University of Baltimore Undergraduate Catalog 2013-15

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Please note: Throughout this catalog, you will find information about facilities, services, policies and academic programs. Refer to the listed websites for more extensive and up-to-date information.

Academic Calendar Fall 2013–Spring 2015

Fall semester 2013
Classes begin   Aug. 28
End of semester   Dec. 17*

Spring semester 2014
Classes begin   Jan. 27
Spring break   March 16-23
End of semester   May 21*

Summer session 2014
Classes begin   May 27
End of semester   Aug. 8

Fall semester 2014
Classes begin   Aug. 27
End of semester   Dec. 20*

Spring semester 2015
Classes begin   Jan. 26
Spring break   March 15-22
End of semester   May 20*

* last day of finals

Calendars shown are proposed and subject to change.
Up-to-date, detailed academic calendars can be found at www.ubalt.edu/academiccalendar.

ABOUT THE UNIVERSITY

LEADERSHIP IN PROFESSIONAL EDUCATION

Founded in 1925 as a private, coeducational institution, the University of Baltimore affiliated with the University System of Maryland on UB's 50th anniversary. UB has a clear mission: to provide outstanding educational programs for professionally oriented students. The University's schools—the College of Public Affairs, the Merrick School of Business, the UB School of Law and the Yale Gordon College of Arts and Sciences—attract students with strong career ambitions and provide them with the latest skills and techniques in their chosen fields. UB students graduate with a broad foundation of knowledge and are prepared to meet the rapidly changing conditions of today's work environment.

Nearly 59,000 alumni serve as testimony to the University's success in its educational endeavors. UB graduates are highly visible throughout the legal, industrial, corporate and civic communities, and their achievements have helped to build the University's outstanding reputation among employers.

The University of Baltimore is a leader among Maryland's many colleges and universities in the quality of its faculty and library resources. With a student-faculty ratio of 19:1 and a personalized system of student advising, UB programs emphasize one-on-one interaction and individual attention for both graduate and undergraduate students. Approximately 85 percent of the full-time faculty hold terminal degrees (Ph.D., J.D., LL.B., D.B.A., D.P.A. and Ed.D.), and most full-time and adjunct faculty members are actively engaged in research, civic and professional activities related to their fields. A number of faculty supplement their teaching with research, consulting and service activities in the public and private sectors, helping to further enhance the University's reputation.

UB's Langsdale Library compares favorably with those of its peer institutions in Maryland in both the breadth and quantity of its holdings. The facility also offers several special collections and provides the convenience of off-campus access to electronic resources and interlibrary loan services with many other institutions.

A STRATEGIC LOCATION

The University is situated in Baltimore's lively midtown neighborhood within the revitalized North Charles Street corridor. UB is surrounded by a variety of noteworthy neighbors, including the Maryland Institute College of Art, the Patricia and Arthur Modell Performing Arts Center at the Lyric and the Joseph Meyerhoff Symphony Hall. Together, these cultural and educational institutions attract thousands of people to the neighborhood every week for concerts, plays, films, exhibits, lectures, seminars, social events and civic and professional meetings.

Nearly all of midtown Baltimore, including parts of the University of Baltimore campus, serves as host for Artscape, the city's annual summer festival of the visual and performing arts. The University's Gordon Plaza, a park-like setting on the corner of Mount Royal and Maryland avenues, is the center for numerous University-sponsored outdoor events and activities. Also convenient to the University are The Walters Art Museum, the Baltimore Museum of Art and an array of other cultural and historical attractions.

The University's urban location enhances cultural and educational opportunities and offers students an accessible learning and experiential laboratory. Through a long-established affiliation with

Baltimore's corporate, government and professional communities, UB brings the region into the classroom and into the leadership of the University. Leaders in both the public and private sectors serve on the advisory boards of the College of Public Affairs, the Merrick School of Business, the School of Law and the Yale Gordon College of Arts and Sciences, advising the faculty and administration on curricular and related matters. The involvement of these outstanding men and women, along with the University's strong traditions and connections as a professionally oriented institution, offer UB students a wide array of opportunities to work and study within the context of local business, government and nonprofit agencies.

ACCREDITATION

The University of Baltimore is accredited by the Middle States Commission on Higher Education, 3624 Market St., Philadelphia, PA 19104-2680; tel.: 215.662.5606. It also is recognized by the Maryland Higher Education Commission.

All undergraduate and graduate programs within the Merrick School of Business are accredited by AACSB International—The Association to Advance Collegiate Schools of Business.

The Master of Public Administration degree is accredited by the National Association of Schools of Public Affairs and Administration. The undergraduate Health Systems Management program is certified by the Association of University Programs in Health Administration. The University of Baltimore's graduate and undergraduate programs in criminal justice are certified by the Academy of Criminal Justice Sciences.

The School of Law is accredited by the American Bar Association and holds membership in the Association of American Law Schools.

BUILDINGS AND FACILITIES

The Academic Center, the Liberal Arts and Policy Building, the William H. Thumel Sr. Business Center, the John and Frances Angelos Law Center and the Learning Commons are the primary instructional buildings at the University of Baltimore and include classrooms, faculty and administrative offices, labs and other services. All buildings have wireless access and all classrooms have technology that supports faculty instruction.

Additional University buildings and facilities include:

University of Baltimore Student Center
21 W. Mt. Royal Ave.
Web: www.ubalt.edu/studentcenter

Operations
Tel: 410.837.5467

Game Room
Tel: 410.837.6623

The University of Baltimore Student Center is a 38,000-square-foot, five-story facility featuring a 200-seat theater with panoramic city views, retail shops, student organization offices and areas for group study, recreation and quiet contemplation. The University of Baltimore Student Center serves as a hub for the UB community and its guests to engage in social, cultural and educational pursuits.

Barnes & Noble at the University of Baltimore
62 W. Oliver St.
Tel: 410.837.5604
Web: www.ubalt.edu/bookstore

The Barnes & Noble at the University of Baltimore, part of the Fitzgerald at UB Midtown residential/retail site, is located right around the corner from UB's main academic buildings and carries a huge selection of popular titles as well as textbooks and UB merchandise. The store also offers free Wi-Fi and a cafe featuring Starbucks Coffee.

Langsdale Library
1420 Maryland Ave.
Tel: 410.837.4260
Web: http://langsdale.ubalt.edu

Langsdale Library serves the UB community through a variety of services and programs, including personalized reference consultations and instruction in research strategies as well as reciprocal borrowing privileges with other Baltimore-area libraries and libraries of the University System of Maryland. Langsdale Library maintains a collection of more than 165,000 volumes consisting of books, periodicals, government documents, archival collections containing primary sources, DVDs and a gaming collection; it also subscribes to more than 34,000 e-journals and 20,000 e-books.

   Langsdale Library's website is the portal to anytime, anywhere access of its numerous e-resources. In addition, the online catalog allows users to search its collections as well as thousands of libraries around the world. The library also provides a variety of study spaces, including quiet and collaborative areas, computer work stations, presentation practice rooms and leisure reading areas.

DIRECTIONS, PARKING AND PUBLIC TRANSPORTATION
Directions
Web: www.ubalt.edu/directions
The University's main address is 1420 N. Charles St., Baltimore, MD 21201.

Parking
Office of Parking and Shuttle Management
1104 Maryland Ave.
Tel: 410.837.6673
Email: parking@ubalt.edu
Web: www.ubalt.edu/parking, www.ubalt.edu/shuttle
Hours: Monday-Thursday, 8 a.m.-8 p.m.; Friday, 8 a.m.-4 p.m.

Public Transportation
The University provides parking facilities for visitors, students and staff who drive to campus. Shuttle arrival times are provided by the NextBus system.

The University of Baltimore can also be reached by public transportation, including AMTRAK, the Light Rail, Metro Subway, the Charm City Circulator and MARC.

Visit the Web pages listed above for directions and for more information on parking (including maps) and mass transportation.

DIRECTORIES
Information for contacting offices, staff and faculty can be found by searching via the Directory link at the top of the University's home page at www.ubalt.edu.

ACHIEVEMENT AND LEARNING CENTER
Academic Center, Room 113
Tel: 410.837.5383
Fax: 410.837.6244
Email: alc@ubalt.edu
Web: www.ubalt.edu/alc

The services provided by the Achievement and Learning Center help clarify and reinforce what students learn in the classroom, enhance specific skills (e.g., math, writing, exam-taking, computer skills and memory) and provide a network of support for students' academic aspirations. Services include peer tutoring, professional consultations, workshops, prerequisite reviews, peer mentoring and preparation for placement and graduate admission exams. Students also may make use of the Online Writing Link to submit and receive feedback on papers.

ALUMNI ASSOCIATION
UB Foundation Building
1130 N. Charles St.
Tel: 410.837.6131
Email: alumni@ubalt.edu
Web: www.ubalt.edu/alumni

The University of Baltimore Alumni Association's mission is one of service—to its members and to the University. The association is a nondues-based organization, and every student receives a lifetime membership upon graduation.

CAMPUS CARD

Office of Campus Card Operations
Academic Center, Room 105
Tel: 410.837.4BEE (4233)
Email: beecard@ubalt.edu
Web: www.ubalt.edu/beecard

The University of Baltimore Bee Card is a vital part of UB life and has multiple uses. The card serves as your official campus photo ID and library card; provides access to the parking garages, campus facilities and special events; and can be used for purchases on and around the UB campus.

CAMPUS RECREATION AND WELLNESS

Academic Center, Room 311
Main office: 410.837.5598
Email: campusrec@ubalt.edu
Web: www.ubalt.edu/campusrec

Recreation Center Front Desk
Tel: 410.837.5591

Wellness Center
Tel: 410.837.5305
Email: wellness@ubalt.edu

Campus Recreation and Wellness strives to create a healthy and active learning community that complements and supports the University's mission. Campus Recreation and Wellness has four major programming areas—facilities, fitness and wellness, intramural sports and sports clubs—and offers a variety of programs, resources and services that are dedicated to improving the quality of life and well-being for members of the University community.

CAREER AND PROFESSIONAL DEVELOPMENT CENTER

UB Student Center, Room 306
Tel: 410.837.5449
Fax: 410.837.5566
Email: careercenter@ubalt.edu
Web: www.ubalt.edu/careercenter

The Career and Professional Development Center offers a wide variety of career development services to students and alumni. These services include career coaching, professional workshops and events, job search resources and strategies, employment connections (jobs and internships) and self-assessments to assist in discovering where you are in your career cycle.

CENTER FOR EDUCATIONAL ACCESS

Academic Center, Room 139
Tel: 410.837.4775
Fax: 410.837.4932
Email: cea@ubalt.edu
Web: www.ubalt.edu/cea

The Center for Educational Access coordinates services for students with disabilities. Both full- and part-time students are eligible to use services based on approved documentation of the disability. Services can include but are not limited to sign-language interpreters, accommodated testing, note-takers and alternate formats for textbooks.

HENRY AND RUTH BLAUSTEIN ROSENBERG CENTER FOR STUDENT INVOLVEMENT

UB Student Center, Room 303
Tel: 410.837.5417
Fax: 410.837.5431
Email: csi@ubalt.edu
Web: www.ubalt.edu/csi

The Henry and Ruth Blaustein Rosenberg Center for Student Involvement offers a range of opportunities for every student at the University of Baltimore through student activities, student organizations, leadership and community engagement. Options include the Student Government Association, the Student Events Board, leadership programs, volunteer opportunities and a wide variety of student organizations.

CENTERS AND INSTITUTES

The University of Baltimore's centers and institutes forge connections with the surrounding communities to provide special research and study opportunities for students. For a complete listing and contact information, visit www.ubalt.edu/centers.

COMPUTER LABS AND WIRELESS ACCESS

Web: www.ubalt.edu/ots

Office of Technology Services Call Center
Tel: 410.837.6262
Email: callcenter@ubalt.edu

Computer Lab Help Desk
Tel: 410.837.5489
Email: labassist@ubalt.edu

The Office of Technology Services enables the use of technology for teaching, learning and administration. Specific services include email, general-purpose computing labs, wireless networks, the MyUB Portal, file and print servers and the telephone system. This office also provides audio/visual support for campus events and smart classrooms as well as call-center services and administrative and academic applications.

For more information, including computer lab hours, visit www.ubalt.edu/ots. A University of Baltimore network account is required to access lab computers and the wireless network, both of which are available throughout the campus.

COUNSELING CENTER
Academic Center, Room 111
Tel: 410.837.5159
Email: counseling@ubalt.edu
Web: www.ubalt.edu/counseling

The Counseling Center delivers mental health services that promote students' personal, social and academic growth. Services include individual and group counseling, crisis intervention, prevention workshops, referral resources and consultation with faculty and staff.

DIVERSITY AND CULTURE CENTER
UB Student Center, Room 002
Tel: 410.837.5744
Fax: 410.837.5039
Email: diversity@ubalt.edu
Web: www.ubalt.edu/diversity

The purpose of the Diversity and Culture Center is to provide services, resources and initiatives that support diversity and promote cross-cultural learning, appreciation and understanding. The center assists students with successful transitions and meaningful experiences that promote recognition and appreciation of the different cultural threads that make up the UB community.

The Diversity and Culture Center offers personal, social and cultural support to students and creates opportunities for them to embrace, celebrate and learn about multiculturalism and internationalism.

FINANCIAL ASSISTANCE
Office of Financial Aid
Academic Center, Room 123
Tel: 410.837.4763
Fax: 410.837.5493
Email: financialaid@ubalt.edu
Web: www.ubalt.edu/financialaid

The University of Baltimore recognizes the need for financial aid to help students meet the cost of higher education. Funds are available in the form of grants, scholarships, employment and loans and are provided through federal, state and institutional sources. The Office of Financial Aid is committed to helping students identify the financial resources for which they may be eligible and can assist students and their families in developing financial plans.

