management and marketing offers a Bachelor of Science degree with a concentration in Management or Marketing. Students in management concentration must complete 46/47 credit hours of General Education requirements, in consultation with their academic advisors, 45 credit hours of SMSE core courses and other professional core. In addition students must complete courses in their management concentration listed below in consultation with the chair of their department.

Management

MGMT 301 Organizational Behavior 3
MGMT 303 Labor-Management Relations 3
MGMT 304 Human Resources Management 3
MGMT 313 Business and Professional Ethics 3
MGMT 316 Small Business Management 3
MGMT 336 Not-for-Profit Management 3
MGMT 370 Seminar: Organizational Development Theory 3
MGMT 380 International Marketing 3
MGMT 420 Management Science II 3
Concentration in Marketing:
Students who concentrate in marketing must complete 46-47 credit hours of general education courses in consultation of the academic advisor, 45 credit hours of SMSE core and other professional core courses. In addition, students who concentrate in Marketing should complete 21 hours in the area of their concentration in consultation with their academic advisor.

Marketing Required Courses (18 Credit hours)

Required Courses (18 Credit hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MKTG 360</td>
<td>Consumer Behavior</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 365</td>
<td>Sales Management</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 460</td>
<td>Marketing Research</td>
<td>3</td>
</tr>
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<td>MKTG 465</td>
<td>Advertising</td>
<td>3</td>
</tr>
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<td>MKTG 480</td>
<td>International Marketing</td>
<td>3</td>
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Marketing Electives (Select any two courses)

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<thead>
<tr>
<th>Course</th>
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<tr>
<td>MKTG 320</td>
<td>Consumer in Society</td>
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<td>MKTG 370</td>
<td>Retail Management</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 475</td>
<td>Logistics</td>
<td>3</td>
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</table>

Interdisciplinary Minor: Nonprofit Management and Youth Development (American Humanities Program)
The Coppin State University American Humanist Program consists of a multidisciplinary minor involving the Departments of Social Sciences, Management, and Health, Physical Education and Recreation. (Additional information available in the Social Sciences section)

Requirements for the Minor:

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOSC 340</td>
<td>Introduction to Nonprofit Leadership</td>
<td>3</td>
</tr>
<tr>
<td>MNSC 336</td>
<td>Not-For-Profit Management</td>
<td>3</td>
</tr>
<tr>
<td>MNSC 310</td>
<td>Marketing for Managers</td>
<td>3</td>
</tr>
<tr>
<td>MNSC 300</td>
<td>Human Relations and Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>RECR 339</td>
<td>Problems in Urban Recreation</td>
<td>3</td>
</tr>
</tbody>
</table>

MANAGEMENT SCIENCE AND MANAGEMENT INFORMATION SYSTEMS

The department of Management Science and Management Information Systems offers a Bachelor of Science degree in General Management Science and also a Bachelor of Science degree in management science with a concentration in Management Information Systems.

BACHELOR OF SCIENCE DEGREE IN GENERAL MANAGEMENT SCIENCE

Course Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ECON 103</td>
<td>Introduction to Business &amp; Entrepreneurial Economics</td>
<td>3</td>
</tr>
<tr>
<td>ACCT201</td>
<td>Financial Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 202</td>
<td>Financial Accounting II</td>
<td>3</td>
</tr>
<tr>
<td>ECON 212</td>
<td>Principles of Economics</td>
<td>3</td>
</tr>
<tr>
<td>MNSC 222</td>
<td>Mathematics for Management</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 300</td>
<td>Human Relations and Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 310</td>
<td>Marketing for Managers</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 315</td>
<td>Legal Analysis of the Management Process</td>
<td>3</td>
</tr>
<tr>
<td>MNSC 322</td>
<td>Managerial Statistics</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 328</td>
<td>Dynamics of Management</td>
<td>3</td>
</tr>
<tr>
<td>FINM 330</td>
<td>Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>MNSC 341</td>
<td>Small Systems Software</td>
<td>3</td>
</tr>
<tr>
<td>MNSC 355</td>
<td>Management Science I</td>
<td>3</td>
</tr>
<tr>
<td>MNSC 390</td>
<td>Production &amp; Operations Management</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 404</td>
<td>Managerial Communications</td>
<td>3</td>
</tr>
<tr>
<td>MNSC 407</td>
<td>Seminar in Management Science</td>
<td>3</td>
</tr>
<tr>
<td>MNSC 423</td>
<td>Forecasting for Management and Economics</td>
<td>3</td>
</tr>
<tr>
<td>MNSC Electives</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Management Science majors should begin with ECON 103 Introduction to Business and Entrepreneurial Economics and work closely with their Management Science faculty advisors in selecting future courses. Elective courses are provided for in the areas of qualitative management, quantitative management, accounting, marketing, information systems, computer science, economics, and finance.
MINOR IN MANAGEMENT SCIENCE
The Requirements for a minor in Management Science are 18 credits as follows:

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

Concentration In Management Information Systems
Students choosing to concentrate in Management information systems must complete the general education requirement by taking 46/47 credit hours in consultation with their advisors, 45 credit hours of SMSE core and other professional level courses. In addition students must complete 21 hours of management information courses in their area of concentration in consultation with their advisor.

Management Information System
- MISY 339 Visual Basic 3
- MISY C 348 Systems Analysis and Design 3
- MISY 400 Management Information Systems 3
- MISY 403 Management of E-Commerce 3
- MISY C 420 Management Science II 3
- MISY 422 Decision Support Systems 3
- MISY 450 Contemporary Developments in Computers 3

ENTERTAINMENT MANAGEMENT PROGRAM
The Entertainment Management Program offers a Bachelor of Science in Entertainment Management with concentrations in music entertainment management; motion picture, television, and video entertainment management; and casino and gaming entertainment management.

This degree program prepares students for management and/or ownership positions in the entertainment industry. It is also excellent preparation for graduate study in business and other fields. Students are encouraged to view the entertainment industry from the perspective of a potential decision makers or owners, rather than exclusively from the perspective of entertainers or consumers.

General Entertainment Management
Core Requirements (36 credit hours)
- ACCT 201 Financial Accounting I 3
- ACCT 202 Financial Accounting II 3
- ECON 211 Principles of Econ I 3
- ECON 212 Principles of Econ II 3
- FINM 330 Financial Management 3
- MGMT 300 Hum Rel & Org Beh 3
- MGMT 328 Dynamics of Mgmt 3
- MKTG 310 Marketing for Managers 3
- MISY 341 Small Systems Software 3
- MNSC 222 Mathematics for Managers 3
- MNSC 322 Managerial Statistics 3
- MNSC 355 Management Science I 3

Entertainment Management Required Courses (30 credit hours)
- ENMGT 200 Intro to Entertainment Mgmt 3
- ENMGT 304 Entertainment Law 3
- ENMGT 306 Facility and Venue Mgmt 3
- ENMGT 308 Hospitality Mgmt 3
- ENMGT 440 The Bus of Tel & Motion Pict 3
- ENMGT 450 Internship 3
- MCOM 200 Intro to Mass Communications 3
- MGMT 313 Bus & Prof Ethics 3
- MNSC 393 Quality Management 3
- MKTG 465 Advertising 3

Other Requirements (14 credit hours)
Majors are required to complete 10 credit hours of free electives and 4 credit hours of other University requirements.

SELECTION OF CONCENTRATIONS:
The selection of a concentration is optional. The concentrations in entertainment management are: music entertainment management; motion picture, television, and video entertainment management; and casino and gaming entertainment management.

Concentration in Music
This concentration will provide students with comprehensive knowledge of the business aspects of the music industry. Those who seek careers in any segment of the music industry will benefit from learning the financial, legal, and marketing aspects of the industry. The internship requirement will provide practical experience and facilitate a transition into a meaningful career.
Students in this concentration should complete the following courses:

**Core Requirements (36 credit hours)**

- ACCT 201 Financial Accounting I 3
- ACCT 202 Financial Accounting II 3
- ECON 211 Principles of Econ I 3
- ECON 212 Principles of Econ II 3
- FINM 330 Financial Management 3
- MGM 300 Hum Rel & Org Beh 3
- MGMT 328 Dynamics of Mgmt 3
- MKTG 310 Marketing for Managers 3
- MISY 341 Small Systems Software 3
- MNSC 222 Mathematics for Managers 3
- MNSC 322 Managerial Statistics 3
- MNSC 355 Management Science I 3

**Concentration Requirements (21 credit hours)**

- ENMGT 200 Intro to Entertainment Mgmt 3
- ENMGT 300 Artist Management 3
- ENMGT 304 Entertainment Law 3
- ENMGT 306 Facility and Venue Mgmt 3
- ENMGT 432 The Bus of Music 3
- ENMGT 450 Internship 3
- MGMT 313 Bus & Prof Ethics 3

**Electives (Select three courses) 9 credit hours**

- JRNL 211 Reporting Public Affairs 3
- FINM 220 Personal Fin Mgmt 3
- MGMT 303 Labor Mgmt Relations 3
- MGMT 316 Small Business Mgmt 3
- MKTG 360 Consumer Behavior 3
- MKTG 365 Sales Mgmt 3
- MKTG 460 Marketing Research 3
- MKTG 465 Advertising 3
- MUSC 305 Music of the African American 3

**Other Requirements (14 credit hours)**

Students in this concentration are required to complete 10 credit hours of free electives and 4 credit hours of other University requirements.

**Concentration in Motion Picture, Television, and Video**

This concentration will provide students with a comprehensive overview of broadcast and related industries. Students will develop knowledge of business principles in all aspects of broadcasting, from older media such as radio to newer technologies such as satellite and internet broadcasting. The internship requirement will provide practical experience and facilitate a transition into a meaningful career.

**Core Requirements (36 credit hours)**

- ACCT 201 Financial Accounting I 3
- ACCT 202 Financial Accounting II 3
- ECON 211 Principles of Econ I 3
- ECON 212 Principles of Econ II 3
- FINM 330 Financial Management 3
- MGMT 300 Hum Rel & Org Beh 3
- MGMT 328 Dynamics of Mgmt 3
- MKTG 310 Marketing for Managers 3
- MISY 341 Small Systems Software 3
- MNSC 222 Mathematics for Managers 3
- MNSC 322 Managerial Statistics 3
- MNSC 355 Management Science I 3

**Concentration Requirements (21 credit hours)**

- ENMGT 200 Intro to Entertainment Mgmt 3
- ENMGT 300 Artist Management 3
- ENMGT 304 Entertainment Law 3
- ENMGT 306 Facility and Venue Mgmt 3
- ENMGT 440 The Bus of Tel & Motion Pict 3
- ENMGT 450 Internship 3
- MGMT 313 Bus & Prof Ethics 3
- MKTG 465 Advertising 3

**Electives (Select three courses) 9 credit hours**

- ART 307 Fundamentals of Photography 3
- IDIS 103 Visual Arts and Theatre 3
- IDIS 300 Fundraising for the Arts 3
- JRNL 210 Intro to News Writing 3
- JRNL 410 News Editing and Design 3
- MCOM 200 Intro to Mass Communications 3
- MGMT 304 Human Resource Management 3
- MKTG 211 Consumer in Society 3
- THEA 211 Fundamentals of Acting 3
- THEA 301 The Black Performer in the American Theatre 3
- THEA 302 Stagecraft for Theatre & Telev 3

**Other Requirements (14 credit hours)**

Students in this concentration are required to complete 10 credit hours of free electives and 4 credit hours of other University requirements.
Concentration in Casino and Gaming
This concentration will prepare students for leadership opportunities in casino resort hotels, lottery commissions, racing, and other gaming environments. Students will prepare to manage and make decisions in what is becoming one of the leading revenue generating industries in the country. The mid-Atlantic region provides numerous opportunities to examine the legal, governmental and financial issues in the gaming industry. The internship requirement will provide practical experience and facilitate a transition into a meaningful career.

Students in this concentration should complete the following courses:

Core Requirements (36 credit hours)
- ACCT 201 Financial Accounting I 3
- ACCT 202 Financial Accounting II 3
- ECON 211 Principles of Econ I 3
- ECON 212 Principles of Econ II 3
- FINM 330 Financial Management 3
- MGMT 300 Hum Rel & Org Beh 3
- MGMT 328 Dynamics of Mgmt 3
- MKTG 310 Marketing for Managers 3
- MISY 341 Small Systems Software 3
- MNSC 222 Mathematics for Managers 3
- MNSC 322 Managerial Statistics 3
- MNSC 355 Management Science I 3

Concentration Requirements (21 credit hours)
- ENMGT 302 Casino Surv and Security 3
- ENMGT 304 Entertainment Law 3
- ENMGT 308 Hospitality Mgmt 3
- ENMGT 400 Prin of Casino and Gaming Mgmt 3
- ENMGT 435 The Business of Tourism 3
- ENMGT 450 Internship 3
- MGMT 313 Business and Prof Ethics 3

Electives (Select three courses) 9 credit hours
- CRJU 301 Intro to Criminal Justice 3
- ENMGT 306 Facility and Venue Mgmt 3
- ENMGT 430 Risk Management 3
- JRNL 211 Reporting Public Affairs 3
- MKTG 310 Marketing for Managers 3
- MKTG 465 Advertising 3
- MNSC 393 Quality Management 3

Other Requirements (14 credit hours)
Students in this concentration are required to complete 10 credit hours of free electives and 4 credit hours of other University requirements.
### COPPIN STATE UNIVERSITY
#### SCHOOL OF MANAGEMENT SCIENCE & ECONOMICS
#### MAJOR: ENTERTAINMENT MANAGEMENT

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<thead>
<tr>
<th>LEVEL I (FIRST YEAR)</th>
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<tr>
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<td>×PHIL 102 Intro to Logic 3</td>
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<td>✓HIST 206 AA History II 3</td>
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<td>**SPAN 101 Spanish 3</td>
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<tr>
<td>ACCT 201 Financial Accounting I 3</td>
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<td>MGMT328 Dynamics of Mgmt 3</td>
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<td>MISY 341 Small Systems Software 3</td>
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<th>LEVEL III (JUNIOR)</th>
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<td>MGMT300 Hum Rel &amp; OB 3</td>
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<tbody>
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<td>ENMGT 306 Fac &amp; Ven Mgmt 3</td>
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<td>FINM 330 Financial Management 3</td>
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<td>MGMT313 Bus &amp; Prof Ethics 3</td>
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<td>MNSC 222 Math for Management 3</td>
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<th>LEVEL IV (SENIOR)</th>
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<tbody>
<tr>
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<td>MCOM 200 Into to Mass Comm 3</td>
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<thead>
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<td>MKTG 465 Advertising 3</td>
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**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 BIOL 101 or 107 or CHEM 101 or PHSC 101 or PHSC 103

✓ or PHIL 103 or PHIL 102

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

✓ General Elective – any University course

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**NOTE:** Please consult a program advisor to discuss course options.
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LEVEL II (SOPHOMORE)

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Semester Total 15

LEVEL IV (SENIOR)

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NOTE: Please consult a program advisor to discuss course options.
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FALL SEMESTER
*ENGL 101 English Composition 3
*MATH 131 College Algebra 3
✓HIST 205 AA History I 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 206 AA History II 3
*PHIL 103 Tech and Human Affairs 3
*SPCH 105 Speech 3
**MISY 150 Tech Fluency 3
Semester Total 15

LEVEL II (SOPHOMORE)

FALL SEMESTER
*WLIT 207 World Literature 3
*ECON 103 Intro to Bus & Ent Econ 3
*BIOL 101 Biological Science 4
*SPAN 101 Spanish 3
*MNSC 222 Math for Management 3
Semester Total 16

SPRING SEMESTER
ACCT 201 Financial Accounting I 3
ECON 211 Principles of Econ I 3
MGMT 328 Dynamics of Mgmt 3
MISY 341 Small Systems Software 3
ENMGT 200 Intro to ENMGT 3
Semester Total 15

LEVEL III (JUNIOR)

FALL SEMESTER
✓ACCT 202 Financial Accounting II 3
✓ECON 212 Principles of Econ II 3
✓ENMGT 304 Ent Law 3
✓MGMT 300 Hum Rel & OB 3
✓MKTG 310 Marketing for Managers 3
Semester Total 15

SPRING SEMESTER
ENMGT 306 Fac & Ven Mgmt 3
FINM 330 Financial Management 3
MGMT 313 Bus & Prof Ethics 3
MNSC 222 Math for Management 3
ART 307 Fund of Photo 3
Semester Total 15

LEVEL IV (SENIOR)

FALL SEMESTER
ENMGT 440 Bus of TV & Motion Pic 3
THEA 302 Stage Craft 3
MCOM 200 Intro to Mass Comm 3
MNSC 322 Managerial Stat 3
*General Elective 3
Semester Total 15

SPRING SEMESTER
ENMGT 450 Internship 3
MKTG 465 Advertising 3
MNSC 355 Mgmt Science I 3
*General Elective 3
*General Elective 3
Semester Total 15
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**COPPIN STATE UNIVERSITY**  
**SCHOOL OF MANAGEMENT SCIENCE & ECONOMICS**  
**MAJOR: ENTERTAINMENT MANAGEMENT – CONCENTRATION: MUSIC**

**LEVEL I (FIRST YEAR)**

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**LEVEL III (JUNIOR)**

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## COPPIN STATE UNIVERSITY
### SCHOOL OF MANAGEMENT SCIENCE & ECONOMICS
### MAJOR: MANAGEMENT SCIENCE

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### LEVEL II (SOPHOMORE)

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### LEVEL III (JUNIOR)

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**Semester Total 15**

### LEVEL IV (SENIOR)

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**Semester Total 15**

#### SPRING SEMESTER
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**Semester Total 15**

**TOTAL CREDITS 122**

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

**NOTE:** Please consult a program advisor to discuss course options.
COPPIN STATE UNIVERSITY  
SCHOOL OF MANAGEMENT SCIENCE & ECONOMICS  
MAJOR: MANAGEMENT SCIENCE – CONCENTRATION: ACCOUNTING

**LEVEL I (FIRST YEAR)**

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**LEVEL II (SOPHOMORE)**

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**LEVEL III (JUNIOR)**

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**LEVEL IV (SENIOR)**

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*General Education Requirement  
**University Graduation Requirement  
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[☑] 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  
[☑] IDIS 103 or any Foreign Language or ART 105 or MUSC 201 or DANC 226 or THEA 211  
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**NOTE:** Please consult a program advisor to discuss course options.
## COPPIN STATE UNIVERSITY

**SCHOOL OF MANAGEMENT SCIENCE & ECONOMICS**

**MAJOR: MANAGEMENT SCIENCE – CONCENTRATION: BANKING & FINANCE**

### LEVEL I (FIRST YEAR)

**FALL SEMESTER**

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**Semester Total 16**

**SPRING SEMESTER**

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**Semester Total 15**

### LEVEL II (SOPHOMORE)

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**Semester Total 16**

**SPRING SEMESTER**

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**Semester Total 15**

### LEVEL III (JUNIOR)

**FALL SEMESTER**

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**Semester Total 15**

**SPRING SEMESTER**

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**Semester Total 15**

### LEVEL IV (SENIOR)

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**SPRING SEMESTER**

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**Semester Total 15**

**TOTAL CREDITS 122**

*General Education Requirement
**University Graduation Requirement
✓Major Course
✓ or any 2 part 200 level History
 paycheck 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
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## COPPIN STATE UNIVERSITY
### SCHOOL OF MANAGEMENT SCIENCE & ECONOMICS
### MAJOR: MANAGEMENT SCIENCE – CONCENTRATION: ECONOMICS

### LEVEL I (FIRST YEAR)

#### FALL SEMESTER
- **ENGL 101** English Composition 3
- **MATH 131** College Algebra 3
- **HIST 205** AA History I 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 206** AA History II 3
- **PHSC 103** Tech and Human Affairs 3
- **SPCH 105** Speech 3
- **MISY 150** Tech Fluency 3

**Semester Total 15**

### LEVEL II (SOPHOMORE)

#### FALL SEMESTER
- **ENGL 102** English Composition II 3
- **HIST 206** AA History II 3
- **PHIL 102** Intro to Logic 3
- **PSYC 201** General Psychology 3
- **ORIE 101** Freshman Seminar 1

**Semester Total 16**

#### SPRING SEMESTER
- **ACCT 201** Financial Accounting I 3
- **ECON 211** Principles of Econ I 3
- **MGMT328** Dynamics of Mgmt 3
- **MISY 341** Small Systems Software 3
- **MKTG 310** Marketing for Managers 3

**Semester Total 15**

### LEVEL III (JUNIOR)

#### FALL SEMESTER
- **ACCT 202** Financial Accounting II 3
- **ECON 212** Principles of Econ II 3
- **MGMT315** Legal Analysis 3
- **MNSC 322** Managerial Stat 3
- **MNSC 355** Mgmt Science I 3

**Semester Total 15**

#### SPRING SEMESTER
- **FINM 330** Financial Management 3
- **MNSC 390** Oper & Prod Mgmt 3
- **BNKG 332** Money and Banking 3
- **BNKG 334** Bank Mgnt 3
- **ECON 303** Macro-Econ 3

**Semester Total 15**

### LEVEL IV (SENIOR)

#### FALL SEMESTER
- **MGMT404** Mgl Communications 3
- **MNSC 407** Seminar in MNSC 3
- **ECON 304** Micro-Econ 3
- **ECON 320** Managerial Econ 3
- **ECON 402** Comp Econ Sys 3

**Semester Total 15**

#### SPRING SEMESTER
- **ECON 410** International Econ 3
- **ECON 470** International Finance 3
- **General Elective** 3
- **General Elective** 3
- **General Elective** 1

**Semester Total 13**

**TOTAL CREDITS 120**

*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
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**COPPIN STATE UNIVERSITY**
**SCHOOL OF MANAGEMENT SCIENCE & ECONOMICS**
**MAJOR: MANAGEMENT SCIENCE – CONCENTRATION: MANAGEMENT**

### LEVEL I (FIRST YEAR)

#### FALL SEMESTER

- **ENGL 101** English Composition 3
- **MATH 131** College Algebra 3
- **HIST 205** AA History I 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 206** AA History II 3
- **PHSC 103** Tech and Human Affairs 3
- **SPCH 105** Speech 3
- **MISY 150** Tech Fluency 3

**Semester Total** 15

### LEVEL II (SOPHOMORE)

#### FALL SEMESTER

- **WLIT 207** World Literature 3
- **ECON 103** Intro to Bus & Ent Econ 3
- **BIOL 101** Biological Science 4
- **SPAN 101** Spanish 3
- **MNSC 222** Math for Management 3

**Semester Total** 16

#### SPRING SEMESTER

- **ACCT 201** Financial Accounting I 3
- **ECON 211** Principles of Econ I 3
- **MGMT 328** Dynamics of Mgmt 3
- **MISY 341** Small Systems Software 3
- **MKTG 310** Marketing for Managers 3

**Semester Total** 15

### LEVEL III (JUNIOR)

#### FALL SEMESTER

- **ACCT 202** Financial Accounting II 3
- **ECON 212** Principles of Econ II 3
- **MGMT 315** Legal Analysis 3
- **MNSC 322** Managerial Stat 3
- **MNSC 355** Mgmt Science I 3

**Semester Total** 15

#### SPRING SEMESTER

- **FINM 330** Financial Management 3
- **MNSC 390** Oper & Prod Mgmt 3
- **MGMT 300** Hum & Org. Behv. 3
- **MGMT 313** Bus & Prof Ethics 3
- **MGMT 316** Small Bus. Management 3

**Semester Total** 15

### LEVEL IV (SENIOR)

#### FALL SEMESTER

- **MGMT 404** Mgl Communications 3
- **MNSC 407** Seminar in MNSC 3
- **MGMT 301** Organizational Psych 3
- **MGMT 336** Not-for-Profit Mgmt. 3
- **MGMT 370** Sem: Org. Dev. Theory 3

**Semester Total** 15

#### SPRING SEMESTER

- **Program Elective** 3
- **Program Elective** 3
- **General Elective** 3
- **General Elective** 3
- **General Elective** 3

**Semester Total** 13

**TOTAL CREDITS** 120

*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.
## COPPIN STATE UNIVERSITY
### SCHOOL OF MANAGEMENT SCIENCE & ECONOMICS
#### MAJOR: MANAGEMENT SCIENCE – CONCENTRATION: MARKETING

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<td>Principles of Econ II</td>
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*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
✓ 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.
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**Semester Total 15**

**TOTAL CREDITS 120**

*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

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

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**NOTE:** Please consult a program advisor to discuss course options.
HELENE FULD SCHOOL OF NURSING

Nursing is a complex field which requires knowledge of nursing and knowledge of the humanities, behavioral and natural sciences. The Coppin State University Helene Fuld School of Nursing prepares students for professional nursing practice, which includes functioning as members of multidisciplinary health teams when providing care to individuals, families, and groups in a variety of health care settings.

The Nursing Program initially approved by the Maryland State Board of Examiners of Nurses in 1974 (currently known as the Maryland Board of Nursing) and accredited by the Commission on Collegiate Nursing Education, leads to the Bachelor of Science degree in Nursing. Generic graduates are eligible to write the registered nurse licensure examination of the Maryland Board of Nursing. The Commission on Collegiate Nursing Education, is located at One DuPont Circle, NW Suite 530 Washington, DC 20036-1120 Telephone: (202) 887-6791 Fax: (202) 887-8476. The Helene Fuld School of Nursing is a member of the National League for Nursing and the American Association of Colleges of Nursing. Policies of the Helene Fuld School of Nursing are subject to change due to requirements of external accrediting agencies.

OUR MISSION

The School of Nursing, as an integral part of Coppin State University, is committed to empowering students, promoting community revitalization, 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 unique mission and legacy of excellence in teaching, research and community engagement.

OUR VISION

• Be the region’s preferred institution for the preparation of nurses and allied health professionals prepared to serve underserved community based populations
• Undergraduate, graduate and doctoral programs will allow for the infusion of current and emerging technologies, innovative clinical experience for students developed with collaborative relationships and in non-traditional settings
• Clinical focus will continue to move from acute care settings to community-based providers with increased emphases on environment sustainability, prevention, wellness, and health education

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.

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, medical record coder/manager, privacy/security officer, project manager, reimbursement or revenue cycle manager, 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.

Admissions Policies and Criteria
The Health Information Management Program admits students in the fall and spring semester. The Department of Allied Health admits applicants without regard to race, color, religion, national origin, age, or gender.

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 developmental courses (depending on the point of transfer), 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 Registered Health Information Technician (RHIT) credential, as well as students who have earned a certified coding credential.

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 Chair of the Program.

Credit by Examination
Students currently or formerly enrolled in the university may obtain credit by examination for a course in which they have had no class attendance or semester standing provided the course has been determined by the HIM program to be an appropriate course for credit without attendance (excludes the professional practice experiences). Health information-related courses taken at a non-accredited program must be validated by a challenge examination before credit is awarded. Permission to take the examination must be obtained from the course instructor and the departmental chairperson prior to the deadline for applying for the exam. Examinations are not permitted in courses in which a student has previously been enrolled as a regular student or as an auditor. The petition, receipted by the university cashier, must be shown to the instructor conducting the examination. The instructor administers and reports the results of the examination to the Office of the Registrar within one week of taking the exam. Credits earned under this regulation are recorded with the grade achieved on the examination. Credit earned by examination may not be used to reduce the minimum residence requirement. A maximum of four semester hours of credit may be earned by challenging courses in the Health Information Management curriculum. Students are also referred to the pertinent sections of the Undergraduate Catalog.

Eligibility Requirements:
1. Have a 2.0 or higher grade point average
2. Completed at least 12 semesters hours at Coppin State University
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/HSC 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 Program of Study.

Summary of potential student fees and expenses (Subject to change)
In addition to university fees, housing, textbooks and supplies, students in the HIM Program 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 (professional practice experiences, field trips and workshops): The costs of meals are the student’s responsibility.
4. Professional dues: ($35.00 per year): Payable to the American Health Information Management Association. Student must provide a copy of proof of membership to the Program Director by the end of the spring 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. Student Association Dues: To be determined (can be $35 - $60 per academic year). Payable to the Student Health Information Management Association. Payment of annual dues membership with concomitant privileges for voting and holding of office.
6. Professional Liability Insurance: Payable to the University. Student must provide a copy of proof to the Chairperson. A copy will be placed in the students file.
7. Criminal Background Check Fee (varies from $48.50): Payable to screening agency.
8. Graduation related - $150
9. Students are required to attend a local, state or national association committee meeting, workshop, annual meeting or business meeting. Student will be responsible for the student registration fee, if applicable. This cost can range from $50 - $65.
COMMUNITY HEALTH CENTER
The Coppin State University Helene Fuld School of Nursing 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.

BACCALAUREATE PROGRAM OBJECTIVES
Graduates of the Traditional and RN to BSN Nursing Program are prepared to:
1. Synthesize knowledge from the natural and behavioral sciences, the humanities, and nursing to make nursing practice decisions.
2. Apply the nursing process to deliver and manage nursing care for culturally diverse individuals, families, and groups across the life span in a variety of health settings.
3. Use critical thinking strategies, communication, and other affective skills as well as psychomotor skills to provide therapeutic nursing interventions to culturally diverse individuals, families, and groups in varying health states.
4. Assist individuals, families, and groups to identify and mobilize resources to meet health care needs.
5. Collaborate with consumers, members of the health team, and others to improve the delivery of health care.
6. Use research findings in nursing practice.
7. Use leadership strategies while functioning as a caregiver and manager of nursing care.
8. Demonstrate professional and legal responsibilities for nursing practice.

ADMISSIONS POLICIES
Traditional BSN Program
Students must be admitted to the university, have a cumulative GPA of 2.5 or above and pass the Test of Essential Academic Skills (TEAS V) 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, 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
1. Qualify for admission to Coppin State University.
2. Achieve 470 or above on each of the SAT components – math and verbal
3. A 2.50 cumulative grade point average or above. (A grade of “D” is not acceptable for transfer credit for any major support courses listed on the Nursing Program of Study)
4. Satisfactory completion of any required developmental courses.
5. Achieve the passing score determined by the faculty on the Test of Essential Academic Skills (TEAS V).

Procedure
1. Complete the application process as required by the Office of Admissions.
2. Indicate Nursing as your area of study (concentration) on the Application for Undergraduate Admission Form.
3. Complete the application form for the Nursing Program and all necessary documentation.

4. Submit three (3) letters of recommendation. (These forms are available in the Admission Packet and available online at www.coppin.edu).

5. The Nursing Admission, Progression, and Retention Committee and the Dean of Nursing will review the records to determine applicant eligibility.

6. Candidates will be invited to take the TEAS V (TEAS V may only be taken twice).

7. The School of Nursing will notify the applicant of their TEAS V results.

8. Applicants may not take the TEAS V while enrolled in developmental courses.

9. The applicant will be notified of the decision regarding admission or denial to the Nursing Program.

RN TO BSN PROGRAM

Registered Nurse Applicant Criteria
1. Complete an Application of Undergraduate Admission for Coppin State University.

2. Complete a Helene Fuld School of Nursing application and any other specified forms required.

3. Must hold a current Registered Nurse License for the State of Maryland.

4. Graduate of an accredited Associate Degree (ADN) and/or Diploma Nursing Program with a minimum 2.50 cumulative grade point average.

5. Completion of all pre-requisite courses

Procedure
1. Complete the undergraduate application for admission to Coppin State University.

2. Indicate Nursing as your area of study (concentration) on the Application for Undergraduate Admission Form.

3. Complete the application form for the Nursing Program and all necessary documentation.

4. Complete the application process as required by the Office of Admissions.

5. Submit three (3) letters of recommendation on the form required by the Nursing Program (available in the admission packet and online at www.Coppin.edu).

6. The applicant will be notified of the decision regarding admission or denial to the Nursing Program.

All application materials are to be sent to:

Coppin State University
Helene Fuld School of Nursing
Office of Student Affairs and Retention
2500 W North Ave, HHSB
Baltimore, MD 21216.

Note for all applicants: Admission to Coppin State University is not considered automatic admission to the Helene Fuld School of Nursing.

ACADEMIC POLICIES TRADITIONAL AND RN TO BSN

Grading
Students must attain a final grade of "C" in all nursing courses required in the Nursing Program of Study. Student performance in the clinical practice components will be graded on a pass/fail basis; the criteria for determining acceptable performance are included in the syllabus of each clinical nursing course. Satisfactory clinical performance is required to earn a passing grade in a clinical nursing course. Students who are not performing at a satisfactory level will be so advised at mid-point in the course. Students must pass both clinical and didactic components to pass the course.

The grading scale for all nursing courses:

\[\begin{array}{c}
A = 90 - 100 \\
B = 80 - 89 \\
C = 75 - 79 \\
D = 69 - 74 \\
F = 68 or below \\
\end{array}\]

Clinical Courses: PASS/FAIL

Requirements for Graduation
Senior nursing students must have a cumulative GPA of 2.5 or greater, and satisfactory completion of all courses in the nursing program of study (prerequisites and major); and pass a standardized comprehensive assessment examination which predicts the students probability of passing the National Council Licensure Examination (NCLEX) at the benchmark established by faculty in order to exit the nursing program.
RN to BSN students will complete a formal portfolio as the Exit requirement.

Student Participation in Governance within the Helene Fuld School of Nursing
Students participate in program development and evaluation. At the end of each course, students have the opportunity to evaluate both the course and the instructor(s). Students participating on faculty committees are selected through the Nursing Student Association.