HEALTH INSURANCE

Wellness Center
Academic Center, Room 308
Tel: 410.837.5305
Email: wellness@ubalt.edu
Web: www.ubaltstudentinsurance.com

The University of Baltimore Student Health and Accident Insurance Plan is designed to help students meet medical costs in Baltimore or outside the area. All part- and full-time students are eligible to enroll. The individual premium covers only the student; however, eligible students may also enroll their dependents.

HELEN P. DENIT HONORS PROGRAM

Office of the Helen P. Denit Honors Program
Learning Commons, Room 200
Tel: 410.837.6583
Email: honorsprogram@ubalt.edu
Web: www.ubalt.edu/honors

The Helen P. Denit Honors Program was established by a generous gift from the Helen P. Denit Charitable Trust in 1993.

The Helen P. Denit Honors Program is designed for students who have demonstrated an interest in and ability for engaging in exceptional learning opportunities. Our distinctive courses are small and focus on learning by discussing and doing. We encourage student development outside the classroom by financially supporting students to, among other things, travel to conferences, study abroad and engage in unpaid internships.

The Helen P. Denit Business and Accounting Honors Programs, which are built on the larger University honors program, offer special opportunities for students seeking a career in business or accounting. For more information, including eligibility requirements, visit the program's Web pages.

UB HOUSING

Academic Center, Room 115
Tel: 410.837.5434
Email: housing@ubalt.edu
Web: www.ubalt.edu/housing

UB Housing works with students to find their ideal place to live based on their individual needs. Staff members assist students with finding apartments, navigating the leasing process and finding roommates through the roommate connector service.

Almost 300 UB students live in the Varsity, a student-only residence located a block from campus that opened in fall 2012. Other buildings adjacent to campus that are home to large numbers of UB students include the Fitzgerald at UB Midtown, Sutton Place, Queen Anne Belvedere and the Professional Arts Building. In addition, UB Housing works with property managers in the area and provides assistance to UB students who are looking to rent apartments, houses and lofts.

INTERNATIONAL SERVICES

Office of Graduate and International Admission and Enrollment
Academic Center, Room 117
Tel: 410.837.4756
Fax: 410.837.6676
Email: intlservices@ubalt.edu
Web: www.ubalt.edu/admission

The staff of the Office of Graduate and International Admission and Enrollment includes those who specialize in international services. In addition to recruiting international students, this staff manages the University's F-1 Academic Student, J-1 Exchange Visitor and H-1B Temporary Worker visa programs for students, visiting professors and research scholars, and foreign national faculty and employees.

Immigration assistance and advisement is offered to prospective and current students as well as to academic departments and administrative offices that wish to host short-term visitors or hire temporary workers. This staff supports UB's international academic initiatives and provides seminars on employment, tax compliance, orientation to the United States and to UB, and other topics of interest to the University's international community.

JUDICIAL ISSUES

Office of Community Life and the Dean of Students
Academic Center, Room 112
Tel: 410.837.4755
Email: studentaffairs@ubalt.edu
Web: www.ubalt.edu/deanofstudents

Student violations of University regulations—either academic or nonacademic—are referred to the dean of students for adjudication.

Academic Integrity Policy

All members of the University community (students, faculty, administration and staff) must take academic honesty seriously by being well informed, contributing to a climate in which honesty is valued and taking responsible action to discourage dishonesty in the work of others. No member will condone or tolerate cheating, plagiarism, falsification or other acts of academic dishonesty, as these activities

negatively affect the community and all its members. For more specific information regarding the policy, view the University's *Student Policy and Procedures Handbook* at www.ubalt.edu/studenthandbook or contact the dean of students at 410.837.4755.

Code of Conduct
Students are expected to maintain a high standard of conduct. Since the University's role is to provide the best possible atmosphere for learning, individuals who violate its rules or regulations are subject to discipline. To the extent described below, the president of the University delegates authority over student discipline to the dean of students.

The code of conduct applies to all undergraduate, graduate and professional students of the University and to all people who are registered or enrolled in any credit or noncredit course or program offered by the University. No student may withdraw from a course while allegations of misconduct are being investigated and adjudicated.

The code of conduct applies to acts of misconduct by students, whether committed on or off campus. For specific information regarding the code, view the University's *Student Policies and Procedures Handbook* at www.ubalt.edu/studenthandbook.

Student Grievances
The University of Baltimore encourages students who feel they have been inappropriately treated to raise their concerns directly with the other person or people involved at the earliest possible time. Many problems can be understood and solved through direct discussion. Attempting to do so early increases the chance that any differences will be addressed in a healthy and constructive manner. When it is not possible to resolve matters between parties, students may use the University grievance procedures to seek review of complaints involving University faculty, administrators, staff or students, and to obtain a fair and timely resolution. Students may file a grievance with regard to University policies, academic grades, and decisions made by or practices of faculty, administrators or staff members that the student alleges to be unfair.

Specific procedures for each type of grievance are outlined in the University's *Student Policies and Procedures Handbook*, found at www.ubalt.edu/studenthandbook.

UB LIVING
Academic Center, Room 112
Tel: 410.837.4755
Email: UBLiving@ubalt.edu
Web: www.ubalt.edu/deanofstudents

UB Living supports students who reside in and around the UB Midtown area by providing experiences that emphasize community involvement, service and learning. Students will have the opportunity to meet others living in the area, to develop skills that will help them be successful in their academic careers and to explore the importance of civic engagement and good citizenship.

UB Living provides opportunities to participate in educational programs, community initiatives and service-learning projects that both help students better understand the impact their actions have on

their local community and foster a sense of belonging and interdependence among those living in the area.

OFF-CAMPUS PROGRAMS AT THE UNIVERSITIES AT SHADY GROVE
www.ubalt.edu/shadygrove

The University of Baltimore's College of Public Affairs and Yale Gordon College of Arts and Sciences offer a selection of undergraduate, graduate and doctoral programs at the Universities at Shady Grove in Rockville, Md.

The University System of Maryland developed this collaborative effort among eight public, degree-granting institutions in the system to offer upper-level and graduate programs at a single facility in Montgomery County. Shady Grove provides all of the services and facilities necessary for a successful university career, including academic advising, career services, disability support services, library and media support facilities and tutoring.

Offered in convenient day, evening, weekend and online formats, the courses in UB's programs at Shady Grove are taught by the same recognized UB faculty who teach at the Baltimore campus, and students earn degrees granted by the University of Baltimore.

Students enrolled in UB programs at Shady Grove are charged the same tuition and have the same financial aid opportunities as do those attending the Baltimore campus but may have differing fees based on their home campus. Scholarships are also available.

UNIVERSITY OF BALTIMORE POLICE DEPARTMENT
Tel: 410.837.5520
Email: ubpolicedepartment@ubalt.edu
Web: www.ubalt.edu/ubpolice

The University of Baltimore Police Department is a legislated police agency, and University police officers are vested with full police authority under Maryland law. Uniformed security officers regularly patrol University buildings and parking facilities.

The department endeavors to enhance the quality of campus life through the creation of a safe and secure environment. It has established a strong presence in the community and has built relationships with the Baltimore City Police Department and with other local law enforcement.

The department provides many services to the campus community, including compliance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, safety awareness programs, a campus text-alert system, a bike registration program, a security escort program and 24/7 campus patrol. For a complete list of services and more information, visit www.ubalt.edu/ubpolice.

TUITION AND FEES

Office of the Bursar
Tel: 410.837.4848
Email: ubbursar@ubalt.edu
Web: www.ubalt.edu/bursar

Information concerning tuition and fees, payment policies, refund schedules, waivers, third-party billing and more is available on the office's Web pages.

Tuition and fees at the University of Baltimore are subject to change at any time when such changes are deemed necessary by the University System of Maryland Board of Regents.

ADMISSION

UNDERGRADUATE (FRESHMAN AND TRANSFER) ADMISSION

Office of Freshman Admission
Office of Transfer Admission and Community College Relations
Tel: 410.837.4777; 1.877.ApplyUB (toll-free)
Fax: 410.837.4793
Email: admission@ubalt.edu
Web: www.ubalt.edu/admission

As a member of the University System of Maryland, the University of Baltimore is committed to a mission of access and affordability and seeks to enroll students who can succeed academically in our undergraduate programs. Applications for admission for both freshman and transfer students are available by visiting www.ubalt.edu/apply or by contacting the Offices of Admission.

Application Fee: $30
Qualification for admission is determined without regard to race, color, religion, age, disability, sex, sexual orientation or national origin.

ADMISSION AS A FRESHMAN STUDENT

Selection for admission to the University of Baltimore for freshman students is based upon performance at the secondary level as evidenced by the coursework and grades on the high school transcript, scores on college admission tests, scores on advanced placement tests and high school completion test scores (i.e., GED or EDP) credentials. Applicants with 23 or fewer college credits will be evaluated for admission based on freshman admission criteria. Admission officers review each applicant individually, evaluating the applicant's academic record, strength of academic program, grades earned, standardized test scores, special talents and interests and an essay. Optional but not required for admission are letters of recommendation, a resume or SAT subject tests.

Applicants must earn a high school diploma from an accredited high school (or equivalent) and show evidence of completion of a minimum of 21 college preparatory credits for admission to UB. These credits include four (Carnegie) units of English, three units of mathematics (algebra I, algebra II and geometry) for students who entered ninth grade before 2011 or four units of mathematics (algebra I, algebra II, geometry and, for those who complete algebra II prior to their final year, a senior-year mathematics course that utilizes nontrivial algebra) for students who entered ninth grade in 2011 or later, three units of science (two with labs), three units of social sciences and the remaining units in fine arts, foreign language, technology education or other academic electives. College preparatory courses are strongly recommended. UB does award credit for Advanced Placement (AP) exams and International Baccalaureate (IB) exams. More detailed information can be found under Transfer Credit Policies: Credit by Methods Other Than For-Credit College Instruction. Grades are evaluated in the context of the high school attended and the rigor of the program completed. An academic grade point average is calculated and considered when making an admission decision.

Freshman applicants must provide test scores from either the SAT or ACT; test scores should be submitted directly to UB from the American College Testing Program (ACT) or the Educational Testing Service (SAT). The admission evaluation uses the highest test scores received. The University of Baltimore's College Board identification number is 5810; the ACT code is 1744. Applicants are encouraged to take these tests as early as possible. International students or those for whom English is not their first language may also be required to submit the Test of English as a Foreign Language (TOEFL). See section on English Language Proficiency Policy for more information.

Application Deadlines
The University of Baltimore evaluates applications for admission on a rolling admission cycle. Applicants for the freshman class are encouraged to apply for admission in the fall of their senior year (or the fall prior to the term in which they plan to enroll). Notification of admission is made within two weeks of review of the file. UB subscribes to the May 1 National Candidates' Reply Date for students offered admission for the fall semester and Dec. 1 for the spring semester. UB accepts a limited number of freshman students for the spring semester. Contact the Office of Freshman Admission at 410.837.4777 or admission@ubalt.edu for more information.

Applicants must:
- complete and submit the online application for admission

- make an online payment at the time application is submitted

- submit official transcripts from all secondary/high schools and colleges attended as well as transcripts for military credits. Midyear senior grades may be requested; all enrolling students must submit complete transcripts with final grades and verification of high school graduation prior to the start of their first semester at the University

- submit either the SAT Reasoning Test or the ACT (Applicants not required to submit SAT scores must submit a resume and two letters of recommendation.)

- submit an essay/personal statement.

Accepted students who wish to defer enrollment for a year must make this request in writing prior to the beginning of the semester to which they applied for admission, preferably by May 1. Requests should be sent to the director of freshman admission and will be reviewed on an individual basis.

Special Freshman Applicant Admission Policies
Students From Nonaccredited/Nonapproved High Schools
Freshman applicants for admission who are graduates of nonaccredited/nonapproved high schools will be reviewed individually, with consideration given to factors such as college admission test scores, high school course content, performance in high school academic courses, the performance of previous students with similar academic preparation and other appropriate criteria.

<u>Students Who Have Been Out of School More Than Three Years</u>
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 admission officer in the UB Office of Freshman Admission determines that the individuals applying have the potential for successful college work. This determination may be made by the evaluation of successful work experiences, by essay, by portfolio - assessment and/or by placement testing. A resume and two letters of recommendation are required.

<u>Students With Proficiency-Based Standards, Standardized Examinations or Equivalency Diplomas (GED)</u>
Students who have graduated from regionally accredited secondary institutions with proficiency-based standards will be considered individually. Each secondary institution with proficiency-based standards will be asked to provide documentation about the student's achievement in secondary school.

Admission may be granted to students who have been awarded a high school equivalency diploma by passing a standardized evaluation such as the General Educational Development (GED) test or the External Diploma Program (EDP).

UB admission officers will evaluate the breadth and depth of academic preparation through documentation provided by the student. In addition to the standardized SAT/ACT test scores and the essay/personal statement, optional materials (such as SAT subject tests, a resume, and a list of extracurricular activities or letters of recommendation) may be provided or requested. The same standards used in regular admission regarding breadth and depth in academic subjects, minimum standardized test scores and achievement in coursework apply to students admitted from this category.

<u>Home-Schooled Students</u>
All home-schooled students must demonstrate compliance with state and local education regulations. Demonstration of the competencies outlined in the UB Requirements for Admission may be combined with scores on a standardized college admission test examination such as the ACT or the SAT to satisfy the minimum qualifications for admission. For Maryland students, the home instruction program must comply with section 13A.10.01 of the General Regulations of the State Board of Education.

UB admission officers will evaluate the breadth and depth of academic preparation through documentation provided by the student. In addition to the standardized SAT/ACT tests and the essay/personal statement, optional materials (such as SAT subject tests, a resume and a list of extracurricular activities or letters of recommendation) may be provided or requested. The same standards used in regular admission regarding breadth and depth in academic subjects, minimum standardized test scores and achievement in coursework apply to students admitted from this category.

FOREIGN TRANSCRIPTS
The University of Baltimore does not evaluate foreign transcripts. Applicants who attended a secondary/high school, college or university outside the United States must arrange at their own expense to have their academic records evaluated on a detailed course-by-course basis by a UB-approved U.S. credentials evaluation service that is a member of the National Association of Credential Evaluators. Certified English translations must accompany transcripts issued in a language other than English.

More information and appropriate forms may be obtained from the Offices of Admission at 410.837.4777 (or toll-free in the United States at 1.877.ApplyUB), admission@ubalt.edu or www.ubalt.edu/internationaltranscripts. The University may also require some applicants to provide additional documentation such as syllabi and course descriptions.

ENGLISH LANGUAGE PROFICIENCY POLICY

Applicants who are nonnative speakers of English and who have not earned a degree from a U.S. regionally accredited college or university, regardless of citizenship or visa status, must demonstrate a satisfactory level of English proficiency as part of the application process. Official score reports should be submitted directly to the Office of Graduate and International Admission and Enrollment.

- **Test of English as a Foreign Language (TOEFL):** A score of 550 or higher on the paper-based test (PBT) or 79 or higher on the Internet-based test (iBT) is required for undergraduate admission. TOEFL information is available at www.toefl.org and from the Educational Testing Service, P.O. Box 6151, Princeton, NJ 08541-6151, USA. The University of Baltimore's school reporting code is 5810.

- **International English Language Testing System (IELTS):** An overall band score of 6.0 or higher is required for graduate admission. IELTS information is available at www.ielts.org. A school reporting code is not required.

Freshman applicants who have completed three years of study at a U.S. high school and transfer applicants who have completed 56 or more transferable credits, including a grade of C or higher in English Composition, at an accredited college or university in the United States are exempt from the English language proficiency requirement.

The University reserves the right to require additional English language instruction of any student. The University of Baltimore does not offer English as a Second Language (ESL) courses.

INTERNATIONAL STUDENTS

The University of Baltimore welcomes applications from qualified international students. Students who submit transcripts from an institution outside of the United States should refer to the section on Foreign Transcripts. Students who are non-native speakers of English or who have not earned a degree from a regionally accredited U.S. institution should refer to the section on English Language Proficiency. English translations must accompany all documents issued in a language other than English.

Immigrant and nonimmigrant students residing in the United States must submit copies of their green card (permanent resident card) or visa documents with their application for admission. Such documentation is relevant to the determination of the applicant's eligibility for Maryland residency for tuition purposes by the Offices of Admission and to the provision of immigration and visa services to applicants by the Office of Graduate and International Admission and Enrollment. Immigration status is not a factor in evaluating an applicant's eligibility for admission. International applicants, particularly those submitting foreign academic credentials and those residing overseas, are advised to apply well in advance of the semester for which they are seeking admission. Some academic programs may have application deadlines.

International applicants should submit the following documents as part of the application for undergraduate admission to the Offices of Admission, 1420 N. Charles St., Baltimore, MD 21201-5779; tel: 410.837.4777 (or toll-free in the United States at 1.877.ApplyUB); fax: 410.837.4793; e-mail: admission@ubalt.edu; Web: www.ubalt.edu/admission.

- an undergraduate application form

- an application fee (nonrefundable)

- official transcripts sent directly by each secondary/high school (freshman applicants) and college or university (transfer applicants) previously attended

- an independent course-by-course evaluation report of foreign transcripts by a U.S. credential evaluation service, if applicable (see Foreign Transcripts section); the transcript must be evaluated by a member of the National Association of Credential Evaluators

- evidence of English-language proficiency, if applicable (see English Language Proficiency Policy section)

- a completed I-20 Request Form, DS-2019 Request Form or Non-Immigrant Status Verification Form

- evidence of financial resources to cover tuition and living expenses in full for the duration of the applicant's program of study (F-1 and J-1 visa students only).

The Office of Graduate and International Admission and Enrollment provides visa assistance to prospective, admitted and enrolled international students. The Form I-20 (Certificate of Eligibility for Non-Immigrant F-1 Student Visa Status) or Form DS-2019 (Certificate of Eligibility for Exchange Visitor J-1 Status) is issued to those applicants who meet all academic, financial support and English-language proficiency requirements for admission to a full-time degree program. Students holding F-1 and J-1 status must maintain a full course of study in a minimum of 12 credit hours each term during the fall and spring semesters.

For more information and to obtain appropriate forms, contact the Office of Graduate and International Admission and Enrollment at 410.837.4756 or intlservices@ubalt.edu.

ADMISSION AS A TRANSFER STUDENT

Admission as a transfer student is open to those who have completed a minimum of 24 college credits. Students who transfer from a public institution in Maryland with at least 56 transferable credits or an associate degree and who have a minimum cumulative 2.0 grade point average (on a 4.0 scale) will be offered admission to the University on a space-available basis. Students transferring from an out-of-state or private institution and students who have fewer than 56 credits will be evaluated based on the college credits completed and grades earned. These credits must be earned at institutions (junior/community colleges, four-year colleges or universities) accredited by a regional accrediting association. Specific programs may have more restrictive admission criteria. All cumulative GPA calculations are cross-institutional and include all previous coursework at all previous institutions.

Additional Admission Requirements

- B.A. in Jurisprudence: Admission requires a minimum 3.0 cumulative grade point average. The opportunity to apply for admission to the early-entry J.D. program at the University of Baltimore requires a minimum 3.5 cross-institutional cumulative grade point average.

- B.S. in Business Administration with a specialization in accounting: Admission requires a minimum 2.5 cross-institutional cumulative grade point average.

- B.S. in Business Administration with a specialization in finance: Admission requires a minimum 2.25 cross-institutional cumulative grade point average.

- B.S. in Forensic Studies: Admission requires a minimum 2.75 cross-institutional cumulative grade point average. Admission to the forensic science concentration requires a minimum 2.5 cumulative grade point average for the seven required science courses. An applicant eligible for admission to the B.S. in Forensic Studies program is not guaranteed an offer of admission to a specific specialization (e.g., forensic science or police science). Due to the limitations of facilities, staff and resources, the number of eligible applicants who can be adequately served is taken into consideration. As a result, offers of admission to specific specializations will be limited to the most qualified of eligible applicants.

For more information, refer to the individual degree programs in the College of Public Affairs, the Merrick School of Business and the Yale Gordon College of Arts and Sciences sections of this catalog.

Application Deadlines

The University of Baltimore has a policy of rolling admission notification for transfer students and will accept applications on a space-available basis. Students are encouraged to apply for admission as early as possible to ensure a prompt admission decision, advising and registration prior to the beginning of the semester.

Applicants must:

- complete and submit the online application for admission

- make an online payment at the time application is submitted

- submit official transcripts from all colleges and universities previously attended as well as transcripts for military credits if seeking admission as a degree-seeking student. An official copy of each transcript should be sent directly from the issuing institution to the Office of Transfer Admission and Community College Relations. This office cannot evaluate and award transfer credits until these transcripts are received. The office sends the applicant an evaluation of transfer credit upon receipt of the application, fee and official transcripts. Students can help speed up the admission and transfer credit evaluation processes by sending a current transcript from the transfer institution at the time of their application to UB as well as a final transcript once all course work has been completed. These transcripts are due within the first 30 days of the semester to which the student is admitted.

Forensic Studies Application Deadlines

- Fall Semester: June 1

- Spring Semester: Nov. 1

- Forensic Studies does not admit new students for the summer term.

ADMISSION AS A NONDEGREE STUDENT

Applicants who wish to enroll in courses for personal enrichment, for professional development or as preparation for graduate study may be admitted to the University as nondegree students. Visiting students who wish to take courses that count toward a degree at another institution may also enroll as nondegree students (See section on Visiting Students below). The University has a rolling admission policy; however, students are encouraged to apply for admission as early as possible to ensure a prompt admission decision, advising and registration prior to the beginning of the semester.

Nondegree students may take a maximum of 9 credits per semester, not to exceed a total of 30 credits at the University of Baltimore. See Nondegree Status in the Academic Policies section of this catalog.

Applicants for nondegree status must:
- complete and submit the online application for admission, indicating nondegree status; also indicate your preference for arts and sciences, business or public policy courses

- make an online payment at the time the application is submitted.

Nondegree-seeking students attending the University of Baltimore may be considered for admission as degree-seeking students**.** All cross-institutional college credits transferable to a degree program must meet the minimum required cumulative GPA. Students must file an application for admission and all supporting documents to become degree-seeking students. See Degree Status in the Academic Policies section of this catalog.

INTER-INSTITUTIONAL STUDENTS

Undergraduates enrolled full time in a degree program at any of the University System of Maryland (USM) schools and who have attained at least sophomore status (30+ credits) are eligible to participate. Students may take courses at any institution in the USM as inter-institutional students by filling out an inter-institutional registration (IIR) form in their home school's records office. Their home school's adviser and the home school's registrar must sign off before they can present the form to the University of Baltimore's Office of the University Registrar. Students must be in good academic standing. IIR is available only for spring and fall semesters. No admission application is required; details on the inter-institutional registration process can be found in the Academic Policies section and can be obtained from the records office at the student's home school or from the University of Baltimore's Office of the University Registrar.

VISITING STUDENTS

Students who wish to register for courses and to have final grades transferred to count toward a degree at their home institution may enroll as visiting students. A visiting student is one who is currently enrolled at another institution outside of the USM, a USM student who is part time, or a full-time USM student with sophomore standing who wishes to take courses at UB during the summer session or

winterim. Full-time USM students with sophomore standing who wish to take courses during the spring or fall semester must follow the inter-institutional registration procedures outlined above.

Applicants for visiting student status must submit the Application for Visiting Students and pay the required application fee. The application requires a signature from an official at the applicant's home institution confirming the applicant has completed the prerequisites for the course(s) to be taken, is in good standing at the sending institution and has permission to take courses at UB.

READMISSION

Students who do not enroll at the University for more than two consecutive semesters, excluding summer sessions, must apply for readmission. For readmission consideration, students must submit a new application form, residency form and application fee. Readmission is not guaranteed. These students are responsible for meeting the admission and degree requirements and for adhering to the policies and procedures contained in the undergraduate catalog in effect at the time of readmission, not those under which they originally enrolled. The exception is students who have been granted an official leave of absence in advance. For more information, see Continuous Enrollment/Leave of Absence in the Academic Policies section of this catalog.

Applications for readmission from students on academic probation and/or suspension must be approved by the dean (or designee) of the college in which they were enrolled. See Satisfactory/Unsatisfactory Progress in the Academic Policies section of this catalog.

International students who have not enrolled for one or more semesters, excluding summer sessions, must obtain clearance from the Office of Graduate and International Admission and Enrollment before re-enrolling.

Applicants for readmission should be aware of the following:

- Students who have attended another institution since their last period of enrollment at the University of Baltimore and who wish to transfer course credit should arrange to submit an official transcript to the Office of Transfer Admission and Community College Relations directly from the institution granting the course credit.

- Any previous balance due the University must be paid in full before an application for readmission will be considered.

SECOND BACHELOR'S DEGREE

Students who have previously earned a bachelor's degree, at either the University of Baltimore or another accredited institution, may earn a second bachelor's degree in a different degree program. Students must complete a minimum of 30 credits in residence at the University of Baltimore, applicable only to the second degree, and satisfy all of the departmental requirements for the degree, but they are not required to fulfill general-education or University-wide course requirements. No University of Baltimore courses taken to complete the first bachelor's degree can be retaken to complete the second bachelor's degree.

Credits used to satisfy a first degree at the University of Baltimore may not be applied toward the 30-credit residency requirement for the second degree. In some cases, this policy may require the substitution of courses in the major, other than those specified by the second-degree program. Students

interested in pursuing a second bachelor's degree should consult with the appropriate program director before making a formal application through the Office of Transfer Admission and Community College Relations.

A student with a bachelor's degree in criminal justice cannot be admitted into the Forensic Studies program with a concentration in police science. A student who has earned a bachelor's degree in business administration at UB or at any institution may not earn a second bachelor's degree in business administration with a different specialization. However, students may pursue a second bachelor's degree in real estate and economic development or in information systems and technology management in the Merrick School of Business.

Students applying for a second degree at UB must submit an application for undergraduate admission (indicating "readmission" if they previously earned a bachelor's degree at UB) and pay the appropriate application fee. A maximum of 90 transferable credits may count toward the second degree.

TRANSFER CREDIT POLICIES

All degree or certificate program applicants who transfer to the University of Baltimore receive a formal evaluation of transfer credit from the Office of Transfer Admission and Community College Relations. Transfer credit can only be awarded from an official transcript sent to the University of Baltimore from the institution that originally granted the course credit. This evaluation will be incomplete if the student is still taking coursework elsewhere. A final evaluation is made upon receipt of official transcripts showing grades and credits from the most recent semester and, if appropriate, the posting of receipt of a degree on the final transcript. Since not all transfer credits may be applicable to the specific degree pursued by a student, students are advised to review courses required for their degree in advance of transfer.

The following general policies also apply:

- Credit earned and transferred from a two-year college is limited to 63 credits. Students transferring from a two-year college must complete a minimum of an additional 57 credits to be awarded a bachelor's degree except in cases where credits transferred are covered by an active articulation agreement with the two-year college.

- Transfer students who have credits from a four-year college may transfer up to 90 credits but may not have more than 70 credits of 100- to 200-level (freshman-sophomore) coursework. To satisfy graduation requirements, students transferring from a four-year college must complete a minimum of 30 credits at the University of Baltimore.