Resources for Success in Nursing
The Nursing Program provides its students with various resources to assist in meeting their learning needs - the Nursing Resource Center (NRC) and Nursing Student Enrichment Program (NSEP). Students are also referred to the University’s Academic Resource Center (ARC). Students’ health needs may be met through the Coppin State University Helene Fuld School of Nursing Community Health Center, located on the first floor of the Health and Human Services Building (HHSB).

Nursing Resource Center (NRC)
The Nursing 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 NRC on an independent basis or with an instructor to enhance nursing knowledge.

Nursing Student Enrichment Program (NSEP)
The Nursing Student Enrichment Program (NSEP) provides students with academic support services aimed at improving performance outcomes and retention. Prevention strategies are utilized. Early diagnosis of students’ learning needs is employed and appropriate immediate intervention strategies are implemented. Tutoring is provided through collaborative efforts by staff of the Nursing Resource Center, tutors, and the University 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.

Student Fees
In addition to annual University tuition and fees, students in the Helene Fuld School of Nursing should anticipate the additional fees throughout the nursing program which are subject to change based on vendor costs. These include and are not limited to (health clearance, background and drug screen, books, uniforms, student membership fees, lab supplies, simulation center, integrated testing package, graduation, transportation costs to clinical settings, and nursing kit).

Most clinical facilities are accessible by public transportation; otherwise, a personal automobile is needed. Clinical facilities may be located within a fifty (50) mile radius within the Baltimore/Washington Metropolitan Area.

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
“A Maryland statewide nursing education articulation agreement among all public nursing programs is in effect. 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, 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 311</td>
<td>Medical /Surgical Nursing</td>
<td>9</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>NURS 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><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>Prerequisite Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition I &amp; II</td>
<td>6</td>
</tr>
<tr>
<td>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

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
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</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>
<tr>
<td>World Literature</td>
<td>3</td>
</tr>
<tr>
<td>Normal/Applied Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>IDIS or Art or Language</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>55</strong></td>
</tr>
</tbody>
</table>

The RN to BSN program of study provides the educational mobility for registered nurses to continue their academic progression from the associate degree or diploma nursing programs to completion of the baccalaureate degree in nursing. Building upon the previous learning and diverse clinical experiences of adult registered nurse learners the baccalaureate curriculum prepares nurse graduates for the increased complexity of the changing health care delivery system through in-depth study of leadership and management sciences, public and community health, nursing research, and the analysis and communication of health-related data.
## COPPIN STATE UNIVERSITY
### SCHOOL OF NURSING
### MAJOR: HEALTH INFORMATION MANAGEMENT

### LEVEL I (FIRST YEAR)

#### FALL SEMESTER
- **ENGL 101** English Composition 3
- **HIST 203** US History I 3
- **HSC 102** Orientation to Health Sci 3
- **ORIE 101** Freshman Seminar 1
- General Elective 3

**Semester Total 16**

#### SPRING SEMESTER
- **ENGL 102** English Composition II 3
- **HIST 204** US History II 3
- **BIOL 107** Intro to Bus & Economics 3
- **HSC 190** Medical Terminology 3

**Semester Total 16**

### LEVEL II (SOPHOMORE)

#### FALL SEMESTER
- **ENGL 207** World Literature 3
- **SPCH** Speech 3
- **BIOL 201** Human A & P I 4
- **PHIL 101** Phil 3
- **MISY 150** Tech Fluency 3

**Semester Total 16**

#### SPRING SEMESTER
- **BIOL 203** Human A & P II 4
- **MATH 203** Basic Statistics 3
- **HIM 300** Fund of HIM 4
- **PSYC 201** Psychology 3

**Semester Total 14**

### LEVEL III (JUNIOR)

#### FALL SEMESTER
- **ACCT 201** Financial Accounting I 3
- **HSC 312** Pathophysiology 3
- **HSC 313** Pharmacology 3
- **HIM 301** Advanced Concepts in HIM 3

**Semester Total 15**

#### SPRING SEMESTER
- **HIM 420** Health Info Systems 3
- **MISY 341** Small Sys Software 3
- **HIM 303** HIM Non-Trad Set 3
- **HIM 307** Med Class. Sys. I 3
- **SOCI 201** Intro to Sociology 3

**Semester Total 15**

#### SUMMER I
- **HIM 311** Prof. Practice Exp. I 1
- **HIM 408** Med Classifications II 3

**Semester Total 4**

### LEVEL IV (SENIOR)

#### FALL SEMESTER
- **HIM 305** Healthcare Finance & Reimb 2
- **HIM 412** Org & Mgmt in HIM 4
- **HIM 402** Legal Aspects of HIM 3
- **HIM 304** Human Resource Mgmt 3
- **HIM 414** Prof Practice Exp II 1

**Semester Total 13**

#### SPRING SEMESTER
- **HIM 415** Health Stats & Research 3
- **HIM 413** Org & Mgmt in HIM II 3
- **MGMT SCI** Mgmt Affiliation 3

**Semester Total 12**

**TOTAL CREDITS 121**

---

*General Education Requirement
**University Graduation Requirement
ζ Major Course
* Support Course
✓ or any 2 part 200 level History
◇ OR ENGL 200 level (202, 205, 206, 207 or 208)
◆ PHIL 102 or PHIL 103
† or IDIS 103 or any Foreign Language or ART 105 or MUSC 201 or DANC 226 or THEA 211
‡ SPCH 105, 202 or SPCH 204
* General Elective – any University course
ζ Program Elective – any non-required course within the discipline
∞ Management Science elective 300 level or above

**NOTE:** Please consult a program advisor to discuss course options.
# COPPIN STATE UNIVERSITY
## SCHOOL OF NURSING
### MAJOR: TRADITIONAL BSN

## LEVEL I (FIRST YEAR)
### FALL SEMESTER
- **ENGL 101** English Composition 3  
- **Biol 107** Comp Preview Life Sciences 4  
- **HIST 203** US History 3  
- **MATH 110** College Algebra 3  
- **NURS 121** Intro to Prof Nursing 2  
- **Semester Total 15**

### SPRING SEMESTER
- **ENGL 102** English Composition II 3  
- **Biol 201** Human A & P I 4  
- **CHEM 103** Chemistry for Hlth Sci 4  
- **SOCI 201** Intro to Sociology 3  
- **SPCH** Speech 3  
- **Semester Total 17**

## LEVEL II (SOPHOMORE)
### FALL SEMESTER
- **PHIL 102** Philosophy 3  
- **PSYC 201** General Psychology 3  
- **Biol 203** Hum A & P II 4  
- **NURS 213** Normal/Applied Nutrition 3  
- **NURS 210** Nursing Informatics 3  
- **Semester Total 16**

### SPRING SEMESTER
- **MATH 203** Statistics 3  
- **Biol 308** Microbiology 4  
- **PSYC 335** Developmental Psychology 3  
- **NURS 217** Health Assessment 3  
- **NURS 220** Ethics in Nursing 3  
- **Semester Total 16**

## LEVEL III (JUNIOR)
### FALL SEMESTER
- **NURS 310** Pharmacology 3  
- **NURS 311** Medical Surgical Nursing 9  
- **NURS 319** Pathophysiology 3  
- **Semester Total 15**

### SPRING SEMESTER
- **NURS 320** Maternity & Women’s Health 5  
- **NURS 321** Nursing Care of Children 5  
- **HIST 204** US History II 3  
- **WLIT 207** World Literature 3  
- **Semester Total 16**

## LEVEL IV (SENIOR)
### FALL SEMESTER
- **NURS 315** Nursing Research 3  
- **NURS 411** Contemp Issues in Nurs 2  
- **NURS 430** Community Nursing 4  
- **NURS 432** Mental Health Nursing 4  
- **Semester Total 13**

### SPRING SEMESTER
- **NURS 421** Leadership in Nursing 3  
- **NURS 424** Advanced Med/Surg Nurs 6  
- **IDIS 102** Music & Dance 3  
- **Semester Total 12**

**TOTAL CREDITS 120**

*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  
 kapsamında Program Elective – any non-required course within the discipline

**NOTE:** Please consult a program advisor to discuss course options.
<table>
<thead>
<tr>
<th>Level IV (Senior)</th>
<th>Fall Semester</th>
<th>Spring Semester</th>
<th>Total Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NURS 210</strong></td>
<td>Nursing Informatics</td>
<td><strong>NURS 421</strong> Leadership in Nursing</td>
<td>3</td>
</tr>
<tr>
<td><strong>NURS 216</strong></td>
<td>Transitions to Professional Nursing Practice</td>
<td><strong>NURS 411</strong> Contemporary Issues in Nursing</td>
<td>3</td>
</tr>
<tr>
<td><strong>NURS 217</strong></td>
<td>Health Assessment</td>
<td><strong>NURS 430</strong> Community Nursing</td>
<td>3</td>
</tr>
<tr>
<td><strong>NURS 220</strong></td>
<td>Ethics in Nursing</td>
<td><strong>NURS 470</strong> Nursing and the Law</td>
<td>3</td>
</tr>
<tr>
<td><strong>NURS 315</strong></td>
<td>Nursing Research</td>
<td><strong>Program Elective</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>Semester Total</strong></td>
<td>15</td>
<td><strong>Semester Total</strong></td>
<td>15</td>
</tr>
</tbody>
</table>

*General Education Requirement
t**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 103 or PHIL 102

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

‡ 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.
The School of Professional Studies (SPS) 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.

SPS 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.

SPS MISSION
The mission of the School of Professional Studies 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.

SPS 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 SPS 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 SPS educational opportunities specifically.

The undergraduate and graduate degrees from each department for which you can aspire in SPS 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.

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 207</td>
<td>Basic Statistics in Behavioral Sciences *</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 233</td>
<td>Psychological and Physiological Aspects of Substance Abuse</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 306</td>
<td>Personality</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 335</td>
<td>Developmental Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 341</td>
<td>Psychological Assessment and Evaluation</td>
<td></td>
</tr>
<tr>
<td>PSYC 342</td>
<td>Psychological Reports Writing</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 351</td>
<td>Counseling Techniques</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 352</td>
<td>Counseling in Groups</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 411</td>
<td>Abnormal Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 440</td>
<td>History &amp; Systems of Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 347</td>
<td>Alcohol Abuse and Other Addictions in the Inner city and Other Communities</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 354</td>
<td>Foundations of Effective Alcohol Abuse and Other Addictions Counseling</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 451</td>
<td>Field Placement I</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 452</td>
<td>Field Placement II</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total 47 credits**

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

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

**Prerequisite: PSYC 207 Basic Statistics in Behavioral Sciences

Major in Applied Psychology: Option in Psychological Services

The objectives of the program in Psychological Services are to:
1) present a career oriented program to undergraduate students in psychology;
2) encourage communication between the College and community agencies in order to facilitate adequate professional preparation of students;
3) prepare the student for graduate training in psychology;
4) train students to perform effectively as employees of various governmental and private agencies by offering to the student a. the appropriate training in interviewing, psychological assessment, abnormal psychology, and research;
b. information about human needs and problems;
c. opportunities to develop the needed competencies for communicating or reporting psychological information and statistics.

Required Courses in Psychological Services

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 207</td>
<td>Basic Statistics in Behavioral Sciences *</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 210</td>
<td>Applied Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 306</td>
<td>Personality</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 335</td>
<td>Developmental Psychology</td>
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</tr>
<tr>
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<td>Psychological Assessment and Evaluation</td>
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<td>PSYC 342</td>
<td>Psychological Reports Writing</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 343</td>
<td>Psychological Research **</td>
<td>4</td>
</tr>
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<td>PSYC 351</td>
<td>Counseling Techniques</td>
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<td>PSYC 352</td>
<td>Counseling in Groups</td>
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<td>PSYC 411</td>
<td>Abnormal Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 440</td>
<td>History &amp; Systems of Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 345</td>
<td>Behavior Modification</td>
<td>3</td>
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<tr>
<td>PSYC</td>
<td>Psychology Elective</td>
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<tr>
<td>PSYC 451</td>
<td>Field Placement I</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 452</td>
<td>Field Placement II</td>
<td>3</td>
</tr>
</tbody>
</table>

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, blindness/visual impairments, and especially those with most severe disabilities. It is developed

1. 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.
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-legal and legal studies, are essentials of the programs.

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

Undergraduate:
1. Bachelor of Science in Criminal Justice
2. Undergraduate Minor in Criminal Justice

Regulations Regarding Students Associated with the Department of Criminal Justice
Students who elect to enroll in Criminal Justice courses must first complete required developmental courses. Students who have not completed (GER) courses, must receive the permission of the Office of Advisement, and the permission of the Criminal Justice Department before registering in Criminal Justice courses. The General Education Requirements (GER), provide the student with knowledge and skills which assist the student in succeeding in Criminal Justice courses.

Students are encouraged to focus upon the completion of (GER) courses as early as possible in their university experience.

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

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

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

Major in Criminal Justice
Required Courses to be Taken by Majors:
CRJU 301* Introduction to Criminal Justice 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/Youth 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 such 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 person.

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

Political Science Major – TOTAL: 42 credits

**Sociology**

The major in Sociology provides students with a general orientation to, and an understanding of the nature of society, its organization, functions, and fundamental processes. This major is a traditionally established path to careers and professional preparation in the human services. It is frequently the undergraduate major of individuals entering government services and employment in the nonprofit sector. This major typically provides appropriate and adequate preparation for many graduate and professional programs including Law, Public Health, Urban and Regional Planning, Social Work, Human Services Administration, marketing, Policy Analysis, Research, Professional Counseling, Substance Abuse Prevention and Intervention, and occasionally Medicine.

The major provides very clear pathways to a variety of Internship opportunities. Agencies typically aim their recruitment campaigns and participation opportunities by major departments with Sociology as a very prominent target. This major also provides familiar identification and networking environments for undergraduate students. These services, identity formation, and networking opportunities strengthen the university's ability to provide high quality academic programs and well prepared students pursuing career opportunities in the areas of health care, education, social services, corrections, and law enforcement.

Sociology provides specific and unique approaches to understanding the urban environment and the various aspects of culture. It serves a major role in the university’s mission to understand, preserve and promote Africa-American culture. Students with majors in sociology will find research and growth opportunities in cultural analysis and cultural enrichment easily identifiable and readily accessible.

In addition to the general Social Sciences major requirements, the following courses are required for the Sociology major:
Social Science (9 Credits)
SOC 310 Intro to Basic Statistics 3
SOC 407 Research Methods 3
SOC 430 Social Science Applications 3

Anthropology (3 Credits)
ANTH 207 Cultural Anthropology 3

Sociology (24 Credits)
SOCI 201 Intro to Sociology 3
SOCI 205 Class and Society 3
SOCI 302 Social Psychology 3
SOCI 303 Sociological Theory I 3
Or
SOCI 304 Sociological Theory II 3
SOCI 402 Family Studies 3
SOCI 403 Sociology of Race and Ethnicity 3
SOCI 406 Sociology of the City 3
SOCI 409 Sociology Internship 3
Or
SOCI 410 Sociology Research Paper 3

Sociology Electives (6 Credits)
Advised Sociology Electives-Selection from
SOCI 300 Sociology of Religion 3
SOCI 301 Community Organization 3
SOCI 304 Sociological Theory II 3
SOCI 306 Sociology of Sport 3
SOCI 405 Criminology 3
SOCI 411 Sociology Seminar-Special Topics 3
SOC 410 Advanced Statistical Analyses 3

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 appreciation for 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.

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.

Foundation Courses (9 credits) must be taken in sequential order
URST 201 Introduction to Urban Studies 3
URST 301 Urban Theory 3
URST 401 Urban Studies Internship 4

Core Courses (42 Credits)
ECON 201 Introduction to Economics 3
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 Bachelors 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)
SOSC 304 Public Administration
NPLS 340 Introduction to Nonprofit Leadership
MNSC 336 Not-For-Profit Management (NPLS 336)
NPLS 400 Diversity, Philanthropy and Fundraising
MNSC 300 Human Relations and Organizational Behavior
NPLS 409 Nonprofit Leadership Internship I (SOCI 409)
NPLS 410 Nonprofit Leadership Internship II (MNSC480)

The Nonprofit Environment (12 Credits)
SOCI 301 Community Organization
POSC 302 State and Local Government
SOCI 406 Sociology of the City
MNSC 310 Marketing for Managers

Social Science Core Requirements (9 Credits)
SOSC 310 Introduction to Basic Statistics
SOSC 407 Social Research Methods
SOSC 430 Social Science Applications
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 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

ANTHROPOLOGY 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

SOCIOMETRY 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 (MNSC 480) 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. Social work majors are also required to complete 18 to 21 credits in a selected secondary sequence of courses constituting either a minor or an approved cluster of elective courses.

Students entering the social work major must have a cumulative GPA of 2.5 or better. Prerequisites for social work include Computer Literacy, English Composition I and II, Biology, Sociology, Psychology, Political Science, Algebra, and Statistics. Transfer credits accepted as substitutes for core courses in the social work major must have been earned in another BSW program accredited by the Council on Social Work Education and approved by the Social Work Department. Ongoing academic advisement by social work faculty is required for the social work major.

The Coppin Social Work Program meets the highest professional standards for undergraduate social work education. It is fully accredited by the Council on Social Work Education assuring students that all aspects of the program meet national standards and offers preparation for state licensing and direct practice at the BSW level. Students completing the social work major with a GPA of 3.0 or above are eligible for consideration at the advanced standing level in many master’s degree social work programs. Social work majors at Coppin are eligible for membership in the Phi Alpha National Social Work Honor Society and the National Association of Social Work.

The following requirements have been established for completion of the Social Work major:

SOWK 210 Introduction to Social Work 3
SOWK 360 Social Welfare, Social Policy and Social Work II 3
SOWK 379 Social Work Methods I: Introduction to Practice 3
SOWK 388 Human Behavior and the Social Environment I 3
SOWK 389 Human Behavior and the Social Environment II 3
SOWK 390 Special Topics in Social Work 3
SOWK 460 Technology in Human Services 3
SOWK 461 Social Work Research 3
SOWK 480 Beginning Field Experience in Social Work 6
SCHOOL OF PROFESSIONAL STUDIES

SOWK 481 Social Work Methods II: A Generalist’s Approach to Practice 3
SOWK 482 Advanced Field Experience in Social Work 3
SOWK 483 Social Work Methods III: Selected Intervention Strategies, Research and Evaluation 3
SOWK 490 Professional Issues Seminar 3

And

An approved secondary sequence of courses constituting a Minor or an approved elective cluster of 18 to 21 credits.

NOTE: SOWK 210, SOWK 260, SOWK 379, and SOWK 388 must be completed with a grade of “C” or higher before enrolling in SOWK 480. Students should plan to graduate within three semesters of entering SOWK 480. SOWK 480 is offered both in the fall and spring semesters and SOWK 482 is offered in both the spring and summer I semesters. 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.
## COPPIN STATE UNIVERSITY
### SCHOOL OF PROFESSIONAL STUDIES
### MAJOR: APPLIED PSYCHOLOGY – CONCENTRATION: ALCOHOL & DRUG ABUSE COUNSELING

### LEVEL I (FIRST YEAR)

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<td>*MATH 125</td>
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<td></td>
<td>**HIST 205</td>
<td>A A History I</td>
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<td>**IDIS 102</td>
<td>Music &amp; Dance</td>
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<td>*PSYC 201</td>
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<td>**MISY 150</td>
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| SPRING   | *ENGL 102   | English Composition II         | 3       |
|          | **HIST 202  | A A History II                 | 3       |
|          | **PHSC 103  | Tech and Human Affairs         | 3       |
|          | *SPCH 105   | Speech                         | 3       |
|          | **MISY 150  | Tech Fluency                   | 3       |
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### LEVEL II (SOPHOMORE)

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| SPRING   | ♦PSYC 343   | Psychological Research         | 3       |
|          | ♦PSYC 352   | Group Counseling               | 3       |
|          | ♦PSYC 342   | Psychological Report Writing    | 3       |
|          | *General Elective |                  | 3       |
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### LEVEL IV (SENIOR)

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| SPRING   | ♦PSYC 440   | History & Systems              | 3       |
|          | ♦PSYC 452   | Filed Placement II             | 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
ɖor any ENGL 200 level or above
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**NOTE:** Please consult a program advisor to discuss course options.
# COPPIN STATE UNIVERSITY
## SCHOOL OF PROFESSIONAL STUDIES
### MAJOR: APPLIED PSYCHOLOGY – CONCENTRATION: PSYCHOLOGICAL SERVICES

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<tr>
<td>*ENGL 101 English Composition 3</td>
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COPPIN STATE UNIVERSITY  
SCHOOL OF PROFESSIONAL STUDIES  
MAJOR: CRIMINAL JUSTICE

**LEVEL I (FIRST YEAR)**

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**LEVEL II (SOPHOMORE)**

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<td>CRJU &amp; the Constitution 3</td>
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**Semester Total 15**

**LEVEL III (JUNIOR)**

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**LEVEL IV (SENIOR)**

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**Semester Total 15**

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COPPIN STATE UNIVERSITY  
SCHOOL OF PROFESSIONAL STUDIES  
MAJOR: INTERDISCIPLINARY STUDIES

**LEVEL I (FIRST YEAR)**

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<td>* ENGL 101 English Composition 3</td>
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<td>× PHIL 103 Intro to Philosophy 3</td>
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<td>† IDIS 103 Visual Arts &amp; Theatre 3</td>
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<td>* PSYC 201 General Psychology 3</td>
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<td>* THEED 101 Personal Health 3</td>
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# COPPIN STATE UNIVERSITY
## SCHOOL OF PROFESSIONAL STUDIES
### MAJOR: NON-PROFIT LEADERSHIP

## LEVEL I (FIRST YEAR)

### FALL SEMESTER
- **ENGL 101** English Composition 3
- **MATH 125** Math for Liberal Arts 3
- **✓HIST 2051** A A History I 3
- **✩IDIS 102** Music & Dance 3
- **✓SOSC 200** Intro to Social Science 3
- **ORIE 101** Freshman Seminar 1

Semester Total 16

### SPRING SEMESTER
- **ENGL 102** English Composition II 3
- **✓HIST 202** A A History II 3
- **PHSC 103** Tech and Human Affairs 3
- **SPCH 105** Speech 3
- **MISY 150** Tech Fluency 3

Semester Total 15

## TOTAL CREDITS 16

*General Education Requirement

**University Graduation Requirement

✓ Major Course

✓ or any 2 part 200 level History

✓ or any ENGL 200 level or above

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✓ PHIL 103 or PHIL 102

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

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✔ or any 2 part 200 level History
❑ or any ENGL 200 level or above
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❖ Program Elective – any non-required course within the discipline

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COPPIN STATE UNIVERSITY
SCHOOL OF PROFESSIONAL STUDIES
MAJOR: REHABILITATION SERVICES

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COPPIN STATE UNIVERSITY
SCHOOL OF PROFESSIONAL STUDIES
MAJOR: SOCIAL SCIENCE

LEVEL I (FIRST YEAR)

FALL SEMESTER
*ENGL 101  English Composition 3
*MATH 125  Math Liberal Arts 3
*✓HIST 205  Afro-American History 3
★★IDIS 102  Music and 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 206  Afro-American History 3
*PHSC 103  Physical Science 3
*SPCH 105  Speech 3
**MISY 150  Tech Fluency 3
Semester Total 15

LEVEL II (SOPHOMORE)

FALL SEMESTER
*✓PHIL 102  Logic 3
*ANTH 207  Cultural Anthropology 3
*✓BIOL 101  Biological Science 4
*✓WLIT 207  World Literature 3
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Semester Total 16

SPRING SEMESTER
✓SOCI 302  Social Psychology 3
✓SOSC 407  Social Research 3
✓SOSC 304  Intro Pub Adm 3
◊Program Elective 3
◊Program Elective 3
Semester Total 15

LEVEL III (JUNIOR)

FALL SEMESTER
◊Program Elective 3
✓ECON 201  Intro to Entr 3
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Semester Total 15

SPRING SEMESTER
✓SOSC 310  Statistics 3
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Semester Total 15

LEVEL IV (SENIOR)

FALL SEMESTER
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Semester Total 15

SPRING SEMESTER
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Semester Total 15

TOTAL CREDITS 122

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COPPIN STATE UNIVERSITY  
SCHOOL OF PROFESSIONAL STUDIES  
MAJOR: SOCIOLOGY

### LEVEL I (FIRST YEAR)

#### FALL SEMESTER

- **ENGL 101** English Composition 3
- **MATH 125** Math for Liberal Arts 3
- **HIST 205** A A History I 3
- **HIST 102** Music & Dance 3
- **SOCI 201** Intro to Sociology 3
- **ORIE 101** Freshman Seminar 1
- **IDIS 102** Music & Dance 3
- **MATH 125** Math for Liberal Arts 3

**Semester Total 16**

#### SPRING SEMESTER

- **ENGL 102** English Composition II 3
- **HIST 206** A A History II 3
- **PHSC 103** Tech and Human Affairs 3
- **SPCH 105** Speech 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
- **WLIT 207** World Literature 3
- **SOCI 205** Class & Society 3

**Semester Total 16**

#### SPRING SEMESTER

- **SOCI 302** Social Psychology 3
- **SOCI 407** Social Research 3
- **Program Elective** 3
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**Semester Total 15**

### LEVEL III (JUNIOR)

#### FALL SEMESTER

- **SOSC 310** Intro to Basic Statistics 3
- **SOCI 402** Family Studies 3
- **SOCI 409** Internship 3

Or

- **SOCI 410** Research Paper 3
- **General Elective** 3
- **General Elective** 3

**Semester Total 15**

#### SPRING SEMESTER

- **SOCI 302** Theory 3
- **SOCI 403** 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
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**Semester Total 15**

#### SPRING SEMESTER

- **General Elective** 3
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- **General Elective** 3
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**Semester Total 15**

**TOTAL CREDITS 122**

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**University Graduation Requirement  
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COPPIN STATE UNIVERSITY  
SCHOOL OF PROFESSIONAL STUDIES  
MAJOR: SOCIAL WORK

### LEVEL I (FIRST YEAR)

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Semester Total 15

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Semester Total 15

### LEVEL III (JUNIOR)

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Semester Total 15

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*General Education Requirement
**University Graduation Requirement
◊ Major Course
✓ or any 2 part 200 level History
 Faker  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.
Accounting
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 202

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 rationales for selecting particular methods and techniques for achieving particular educational objectives. Skills needed for designing learning experiences that make use of combinations of methods and techniques for optimal learning are stressed.

ADLT 372 Counseling Adults (3 credits)
A study of basic techniques of counseling, the duties of the counselor, the role of the teacher as counselor, and effective interviewing techniques.

ADLT 374 Principles and Program Planning in Adult Education (3 credits)
Emphasis is placed on the development of strategies for designing courses, classes, and programs for adult community groups, business and industrial groups, governmental and voluntary agencies, and continuing higher education programs. Emphasis is also upon evaluation and appraisal.

Prerequisite: Permission of the instructor

ADLT 471 School Community Relations (3 credits)
Emphasis is placed on the development of concepts, principles, and techniques in the organization, initiation, and operation of planned programs which focus upon school and community relations.

ADLT 473 Practicum in Adult Education (3 credits)
Emphasis is placed on giving students opportunities at all levels to gain experience in working with the adult learner in an adult education program.

ANTHROPOLOGY

SOCIAL SCIENCES

ANTH 207 Cultural Anthropology (3 credits)
A study of the cultural similarities and differences among the peoples of the world past and present. A survey of the major theoretical fields of anthropology, evolutionism, functionalism, historicism, and structuralism. Selected cultures throughout the world are introduced and analyzed (i.e., hunting and gathering, horticultural, agrarian). 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

ARA 101 Elementary Arabic (3 credits)
This is a beginning Arabic course which presumes no prior knowledge or instruction in the language with a emphasis 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

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 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’ artistic vision. Lab work required.
Prerequisites: ART 307; Basic computer literacy highly recommended.

ART 401 Art History Survey (3 credits)
The history of painting, sculpture, and architecture from prehistoric times to the Renaissance, emphasizing the impact which various modes of thinking have had upon the art produced during each period.

ART 403 African-American Art and Artists (3 credits)
A study of African-American art, emphasizing the contributions and influence of African-American artists upon the U.S. and other societies.

ART 404 The Arts of Africa (3 credits)
A study of the cultural, environmental, and spiritual influences of African art on the people of Africa. The course emphasizes body adornment, textiles, and carvings.

ART 405 Contemporary Art Imagery (3 credits)
An analysis of 20th century movements in Western Art from Abstract Expressionism through present-day art forms, emphasizing their effects upon painting, sculpture, architecture, graphic art electronic media, and popular culture, including music videos.

ART 406--Introduction to Art Criticism (3 credits)
An introduction to theory and practice in art criticism. The student will develop the ability to describe, analyze, interpret, and evaluate many types of art from many periods.
Prerequisite: ENGL 102 and at least one art history course

ART 420--Internship 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
COURSE DESCRIPTIONS

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.

BIOL 101 Biological Science (4 credits)
The principles and concepts of biology with an explanation of how they may be applied to the interpretation of natural phenomena, concentrating on topics representing a cross section of the biology disciplines. (3 hours lecture, 3 hours lab and 1 hour recitation per week). This course is for non-science majors.

BIOL 102 Human Biology (4 credits)
Selected topics in hematology, cancer, cytology, cardiology, principles of EKG, normal and abnormal nutrition patterns, and human genetics. (3 hours lecture and three hours lab per week)
Prerequisite: BIOL 101 for non-science majors as needed.

BIOL 103 General Botany (4 credits)
A study of the structure, physiology, reproduction and evolution of plants, emphasizing classification, genetics, pathology, and economic use of plants as a foundation for more advanced courses. (3 hours lecture and 3 hours lab per week). 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).

BIOL 104 General Zoology (4 credits)
A study of the principles of animal structure and function from the phylogenetic approach, emphasizing the complexity of the organelles, organs, and systems found in animals. (3 hours lecture and 3 hours lab per week).
This is one of three prerequisites for all BIOLOGY majors and minors (See BIOL 103).

BIOL 106 Fundamentals of Cell Biology (4 credits)
A study of the essential principles and processes governing the biology of the cell with emphasis on cell structures and functions, energetic, genetics and relationship of molecular function and structural properties. Laboratory experiences will include the use of current technology and techniques in the exploration of the cell (4 hours lecture).
This course is a prerequisite for all courses in the science program.

BIOL 106L Fundamentals of Cell Biology Laboratory (1 credit)
Experimental investigations of selective concepts and topics in cell and molecular biology. (3 hours laboratory per week). This course is offered once a year during the Spring Semester.
This course is required of all Biology majors and must be taken with or after BIOL 106.

BIOL 107 Comprehensive Preview of Life Sciences (4 credits)
A comprehensive preview of life sciences in preparation for professional careers in the allied health fields, focusing primarily on biological and chemical principles involving the human organism. (3 hours lecture and 3 hours lab per week).
This course is recommended to prepare nursing students for BIOL 201.

BIOL 108 Genetics and Human Affairs (3 credits)
The study and discussion of genetic variations, inheritance of traits, birth defects, mutagenesis, and the social, ethical, and legal implications of genetic research and manipulations (3 hours lecture per week). This course is offered once every even year during the Spring Semester or as needed.
Prerequisites: BIOL 103 and BIOL 104 and BIOL 106 or 107.

BIOL 201 Human Anatomy and Physiology I (4 credits)
A study of the anatomy of the human body, including the muscular, skeletal, and nervous systems. (3 hours lecture and 3 hours lab per week) fall, 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, 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.
COURSE DESCRIPTIONS

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.
Prerequisites: Four courses in Biology and CHEM 101 and CHEM 102

BIOL 408 Introduction to Research (2-4 credits)
A continuation of BIOL 407 in which the advanced junior or senior is permitted to do semi-independent work on a problem in an area of biology. 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 immunodetection 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 didactive, 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 be 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

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 basic principles, laws and theories of modern chemistry. General topics covered are as follows: measurement, atomic structure, formula names, periodic table of elements, chemical equations, chemical calculations, chemical bonding, stoichiometry, energy and chemical reactions. 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. This course is offered once a year during the Fall Semester.  
Prerequisite: CHEM 102

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 samples. (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 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 nonaqueous 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

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 will 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.
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, mergesort, 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, multiprocessing. 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, interprocess communication, file systems. Emphasis will be placed on actual operating systems such as UNIX and VMS. Case studies will be done in the C language. 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 Spring 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
COURSE DESCRIPTIONS

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 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 deprival 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 the all components of the criminal justice system is examined. Emphasis is upon women as citizens, women as law enforcement officials, and women who perpetrate crimes.

CRJU 407 Terrorism: Prevention, Detection, and Prosecution of Perpetrators (3 credits)
An introduction to the historical and contemporary issues relevant to terrorism. Emphasis is upon the role of criminal justice personnel in preventing and detecting terrorism as well as the processes necessary for collecting and documenting evidence for effective prosecution.

CRJU 408 Criminal Justice and the Constitution (3 credits)
A study of the principles embodied in the Constitution of the United States as they apply to the criminal justice system. The Constitution’s processes and limitations as reflected in the criminal justice system, and the implications of federal constitutional protection with respect to police investigation, emphasizing pre-trial and post-conviction processes. Required of all majors.

CRJU 410 Institutional Corrections (3 credits)
Analysis of correctional processes in adult and juvenile institutions. The history and development of prisons and training schools will be presented in conjunction with corresponding changes in inmate treatment philosophies. Emphasis is placed on the causes of judicial intervention and its impact on correctional treatment conditions.