- Transfer credit is granted if the student has earned the required minimum grade in courses. A grade of D is transferable only if the overall cumulative grade point average is 2.0 or better. Students who earn a D in general-education courses from Maryland public institutions will be able to transfer these credits to fulfill general-education requirements at the University of Baltimore if the sending institution accepts D grades to satisfy general-education requirements. Otherwise, a grade of C- is required for lower-division general-education requirements and a C is required for lower- and upper-division major requirements as well as for upper-division general-education requirements.

- Developmental/remedial or orientation course credit may be transferred to meet qualifications for admission, but such credit is excluded from fulfilling graduation requirements.

- A maximum of 12 semester credit hours in occupational/technical courses completed at a regionally accredited college may be transferred and applied toward degree requirements in the general elective category. (This policy does not apply to radiologic technician, nursing or other occupational/ technical courses covered by other University policies and agreements.)

- Students who wish to appeal a decision regarding the transferability of a course should first contact the Office of Transfer Admission and Community College Relations at 410.837.4777 or admission@ubalt.edu. If a satisfactory resolution cannot be reached, the student may then appeal to the appropriate academic dean or, in the case of a general-education course, the dean of the Yale Gordon College of Arts and Sciences. The third level of appeal is the provost. Appeals regarding transfer credit must be initiated by students within one year of initial enrollment.

- The student transfer policies adopted by the Maryland Higher Education Commission, applicable to all Maryland public post-secondary educational institutions, are listed in the Policies section of this catalog.

Please note:
- Not all transfer credits may be applicable to graduation requirements. All students are required to take the last 30 credits toward the bachelor's degree at the University of Baltimore.

- A maximum of 30 business credits can be used toward a UB arts and sciences or public affairs bachelor's degree.

Transfer Credit and General-Education Requirements
University of Baltimore general-education requirements may be satisfied by transfer courses or by courses taken at the University of Baltimore. Generally, evaluation of applicable transfer credit is done on a course-by-course basis. However, there is flexibility in meeting these requirements under the conditions of and in accordance with the Maryland Higher Education Commission General Education and Student Transfer Policies. (See the Policies section in the back of this catalog.) These conditions are as follows:
- Students who transfer from a Maryland public community college with an A.A. or A.S. degree will automatically fulfill state-mandated general-education requirements at the University of Baltimore. They will be responsible for completing all University of Baltimore general-education requirements in addition to any graduation requirements not already met.

- The general-education credits of students for whom the previous item does not apply will be evaluated on a course-by-course basis in accordance with MHEC student transfer policies.

- Transfer students who need to take placement tests to be eligible to enroll in required lower-level composition and/or mathematics courses must do so by their second registration. After their first semester, they will not be permitted to register for any courses without permission until the required lower-level general-education courses in writing and mathematics have been successfully completed.

- Applicants who hold a Maryland registered nurse or radiologic technician license are eligible to have certain general-education requirements satisfied. These include writing, communication, social science and biological/physical sciences. Students must submit a copy of their license in addition to their official transcripts. In addition, a maximum of 63 credits will be awarded/satisfied for an RN or RT license in combination with community college credits.

ARTSYS and Articulation Agreements

Academic programs at Maryland's community colleges are articulated through the ARTSYS program, available online at http://artweb.usmd.edu. ARTSYS is a statewide program that provides detailed course-to-course transfer information, recommended academic plans for transfer and an unofficial transcript audit. By using the system, a student can better plan for transfer to the University of Baltimore.

In some cases, the University of Baltimore has entered into articulation agreements with individual community colleges. The agreements solidify a course of study and may award additional transfer credit. Copies of these agreements are available online or through a transfer counselor at the community college.

Credit by Methods Other Than For-Credit College Instruction (Prior Learning, AP, CLEP, IB, DANTES, Military Credits)

Credit for Prior Learning

The University of Baltimore's College of Public Affairs, Merrick School of Business and Yale Gordon College of Arts and Sciences will consider awarding credit for prior learning through course challenge examinations, portfolios, accredited noncollegiate programs, military training, International Baccalaureate coursework and courses or programs completed at accredited institutions in addition to traditional transferred credits from accredited schools. The Office of the Dean in each school/college will house the lists of contacts and of programs in the school/colleges participating in the prior learning award application and evaluation process. Only courses in the students' major or required coursework in a minor will be considered for prior learning credit review. UB will consider the following as suitable sources for prior learning credit:

- military education and training

- alternative noncollegiate programs

- "massive open online courses" (MOOCs) and other open-source courses.

College Level Examination Program Examinations

Since CLEP tests are most often taken to fulfill lower-division requirements, CLEP scores are acceptable for credit before completion of 90 credit hours. Once the student has begun the last 30 credits of study, CLEP scores are no longer acceptable for credit.

Advanced Placement Examinations

The University of Baltimore will award credit for Advanced Placement scores of 3 or higher. For information regarding general-education equivalencies or lower-level elective equivalencies,

visit www.ubalt.edu/admission or contact the Office of Freshman Admission at 410.837.4777 or admission@ubalt.edu. Enrolling students are required to submit official AP scores from the College Board prior to matriculation to receive credit.

International Baccalaureate Examinations
Students who have completed higher-level International Baccalaureate courses or the requirements for an IB diploma in high school and who have successfully completed the corresponding IB examinations may be entitled to credit at the University of Baltimore. Contact the Office of Freshman Admission at 410.837.4777 or admission@ubalt.edu for information. Enrolling students are required to submit official IB scores prior to matriculation to receive credit.

Defense Activity for Nontraditional Education Support
UB awards credit based on scores on the DANTES Subject Standardized Tests (DSST) and follows the recommendations of the American Council on Education regarding the amount and type of credit awarded for minimum scores. Those who have training or learning experiences as military personnel and would like additional information should contact the Office of Transfer Admission and Community College Relations at 410.837.4777 or admission@ubalt.edu.

RESIDENCY CLASSIFICATION
The University System of Maryland Board of Regents has established a policy regarding student residency classification for admission, tuition and charge differential. Residency classification shall be determined on the basis of permanent residency.

Students must meet eight criteria before in-state status for admission, tuition and charge differential purposes can be assigned. These criteria are:

1. at least 12 consecutive months of residency in Maryland prior to the start of classes

2. all personal property maintained in Maryland

3. Maryland income tax paid on all taxable income earned for the previous 12 months, if employed

4. registration of motor vehicles in Maryland in accordance with Maryland law

5. possession of a valid Maryland driver's license in accordance with Maryland law

6. Maryland voter registration (if registered to vote at all)

7. no receipt of any public assistance from a source outside Maryland

8. the legal ability under federal and Maryland law to reside permanently in Maryland.

These eight criteria are guidelines of the factors considered in the determination of residency status. It is strongly recommended that students review the complete policy on in-state residency, located in the Policies section of this catalog.

The above policy is subject to change without notification. Changed policies will be recorded in the Office of Graduate and International Admission and Enrollment and in the Office of Community Life and the Dean of Students.

Admission residency applications and petitions for current students who wish to request a change of residency status are available at www.ubalt.edu/residency.

The policy on student residency classification for admission and tuition purposes is approved by the Board of Regents of the University System of Maryland. The current policy can be found at www.usmd.edu/regents/bylaws/SectionVIII/VIII270.html.

NONRESIDENT TUITION FEE DIFFERENTIAL EXEMPTION REQUEST

Any student, other than a nonimmigrant alien within the meaning of U.S.C.§1101(A)(15), who meets all of the following requirements shall be exempt from paying nonresident tuition at all public colleges and universities in Maryland.

Requirements

A student must:

1. have attended a public or nonpublic high school in Maryland for at least three academic years no earlier than the 2005-06 school year

2. have graduated from a public or nonpublic high school in Maryland or received the equivalent of a high school diploma from the state no earlier than the 2007-08 school year

3. have attended a community college in Maryland no earlier than the 2010 fall semester and met the requirements for the nonresident tuition exemption at the community college

4. have received an associate's degree from or achieved 60 credits at a Maryland community college

5. provide the institution with a copy of the affidavit submitted to the community college regarding the filing of an application to become a permanent resident with 30 days after becoming eligible to do so (if applicable)

6. provide to the institution documentation that the individual or the individual's parent or legal guardian has filed a Maryland income tax return:
   - annually while the individual attended a high school in Maryland
   - annually while the individual attended a community college in Maryland
   - annually during the period, if any, between graduation from or achieving 60 credits at a Maryland community college and registration at a Maryland public-sector higher education institution
   - annually during the period of attendance at the Maryland public-sector senior higher education institution

7. register at a Maryland public-sector higher-education institution in the state not later than four years after graduating or achieving 6 credits at a Maryland community college.

Information and petition information regarding the Nonresident Tuition Exemption policy is available at www.ubalt.edu/residency.

ACADEMIC ADVISING, REGISTRATION AND ACADEMIC POLICIES

Academic Advising
College of Public Affairs: 410.837.5359
Merrick School of Business: 410.837.4944
Yale Gordon College of Arts and Sciences: 410.837.5351

The University is committed to academic excellence and student success; therefore, a professional staff of academic advisers is available in the College of Public Affairs, in the Merrick School of Business and in the Yale Gordon College of Arts and Sciences. Students should meet with an adviser before each registration period to ensure that they are making proper academic decisions and progressing toward their degree. For some students, an adviser's signature is required for registration. It is important that students become familiar with their adviser and take advantage of these experts' in-depth knowledge of the various academic programs and policies.

Students should make an appointment to see an adviser before withdrawing from the University, even if they expect the withdrawal to be temporary.

Incoming students should take any necessary writing or math placement examinations before registering for their first semester at the University. Students admitted as freshmen must take placement tests prior to their first registration. Transfer students are required to take such placements tests prior to registration for their second semester at UB. Placement test scores help the adviser do a better job of planning a program of study with the student. Early testing also helps to ensure that all requirements are completed on schedule.

To ensure that students have the skills necessary for success, they must take a placement exam or meet appropriate prerequisites prior to registration for the following courses:

- MATH 111: College Algebra

- MATH 115: Introductory Statistics

- WRIT 101: College Composition

- WRIT 300: Advanced Expository Writing.

The University offers developmental courses for students who lack skills required by these courses. A primary reason why students should take the placement exams early in their academic career is that a delay in taking the preparatory courses can also delay graduation.

See the Achievement and Learning Center Web pages at www.ubalt.edu/alc for information about placement testing. See the course descriptions in the catalog for information about preparatory courses (DVMA 93, DVMA 95, DVRW 90, DVRW 95 and WRIT 200).

ADVISING FOR FRESHMAN STUDENTS
Office of Freshman Advising
Learning Commons, Room 102
Tel: 410.837.4186

Students entering the University as freshmen (0-23 credits) are assigned an adviser in the Yale Gordon College of Arts and Sciences. Freshman students should make an appointment with an adviser prior to registering for classes, when contemplating withdrawing from a class or making any other kind of schedule change, and when preparing to officially apply for a major field of study. Students admitted as freshmen may declare a major when they successfully complete a minimum of 24 credits of coursework at UB with a 2.0 average or higher and have met all minimum standards for entrance into the chosen major. They must declare a major when they have completed 45 credits. Students admitted as freshmen who have not completed their lower-level general-education courses in writing and mathematics within the first 45 credits may register for subsequent semesters only with permission of the academic adviser. Students with fewer than 24 credits may register for 300- and 400-level courses with written authorization from the instructor, the program director or the honors director.

COLLEGE OF PUBLIC AFFAIRS ADVISING
College of Public Affairs
Tel: 410.837.5359

All new students in the College of Public Affairs must meet with the director or adviser of their degree program prior to registration for their first semester. Program directors and advisers assist students in planning their academic careers and in selecting appropriate courses to satisfy degree requirements. Students new to a degree program are required to have an adviser's permission to register for any course and to make any changes to the previously approved registration by adding or dropping a course.

Other students are strongly encouraged to meet with a program adviser on a regular basis. Those continuing students who must obtain advisement and a departmental and/or dean's office signature before registering are:

- students changing their degree program or specialization

- probationary students

- reinstated or readmitted students

- nondegree students

- students registering for an independent study or internship

- students requesting to take more than 9 credits during a regular semester or 6 credits during a summer session (requires permission from the dean)

- students requesting to take a course at another college or university.

Students are responsible for reviewing carefully the requirements for their chosen degree program and for seeking clarification from a program director or adviser if necessary. Academic advisers are also

available in the Office of the Dean, Liberal Arts and Policy Building, Room 112, to provide information and clarification about public affairs programs, policies and procedures.

MERRICK SCHOOL OF BUSINESS ADVISING
Merrick School of Business
Tel: 410.837.4945

Academic advisement is available in the Merrick Advising Center, located in the William H. Thumel Sr. Business Center, Room 142. The center offers both day and evening hours. Scheduled appointments are recommended; to make an appointment, call 410.837.4944. Advisers provide information on School of Business programs, policies and procedures. All new candidates will receive a guide to graduation containing a program guide and must meet with an adviser prior to registering for their first semester. Students in online programs and who do not have access to the campus will be advised electronically. Academic advisers assist students in selecting appropriate courses to satisfy degree requirements. Students are advised that any deviation from their program of study must be approved. Department chairs and School of Business faculty are also available to assist students in planning their academic program and to discuss career goals.

Continuing students in good academic standing can register without an adviser's signature and are responsible for following their program guide. Continuing students who must obtain advisement and/or permission to register are:

- students changing their program or specialization

- students on academic probation

- readmitted students

- nondegree students

- students registering for an internship, independent study or practicum course

- students requesting to take more than 16 credits during a regular semester or 7 credits during a summer session (requires permission from the Office of the Dean; please see the Semester Load section of this catalog)

- students requesting to take a course at another college or university

- students reinstated from suspension.

Although the academic adviser will assist the student in planning a program, each student must assume responsibility for knowing curriculum requirements and seeing that these requirements are met.