CRJU 412 Civil Rights and Civil Liberties in Law Enforcement (3 credits)
A study of the history and nature of civil liberties and civil/political rights in the United States. Emphasis is placed on the impact of legislation, judicial decrees, and executive orders upon policies and practices in the field of criminal justice.
CRJU 413 Delinquency, Prevention, and Control (3 credits)
A study of the development of the individual through childhood and adolescence in relation to issues surrounding delinquent behavior. Selected characteristics of juvenile and youthful criminality, and current principles, policies, and practices for its prevention and control are reviewed. Included are examinations of factors often found associated with delinquency, juvenile detention, the juvenile courts, training schools, community service and treatment of the juvenile offender. Required of all majors.

CRJU 414 Judicial Courts and Corrections (3 credits)
A study of the operations of state and federal court systems and their relationship to correctional processes. Emphasis is on the administrative relationship of courts to the trial jury, the grand jury, and other agencies.

CRJU 416 Field Service training and Internship I (3 credits)
All Criminal Justice Majors are required to complete 45 clock hours of supervised, volunteer service in an appropriate criminal justice agency.

CRJU 417 Independent Study Project (3 credits)
Independent research is conducted in conjunction with a designated professor. The topic or issue to be investigated by the student must be structured and agreed upon by the professor and the student. Documentation of discussions of the project between the student and the professor concerning the student's research must accompany the final report. An acceptable research report must be submitted by the student before the end of the semester in which the independent study takes place.

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.

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 Workplace (3 credits)
An introduction to techniques for preventing and investigating accidents in the workplace. 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)
Designated 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 placed on developing a methodology to minimize liability exposure. Civil and criminal issues will be discussed.

CRJU 433 Environmental Crime (3 credits)
This course will focus on environmental crime. These crimes typically involve counter ecological acts against the air, water, and nature in general. The course will specifically focus on these crimes as they relate to corporate violations. Because these violations regularly affect poor and minority communities, an extended discussion on environmental racism will be included in the course content. The various laws and agencies responsible for maintaining a safe environment will be also examined.

CRJU 383 Coop Field Placement I (3 credits)
CRJU 384 Coop Field Placement II (3 credits)
CRJU 483 Coop Field Placement III (3 credits)
CRJU 484 Coop Field Placement IV (3 credits)
Note: The cooperative field placement process must be initiated at least one semester before the semester in which the student plans to work in an agency. Close cooperation with the Career Development Office in the process is required.

CREATIVE WRITING

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.

TEACHER EDUCATION
CURRICULUM & INSTRUCTION

CUIN 336 Collaborating with Families and Communities (3 credits)
This course explores a study of the teacher’s role and effective techniques for communicating and working with parents. A 24 hour practicum experience is required. Prerequisite: EDUC 202
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 201 Learning Lab in and Educational Setting (Introduction to Early Childhood Theory – Practice) (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 301: Child Growth and Physiological Development (3 credits)
This course is a study of the relationship of organic, neurological and muscular action to maturation and behavior in children, with some emphasis on the role of the endocrine, hormonal and metabolic processes in child development. A 24-hour practicum experience is required.  
Prerequisite: EDUC 201

ECED 329 Principles and Practicum in Early Childhood (3 credits)
This course conducts an investigation of principles, curricula, and techniques for planning and implementing effective early childhood programs. Major emphasis is placed on major research and theoretical approaches to understanding child development. A 24 hour practicum experience is required.  
Prerequisite: EDUC 201

ECED 330 Methods of Teaching Language Arts in Early Childhood (3 credits)
An examination of the theories of language acquisition and development basic to content selection. Teaching methods and materials for developing skills in teaching the language arts to young children. A 30 hour practicum experience is required.  
Prerequisite: ECED 329
ECED 331 Methods of Teaching Social Studies in Early Childhood (3 credits)
Provides experiences for the development of effective instructional strategies and activities to aid the prospective teacher in developing competencies to enable young children to function effectively in a technological society. A 30-hour practicum experience is required.

Prerequisite: ECED 329

ECED 333 Methods of Teaching Reading in Early Childhood (3 credits)
This course examines the best practices for using developmentally appropriate instruction for teaching young children. With emphasis on the acquisition of language, the role of language in beginning literacy, and the centrality of a student-centered program, the participants in this course will demonstrate the knowledge and skills needed to address the emerging literacy needs of the young. A 30-hour practicum experience is required.

Prerequisite: ECED 329

ECED 334 Creative Expression (3 credits)
A study of the place of creative expression in Early Childhood Education, emphasizing principles, materials and methods for developing skills and creativity in these areas. A 24-hour practicum experience is required.

Prerequisite: EDUC 201

ECED 337 Methods of Teaching Science in Early Childhood (3 credits)
Provides experiences for the development of effective instructional strategies and curricular planning in Science. Aids in the development of teaching science concepts to young children. Emphasis is placed on the facilitation of current instructional strategies for teaching concepts. A 30-hour practicum experience is required. Successful completion of Praxis I is required for enrollment in this course.

Prerequisite: ECED 329

ECED 338 Methods of Teaching Mathematics in Early Childhood (3 credits)
Development of objectives, activities, and appropriate methodology for teaching mathematics concepts to young children. Emphasis is placed on the facilitation of current instructional strategies for teaching concepts. A 30-hour practicum experience is required.

Prerequisite: ECED 329

ECED 339 Social Emotional Development of the Young Child (3 credits)
This course provides an overview of social and emotional development and looks at how social and emotional development affect 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 is required.

Prerequisite: ECED 329

ECED 344 Nutrition, Health, Safety, and Childhood Diseases (3 credits)
This course is designed to provide theory and content for teaching health, safety, nutrition, and childhood diseases. Students are expected to incorporate skills and knowledge from others methods and theory classes in applying the content of this class. A 12-hour practicum is required.

Prerequisite: ECED 329

ECED 347 Before and After School Child Care (3 credits)
Students are introduced to a variety of experiences for before and after school programs. Discussions include strategies for meeting the needs of older children, assisting with homework, and providing supervision for a wide range of ages. A 24-hour practicum experience is required.

Prerequisite: ECED 329
COURSE DESCRIPTIONS

ECED 349 Introduction to Research, Evaluation, and Leadership in Early Childhood Education (3 credits)
A review of research in early childhood education and an exploration of research methodology and techniques utilized in conducting research in early childhood programs. Students will also examine leadership models and begin to develop their own leadership style and characteristics. A 30 hour practicum experience is required.
Prerequisite: ECED 329.

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.

ECONOMICS
ACCOUNTING, MANAGERIAL ECONOMICS, AND FINANCE

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 micro-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

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COURSE DESCRIPTIONS

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

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

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 I 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 I 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 I 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 I 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 I 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 I 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.

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.

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
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 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 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, Whittier, 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 335 Literature of the Black American I (3 credits)
A sequential presentation of the development of the literature of the Black American from Phillis Wheatley to the Harlem Renaissance, including poetry, the drama, the essay, the novel, short fiction, autobiography, and other types of writing. 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 336 Literature of the Black American II (3 credits)
A sequential presentation of the development of the literature of the Black American from Richard Wright to the present, including poetry, the drama, the essay, the novel, short fiction, autobiography, and other types of writing. 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 337 Contemporary American Literature (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 338 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.
Prerequisites: 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 357 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 358 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.
COURSE DESCRIPTIONS

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. 
Prerequisite: 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

*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

ENMGT 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

ENMGT 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

ENMGT 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
ENMGT 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

SPECIAL TOPICS IN FOREIGN LANGUAGES
HUMANITIES
FOLA 101 Elementary I (3 credits)
Pronunciation, alphabet, comprehension, and elementary grammar. No previous knowledge of the language is necessary.
FOLA 102 Elementary II (3 credits)
A continuation of FOLA 101, designed to give a foundation to the four skills of understanding, speaking, reading, and writing.
*Prerequisite:* FOLA [same language] 101 or consent of instructor

FOLA 201 Intermediate [name of language] I (3 credits)
A continuation of FOLA 102, designed to expand the four 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.
*Prerequisites:* FOLA [same language] 101 and 102 or consent of instructor

FOLA 202 Intermediate [name of language] II (3 credits)
A continuation of FOLA 201, including discussion of selected readings to broaden the student’s understanding of the culture and literature. Conducted chiefly in the language.
*Prerequisites:* FOLA [same language] 101 and 102 and 201 or permission of instructor

FREN 101 Elementary French (3 credits)
Pronunciation, beginning comprehension, and elementary grammar. No previous knowledge of the language is necessary.

FREN 102 Elementary French (3 credits)
A continuation of FREN 101, designed to give a foundation in the four language skills of understanding, speaking, reading, and writing. *Prerequisite:* FREN 101 or permission of the instructor

FREN 201 Intermediate French 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 French literature.
*Prerequisites:* FREN 101 and FREN 102 or by permission of the instructor

FREN 202 Intermediate French II (3 credits)
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.
*Prerequisites:* FREN 101 and FREN 102 and FREN 201 or by permission of instructor

FREN 203 Survey of French Literature I (3 credits)
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.
*Prerequisites:* FREN 201 and FREN 202

FREN 204 Survey of French Literature II (3 credits)
A survey of major French texts and authors from the beginning of the Enlightenment to recent times. Literary movements include neoclassicism, romanticism, modernism, and post-Franco literature. Literary analysis and historical context, as well as in-class lectures, will be used as supplementary sources of information. Lectures, outside readings, and reports are required.
*Prerequisites:* FREN 201 and FREN 202

FREN 301 Advanced French Conversation (3 credits)
An enrichment of writing and conversational ability for third-year French language students, including further work in contemporary and classical French literature and culture through selected readings and films. Conducted in French.
*Prerequisites:* FREN 201 and FREN 202 or permission of the instructor

FREN 302 Advanced French Conversation (3 credits)
A continuation of FREN 301.
*Prerequisites:* FREN 301 or permission of the instructor
GEOGRAPHY
HISTORY, GEOGRAPHY, AND GLOBAL STUDIES

GEOG 101 Elements of Geography (3 credits)
A course designed to introduce students to the field of geography and its relationship to other disciplines. Content will focus on the various subfields of geography and the tools involved in their study.

GEOG 102 World Regional Geography (3 credits)
This course will give a survey of important geographical characteristics and major problems of the major world regions.

GEOG 201 Cultural Geography (3 credits)
A course using the discipline’s spatial perspective and thematic traditions to explore the geography of cultural features, such as landscapes, religions, languages, ethnicity, politics and economics.

GEOG 202 Geography of Maryland (3 credits)
A course focusing on the natural regions of Maryland, the environment, the cultural landscape, and the people in relation to the political, social, and economic development of the state and the nation. Field trips are integrated throughout the course.

GEOG 203 Physical Geography (3 credits)
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 GERM 101 and concentrates on the four languages skills (speaking, listening, reading, and writing) in a cultural context with a focus on spoken German. 

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: GERM 101 and GERM 102 or by permission of the Instructor

HEALTH INFORMATION MANAGEMENT

NURSING

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, orientation to hospital departments; brief introduction to other healthcare employers; organization of healthcare systems; inter and intra-relationships of hospital and community agencies, regulatory and licensure requirements. In addition, students engage in teaching/learning processes such as goal setting, time management, test-taking, note-taking, which will enhance achievement and retention in subsequent courses.

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 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 of forms and health record documentation guidelines and standards will be studied, particular as they apply to accurate coding. Examination of and influence of accrediting and regulatory agencies. 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)
An overview of health information systems in community-based facilities emphasizing information requirements of ambulatory-care centers, mental health, rehabilitation, emergency medicine, occupational health and long-term care facilities. 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 DRG optimization, billing, contract negotiations with insurers, reimbursement methodologies, role of the fiscal intermediary, etc. This course will present data elements that apply to prospective payment systems. It will allow the student to gain the knowledge of correct reimbursement systems and to identify issues, patient types 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 312, HSC 313 or satisfactory grade on the placement test or permission of instructor

HIM 311 Professional Practice Experience I (1 credit)
A supervised learning experience in a health information management department. Students will review and be oriented to the health information functions performed in an acute care hospital. Students will apply theory and laboratory experience to actual departmental functions as they rotate through technical functions of the department following the flow of the patient's record after discharge. The student will spend up to 60 hours on professional practical activities.
Prerequisite: HIM 301
COURSE DESCRIPTIONS

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 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)
Continued study of ICD-9-CM 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 operation of a health information department and managing resources. Continued structured learning experiences designed to enable the student to enter the health information management field; to prepare and assist students in developing career objectives and defining career plans.

The student will use case studies and scenarios in the lab to learn career management strategies, problem solving strategies for managing a diverse culture of human resources. Lecture/Laboratory experience.

Prerequisite: HIM 301

HIM 413 Organization and Management Health Information II (3 credits)
Continued study of management theories with focus on organizational environment, strategic planning, and organizing.

Prerequisite: HIM 412

HIM 414 Professional Practice Experience II (1 credit)
Supervised learning experiences in a health information department of a traditional acute care facility or other healthcare delivery organization, with emphasis on utilization review and quality improvement and coding quality and compliance. Students will apply knowledge learned in HIM courses to functions in health related organization under the supervision of HIM professionals. These experiences will also include reimbursement and personnel management. The student will spend up to 60 hours on professional practice activities.

Prerequisite: HIM 311

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
COURSE DESCRIPTIONS

HIM 420 Health Information Systems (3 credits)
Overview of health informatics, clinical classification systems, medical vocabularies and analysis of information systems for computerized health information collection, retrieval, interpretation, appropriate uses and application.
Prerequisite: HIM 301

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 307 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 313 History of Ancient Africa (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 315 Contemporary Africa (3 credits)
This course is designed to give students an understanding of contemporary Africa. The course seeks to acquaint students with the major developments in African history, utilizing specific examples to go into depth of detail and analysis. It examines the emergence of independence in Africa, African resources, socio-economic problems and global politics in Africa.

HIST 318 History of African Americans in American Cities (3 credits)
An examination of the forces which led to the migration of African Americans to cities and the early involvement of African Americans in the political, economic, and social affairs of major American cities.

HIST 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.
Prerequisite: HIST 203 and HIST 204

HIST 406 The Soviet Union (3 credits)
Beginning with a brief overview of Imperial Russia, the course is a study of Russian history from the revolution of 1917 to the collapse of the Soviet Union. Major topics include the rise of Bolshevism, the Stalinist dictatorship, the impact of World War II, and the policies of Khrushchev, Brezhnev, Gorbachev and Yeltsin.

HIST 407 United States Foreign Policy (3 credits)
An examination of the development of American foreign policy from 1776 to the present, focusing on the transition from isolation to active participation, with special emphasis on the Monroe Doctrine, dollar diplomacy, and the policy of containment.
Prerequisite: HIST 203 and HIST 204

HIST 410 History of Europe: 1815 to World War I (3 credits)
Students will study of the dominant intellectual, political, cultural, economic and social forces that impacted Europe between 1815 - World War I. The course emphasis will include the Congress of Vienna, the impact of industrialism, socialism, romanticism, nationalism—with particular reference to its triumph in Italy and Germany, the progress of science, the struggle for democracy in Britain, the Third Republic in France, and the factors that gave rise to World War I.

HIST 411 History of Europe: World War I to Present (3 credits)
Beginning with World War I, attention will be devoted to a study of the major political, social, economic and cultural forces in twentieth century Europe. Major topics include the inter-war crisis of Western democracy, the rise of communism and fascism, World War II, post-war reconstruction, European unification and the Eastern European revolutions of 1989.

HIST 420 Seminar in African American History (3 credits)
Designed for majors in history with an emphasis on the African American historical experience, the course exposes students to certain vital resource materials, to the basic classical or standard works within their field of interest, and to the tools and techniques of research.

HIST 422 Seminar in 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.
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 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
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 postbaccalaureate 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 in 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 field. 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.
**COURSE DESCRIPTIONS**

**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

**JRNL 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 202 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

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

*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.
Prerequisite: MATH 097 or placement based on placement 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. TI-82/83) 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 Precalculus (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, antiderivatives; 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, antiderivatives, 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'Hopital'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 perspective addressing the NCTM Content and Process Standards for Secondary School Mathematics. **Prerequisite:** MATH 131 or 250

MATH 211 Discrete Mathematics I (3 credits)
Logic and proofs, binary and hexadecimal systems, sets, functions and relations, algorithms and combinatorics. This course is intended to provide the student with an introduction to those areas of mathematics which are of practical use in the field of computer science. 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. **Prerequisites:** 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 topics 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.
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 required so that the student may perfect his or her skills as a writer within the media industry.
Prerequisites: ENGL 101 or ENGL 103 and ENGL 102 or ENGL 104 and MCOM 200

MCOM 308 Public Relations (3 credits)
A course focusing on the skills, techniques, practices and issues related to the field of publications, as well as the methods of critical analysis regarding public relations campaigns.
Prerequisites: ENGL 101 or ENGL 103 and ENGL 102 or ENGL 104 and MCOM 200

MCOM 490 & 491 Mass Communications Internship (3 credits)
An intensive field experience designed to promote the career of students attracted to any of a broad range of corporate or institutional job opportunities in broadcasting, or other media functions such as public relations, advertising, or sales of media services. Placements reflect the particular program sequence in which a student is enrolled.
Prerequisites: ENGL 101 or ENGL 103 and ENGL 102 or ENGL 104 and MCOM 200 and MCOM 306 and MCOM 307

MCOM 495 Research in Mass Communications (3 credits)
A synthesis of students’ knowledge of the major field, involving compilation of a senior portfolio.
Prerequisite: Senior standing

MANAGEMENT
ACCOUNTING, MANAGERIAL ECONOMICS, AND FINANCE

MGMT 300 Human Relations and Organizational Behavior (3 credits)
An introduction to the intricacies of interpersonal and intergroup relationships among peers, the supervisor, and the supervised in an organizational setting.
Prerequisite: ECON 103

MGMT 301 Organizational Psychology (3 credits)
An introduction to job analysis, recruitment, testing, training, opinion surveys, promotion, demotion, and motivational factors within the modern organization, examining employee efficiency and job satisfaction along with the tools for the measurement of optimum worker input and organizational success.
Prerequisite: ECON 103

MGMT 303 Labor-Management Relations (3 credits)
An examination of the meaning, problems, and potential solution of work as they relate to management and its employees. An analysis of the legal framework within which the U.S. industrial relations system operates, labor-management relations problems, collective bargaining, and the limitations that the collective bargaining agreement imposes on the day-to-day functions of management and labor in the private and public sectors. Emphasis is placed on the role of the National Labor Relations Board and its impact on labor-management disputes. Fall semester.
Prerequisite: ECON 103

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.
Prerequisite: ECON 103
COURSE DESCRIPTIONS

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.
Prerequisite: 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.
Prerequisite: 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.
Prerequisite: 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.
Prerequisite: 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.
Prerequisite: MNSC 300

MGMT 404 Managerial Communications (3 credits)
An introduction to the forms and methods of both written and oral management communications, exploring the means of improving interpersonal relationships and of resolving representative management problems through the writing of letters, memoranda, and reports and through oral communications such as interviews.
Prerequisite: ENGL 102, MNSC 328

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 place on weapons familiarization and qualification, drill and ceremony, practical first aid, cold and heat injury prevention, proper nutrition, health and physical fitness, and wear and maintenance of the uniform. In addition, students are required to attend physical training for one hour per week. Physical training will focus on strength training, conditioning, and cardiovascular improvement.
COURSE DESCRIPTIONS

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

MANAGEMENT SCIENCE AND 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.
Prerequisite: MISY 150

MISY 321 Human Computer Interface (3 credits)
This course provides a theoretical foundation of human-computer interaction and design principle and approaches.
Prerequisite: MISY 150

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 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.

Prerequisite: ECON 103

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
MANAGEMENT SCIENCE & MANAGEMENT INFORMATION SYSTEMS

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/beliefs, acquired in the various Management Science and Economics courses. Students will be expected to apply the behavioral, quantitative, analytical, computer skills learned to identify, analyze, solve real world management cases and problems. This is a capstone course, which will also be used for student learning outcomes assessment.
Prerequisite: Senior standing or the consent of instructor(s)

MNSC 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 interpretation.

MUSA 152 Class Instruction in Voice (2 credits)
This course is a continuation of MUSA 151.

MUSA 161 Group Instruction in Piano (2 credits)
Small group lessons will assist beginners in developing basic skills in technique, tone production, and musicianship.

MUSA 162 Group Instruction in Piano (2 credits)
This course is a continuation of MUSA 161.

MUSA 251 Class Instruction in Voice (2 credits)
This course is a continuation of MUSA 152.

MUSA 261 Group Instruction in Piano (2 credits)
This course is a continuation of MUSA 162.

MUSA 271 Group Instruction in Brass/Percussion (2 credits)
This course provides an opportunity for students with an instrumental background to provide public service through entertainment at basketball games and other athletic or community events.

MUSA 351 Class Instruction in Voice (2 credits)
This course is a continuation of MUSA 251.

MUSA 361 Group Instruction in Piano (2 credits)
This course is a continuation of MUSA 261.

MUSA 371 Group Instruction in Brass/Percussion (2 credits)
This course is a continuation of MUSA 351.

MUSA 420: Internship I 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.
Prerequisites: English 102 and permission from the Instructor

MUSA 421: Internship II in Music (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 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 internship site.
Prerequisites: MUSA 420 and permission from the Instructor

MUSA 451 Private Instruction in Voice (2 credits)
Students take private lessons in voice, with emphasis placed on solo repertoire.

MUSA 461 Private Instruction in Piano (2 credits)
Students take private lessons in piano, including the study and performance of piano literature of various composers and styles.

MUSA 471 Private Instruction in Brass/Percussion (2 credits)
In this course private lessons are given in the student’s major instrument. Weekly assignments consist of standard solo literature with emphasis on technique, interpretation, and style.

MUSC 123 College Choir (2 credits)
This course is devoted to the study and performance of various musical genres including classical, musical theatre, spiritual, and contemporary 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 124.

MUSC 224 College Choir (2 credits)
This course is a continuation of MUSC 223.

MUSC 324 College Choir (2 credits)
This course is a continuation of MUSC 224.

MUSC 323 College Choir (2 credits)
This course is a continuation of MUSC 323.

MUSC 101 Fundamentals of Music I (3 credits)
An introduction to the basic elements of music, emphasizing rhythmic, melodic, and harmonic materials and the reading and writing of music notation. This course also includes development of aural skills through sight singing, dictation, improvisation, and basic keyboard applications.

MUSC 201 Survey of Jazz Music (3 credits)
An introductory survey of American Jazz, beginning with an analysis of the African Heritage and tracing the elements, styles, instruments, musicians, and dialects of Jazz from their origins to the present.
*Note: This course will satisfy one of the Arts & Humanities general education requirements.

MUSC 202 Fundamentals of Music II (3 credits)
A continuation of MUSC 101. Topics include scale and chord structure, chord relationship and basic principles of harmonic writing, progression, and improvisation, including primary chords, inversions, and the dominant seventh. Students will continue keyboard work.
Prerequisite: MUSC 101 or permission from the Instructor

MUSC 210 (1 credit)
An introductory seminar for students who do not plan to major in music, this course introduces students to nontraditional careers and to avocational opportunities in the field of music. Students become familiar with music venues and with musicians in the greater Baltimore area.

MUSC 301 Survey of Music History and Literature (3 credits)
A required course for the minor in music. The course provides a chronological study of representative compositions from the middle ages to the twentieth century. Students analyze the social environment within which the selected works were created, as well as each composer’s unique style.

MUSC 303 Musicianship
This course focuses on the development of aural skills through 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.

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 Humanics, 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. (SOCI 409 Internship; SOCI 410 Research Paper; SOCI 411 Special Topics.)
Prerequisites: 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

NURS 210 Nursing Informatics (3 credits)
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.
Prerequisites: Admitted to major.

NURS 213 Normal/ Applied Nutrition (3 credits)
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.
Prerequisites: Admitted to major, CHEM 103.

NURS 217 Health Assessment (3 credits)
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.
Prerequisites: Admitted to major, BIOL 203.

NURS 220 Ethics in Nursing (3 credits)
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.
Prerequisite: Admitted to major, PHIL 102 or 103.

Traditional BSN Program

NRCURSE DESCRIPTIONS
NURS 310 Pharmacology (3 credits)
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.
Prerequisites: Completion of all Level I & II courses.

NURS 311 Medical Surgical Nursing (9 credits)
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.
Prerequisites: Completion of all Level I & II courses

NURS 315 Research in Nursing (3 credits)
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.
Prerequisites: Completion of all Level I, II, & III courses

NURS 319 Pathophysiology (3 credits)
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.
Prerequisites: Completion of all Level I & II courses.

NURS 320 Maternity & Women's Health (5 credits)
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 ante partum, 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.
Prerequisites: Completion of all Level I, II & II Fall semester courses.

NURS 321 Nursing Care of Children (5 credits)
This clinical nursing course is a continued exploration of the family with focus on the childrearing urban family experiencing mild to moderate health variations. This nursing course provides relevant content regarding health promotion, care of the child from birth through adolescence. Environmental and cultural considerations will be explored. Students will use nursing strategies directed toward conserving energy and integrities.
Prerequisites: Completion of all Level I, II, 2nd Level III Fall semester courses.

NURS 410 Scientific Principles (3 credits)
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.
Prerequisites: Completion of all Level I, II, III, & IV courses in the traditional BSN program of study.

NURS 411 Contemporary Issues (2 credits)
During this course students are encouraged to investigate forces which influence health status of clients and families and gain increased knowledge of current issues confronting nursing using research findings in problem solving.
Prerequisites: Completion of all Level I, II, and III courses

NURS 421 Leadership in Nursing (3 credits)
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. Clinical experiences are provided to assist in developing skills.
Prerequisites: Completion of all Level I, II, III, 2nd Level IV Fall semester courses.
### COURSE DESCRIPTIONS

#### NURS 424 Advanced Medical Surgical Nursing (6 credits)
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.

**Prerequisites:** Completion of all Level I, II, III 2nd Level IV Fall semester courses.

#### NURS 430 Community Health (4 credits)
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 multidisciplinary team.

**Prerequisites:** Completion of all Level I, II & III courses.

#### NURS 432 Mental Health Nursing (4 credits)
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.

**Prerequisites:** Completion of all Level I, II & III courses.

#### RN to BSN Program

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<tr>
<th>Course</th>
<th>Credits</th>
<th>Description</th>
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<tr>
<td>NURS 210 Nursing Informatics (3 credits)</td>
<td>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.</td>
<td><strong>Prerequisites:</strong> Admission to the RN to BSN: Current RN license to practice nursing in the State of Maryland or Compact State.</td>
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<tr>
<td>NURS 216 Transition to Professional Nursing Practice (3 credits)</td>
<td>This course designed for registered nurses will enhance prior learning and will direct new knowledge to a more conceptual and universally applicable level of practice in nursing. The course includes philosophical and historical perspectives of nursing education and practice, conceptual framework and nursing theories as foundations of professional nursing practice in the United States.</td>
<td><strong>Prerequisites:</strong> Admission to the RN to BSN: Current RN license to practice nursing in the State of Maryland or Compact State.</td>
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<tr>
<td>NURS 217 Health Assessment (3 credits)</td>
<td>This course will provide theoretical and laboratory experience 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.</td>
<td><strong>Prerequisites:</strong> Admission to the RN to BSN: Current RN license to practice nursing in the State of Maryland or Compact State.</td>
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<tr>
<td>NURS 220 Ethics in Nursing (3 credits)</td>
<td>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. 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.</td>
<td><strong>Prerequisites:</strong> Admission to the RN to BSN: Current RN license to practice nursing in the State of Maryland or Compact State.</td>
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</table>
NURS 315 Nursing Research (3 credits)
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.
Prerequisites: Admission to the RN to BSN: Current RN license to practice nursing in the State of Maryland or Compact State.

NURS 411 Contemporary Issues in Nursing (2 credits)
During this course students are encouraged to investigate forces which influence the health status of clients and families and gain increased knowledge of current issues confronting nursing using research findings and problem solving.
Prerequisites: Admission to the RN to BSN: Current RN license to practice nursing in the State of Maryland or Compact State and NURS 210, 216, 217, 220, & 315.

NURS 421 Leadership in Nursing (3 credits)
A study of environmental factors that influence the integrity 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.
Prerequisites: Admission to the RN to BSN: Current RN license to practice nursing in the State of Maryland or Compact State and of NURS 210, 216, 217, 220, & 315.

NURS 430 Community Health (4 credits)
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 multidisciplinary team.

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 I 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, how, and under what conditions he/she will be safe, to acquire the skill to meet these conditions without danger to self, and in case of accident, to know how to save his/her own life and the lives of others.

PHED 362 Physiology of Exercise (3 credits)
Classification and effects of exercises, physiological experiments, and diagnostic techniques and methods.

PHED 401 Methods in Secondary Physical Education (3 credits)
This course is designed to teach students about the types of materials and methods of teaching physical education at the secondary school level with an emphasis placed on the management of physical education classes.

PHED 403 Student Teaching/Internship/Seminar (12 credits)
A supervised experience conducted by a master teacher in the student's area of specialization. Students will glean information about teaching through observation, participation, assisting in teaching and engagement in responsibilities common to all teachers. (5 days per week) A Seminar in Directed Teaching will be provided for students to work on problems related to their student teaching.

PHED 404 Organization and Administration of Physical Education (3 credits)
An examination of the organization and administration of the school program of physical education and the management of athletics and of intramural and recreational programs.

PHED 405 Student Fieldwork/Internship (3 credits)
Sport Management major students must complete one practicum and one internship (field experience). These work experiences are designed to involve students in a professional environment outside the classroom. Field experiences are carefully selected by the students and approved by their academic advisor.

PHED 424 Curriculum Development in Physical Education (3 credits)
A course designed to teach the principles of planning, developing, and implementing a physical education curriculum to all grade levels, whether in a regular or adapted physical education program. The student learns the unique part physical education plays in the broad scheme of an educational curriculum.
PHED 451 Golf, Archery, and Aerobics (2 credits)
An introduction to the sports of golf, archery, and aerobics. An examination of activities essential to participating in each sport with an emphasis on the techniques and strategies that are used after skill acquisition has occurred.

PHILOSOPHY

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 philosophic 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.

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.

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.

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.

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.
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 331 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 450-461 Special Topics in Philosophical Theology (3 credits)
Offerings include problems in current philosophical-theological literature such as religious language; evil; the unity of God in Islam, Judaism, and Christianity; the nature of argument in theology.
Prerequisites: PHIL 102 or PHIL 201 or permission of the Instructor

PHIL 490 Philosophical Research (3 credits)
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, physic, 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

PHYSICS

PHYS 301 General Physics/Non-Calculus Based (4 credits each)
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 201

PHYS 304 Heat, Electricity, and Magnetism—Calculus Based (4 credits)
A continuation of PHYS 303, covering such topics as thermodynamic kinetic theory, electricity, magnetism, electrodynamics, Maxwell’s equation, and electrodynamics. (3 hours lecture and 3 hours lab per week). 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 of internal strain and external displacement as applied to beams, columns, shafts, tanks, and other structural machines and vehicles members. (3 hours lecture per week). 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 system of government is designed to function, emphasizing ways in which individual citizens can go about making their government relevant to their particular needs. Myths and misunderstandings concerning national goals are explored and discussed in detail.

POSC 302 State and Local Government (3 credits)
An analysis of the structure, principles, and operations of state and local units of government in the United States, giving attention to the collaboration between the state, local, and national branches of government that has developed over the years as each has realized increasingly that no one level of government can meet independently the needs of the people.

POSC 303 Comparative Government (3 credits)
A study of the governments and politics of selected countries of the world, emphasizing the human, social, and cultural factors that characterize the matrix in which each government system operates, with frequent comparative reference to the government of the United States.

POSC 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 broaden 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.

POSC 411 Seminar in Practical Politics and Field Experience (9 credits)
A course that offers the student the opportunity to gain practical political experience. Students are assigned to work for extended periods in government as well as with private sector organizations after receiving approval of a political science advisor. A research paper is required of each participant.

POSC 412 African American Political Behavior (3 credits)
Development of concepts regarding the political behavior of African Americans and the application of these concepts to current problems of the African American community.
POSC 413 Nationalism and Revolution (3 credits)
The course explores theories/nature of revolutions, basic political/sociological theories of political violence, the nature of nationalism, its impact on social change. Analysis of revolutions in Africa’s Nile Valley, China, France, Russia, England, contemporary Africa, Latin American and Asia.

POSC 414 People and Politics of North America Labor (3 credits)
A study of the development of organized labor in North America, focusing in particular on the unique relationships between the national movements of Canada and the United States as well as Mexico. Internal union politics is analyzed, while union external activism is examined with special attention to the dramatic difference in approach between these labor movements. The role of international unions in Canada is also studied.

POSC 415 People and Politics of Latin America (3 credits)
An examination of significant issues confronting the people of Latin America, and how they impact the North American nations of Canada, Mexico and the United States.

POSC 420 Constitutional Law I: Federalism and Separation of Powers (3 credits)
A study of the United States Constitution as it has been interpreted by the Supreme Court, with particular attention paid to Judicial Review and the powers and limitations of government.

POSC 421 Constitutional Law II: Civil Rights and Civil Liberties (3 credits)
A study of the United States Constitution as it has been interpreted by the Supreme Court, with particular attention paid to the Bill of Rights and its incorporation as well as jurisprudence of the Fourteenth Amendment’s equal protection clause.