YALE GORDON COLLEGE OF ARTS AND SCIENCES ADVISING
Yale Gordon College of Arts and Sciences
Tel: 410.837.5351

All new students in the Yale Gordon College of Arts and Sciences must meet with the adviser of their degree program prior to registration for their first semester. Program directors and advisers assist students in planning their academic careers and in selecting appropriate courses to satisfy degree requirements. Students new to a degree program are required to have an adviser's permission to register for any course and to make any changes to the previously approved registration by adding or dropping a course.

Other students are strongly encouraged to meet with a program adviser on a regular basis. Those continuing students who must obtain advisement and a departmental and/or dean's office signature before registering are:

- students new to UB

- students declaring a major

- students changing their major program

- probationary students

- reinstated or readmitted students

- nondegree students

- students registering for an independent study or internship

- students requesting to take more than 16 credits during a regular semester or 6 credits during a summer session

- students requesting to take a course at another college or university.

Students are responsible for reviewing carefully the requirements for their chosen degree program and seeking clarification from a program director or adviser if necessary. Academic advisers are also available in the Office of Advising, Learning Commons, Room 103, to provide information and clarification about the college's programs, policies and procedures.

PLACEMENT TESTING AND DEVELOPMENTAL COURSES
Placement Testing for Lower-Level General-Education Courses
The University of Baltimore requires students to have their skills assessed in reading, writing and mathematics. All first-year undergraduate students are required to take placement tests prior to registration and will be notified of testing dates. Transfer students who have satisfied MHEC general-education requirements in composition and/or mathematics at another college or university are exempt from placement testing for lower-level general-education courses in the satisfied area(s). After their first semester, they will not be permitted to register for any courses without permission until the required lower-level general-education courses in writing and mathematics have been successfully completed.

Transfer students who need to take placement tests should contact the Achievement and Learning Center at 410.837.5383.

Students with current documentation of disabilities will be eligible for accommodations, when appropriate.

Placement scores are valid for two years in accordance with the state guideline.

Placement Tests Taken at Another Institution
Students who have taken placement tests identical to the placement tests used at UB but at another institution within the last two years may request that those test results be used to place them in the appropriate UB courses. Students must provide documentation of any test results that are less than two years old to the Achievement and Learning Center, which will determine placement based on UB's current required scores.

Retest Policy
After receiving the results of the placement tests, students may choose to retest one time but not sooner than 24 hours after the initial test and not later than one week after initial testing. The higher score will be used for placement.

Appeal Policy
Students who earn a score close to the minimum acceptable score are allowed to appeal the retest score one time. An appeal requires a consultation with the academic adviser and a written request using the Request for Appeal Form. The deadline for submitting the appeal is no later than two weeks after the student's retest. If the appeal is granted for the writing test, the student will be asked to produce another timed writing sample. If the appeal is granted for the reading test, the student must make an appointment with the center to take the Nelson-Denny Reading Test. If the appeal is granted for the mathematics test, the student is to contact the ALC for an appointment, which will consist of reviewing the student's mathematical history and taking the math appeal exam. In all cases, the highest score (test, retest and appeal) will determine the appropriate placement.

Developmental Course Placement
Students will be advised to register for appropriate courses based on their placement scores. The writing and reading test determines initial enrollment in WRIT 101: College Composition, DVRW 95: College Reading and Writing II or DVRW 90: College Reading and Writing I. The mathematics placement test determines initial enrollment in MATH 115: Introductory Statistics, MATH 111: College Algebra, OPRE 201: Introduction to Business Statistics, DVMA 95: Intermediate Algebra or DVMA 93: Introductory Algebra.

Developmental Course Repeat Policy
Students are required to earn a PS (C- or better) in any developmental course to progress into the next course. Students who do not earn a PS grade are allowed to repeat the course two times. Since grades in developmental courses are not computed into the GPA, students who must repeat these courses should not file repeat/replace course forms. Students not successfully completing DVRW 095 are not required

to repeat this class if WRIT 101 is passed with a grade of C- or better. Students taking DVMA 093 or DVMA 095 must remain continuously enrolled in a developmental or credit-bearing mathematics course in each enrolled semester until the mathematics general-education requirement is fulfilled.

If after three attempts the student still has not achieved a PS grade, the student will be barred from further enrollment at UB for no less than one full regular semester. A student wishing to continue at UB at a later date must work with an appropriate adviser to create a plan for addressing the relevant academic issues and that plan must be approved by the adviser or the appropriate dean. Once the conditions of the plan are fulfilled, the student may submit a request for reinstatement to the appropriate dean. If approved, the student may be granted permission to register for classes in the next academic semester.

Students should refer to the [Continuous Enrollment/Leave of Absence](#) section of this catalog regarding the amount of time that they may stop out for this purpose. Students who have been out for more than two consecutive semesters must also reapply for admission.

Registration

Office of the University Registrar
Tel: 410.837.4825
Fax: 410.837.4820
Email: records@ubalt.edu
Web: www.ubalt.edu/records

SCHEDULE OF CLASSES

The schedule of classes, posted in MyUB and as a PDF online at www.ubalt.edu/records prior to registration each semester, is the official record of the class offerings for the semester. It reflects current academic information necessary for students, faculty and staff to plan for the semester. The schedule of classes, along with registration dates and the academic calendar, can be found on the University's website. Registration throughout the registration period can be accomplished using MyUB, the University's online information and registration system.

   Students should be aware that the University does not cancel any student's registration for nonpayment. Students must withdraw from class(es), and failure to do so will create a financial obligation to the University even if the student does not attend class(es). Please review the appropriate policy in the Tuition and Fees section of this catalog or at www.ubalt.edu/bursar.

REGISTRATION

MyUB-only registration allows students the opportunity to register for the next semester when the largest array of course sections is open. This option will assure students the greatest flexibility in scheduling their classes. During MyUB-only registration, students are restricted to registering online using the MyUB portal. The MyUB-only registration period usually extends for one week. After that, students may register using the MyUB portal or in person.

   Students are urged to register early for the following semester. New students who have been officially accepted by the University prior to the registration period may register after receiving the required advisement. Registration is continuous from the initial date announced in the academic calendar and registration schedule through the end of the late registration period. Schedule adjustments, such as add/drop, may also be done during this period according to the calendar established for each term.

   During registration, students submit class schedules and have the course selection confirmed. The student will receive a class schedule and a statement of fees at the end of the registration period. The registration will be completed if payment is made in full, payment arrangements have been made, the student has enough financial aid to cover the full balance, the student has enough financial aid to cover half of the full balance and has on file in the Office of the Bursar a signed and approved deferred-payment form or the student has submitted an approved third-party contract by the specified payment deadline.

   Students who register and do not withdraw will be held responsible for tuition and fees even if they never attend class.

LATE REGISTRATION/ADD-DROP

Late registration and final schedule adjustments are allowed during the first week of the academic term. There are additional required fees. This option offers a final opportunity for students to attend during a specific term. It is important to be aware that classes are in progress and that some academic work may have been missed. The official dates of the late registration period are listed in the academic calendar for each semester.

REGISTRATION FOR AUDIT AND CHALLENGE

Students may register to audit certain courses, without credit, and for challenge examination, with credit, at the time of registration with the written permission of the appropriate dean. There is no reduction in tuition and fees for a registration on the basis of audit or challenge.

CANCELLATION OF REGISTRATION

The University reserves the right to cancel any registration for which the student in question has not complied with appropriate procedures, rules and regulations and the financial requirements of the University. Students should be aware that the University does not cancel any student's registration for nonpayment. Students must withdraw from class(es), and failure to do so will create a financial obligation to the University even if the student does not attend class(es). Please review the appropriate policy in the Tuition and Fees section of this catalog or at www.ubalt.edu/bursar.

TRANSCRIPTS

The transcript is the official record of a student's academic program and is released only upon written authorization of the student or by an authorized directive from the judicial system.

Academic Policies

Office of the University Registrar
Tel: 410.837.4825
Fax: 410.837.4820
Email: records@ubalt.edu
Web: www.ubalt.edu/records

DEFINITIONS OF UNDERGRADUATE STUDENT STATUS

Class Standing
Students are classified at the start of a semester based on the number of credits they have earned at that time that are applicable to the degree. A freshman has earned between 0 and 29 credits; a sophomore has earned between 30 and 59 credits; a junior has earned between 60 and 89 credits; and a senior has earned 90 or more credits.

Degree Status
To attain degree-seeking status at the University of Baltimore, a student must be admitted as a degree-seeking student.

Students Admitted as Freshmen
All students who have 0-23 undergraduate credit hours of college-level courses will participate in the freshman experience.

Full-Time Status
A full-time student is a degree-seeking student who is carrying a minimum of 12 credit hours per semester, fall and spring.

Part-Time Status
A part-time student is a degree-seeking student who is carrying fewer than 12 credit hours per semester (fall and spring). In the summer sessions, the allowable credit load is 6 credits, and all students are classified as part time.

Nondegree Status
Nondegree students may take a maximum of 9 credits per semester (maximum of 6 during the summer session), not to exceed a total of 30 credits at UB. Nondegree students must apply for admission if they want to change their status to degree-seeking.

UB Coursework as Part of an Associate Degree
Undergraduate nondegree students who take courses at the University of Baltimore and transfer these to a community/junior college to complete an associate degree must satisfy the following conditions for admission to degree status at the University of Baltimore:

- Degree-seeking students must transfer to the University of Baltimore having earned an A.A., A.S. or A.A.S. degree.

- Students must complete a minimum of 60 additional credit hours upon return to the University of Baltimore.

- Students must complete a minimum of 120 credit hours to be awarded a bachelor's degree at the University of Baltimore.

SATISFACTORY AND UNSATISFACTORY PROGRESS

Please note: These policies are for determining satisfactory academic progress. Visit www.ubalt.edu/sap to determine the standards for satisfactory progress for eligibility for receiving or continuing to receive financial assistance.

A student is making satisfactory progress toward completion of his/her program as long as a GPA of 2.0 or higher is maintained.

- A student who attempts 12 or more credits at the University of Baltimore and earns less than a 2.0 will be placed on academic probation. Notification of this action will be by the grade report. Probationary status is a warning that satisfactory progress is in jeopardy.

- A student who is placed on probation must obtain advisement from the appropriate academic adviser before attending classes the following semester or summer session, even if the student has already registered. Full-time students on probation must limit their regular semester load to no more than 12 credits; part-time students must limit their regular semester load to no more than 6 credits. Students on probation may not take more than 3 credits at any given time during the summer.

- Students with fewer than 45 earned college credits will be placed in academic jeopardy for the following semester after earning three or more grades below C- (including F in pass/fail courses) in any full-time semester (12 or more credits, including developmental classes), regardless of whether their cumulative GPA is at 2.0 or above after that semester. Students in academic jeopardy must obtain advisement from the appropriate academic adviser before attending classes the following semester or summer session, even if they have already registered. Full-time students in academic jeopardy must limit their regular semester load to no more than 12 credits; part-time students must limit their regular semester load to no more than 6 credits. Students in academic jeopardy may not take more than 3 credits at any given time during the summer. Students with a cumulative GPA below 2.0 will be restricted to 12 credits in the next enrolled semester if they:
    o place into both DVMA and DVRW courses
    o fail developmental courses
    o are placed in academic jeopardy.

- A student who has been placed on academic probation because of a deficient grade point average will be allowed up to 12 semester hours to obtain a cumulative GPA of 2.0. If the student does not reach a GPA of 2.0 or higher by the time the 12 additional credit hours are accumulated, the student will be suspended.

- A suspended student may not register for classes at the University of Baltimore for at least one semester and may not attend summer sessions until reinstated by the appropriate academic dean (see next paragraph). In addition, for-credit courses taken elsewhere may not be applied to the academic program at UB.

- Reinstatement at the University of Baltimore is not automatic. The suspended student must request reinstatement in writing from the appropriate academic dean by Oct. 15 for the spring semester, by April 15 for the fall semester or by March 15 for the summer session. As a condition of reinstatement, a suspended student may be required to successfully complete certain remedial or prerequisite courses at the University of Baltimore or another institution of higher education.

- If the suspended student has been away from the University for longer than two regular semesters, he/she must also apply for readmission after being approved for reinstatement by the appropriate academic dean. Suspended students must meet the requirements of the catalog in effect upon return if they are readmitted.

- A student returning from suspension must receive advising and be cleared by the appropriate academic dean before registering. A reinstatement or readmission on probation approval must be signed by both the student and the adviser and filed in the student's official record in the Office of the University Registrar.

- A student suspended for a deficient GPA, when reinstated and/or readmitted, must achieve an overall cumulative GPA of 2.0 or higher within the first 12 hours attempted after reentry and/or must fulfill any requirements outlined in the reinstatement or readmission on probation approval. Failure to do so will result in immediate dismissal.

- Under certain extraordinary circumstances, a suspended student may petition for a waiver of suspension. The petition will be reviewed by the program director and the appropriate dean. If the petition is granted and the suspended student is not required to sit out a semester, a Waiver of Suspension form and accompanying course plan approved by the appropriate academic dean must be filed in the student's official record in the Office of the University Registrar.

GRADES

All students whose name appears on a grade roster, regardless of the length of their attendance in the class, will receive for each course attempted one of the grades listed below. If, however, the student withdraws officially from a course during the first week of classes, the student's name will not appear on the grade roster, nor will the transcript show the course.

All grades are given solely on the basis of an instructor's judgment of a student's scholarly attainment.

Only grades earned at UB or as part of an approved consortium program will be included as part of a student's official GPA.

Midterm Grades

All undergraduate courses, including the freshman experience and developmental courses, require midterm grades.

Midterm grades for designated courses must be posted by the end of the sixth week of a regular semester.

Allowable Grades

The following grades are used in computing the grade point average:

Grade (per credit hour)	Quality Points
A	4.0
A-	3.67
B+	3.33
B	3.0
B-	2.67
C+	2.33
C	2.0
C-	1.67
D+	1.33
D	1.0
D-	0.67
F*	0.0
FA**	0.0
XF***	0.0

* F: failure—given when the student completes the course, including the examination, but fails to meet the requirements of the course; when the student does not complete the course requirements and fails to officially withdraw from the course by the date designated in the semester academic calendar; when the student fails a credit-by-examination challenge course; or when the student fails a course listed in the catalog as either satisfactory/unsatisfactory or pass/fail

** FA: failure due to absences—given if the instructor determines that the student did not attend, stops attending or has insufficient attendance to pass the course according to the standards established in the course syllabus

*** XF: failure due to academic integrity violation—only posted upon request of the University judicial officer

The following grades are not used in computing the GPA:

Quality		
Grade	*Points*	*Explanation*
I	0	Incomplete
AU	0	Audit
PS	0	Pass
CR	0	Credit
NC	0	No Credit
CS	0	Continuing Studies
TG	0	Temporary Grade
W	0	Withdrawn
WA	0	Withdrawn Administratively
XC	0	Excluded Grade
S	0	Satisfactory Progress (midterm grade only)
NS	0	Nonsatisfactory Progress (midterm grade only)

I: incomplete—given when a student is temporarily prevented from completing required coursework by unanticipated extenuating circumstances, such as illness or major changes in the demands of a job. A petition, signed by the student, the instructor and the appropriate dean, must be filed with the instructor, who will then submit the petition to the registrar. The I grade will be changed to an F if a grade change form is not submitted by the instructor to the Office of the University Registrar according to the following schedule:

- If the grade I was earned in the fall semester, the grade change must be submitted by May 1.

- If the grade I was earned in the spring semester or summer session, the grade change must be submitted by Dec. 1.

A graduating student must remove an I grade within 60 calendar days after the last day of the student's last semester; otherwise, the student's graduation application will be withdrawn at that time and another application must be submitted for the following semester.

AU: audit—indicates registration only. Student auditors may not shift from audit status to grade status, or reverse, without the written permission of the appropriate dean, and in no case will a switch be made after the end of the regular registration period. There is no credit or grade awarded in this option.

PS: pass—credit for successful completion of a credit by examination challenge course and/or courses listed in the catalog as satisfactory/unsatisfactory or pass/fail. PS may also be used as a midterm grade to indicate satisfactory progress in the course. The PS is not computed in the student's grade point average.

CR/NC: credit/no credit—awarded under credit/noncredit grade option for skill-building courses elected at the time of registration. No credit or quality points are awarded.

CS: continuing studies—given when it is known at the outset of the course that requirements for its completion will necessarily extend beyond the end of the semester. This grade is assigned at the discretion of the instructor for specifically designated courses only.

TG: temporary grade—assigned pending resolution of an academic integrity issue. This grade is posted only upon request of the University judicial officer.

W: withdrawn—an administrative symbol (not a grade) that is not computed in a student's grade point average. The W is placed on the student's transcript if the student withdraws from a class or classes after the end of the late registration period and prior to midnight on the last date to withdraw with a W.

WA: withdrawn administratively—given when recommended by the instructor and the dean for exceptional circumstances and/or other academic violations. (This grade is not initiated by the student.)
XC: excluded grade—grade assigned for previous academic work which does not apply to the specific program in which a student is enrolled.

Grade Changes
All undergraduate semester and summer grades become final 60 calendar days after the last day of that semester. Students should review the policy on incomplete grades under the preceding section on grades. Grade changes are not accepted after the degree is posted on a student's transcript.

Dean's List
The Dean's List for undergraduate students enrolled for at least 12 credit hours is announced at the end of each semester and is divided into two sections:

- High Honor—those students having no grades lower than an A

- Honor—those students who, for the semester, achieve a 3.25 GPA or higher in addition to having no grades lower than a B.

Visiting Student Grades
The faculty and administration will make every effort to accommodate the timely reporting of final grades to a visiting student's home institution. Students should inform the University at the time of application when their grades should be forwarded to the home institution. If possible, this request will be honored.

SEMESTER LOAD
A student with full-time status may not register for more than 16 semester hours in the fall or spring semester, except with special permission from the dean's office. By definition, part-time students can take no more than 11 credit hours per semester. Courses with institutional credit (e.g., developmental courses) are included when determining full- and/or part-time status and for financial aid purposes.

Special nondegree students, regardless of when they take classes or what type of classes they take, are limited to a total semester load of 9 credit hours. Students on probation are regulated by the policy on satisfactory and unsatisfactory progress.

In the summer session, the course load cannot exceed 7 credit hours. Any exception to the designated course load must have the written approval of the dean.

ACCEPTANCE INTO A MAJOR

Students admitted to the University as freshmen may indicate a planned major upon entry. Freshman students may declare a major when they successfully complete a minimum of 24 credits of coursework at UB with a 2.0 average or higher and have met all minimum standards for entrance into the chosen major. All students must declare a major when they have completed 45 credits.

Transfer students declare a major when admitted as degree-seeking students. Students must meet the entry requirements of the intended major at the time of declaration. Transfer students admitted with fewer than 45 credits may declare a major and be assigned to a program adviser upon admission to the University. Transfer students may also elect to enter UB with an undeclared major, but they must declare a major upon attainment of 12 UB credits earned with a 2.0 or higher and successful completion of additional admission standards into the major. Undeclared students will be advised in the Yale Gordon College of Arts and Sciences Office of Advising until successful entrance into a major.

CHANGE OF ACADEMIC PROGRAM

If a student changes major, minor or specialization, the requirements are those specified in the catalog in effect at the time the student becomes a degree candidate in the new major, minor or specialization.

If the student has been continuously enrolled in the University, he/she will not be required to complete University-wide degree requirements introduced after the time of initial enrollment.

REPEAT COURSES

A student may repeat any course in which he/she has received a grade below C. If a course is repeated to replace a grade, the replacement grade is calculated into the student's grade point average, regardless of whether it is higher or lower than the original grade. The grade for the replacement attempt appears on the transcript within the semester in which the course is repeated. Students repeating courses to replace grades do so at their own risk. For example, a student repeating a D-graded course who receives an F for the second attempt loses the points earned for the D, and the F is the grade that is computed into the GPA. If the student receives a W (withdrawn) for the second attempt, the W does not replace the original grade.

Grades cannot be changed on the basis of work taken elsewhere. The repeated course must be the original course; a substitute course is not acceptable for a grade change.

The credit value of any repeated course is counted one time only at the University of Baltimore to satisfy graduation requirements at the University of Baltimore.

Merrick School of Business Repeat Course Policy

Students are limited to three attempts to successfully complete all lower- and upper-division business core courses and specialization courses required by the degree program. This applies to all undergraduate degree programs offered by the Merrick School of Business. Please refer to the University's policy on repeating courses to replace grades (immediately above).

WITHDRAWAL POLICIES AND PROCEDURES

A student wishing to withdraw from a course must do so online using MyUB. Students should always confirm the completion of their withdrawal by reviewing their schedule after submitting the withdrawal or by contacting the Office of the University Registrar. No credit or tuition refund will be made unless such an official notice is submitted. The computation of any credit or refund is made from the date the formal notice of withdrawal is submitted to the Office of the University Registrar and not from the date the student stopped attending any class(es).

The responsibility for official withdrawal rests with the student. If a withdrawal is done prior to the end of the late registration and drop/add period, the course will not show on the student's transcript. After that period, all withdrawals are indicated on the transcript by a W, and the student is considered to have been enrolled for that semester.

Any student may withdraw from a course through the end of the ninth week of the fall or spring semester, or through the fifth week of any summer session. After the deadline for withdrawal, a student who believes that unanticipated extenuating circumstances—such as health problems or a change of employment—make a withdrawal necessary should submit a written appeal with supporting documentation to the appropriate academic dean. Both the course instructor(s) and the appropriate dean must approve the request. Approval of such requests is not automatic, and some requests may not be granted. No student will be permitted to withdraw for any reason from a class during the last week of school prior to the beginning of the scheduled examination period.

Students receiving any form of financial aid, including veterans benefits, should check with the Office of Financial Aid prior to withdrawing from any class. Withdrawal may affect the level of aid or eligibility for aid in future semesters.

The University does not cancel a student's registration for nonpayment. If a student decides not to attend, he or she must formally withdraw through the Office of the University Registrar or online using the MyUB portal. Students who use the online MyUB portal should be sure to check their schedule after withdrawing to determine if the withdrawal was processed as requested. If a student does not make payment in full or make payment arrangements with the Office of the Bursar by the established payment due dates, that student's account will be charged a late payment fine.

CONTINUOUS ENROLLMENT/LEAVE OF ABSENCE

An undergraduate has seven years to complete the bachelor's degree requirements at UB after enrolling as a degree student. Degree-seeking students are expected to register for courses each semester on a continuous basis (excluding summer) to maintain the degree requirements in effect at the time of their initial enrollment.

The University recognizes, however, that a student may encounter circumstances which require a temporary interruption of studies. Under such circumstances, the student may be absent for as long as two consecutive semesters (excluding summer) without jeopardizing continuous enrollment status.

If a student feels that it is necessary to be absent for more than two consecutive semesters (excluding summer), he/she must receive an approved leave of absence to maintain continuous enrollment and to be eligible for degree requirements in effect at the time of initial enrollment. To be considered for a leave of absence, a student must make a written request to the appropriate dean's office in advance of the third semester's absence. Upon reviewing the reasons for the request, the dean may grant an

approved leave of absence. The cumulative time for leave of absence may not exceed 180 days. The written approval must be contained in the official student folder maintained in the Office of the University Registrar. Please note that the semesters in which a student fails to enroll are counted toward the seven-year limit for degree requirements.

If a student who is absent for more than two consecutive semesters has not obtained an approved leave of absence, he/she must apply for readmission and pay a reapplication fee before being permitted to re-enroll. A student who applies for readmission must fulfill the admission and degree requirements set forth in the catalog in effect at the time he/she returns to the University.

If a student is absent from the University and has not maintained continuous enrollment status, the seven-year time period for completion of new degree requirements begins when he/she is readmitted to the University. (Students should refer to Catalog Under Which Students Graduate in this section of the catalog for further information.)

COURSEWORK TAKEN ELSEWHERE AFTER ENROLLMENT

After a student has enrolled at the University of Baltimore, transfer credit for courses taken elsewhere will be granted only with the prior written approval of the appropriate dean or designee at the University of Baltimore. This written approval must be filed in the official student folder maintained in the Office of the University Registrar.

INTER-INSTITUTIONAL REGISTRATION

University System of Maryland

It is the policy of the University System of Maryland to allow full-time undergraduate students who are in good academic standing and of sophomore status (30+ credits) at the University of Baltimore to register for undergraduate courses at any other USM school. Likewise, students at other system institutions may register for classes at the University of Baltimore. Prior approval by the student's academic adviser and by the registrar at the student's home and host institutions is required. Courses taken at another system institution through this program are counted as part of the student's regular program at the University of Baltimore, and the student pays University of Baltimore tuition. This program can be used by full-time students during the regular fall and spring semesters only.

For full details of this policy, contact UB's Office of the University Registrar.

The Maryland Institute College of Art Program

The University of Baltimore participates in a student-exchange program with the Maryland Institute College of Art. This program allows full-time students at the University to enroll in courses at MICA. Prior approval by the student's academic adviser and the registrar is necessary.

Courses taken through this program can be counted as part of the student's regular program at the University, and the student pays University of Baltimore tuition. For further information, see your adviser or contact the Office of the University Registrar. This program is not available during summer sessions.

ACADEMIC CLEMENCY

Undergraduate students returning to the University of Baltimore after a minimum five-year separation and who, upon returning, make satisfactory progress for their first 9 credit hours may petition the appropriate academic dean to have a maximum of 15 credits of the previously earned grades and credits removed from the calculation of their cumulative grade point averages. Excluded grades and credits will be noted on academic transcripts with XC (excluded credits).

Students must file the petition for excluded credits with the appropriate dean prior to the completion of 12 credit hours after returning to the University. Excluded credit decisions are final and may not be changed. Approval of the petition is not automatic or guaranteed.

CATALOG UNDER WHICH STUDENTS GRADUATE

The requirements for graduation for an undergraduate student at the University of Baltimore are those listed in the catalog that is current at the time the student first becomes a candidate for an undergraduate degree at the University, with the following conditions:

- The student must be in continuous enrollment in the same major during the academic years (every fall and spring semester) from the time of first enrollment until graduation.

- The student must not take longer than seven calendar years to complete degree requirements after enrolling as a degree candidate. Credits that are older than seven years shall normally not be applied toward the graduation requirements, except upon approval of the major department chair and academic dean.

- If, for whatever reason, including academic suspension or other deficiencies, a student is not enrolled for two consecutive semesters or longer, the student must re-apply for admission and must meet the requirements of the catalog in effect upon returning and being admitted as a degree candidate.

- If the student changes from one program and/or major to another, the graduation requirements are those listed in the catalog that is current at the time the student becomes a degree candidate in the new program or major.

- If the student wishes to attend another institution or must drop out of the University temporarily because of family problems, sickness or other difficulties, he/she may request in writing a leave of absence and permission to re-enter under original catalog course requirements; however, the student will be governed, upon his/her return, according to the academic and administrative policies and procedures listed in the catalog in effect at the time of re-entry.

- If a leave of absence is granted, a letter of written permission signed by the dean is maintained in the Office of the University Registrar.

APPLYING FOR GRADUATION

The student is responsible for application for graduation and must file an application and pay the required fee at the beginning of the semester in which the student expects to complete degree

requirements. Deadlines are established in the academic calendar and usually fall on the last date of late registration for a semester.