POSC 450 Special Topics in Political Science (3 credits)
The special topics course is designed to cover a broad range of topics reflecting current trends in political and Political Science scholarship. Content will vary according to the mutual scholarly interests of faculty and students. Topics may include Women and Politics; African American Political Thought; The International “Clash of Civilization”; Race; Crime and Justice; Racism and Rationality; Political Theory and Urban Politics.

APPLIED PSYCHOLOGY

APPLIED PSYCHOLOGY & REHABILITATION COUNSELING

PSYC 201 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 207 Basic Statistics in Behavioral Sciences (3 credits)
This course is designed to provide the necessary basic concepts in statistical analysis for the major in psychology as well as students with interests in the behavioral sciences. Students will be expected to master descriptive statistics, measures of central tendency, frequency distributions, normal distributions, measures of variability, correlations, and analysis of group comparison from among a selection of concepts. In addition, critiques and statistical interpretations of research samples will be provided. All concepts will be presented in the context of behavioral sciences. Computer assignments of statistical concepts will also be included.

Prerequisite: MATH GER

PSYC 210 Applied Psychology (3 credits)
A career-oriented course which examines the skills, activities, and responsibilities of professionals in applied psychology. The course considers applications of psychology to learning, perception, personality formation, interviewing, counseling, deviant behavior, vocational selection, and use of test measurements in professional settings.

Prerequisite: PSYC 201

PSYC 233 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.

Prerequisite: PSYC 201
PSYC 304 Child Psychology (3 credits)
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 201

PSYC 306 Personality (3 credits)
A study of the development of the contemporary theories of personality, the assessment of personality, and the role of personality factors in the development and integration of individual behavior.
Prerequisite: PSYC 201

PSYC 335 Developmental Psychology (3 credits)
A survey of human development from conception to death, regarding human development as a product of heredity and environment and emphasizing characteristic age changes in physical, social, emotional, intellectual, and psychological spheres.
Prerequisite: PSYC 201

PSYC 341 Psychological Assessment and Evaluation (3 credits)
A study of problems related to assessment and evaluation, including the functions and origins of assessment testing, and evaluation. Topics include the social and ethical implications of assessment and evaluation, testing, self-report inventories, measures of interest, attitudes and values, projective techniques and other assessment techniques including sociometric studies and intelligence tests.
Prerequisites: PSYC 201 and PSYC 207

PSYC 342 Psychological Report Writing (3 credits)
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 341

PSYC 343 Psychological Research (4 credits)
An introduction to the basic concepts and principles of behavioral research. Topics covered include an overview of the scientific method, techniques for explaining behavior, procedures for developing research ideas, choosing and using research participants, ethical considerations in using research participants, observational (non-experimental) research methods, quasi-experimental and experimental research designs.
Prerequisites: PSYC 201 and PSYC 207

PSYC 344 Experimental Psychology (3 credits)
An introduction to experimental methods and techniques, emphasizing specific applications in psychology. This course reviews experimental research design, methods, analysis, and presentation/dissemination of findings. Students read & 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, Behavioral, 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.
Prerequisite: PSYC 351

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

REC 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.
COURSE DESCRIPTIONS

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 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 Psyc 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.
SECONDARY EDUCATION
ADULT & GENERAL EDUCATION

SCED 312 Principles of Secondary Education (3 credits)
A study of the basic principles of teaching in the secondary school including the objectives, organization, and curriculum of the junior/senior high school, planning of course content, lesson planning and assignments, differentiation of instructional activities for both the regular and exceptional student, evaluation techniques, and use of resources in education.
Prerequisite: EDUC 202

SCED 324 Social Studies in the Secondary School (3 credits)
Emphasis is placed on an examination of effective methods for teaching and social studies, focusing on philosophy, objectives, curriculum trends, and organization of subject matter for teaching purposes. The course includes demonstrations, observations, and other activities in actual secondary school situations.
Prerequisite: PRAXIS I and SCED 312

SCED 325 Teaching English in the Secondary School (3 credits)
A study of materials, facilities, and methods of teaching English on various levels in junior and senior high schools.
Prerequisite: PRAXIS I and SCED 312

SCED 326 Teaching Science in the Secondary School (3 credits)
A study of the variety of methods, materials, facilities, and philosophies relevant to modern-day science teaching.
Prerequisite: PRAXIS I and SCED 312

SCED 326 Teaching Science in the Secondary School (3 credits)
A study of the variety of methods, materials, facilities, and philosophies relevant to modern-day science teaching.
Prerequisite: PRAXIS I and SCED 312

SCED 327 Teaching Mathematics in the Secondary School (3 credits)
Emphasis is placed on an examination of the organization of content, methods of presentation, selection of materials, and evaluative instruments in teaching mathematics, with some attention given to the historical development and current trends of the secondary curriculum. Observation and tutoring are an integral part of the course.
Prerequisite: PRAXIS I and SCED 312

SCED 414 Directed Teaching in the Secondary School/Seminar (12 Credits)
Emphasis is placed on the gradual induction of students into an understanding of the work of teachers in the student's area of specialization through observation, participation, assisting teaching, and engagement in responsibilities common to all teachers of the subject area. Supervision by a master secondary teacher is a key component. (5 days per week). A Seminar in Directed Teaching in the Secondary School provides an opportunity for secondary student teachers to work on problems related to their student teaching. (Meetings as scheduled).
Prerequisite: SCED 324 or SCED 325 or SCED 326 or SCED 327

SOCIOLOGY
SOCIAL SCIENCES

SOCI 201 Introduction to Sociology (3 credits)
An introduction to the systematic study of society, including a study of the major concepts in sociology and the scientific approach in dealing with social phenomena.

SOCI 205 Class and Society (3 credits)
Sociological analysis of major categories of social 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 302 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.

SOCI 405 Criminology (3 credits)
A general overview of principles and procedures within the major areas of criminological studies; causes of criminal behavior, establishing the fact of crime, reactions of the society to crime, and elimination of the causes of crime. Emphasis is placed on crime control through criminal law and its enforcement, the criminological approach to the problem, and the study of juvenile delinquency.

SOCI 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: SOSC 200 or SOCI 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 SOCI 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 SOCI 201 and SOSC 407 or 6 additional hours in sociology.
**COURSE DESCRIPTIONS**

*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 SOCI 201 and SOCI 407 or 6 additional hours in sociology.*

**SOCIAL SCIENCES**

**SOCIAL SCIENCES**

*SOSC 200 Introduction to the Social Sciences (3 credits)*
An introduction to all of the social sciences, offering a realistic view of interdisciplinary possibilities and the common elements that bind the social sciences together.

*SOSC 201 Honors Introduction to the Social Sciences (3 credits)*
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.

*SOSC 230 Human Ecology and Demography (3 credits)*
This course examines the subjects of the sociocultural environment, demographic changes in the United States, the environmental crisis, and solutions to ecological problems.

*SOSC 304 Introduction to Public Administration (3 credits)*
An introduction to social, economic, political and organizational concepts related to public administration, with emphasis on pragmatic approaches to policy analysis, planning, procurement, budget and other public sector management issues.

*SOSC 310 Introduction to Basic Statistics (3 credits)*
Concepts, mathematical skills, and use of statistics in analyzing and interpreting collected data. Exercises in graphic presentations, measures of central tendency and variability, probability, t-Test, analysis of variance, chi square, correlation, regression analysis, and other nonparametric tests of significance. Use of statistical, computer programs in classroom exercises.

*SOSC 340 Social Intervention and Program Planning (3 credits)*
An introduction to the history, philosophy, and structure of nonprofit human service organizations. The course will examine the process for developing, implementing and evaluating nonprofit social programs and interventions.

*SOSC 407 Social Research Methods (3 credits)*
An introduction to research design and methods of gathering data based on theory and research techniques. Exercises in hypothesis formation, designs (i.e., survey, interview, experimentation), formation of questionnaire, coding and computer use (i.e., Goldstat or SPSS) in the construction of quantitative recorded materials.

*SOSC 410 Statistical Analysis (3 credits)*
Review of measures of central tendency, variability, probability, and normal curve. Two-tailed analysis of sample means research and null hypothesis testing, analysis of variance (ANOVA), multiple cross-tabulations, correlation, and regression analysis. Emphasis on utilizing statistical paths to the solution of actual social problems.

*SOSC 430 Social Science Applications (3 credits)*
This course develops a practical approach to utilizing the social science perspective in such areas as demography, human ecology, social policy, and social program development. Students enrolled in this course will complete an abbreviated research project, a program proposal and a professional resume.
SOCIAL WORK

SOWK 210 Introduction to Social Work (3 credits)
This course provides new 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 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.

Prerequisite: SOWK 260 (Note: This prerequisite is waived for students who are majoring in interdisciplinary studies.)

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.
COURSE DESCRIPTIONS

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.
COURSE DESCRIPTIONS

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 multiproblem 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 macro-systems 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

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

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
COURSE DESCRIPTIONS

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

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 speeches 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.
COURSE DESCRIPTIONS

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.

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.

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 I 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 I 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 I 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 I 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 specialities, 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 from 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.

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 ENGLISH 102/104

WLIT 208 World Literature for Honors
is the Honors College experience of World Literature 207. Admission to the Honors College is required.
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. 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.

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
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Talon center, Room 132
410-951-3556

PROCUREMENT
Physical Education Complex 265
410-951-3790 (p) 410-523-6311 (f)

PUBLIC SAFETY & SECURITY
Physical Education Complex 272
410-951-3900 (p) 410-951-3910 (f)

CAPITAL PLANNING, CONSTRUCTION & CONTRACTS
Physical Education Complex 341
410-951-3780 (p) 410-951-3788 (f)

VICE PRESIDENT FOR INFORMATION TECHNOLOGY
Miles Connor Administration Building 212
410-951-3877 (p) 410-951-4258 (f)

CLIENT COMPUTING SYSTEMS
Grace Jacobs MC Level
410-951-3887 (p) 410-951-3871 (f)

HELP DESK
Grace Jacobs MC Level
410-951-3888

IT STUDENT SERVICES CENTER
Grace Jacobs MC 16
410-951-3872 (p)

INFORMATION SYSTEMS & NETWORK SERVICES
Miles Connor Administration 3rd Floor
410-951-3877 (p) 410-951-3876 (f)

INSTRUCTIONAL TECHNOLOGY
Grace Jacobs 106
410-951-2643 (p)

TRAINING
J. Millard Tawes, Lower Level
410-951-3853 (p)

VICE PRESIDENT FOR INSTITUTIONAL ADVANCEMENT
Miles Connor Administration Building 3rd Floor
410-951-3800 (p) 410-951-3801 (f)

ALUMNI RELATIONS
Miles Connor Administration 3rd Floor
410-951-3812 (p) 410-951-3801 (f)

COPPIN HEIGHTS COMMUNITY DEVELOPMENT CORPORATION
Grace Jacobs 430
410-951-3622 (p) 410-951-3623 (f)

UNIVERSITY RELATIONS
Grace Jacobs 1st Floor
410-951-4200 (p) 410-951-4201 (f)
SCHOOL OF ARTS & SCIENCES, Dr. Alcott Arthur, Associate Professor and Acting Dean
B.A. – Howard University
M.A. – Howard University
Ph.D. – Syracuse University

HISTORY, GEOGRAPHY & GLOBAL STUDIES
Dr. Catherine Bankole-Medina, Professor and Chair
B.A. – Howard University
M.A. – Howard University
Ph.D. – Howard University

Dr. Roger Davidson, Assistant Professor
B.S. – Virginia Polytechnic Institute & State University
M.A. – Howard University
Ph.D. – Howard University

Dr. Bettye Gardner, Professor
B.A. – Howard University
M.A. – Howard University
Ph.D. – Howard University

Dr. Ibrahim Kargbo, Associate Professor
B.A. – St. Augustine’s College
M.A. – Howard University
Ph.D. – Howard University

Dr. Abena Lewis-Mhoon, Assistant Professor
B.A. – Howard University
B.A. – Howard University
M.A. – Howard University
Ph.D. – Howard University

Dr. Larry Martin, Professor
B.A. – North Carolina Central University
M.A. – North Carolina Central University
Ph.D. – Howard University

Dr. Cynthia Neverdon-Morton, Professor
B.A. – Morgan State University
M.S. – Morgan State University
Ph.D. – Howard University

Dr. Douglas Reardon, Associate Professor
B.S.F.S – Georgetown University
M.A. – American University
Ph.D. – University of Maryland

Dr. Robert Cataliotti, Professor
B.S. – University of Colorado, Boulder
M.S. – Long Island University
Ph.D. – State University of New York at Stony Brook

Ms. Ann Cobb, Instructor
B.A. – College of Notre Dame of Maryland
M.A. – University of Maryland Baltimore County

Dr. Blessing Diala-Ogamba, Associate Professor
B.A. – University of Calabar
M.A. – University of Calabar
M.Ed. – Worcester State College
M.Phil. – University of Porthacourt
Ph.D. – University of Porthacourt

Dr. Seth Forrest, Assistant Professor
B.A. – Clemson University
Ph.D. – University of California, Davis

Dr. Kathleen Hellen, Associate Professor
B.A. – California (Pennsylvania) State College
M.A. – Carnegie Mellon University
D.A. – Carnegie Mellon University

Dr. Matthew B. Hill, Assistant Professor
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M.A. – University of Maryland, College Park
Ph.D. – University of Maryland College Park

Dr. Eunita Ochola, Lecturer
B.A. – Nairobi University
M.A. – Lancaster University
Ph.D. – University of South Carolina

Dr. Paula Pratt, Assistant Professor
B.A. – Nazareth College
M.A. – University of Michigan, Ann Arbor
Ph.D. – The Union Institute

Dr. David Scott, Assistant Professor
B.A. – University of Chicago
M.A. – University of Virginia
M.A. – Memphis University
Ph.D. – Memphis University
Ph.D. – University of Virginia

HUMANITIES
Dr. Elaine Sykes, Assistant Professor and Chair
B.A. – Morgan State University
M.T.S. – Wesley Theological Seminary
DMin – Wesley Theological Seminary

Dr. Robert Cataliotti, Professor
B.S. – University of Colorado, Boulder
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Ph.D. – State University of New York at Stony Brook

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M.A. – University of Maryland Baltimore County

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M.A. – University of Calabar
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Ph.D. – University of Porthacourt

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D.A. – Carnegie Mellon University

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Ph.D. – University of Maryland College Park

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M.A. – Lancaster University
Ph.D. – University of South Carolina

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B.A. – Nazareth College
M.A. – University of Michigan, Ann Arbor
Ph.D. – The Union Institute

Dr. David Scott, Assistant Professor
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M.A. – University of Virginia
M.A. – Memphis University
Ph.D. – Memphis University
Ph.D. – University of Virginia

270
Dr. Ralph Stevens, Associate Professor
B.A. – University of Washington
M.A. – University of Washington
Ph.D. – University of Washington

Dr. Roger Stritmatter, Associate Professor
B.A. – Evergreen State College
M.A. – New School for Social Research
Ph.D. – University of Massachusetts

Dr. Kokahvah Selassie-Zauditu, Professor
A.A. – Compton Community College
B.A. – California State University
M.A. – University of Baltimore
D.A. – Clark Atlanta University

Dr. Anthony Zias, Assistant Professor
B.S. – Westminster College
M.A. – Youngstown State University
Ph.D. – West Virginia University

Dr. Cheng Luo, Assistant Professor
B.E. – Southwest Jiaotong University
M.S. – Southern Illinois University
M.S. – Southern Illinois University
Ph.D. – Southern Illinois University

Dr. Roger Stritmatter, Associate Professor
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Ph.D. – University of Massachusetts

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M.A. – University of Baltimore
D.A. – Clark Atlanta University

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M.A. – Youngstown State University
Ph.D. – West Virginia University

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B.S. – Coppin State University
M.S. – Howard University
Ph.D. – Howard University

Dr. Min A, Assistant Professor
B.S. – East China Normal University
M.S. – Southern Illinois University
Ph.D. – Southern Illinois University

Dr. Chase Adams, III, Assistant Professor
B.A. – University of California, Berkley
M.A. – Howard University
Ph.D. – Howard University

Dr. Paramjit Sehdev, Associate Professor
B.Sc. – University of Delhi
M.Sc. – University of Delhi
M.Sc. – McGill University
Ph.D. – University of Delhi

Mrs. Delores Smith, Assistant Professor
B.S. – Morgan State University
M.S. – University of Michigan
C.G.S.M. – University of Michigan
M.S. – Johns Hopkins University

Dr. Gilbert Ogonji, Professor and Chair
B.A. – Hope College
M.S. – Atlanta University
Ph.D. – Howard University

Dr. Jacob Adeyeye, Assistant Professor
B.S. – Georgia State University
B.A. – Andrews University
M.S. – Andrews University
Ph.D. – Clark Atlanta University

Dr. Ronnie Boyd, Professor
B.S. – Central State University
M.S. – Howard University
Pd.D. – Howard University
Dr. Kenyatta Cosby, Assistant Professor
B.S. – Coppin State University
M.D. – Howard University