Students are advised to meet with their program director or adviser no later than the beginning of their last semester to make sure their course selections are correct. Each student should resolve any outstanding problems prior to midsemester, at which time copies of his/her records are submitted to the academic dean for clearance. It is the student's responsibility to make sure that all transcripts are in and that any pending grade changes or incompletes are resolved and in the Office of the University Registrar prior to midsemester. Failure to do so could delay graduation for an additional semester.

Any student who does not complete degree requirements by the end of the semester for which graduation is anticipated or who is not approved must file another graduation application and pay another fee in the future semester in which graduation will occur.

GRADUATION

Undergraduate students are awarded the Bachelor of Arts or Bachelor of Science degree when they have:

- fulfilled all entrance requirements

- satisfactorily completed a specific curriculum with a grade point average of 2.0

- acquired a minimum of 120 credit hours

- met any additional requirements of the program from which they expect to receive their degree.

All students must take the last 30 credits toward a bachelor's degree at the University of Baltimore.

Once a student has been awarded a degree or certificate from the University of Baltimore, no grades or credits on the transcript can be changed and no courses can be added to the record for that degree.

GRADUATION WITH HONORS

To be eligible for graduation with honors from the University of Baltimore, a student must have earned a minimum of 48 first-attempt graded credit hours in scheduled classes at the University of Baltimore. All credits earned at the University will be used in the computation of the grade point average.

Upon graduation with a cumulative grade point average of 3.9, the student is awarded the bachelor's degree summa cum laude; with a cumulative average of 3.75, magna cum laude; with a cumulative average of 3.5, cum laude. Numerous special academic awards are sponsored by the College of Public Affairs, the Merrick School of Business and the Yale Gordon College of Arts and Sciences. Information about these may be obtained from the deans.

GRADUATION FROM THE HELEN P. DENIT HONORS PROGRAM

For information on graduation requirements for the Helen P. Denit Honors Program, visit www.ubalt.edu/honors.

HOLIDAY CLASSES

Graduate and undergraduate classes generally meet on federal and state holidays with the exception of Thanksgiving, Christmas, New Year's Day, Martin Luther King Jr. Day, Memorial Day, Independence Day and Labor Day. Students should consult the academic calendar for an exact holiday schedule.

MAKE-UP POLICY FOR FINAL EXAMS

Make-up examinations for missed final examinations are, in general, left to the discretion of the individual faculty member.

However, University policy dictates that make-up examinations will be given for instances of final examinations missed because of documented illness or documented conflict with religious observance, and in instances of examinations missed because of University-sanctioned trips.

If a student misses a final examination for any reason not covered by the above, the question of whether or not a make-up examination is given is up to the discretion of the individual faculty member.

ATTENDANCE

Students are expected to attend classes regularly. When, in the instructor's judgment, a student has been absent or late so often that the student has lost a significant part of the instruction that will prevent the issuance of a valid grade, the instructor may submit a grade of F (failure) or FA (failure due to absences).

Instructors set their own class attendance policies and will communicate these in the course syllabus at the beginning of the term. The above policy does not remove the responsibility from the student to withdraw officially from any class that he/she ceases to attend. Failure to do so will subject the student's records to a grade of F or FA.

ACADEMIC AND ADMINISTRATIVE APPEALS

Students desiring to appeal an academic or administrative decision should consult the *UB Student Policies and Procedures Handbook*, found at www.ubalt.edu/studenthandbook.

THE UNIVERSITY OF BALTIMORE UNDERGRADUATE LEARNING GOALS

Students at the University of Baltimore will:

- Apply strategies that enhance professional and personal competence.
  Outcomes: This set of skills is demonstrated by the ability to:

    o   recognize the implications of their financial and economic decisions

    o   work in teams while filling different roles

    o   use digital technology to communicate and investigate

    o   find and judge the credibility of different sources of information.

- Connect knowledge with choices and actions that engage others in diverse local and global communities.
  Outcomes: This set of skills is demonstrated by the ability to:
    o make informed choices regarding conflicting situations in their personal and public lives and to foresee the consequences of these choices

    o recognize the importance of civic engagement in their personal lives and society

    o reflect on how one's own attitudes and beliefs are different from those of other cultures and communities

    o articulate the interconnectedness of global, regional, local and personal interests.

- Acquire knowledge about models of ethical behavior and understand its implications in the development of personal and professional relationships.
  Outcomes: This set of skills is demonstrated by the ability to:
    o make well-reasoned choices regarding conflicting situations in their personal and public lives and to foresee the consequences of these choices

    o give well-supported reasons for deciding on right moral conduct in an interdependent group

    o apply an ethical decision-making process to social, workplace and personal dilemmas.

- Communicate effectively in various media.
  Outcomes: This set of skills is demonstrated by the ability to:
    o express ideas and facts to others effectively in a variety of written, oral and visual formats

    o communicate in one-on-one and group settings

    o make efficient use of information resources and technology for personal and professional communication

    o comprehend, interpret and analyze texts.

- Think critically and creatively to solve problems and adapt to new environments.
  Outcomes: This skill is demonstrated by the ability to:
    o generate and explore new questions

    o analyze complex issues and make informed decisions

    o synthesize information to arrive at reasoned conclusions

    o evaluate the logic, validity and relevance of data.

- Gather and evaluate information using scientific, quantitative, humanistic and aesthetic methods.
  Outcomes: This set of skills is demonstrated by the ability to:
    - apply the scientific method to solve relevant problems
    - use mathematical concepts and techniques that can be applied to other disciplines
    - use knowledge of humanities in various personal and professional situations
    - engage with and appreciate aesthetic perspectives.
- Develop an integrated and specialized knowledge and skills base.
  Outcomes: This set of skills is demonstrated by the ability to:
    - acquire substantial knowledge and understanding of at least one field of study (intellectual depth)
    - compare and contrast approaches to knowledge in different disciplines (intellectual breadth)
    - modify one's approach to an issue or problem based on the contexts and requirements of particular situations (adaptability).

UNIVERSITY-WIDE DEGREE REQUIREMENTS
This section applies to:
- ***all students entering before fall 2013***
- ***all students entering before fall 2014 with more than 24 credits***
- ***all students entering before fall 2015 with more than 45 credits.***

Identifying General-Education Requirements

In the Course Descriptions section of this catalog, each course that may be used to satisfy a general-education requirement is designated using the following coding system (codes are in [**BOLD**] and numbers in parentheses represent number of required credits):

WRIT	English Composition (3)
MATH	Mathematics (3)

Arts and Humanities

ENGL	Literature (3)
CMAT	Oral Communication (3)
HIPL	History or Philosophy (3)
ART	Fine Arts (3)

SOSC   Social and Behavioral Sciences (6)
GSCI   Biological and Physical Sciences (7)

Interdisciplinary and Emerging Issues
COSC   Computer Literacy (3)

Qualifying general-education courses are also listed in the section below. In addition, other courses may have been designated as meeting general-education requirements since the printing of this catalog; please contact your academic adviser for more information.

General Education

The University of Baltimore is committed to the ideals of general education. Requirements for general education are prescribed by the Code of Maryland Regulations (COMAR). Students entering Maryland public institutions must complete no fewer than 40 and no more than 46 credits in general-education courses to earn a bachelor's degree.

The University of Baltimore outlines 34 credits of lower-division general-education requirements that meet the Maryland General Education and Transfer Policies regulations. Those admitted to UB as freshmen will usually complete these credits within their first two years of study. Since associate degree programs at community colleges include many of these requirements and since most four-year colleges and universities require these courses at the lower level, students who transfer to the University of Baltimore usually have completed many of these general-education credits prior to enrollment. However, all of these requirements can be met through courses taken at the University of Baltimore.

Lower-Level General Education

The following lower-level general-education requirements apply to students admitted for the 1996 fall semester and thereafter.

Prospective transfer students should consult a transfer counselor and/or a counselor in the UB Offices of Admission for additional information. Any general-education course transferred into the University of Baltimore must have been completed with a grade of C- or better. However, if another Maryland public institution accepted a D/D+ as satisfactory for fulfillment of a general-education course, then UB will accept that requirement as fulfilled.

Lower-Level General-Education Requirements (34 credits)

General education supports the Undergraduate Learning Goals of the University of Baltimore. It encourages active learning, critical thinking and independent investigation and helps students assume responsibility for their own intellectual development. Lower-level general-education requirements are designed to provide a broad exposure to topics and disciplines that expand understanding of self. General education places this understanding in a context of history, culture and current thinking. It directs this understanding outward to engagement in the communities in which students live and work, from the local to the global.

General-education requirements are distributed in the categories that follow. Various UB courses that can be used to fulfill the requirements are indicated below; additional courses may be added over time. All lower-level general-education courses must be completed with a grade of C- or better.

English Composition Requirement (3 credits) WRIT
One course; *prerequisite:* adequate score on placement test or successful completion of designated developmental writing course

WRIT 101   College Composition (3)
WRIT 101   College Composition (3) with DVRW 95: College Reading and Writing II (2 institutional credits)

Mathematics Requirement (3 credits) MATH
One course

MATH 111   College Algebra (3); *prerequisite:* adequate score on placement test or successful completion of MATH 115 or OPRE 201 or their equivalent or successful completion of DVMA 95: Intermediate Algebra
MATH 115   Introductory Statistics (3); *prerequisite:* adequate score on placement test or successful completion of MATH 111 or its equivalent or successful completion of DVMA 95: Intermediate Algebra
OPRE 201   Introduction to Business Statistics (3); *prerequisite:* adequate score on placement test or successful completion of DVMA 95: Intermediate Algebra

Arts and Humanities Requirements (12 credits)
Students must complete one course in each area below.

Literature (3 credits): one course in world, English or American literature, or any acceptable course in the literature (not grammar) of a foreign language **ENGL**

ENGL 200   The Experience of Literature (3)
ENGL 250   Origins: In Search of Self (3)
ENGL 297   Topics in English (3)
ENGL 351   Ancient Myth: Paradigms & Transformations (3)

Oral Communication (3 credits) **CMAT**

CMAT 201   Communicating Effectively (3)
CMAT 296   Topics in Speech Communication (3)
CMAT 303   Oral Communications in Business (3)

History or Philosophy (3 credits): one history or philosophy course; certain religion courses will also satisfy this requirement **HIPL**

HIST 101   World History to 1500 (3)
HIST 102   World History Since 1500 (3)
HIST 111   Early America (3)

HIST 112	Modern America (3)
HIST 121	World History of Art to 1500 (3)
HIST 122	World History of Art from 1500 (3)
HIST 197	Conflicts in History (3)
HIST 240	Everyday Lives (3)
HIST 290	Great Issues in History (3)
HIST 315	Europe Since 1945 (3)
PHIL 101	Introduction to Philosophy (3)
PHIL 140	Contemporary Moral Issues (3)
PHIL 150	Critical Thinking and Arguments (3)
PHIL 280	Environmental Ethics (3)

Fine Arts (3 credits): one course, not a studio course, in the fine arts **ART**

ARTS 101	Music and Arts as Craft (3)
ARTS 121	World Music (3)
ARTS 201	The Arts in Society (3)
ARTS 297	Topics in the Arts I (3)
CMAT 130	Baltimore in the Media (3)
CMAT 215	Introduction to Design (3)
CMAT 216	History of Graphic Design (3)
CMAT 231	Decoding Media (3)
CMAT 271	Interpreting Pop Culture (3)
IDIS 304	Arts and Ideas (3)

Social and Behavioral Sciences Requirements (6 credits) SOSC
Students must complete one course from each of two different disciplines.

ANTH 110	Cultural Anthropology (3)
ANTH 115	Human Anthropology (3)
CNCM 101	American Conflict Since 1890 (3)
CNCM 102	Global Conflict (3)
CRJU 200	Criminal Justice (3)
CSCE 100	Urban Solutions (3)
CSCE 200	Understanding Community (3)
ECON 100	Economics of Contemporary Issues (3)
ECON 200	The Economic Way of Thinking (3)
ENTR 101	Imagination, Creativity & Entrepreneurship (3)
GVPP 201	American Government (3)
GVPP 210	Global Politics (3)
GVPP 284	Politics in Comparative Perspective (3)
MGMT 101	Business in a Changing World (3)
PSYC 100	Introduction to Psychology (3)
SOCI 100	Introduction to Sociology (3)

Biological and Physical Sciences Requirements (7 credits) GSCI
Students must complete two courses; one of the two must be a laboratory course.

Non-laboratory courses

BIOL 101	Humankind and the Biological World (3)
CHEM 101	Chemistry and the Modern World (3)
ENVA 201	Human Ecology (3)
PHSC 101	Earth in Focus (3)

Laboratory courses

BIOL 111	Human Biology (4)
BIOL 121	Fundamentals of Biology (4)
ENVS 221	Science of the Environment (4)

Interdisciplinary and Emerging Issues Requirement (3 credits)
Students must complete a course in computer literacy. **COSC**

COSC 100	Introduction to Computer Technologies (3)
INSS 100	Computer Information Systems (3)

This requirement may be met by a sufficient test score on the waiver exam (contact the Achievement and Learning Center at 410.837.5383), but students may be required to successfully complete an additional general-education course to meet state requirements.

Full-time students who for some reason cannot complete a general-education requirement at UB may take lower-level general-education course(s) through inter-institutional registration at another University System of Maryland college or university.

Graduation Requirement
In addition to the general-education requirements outlined in this section of the catalog, students are expected to develop information literacy throughout their four years of education. The ways in which this requirement may be met are specified by each academic program.

Undergraduate students always meet this requirement if they have successfully completed IDIS 110: Introduction to Information Literacy (3).

Students who have not successfully completed this course should discuss how to meet the requirement with their program director or adviser.