Dr. Kavita Hegde, Assistant Professor
M.D. – Baroda Medical College
M.S. – Baroda Medical College
Ph.D. – University of Maryland School of Medicine

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B.A. – Boston University
M.S. – College of Charleston
Ph.D. – George Washington University

Dr. Mintesinot Jiru, Assistant Professor
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M.C.S. – Ghent University
Ph.D. – Ghent University

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B.A. – Southern Illinois University
M.S. – West Virginia University
Ph.D. – West Virginia University

Dr. Carmelle Rogers, Assistant Professor
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Ph.D. – Kansas State University

Dr. Tatiana Roth, Assistant Professor
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M.S. – Northeastern Illinois University
Ph.D. – University of Vermont

Dr. Hany Sobhi, Assistant Professor
B.Sc. – University of Alexandria
M.S. – Cleveland State University
Ph.D. – Cleveland State University

Dr. Jamal Uddin, Assistant Professor
B.Sc. – Dhaka University
M.Sc. – Dhaka University
Ph.D. – Osaka University

Dr. Moses Wekesa, Assistant Professor
B.Sc. –Kenyatta University
M.Sc. – Kenyatta University
Ph.D. – University of New Brunswick

Dr. Garey Hyatt, Assistant Professor and Chair
B.S. – Bowie State University
M.A. – North Carolina A & T State University
Ph.D. – Texas Tech University

Mr. Hugh Barnes, Assistant Professor
B.S. – Morgan State University
B.S. – Morgan State University
M.S. – McDaniel College

Ms. Amini Courts, Professor
B.A. – Hampton Institute
M.F.A. – Virginia Commonwealth University

Ms. Linda Day-Clark, Professor
A.A. – Howard Community College
B.F.A. – Maryland Institute College of Art
M.F.A. – University of Delaware

Mr. Wendell English, Assistant Professor
B.A. – Marshall University
M.M – The New England Conservatory of Music
M.Ed. – Harvard Graduate School of Education

Ms. Carol Grant, Associate Professor
B.S. – Towson State University
M.Ed. – Towson State University
M.F.A. – University of Wales Institute

Ms. Tonya Gregg, Instructor
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M.A. – Maryland Institute College of Art
M.F.A. – University of Chicago

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B.A. – Norfolk State University
M.A. - California State University, Hayward
Ed.D. – University of San Francisco

Dr. Gerald Powell, Assistant Professor
A.B. – Harvard University
A.M. – Princeton University
Ph.D. – Cambridge University

Dr. Judith Willner, Assistant Professor
B.A. – University of Maryland
M.F.A. – University of Massachusetts
C.A.S.L.A. – Johns Hopkins University
Ed.D. – The George Washington University
SCHOOL OF EDUCATION, Dr. Edna Simmons, Professor and Interim Dean
B.S. – Morgan State College
M.S. – S.U.N.Y. at Cortland
Ed.D. – Morgan State University

ADULT & GENERAL EDUCATION
Dr. Jacqueline Williams, Assistant Professor and Chair
B.S. – Frostburg State College
M.A. – Coppin State College
Ph.D. – Morgan State University
Dr. Theresa Harris, Associate Professor
B.A. – Morgan State University
M.S. – Coppin State College
Ph.D. – Howard University
Dr. Jean Ragin, Assistant Professor
B.S. – Cheyney State University
M.S. – Morgan State University
Ed.D. – Nova Southeastern University

CURRICULUM & INSTRUCTION
Dr. Glynis Barber, Assistant Professor and Chair
B.A. – Norfolk State University
M.Ed. – Towson State University
Ph.D. – Capella University
Mr. Jermaine Ellerbe, Assistant Professor
B.S. – Coppin State College
M.Ed. – Howard University
Dr. Delores S. Harvey, Associate Professor
B.S. – Coppin State Teachers College
M.Ed. – The Johns Hopkins University
Ph.D. – University of Maryland, College Park
Dr. Mable Murray, Assistant Professor
B.S. – Coppin State Teachers College
M.A. – Loyola College
Ed.D. – Virginia Tech

HEALTH & HUMAN PERFORMANCE
Dr. Edna Simmons, Professor and Chair
B.S. – Morgan State College
M.S. – S.U.N.Y. at Cortland
Ed.D. – Morgan State University
Ms. Vanessa Coles, Associate Professor
B.A. – University of Maryland College Park
M.A. – University of Maryland Baltimore County
M.F.A – Temple University
Ms. Jewel Edwards, Lecturer
B.S.N. – Coppin State University
B.S. – Coppin State University
M.S. – Coppin State University
Ms. Alice Howes, Lecturer
B.A. – James Madison University
M.A. – American University
M.F.A. – Sam Houston State University
Dr. Janghyuk Lee, Assistant Professor
M.S. – Barry University
M.B.A. – Sogang University
Ph.D. – University of Louisville
Dr. Clarence Mills, Lecturer
B.A. – Lincoln University of Pennsylvania
D.P.M. – Pennsylvania School of Podiatric Medicine

SPECIAL EDUCATION
Dr. Daniel Joseph, Professor and Interim Chair
B.S. – Bridgewater State College
M.S. – University of Wisconsin, La Crosse
Ph.D. – The Ohio State University
Dr. George Taylor, Professor
B.S. – Fayetteville State University
M.A. – The Catholic University of America
Ph.D. – The Catholic University of America
Dr. Hattie Washington, Professor
B.S. – Norfolk State University
Ph.D. – Glasgow University
Ed.D. – University of Maryland College Park
SCHOOL OF MANAGEMENT SCIENCE & ECONOMICS, Dr. Habtu Braha, Professor & Dean
B.B.A. – Addis Abada University
M.B.A. – Oklahoma State University
Ph.D. – Oklahoma State University

ACCOUNTING, MANAGERIAL ECONOMICS & FINANCE
Dr. Emmanuel Anoruo, Professor and Chair
Diploma – Bank Management Skills and Theory AIB (American Institute of Banking)
B.S. – Morgan State University
M.B.A. – Morgan State University
Ph.D. – Howard University
Dr. Kenneth Stanton, Associate Professor
B.A. – University of Western Ontario
M.B.A. – University of Rochester
Ph.D. – Schulich School of Business, York University
Mrs. Marjorie Hill-Lyles, Assistant Professor
B.S. – Southern University
M.B.A. – University of Colorado
Mr. Hyacinth Ezeka, Assistant Professor
B.A. – Alabama A & M University
M.B.A. – Alabama A & M University
CPA – States of Florida & Maryland
Dr. Sadie Gregory, Professor
B.S. – Virginia State University
M.A. – Virginia Commonwealth University
Ph.D. – Howard University

MANAGEMENT & MARKETING
Dr. Felix Abeson, Professor and Chair
Cert. & Dip. Chartered Institute of Marketing, England
B.Sc. – U.S. International University
M.B.A. – U.S. International University
D.B.A. – U.S. International University
Dr. Shingirayi Mushonga
B.A. – Western Kentucky University
M.B.A. – Western Kentucky University
Ph.D. – Jackson State University
Dr. Rita McMillan
B.S. – Pennsylvania State University
M.S. – University of California
Ph.D. – University of Florida
Dr. Ronald Williams, Assistant Professor
B.A. – University of Tampa
M.A.S. – Johns Hopkins University
Ph.D. – The George Washington University
Dr. John Newman, Assistant Professor
B.S. – University of Maryland
J.D. – University of Baltimore
X.M.B.A. – Loyola College
M.S. – University of Maryland
Ph.D. – University of Maryland
Dr. Liangjun You, Assistant Professor
B.S. – Shandong University of Technology
M.S. – St. Cloud State University
Ph.D. – University of Texas at Arlington
SCHOOL OF NURSING, Dr. Marcella A. Copes, Dean and Professor
B.S.N. – University of Delaware
M.S.N. – University of Delaware
Ph.D. – University of Delaware

HEALTH INFORMATION MANAGEMENT
Mrs. Mona Calhoun, Assistant Professor and Chair
   B.S. – Texas Woman’s University
   M.S. – Texas Woman’s University
Ms. Zakevia Green, Assistant Professor
   B.S. – Florida A & M University
   M.S. – Capella University
Mr. Steven Taylor, Assistant Professor
   AAS – Arapahoe Community College
   B.S. – Regis University
   M.S. – Regis University

NURSING
Dr. Joan Tilghman, Associate Professor and Associate Dean Masters Education
   B.S.N. – North Carolina A & T State University
   M.S.N. – Northwestern State University
   Ph.D. – University of Miami
Dr. Tracey Murray, Assistant Professor and Acting Assoc Dean Baccalaureate Education
   B.S.N. – University of Florida
   M.S.N. – University of Miami
   DNP – Chatham University
Ms. Kathy Barnes, Assistant Professor
   B.S.N. – Coppin State University
   M.S. – Lehman College School of Nursing
Ms. Amelia Bell-Hawkins, Assistant Professor
   L.P.N. – Maric College of Medical & Dental Careers
   B.S.N. – Coppin State College
   M.S.N. – Coppin State College
Dr. Rena Boss-Victoria, Associate Professor
   B.S.N. – St. Thomas University
   M.S.N. – University of Texas Health Science Center
   Dr. Ph. – University of Texas
Ms. Erica Brice, Assistant Professor
   B.S.N. – Coppin State University
   M.S.N. – Towson State University
Ms. Crystal Day-Black, Assistant Professor
   B.S. – Morgan State University
   B.S.N. – Coppin State University
   M.S.N. – University of Maryland at Baltimore
Mrs. Natalie Hart, Assistant Professor
   B.S.N. – University of Maryland School of Nursing
   M.S.N. – University of Maryland School of Nursing
Ms. Lori Harvin, Assistant Professor
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   M.S.N. – Coppin State University
Ms. Aquetta Jenkins, Instructor
   B.S.N. – Coppin State University
Mrs. Karen Lee, Assistant Professor
   B.S.N. – Coppin State University
   M.S.N. – Towson University
Dr. Nayna Philipsen, Professor
   A.B. – University of Kentucky
   M.A. – University of Texas, Austin
   B.S.N. – University of Texas, Austin
   M.S.N. – University of Texas, Austin
   J.D. – University of Maryland Baltimore
   Ph.D. – University of Maryland College Park
Dr. Denise Pope, Assistant Professor
   B.S.N. – Hampton University
   M.S.N. – The Catholic University of America
   Ph.D. – George Mason University
Ms. Justina Reinckens, Assistant Professor  
B.S.N. – C.W. Post Center L.I.U.  
M.A. – New York University  
Ms. Vaple Robinson, Assistant Professor  
B.S.N. – Coppin State University  
M.H.Adm. – Towson State University  
M.S.N. – Towson State University  
Mrs. Patricia Setlow, Assistant Professor  
B.S.N. – Johns Hopkins University  
M.S.N. – Coppin State University  
Mrs. Danita Tolson, Assistant Professor  
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M.S.N. – University of Phoenix  
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M.S.N. – University of Maryland  
Mrs. Robin Warren-Dorsey, Assistant Professor  
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M.S.N. – Coppin State University  
Mrs. Charlotte Wood, Assistant Professor  
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M.S.N. – Johns Hopkins University  
M.B.A. – Johns Hopkins University  
Ms. Stacey Wood  
B.S.N. – Coppin State College  
M.S.N. – University of Maryland School of Nursing

SCHOOL OF PROFESSIONAL STUDIES, Dr. Beverly J. O’Bryant, Professor and Dean  
B.A. – Dunbarton College of the Holy Cross  
M.A. – University of Maryland, College Park  
Ph.D. – University of Maryland, College Park

APPLIED PSYCHOLOGY & REHABILITATION COUNSELING

Dr. Judith Kehe, Assistant Professor and Chair  
B.A. – Marymount Manhattan College  
M.A. – New School of Social Research  
Ph.D. – Loyola College  
Dr. Christopher Brittan-Powell, Associate Professor  
B.A. – Boston College  
M.A. – University of Maryland, College Park  
Ph.D. – University of Maryland, College Park  
Dr. Katherine Cameron, Assistant Professor  
B.A. – Davidson College  
Ph.D. – University of California, Los Angeles  
Dr. David Graham, Assistant Professor  
B.S. – University of West Indies  
B.S. – Howard University  
M.A. – Howard University  
Ph.D. – Howard University  
Dr. Harry Legum, Professor  
B.A. – University of Maryland  
M.S. – Johns Hopkins University  
Ph.D. – George Washington University  
Dr. Rolande Murray, Assistant Professor  
B.A. – State University of New York at Stony Brook  
M.A. – Northeastern University  
Ph.D. – Northeastern University  
Dr. Michelle Pointer, Professor  
B.A. – Fisk University  
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Ed.D. – George Washington University  
Ms. Gail Satchell, Assistant Professor  
B.S. – Coppin State University  
M.S. – University of Baltimore  
Dr. Brian Schmitt, Assistant Professor  
B.A. – Hofstra University  
M.A. – Fairleigh Dickinson University  
Ph.D. – Seton Hall University
Dr. Janet Spry, Professor  
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M.S. – Coppin State University  
Ed.S. – George Washington University  
Ed.D. – George Washington University  
Mr. James Stewart, Assistant Professor  
B.S. – Radford University  
M.A. – George Washington University  
Dr. Ozietta Taylor, Assistant Professor  
B.S. – Coppin State University  
M.Ed. – Coppin State University  
Ph.D. – Union Institute & University

**CRIMINAL JUSTICE**

Senator Ralph Hughes, Assistant Professor & Chair  
B.A. – Morgan State University  
M.A.S. – Johns Hopkins University  
J.D. – Howard University  
Dr. James Avery, Associate Professor  
A.B. – Morgan State College  
M.S. – Michigan State University  
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Dr. Michael Berlin, Assistant Professor  
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Ph.D. – University of Maryland Baltimore County  
Dr. Concetta Culliver, Professor  
B.S. – University of Baltimore  
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M.S. – University of Alabama  
Ed.D. – University of Alabama  
Dr. Dilip Das, Professor  
B.A. – University of Delhi  
M.A. – University of Delhi  
M.S. – Michigan State University  
Ph.D. – Sam Houston State University  
Dr. Jacqueline Rhoden-Trader, Assistant Professor  
B.S. – University of Maryland Baltimore County  
M.S. – Coppin State College  
Ph.D. – The Union Institute

**SOCIAL SCIENCES**

Dr. John Hudgins, Associate Professor and Chair  
B.A. – Duke University  
M.A. – University of North Carolina Chapel Hill  
Ph.D. – Duke University  
Dr. Ahmed Zohny, Assistant Professor  
LL.B. – Ain Shams University  
M.A. – Bloomsburg University  
Ph.D. – University of Pittsburgh  
LL.M. – The American University  
Dr. Elgin Klugh, Assistant Professor  
B.A. – Morehouse College  
M.A. – University of South Florida  
Ph.D. – University of South Florida  
Dr. Kenneth Morgan, Assistant Professor  
B.S. – Temple University  
M.G.A. – University of Pennsylvania  
Ed.D. – Morgan State University  
Dr. Claudia Nelson, Assistant Professor  
B.A. – Herbert H. Lehman College  
M.A. – Clark Atlanta University  
Ph.D. – Clark Atlanta University  
Dr. Elias Taylor, Professor  
B.A. – Rollins College  
M.A. – The New School for Social Research  
Ph.D. – The New School for Social Research

**SOCIAL WORK**

Dr. Errol Bolden, Associate Professor and Chair  
A.A. – Northwest Nazarene University  
B.S.W. – Northwest Nazarene University  
M.S.W. – Howard University  
M.P.H. – University of Pittsburgh  
Ph.D. – University of Pittsburgh  
Dr. Virletta Bryant, Assistant Professor  
B.S.W. – Oakwood University  
M.S.W. – Andrews University  
Ph.D. – University of Maryland, Baltimore  
Dr. Shirley Newton-Guest, Associate Professor  
B.S.W. – Grambling State University  
M.S.W. – Howard University  
D.S.W. – Howard University
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, 2011)

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 minima stated below.

A. Minimum Qualifications for Regular Admission

(1) High school diploma or its equivalent (See exception in paragraph B.)

(2) Grade point average

A high school grade point average 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>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4</td>
</tr>
<tr>
<td>Biological and Physical Sciences</td>
<td>3</td>
</tr>
<tr>
<td>Social Science/History</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4</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 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 minima stated below.

A. Minimum Requirements

1. All transfer students must have a cumulative GPA of at least 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

Each institution shall publish electronically or in print format procedures for admission of students seeking a second baccalaureate degree.

IV. ADMISSION OF NON-DEGREE STUDENTS

A. Minimum Requirements

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

B. Concurrent Enrollment

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

V. ADMISSION OF OUT-OF-STATE STUDENTS TO UNDERGRADUATE PROGRAMS

Each institution may establish 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.


FOOT NOTES:

[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, Precalculus, 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.
APPENDICES

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.
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