Upper-Level General Education
The upper-level core curriculum builds on lower-level general-education requirements and seeks to develop habits of and tastes for independent thinking. The general-education program, which cuts across disciplinary lines, asks students to confront both the complexity of knowing and the tentativeness of our knowledge. It also facilitates the ability of students to exercise control over their lives through thoughtful response to their political, cultural and natural environments.

Upper-Level General-Education Requirements (6 or 9 credits)

All undergraduates must complete 6 credits of required courses in the upper-division core with a grade of C (2.0) or better:

WRIT 300   Advanced Expository Writing (3)

IDIS 302   Ethical Issues in Business and Society (3).

In addition, students in programs within the College of Public Affairs or the Yale Gordon College of Arts and Sciences must also complete one of the following with a grade of C (2.0) or better:

IDIS 301   World Cultures (3)

IDIS 304   Arts and Ideas (3).

(Students who have not fulfilled the lower-level general-education requirement in fine arts may meet both requirements by successfully completing IDIS 304: Arts and Ideas.)

It is only in extraordinary circumstances that another course may be substituted for one of the upper-level general-education requirements.

This section applies to:

- *all new freshmen (fewer than 24 college credits) beginning in fall 2013*
- *all sophomores (fewer than 45 credits) beginning in fall 2014*
- *all new students beginning in fall 2015.*

Identifying General-Education Requirements

In the Course Descriptions section of this catalog, each course that may be used to satisfy a general-education requirement is designated using the following system of three-letter codes:

QQT   Quantitative and Qualitative Thinking

CTE   Critical Thinking and Ethical Reasoning

COM   Communication

GIK   Global and Intercultural Knowledge

HAT   Humanistic and Aesthetic Thinking

PPS   Personal and Professional Skills

General Education (43 credits)

In the face of pressing economic and social challenges, it is critical that University of Baltimore graduates be able to communicate effectively in many different modes; to gather, synthesize and critically evaluate information; to make ethical and evidence-based decisions within real-world contexts; to understand systems and to think systemically; and to negotiate divergent and competing perspectives.

The general-education program at the University of Baltimore encompasses Maryland requirements as well as specific University of Baltimore requirements. Together, this program is unique to UB and uses a skills- and competency-based structure that particularly emphasizes students' reading, writing, thinking, knowing and doing—making knowledge work. The skills and competencies reflected in this program are drawn from UB's undergraduate learning goals and promote critical thinking and effective

communication as well as the development of practical literacies and the integration of knowledge and experience. The general-education program highlights student engagement and provides a challenging and flexible curriculum through which skills and competencies develop over the course of a student's experience at UB.

Transfer Students

Students who transfer to the University of Baltimore often have completed many of these general-education credits prior to enrollment, either in associate degree programs at community colleges or in programs at other four-year colleges and universities. Students with an A.A. or A.S. degree from a Maryland community college (as well as from most community colleges in other states) take only two or three additional general-education courses at the University of Baltimore, as noted below. Prospective transfer students should consult a counselor in the UB Office of Transfer Admission and Community College Relations for additional information. Any general-education course transferred into the University of Baltimore must have been completed with a grade of C- or better. However, if another Maryland public institution accepted a D/D+ as satisfactory for fulfillment of a general-education course, then UB will accept that requirement as fulfilled.

Full-time students who cannot complete a general-education requirement at UB may take lower-level general-education course(s) through inter-institutional registration at another University System of Maryland college or university.

All general-education courses must be completed with a grade of C- or better, except Advanced Expository Writing and Ethical Issues in Business and Society, which must be completed with a grade of C or better.

Competency Areas

All students complete coursework in these six primary areas:

Quantitative and Qualitative Thinking (13 credits)

Students apply mathematical and scientific methods in problem-solving. Coursework in this area engages students in using technology, modeling, and oral and written communication to express fundamental and more advanced concepts, theories and issues within their fields of study.

Four courses:

- Natural Science (non-lab) (3)
- Natural Science (with lab) (4)
- Mathematics (3)
- Social or Behavioral Science (3): must be in a different discipline from the social science course used to satisfy the Global and Intercultural Knowledge requirement below

Critical Thinking and Ethical Reasoning (6 credits)

Students develop critical-thinking, analytical and ethical-reasoning proficiency across disciplines. Coursework in this area builds on skills to analyze complex issues and make informed decisions; to synthesize information; to evaluate the logic, validity and relevance of data; to learn how to generate

and explore new questions; to make well-reasoned choices; and to bring an ethical perspective to decisions in one's personal and public life.

Two courses:

- Sophomore Seminar (3): required for all students entering with fewer than 45 credits; students entering with 45 or more credits may substitute another general-education course

- Ethical Issues in Business and Society (3) or another philosophy, history or business course designated by the major

Communication (9 credits)

Students learn the principles of verbal and visual rhetoric and the craft of transmitting ideas to an audience through words, images and sound in written, oral and graphic media and multimedia. Coursework in this area builds skills in expressing ideas and facts to others effectively in a variety of written, oral and visual formats; in communicating in one-on-one and group settings; in making efficient use of information resources and technology for personal and professional communication; and in comprehending, analyzing and interpreting texts.

Three courses, plus the capstone in the major:

- College Composition (3)

- Advanced Expository Writing (3)

- Oral Communication or Foreign Language (3)

- Capstone (3) in the major program

Global and Intercultural Knowledge (6 credits)

Students explore diversity through the study of societies and cultures. Coursework in this area enables students to reflect on how individual attitudes and beliefs differ among people, cultures and communities; to articulate the interconnectedness of global, regional, local and personal interests; and to find and judge the credibility of different sources of information.

Two courses:

- Social or Behavioral Science (3): must be in a different discipline from the social science course used to satisfy the Qualitative and Quantitative Thinking requirement above

- One course from among these four areas: (3)

    o World Cultures

    o Literature

    o History/Philosophy

    o Fine Arts

Humanistic and Aesthetic Thinking (6 credits)

Students use diverse methods to study the human condition and how humans value and interpret the world, drawing on analytical, critical, speculative and creative ways of thinking. Coursework enhances students' skills in communicating effectively in various media; in thinking critically and creatively to solve

problems and to adapt to new environments; and in using knowledge drawn from the arts and humanities in various personal and professional situations.

Two courses (6) from any two of these areas, both at the 200 level or above:

- Arts and Ideas

- Literature: must be fulfilled here or as a Critical Thinking and Ethical Reasoning course or as a Global and Intercultural Knowledge course

- History or Philosophy: must be fulfilled here or as a Critical Thinking and Ethical Reasoning course or as a Global and Intercultural Knowledge course

- Fine Arts: must be fulfilled here or as a Global and Intercultural Knowledge course

Personal and Professional Skills (3 credits)
Students apply strategies that enhance professional and personal competencies in their careers and their lives in the 21st century. In support of their life successes, students recognize the implications of their financial and economic decisions; work in teams, filling different roles; and use digital technology to communicate, investigate, find and judge the credibility of different sources of information.

One course:

- IDIS 101: First-Year Seminar (3): students entering with fewer than 24 credits must take First-Year Seminar; students entering with 24 or more credits may substitute three credits of general education, which must be INSS 300 for business students

Additional Guidelines for All Students
While satisfying the requirements in the six competencies above, all students must take at least one of these three courses:

- Ethical Issues in Business and Society

- Arts and Ideas

- World Cultures.

While satisfying the requirements in the six competencies above, all students admitted *without* an Associate of Arts (A.A.) or Associate of Science (A.S.) degree must take at least one course from each of three areas:

- Literature [ENGL LDR]

- Fine Arts [ARTS LDR]

- History or Philosophy [HIPL LDR].

Additional Guidelines for Students Entering With Associate of Arts (A.A.) or Associate of Science (A.S.) Degrees
Students who hold an Associate of Applied Science degree will have their previous coursework evaluated on a course-by-course basis.

Yale Gordon College of Arts and Sciences or the College of Public Affairs

Take these three courses (9 credits) plus the capstone in the major. All other general-education requirements are satisfied by the associate degree.

- Arts and Ideas, Ethical Issues in Business and Society, or World Cultures

- Advanced Expository Writing

- 300-level general-education elective

Merrick School of Business

Take these two courses (6 credits) plus the capstone in the major. All other general-education requirements are satisfied by the associate degree.

- Ethical Issues in Business and Society

- Advanced Expository Writing

Information Literacy Graduation Requirement

Students entering with fewer than 45 credits must take Introduction to Information Literacy (3). Students entering with 45 or more credits satisfy this requirement within the coursework of the major.

THE FRESHMAN EXPERIENCE

Students admitted to UB under freshman standards must have earned fewer than 24 academic credits at another institution of higher education. These students participate in the freshman experience.

The work of the freshman experience takes place under a set of guiding principles:

- Provide small class experiences and common courses, linked to each other and to a relevant societal context.

- Develop students' learning abilities in key areas (effective communication, information literacy, technological competence, developing a knowledge and skills base, personal management and ethical discernment).

- Guide students regarding academic requirements, the resources and opportunities of the University, their social and academic responsibilities and their future careers.

- Show respect for three dimensions of the student experience: students' struggles to attend college, to participate actively in the classroom and to understand a new standard for learning that involves students' ownership of their education.

In their early college curriculum, students take general-education courses in science, mathematics, composition, humanities, social sciences, information literacy, oral communication and IT fluency; a first-year seminar that provides a chance to practice academic success skills; 100- and 200-level courses in the majors or electives; and developmental courses in reading, writing and mathematics.

Students are encouraged to formally declare a major after they have completed 24 credits and must do so once they have completed 45 credits.

Components of the Freshman Experience

Learning Communities: Learning communities are the centerpiece of the freshman experience. All freshman students choose two learning communities, one each semester of the first year. The curricular

coherence provided by thematically linked courses provides an excellent environment for student success. An important goal for learning communities is building social and intellectual connections from what students know when they come to UB, to what they learn in their first and second years, to what they learn in their major areas of study and eventually to how they act as responsible and educated professionals, citizens and family members.

Learning communities help students to participate more fully in their own learning, to interact more often and more deeply with faculty and staff and, most importantly, to develop academic maturity and self-confidence as they move toward their major fields of study. Critical thinking, reading and writing skills help students engage in Knowledge That Works.

In rare circumstances, students may withdraw from one or more learning community courses with the written approval of the Office of Freshman Advising and in consultation with the learning community faculty members. However, choosing to drop a course may require the student to take another learning community.

First-Year Seminar: The required IDIS 101: First-Year Seminar: Introduction to University Learning is a 3-credit academic course that helps students to develop key skills, knowledge and habits of mind necessary for academic and professional success. In an active-learning environment, first-semester students and their instructors explore the nature and practice of intellectual inquiry in a university environment. Applied exercises reinforce core study/learning skills in the context of real-time demands, while structured self- and group reflection develops concurrent skills in personal, academic and professional goal-setting. Students become more intentional, lifelong learners, with skills in teamwork and critical-thinking that can become fundamental elements of personal effectiveness in increasingly complex and globalized communities and work environments.

The following principles apply to students in the freshman experience:

- All students admitted under freshman standards are required to successfully complete IDIS 101: First-Year Seminar: Introduction to University Learning prior to declaring a major in the College of Public Affairs, the Merrick School of Business or the Yale Gordon College of Arts and Sciences.

- Students who have completed a credit-bearing learning styles and study skills course at another institution of higher education with a grade of C or better may request a waiver from the IDIS 101 requirement by providing appropriate documentation (transcript and course description) to the Office of Freshman Advising.

Co-curricular learning: UB students' undergraduate learning experiences are complemented by a calendar of out-of-classroom activities designed to help them to carry what they learn in the classroom into real-world environments. These activities include field trips, special speakers, leadership opportunities and service learning experiences. These co-curricular activities reinforce classroom learning; they help students to become more proficient thinkers, communicators, problem-solvers, creative learners and ethical decision-makers. An important goal of co-curricular activities is to increase students' engagement: the more connected students feel to UB, the more likely they are to persist and succeed in their ambitions.

COLLEGE OF PUBLIC AFFAIRS

Stephen Percy, dean

Laura Wilson-Gentry, associate dean
Megan Manley, director of enrollment management and student services
Tylis Cooper, academic program coordinator
Kristen Tull, academic program coordinator
www.ubalt.edu/cpa

The College of Public Affairs awards bachelor's, master's and doctoral degrees and certificate programs that prepare students for successful professional careers in the complex and diverse workplace of today and tomorrow. We provide our graduates with the theoretical knowledge and substantive skills they need to succeed and thrive in the organizations in which they work and to apply those skills to the problems they encounter. They learn to analyze administrative decisions, organizational issues and societal problems from multiple perspectives and to clearly communicate their thoughts and rationale to colleagues, senior management and stakeholders in ways that promote successful resolutions to problems.

The College of Public Affairs' faculty members improve their fields through the students they teach and the research they contribute to expanding the knowledge base. They apply their expertise to helping public, nonprofit, health-care and third-sector organizations and to addressing pressing policy issues. They bring what they learn in the field back to the University to inform and enhance their students' classroom experiences.

The college was established in 2010—incorporating existing, longstanding degree programs—as part of the University's initiative to enhance UB's distinction in the fields of public administration, criminal justice, and health and human services; to build upon institutional strengths in public service, applied research and interdisciplinary collaboration; and to continue the development of distinctive, robust and contemporary degree programs.

The college is home to the Schaefer Center for Public Policy; established in 1985, the center's mission is to bring the University's academic expertise to bear in solving problems faced by local, state, federal and nonprofit organizations. The center has a reputation for excellence in providing research, consulting and professional development services to help leaders and policy-makers in the Baltimore metropolitan area, in Maryland and beyond better manage their resources and programs. Through hundreds of sponsored research projects over the past 25 years, the center has provided opportunities for faculty members and students to engage in applied learning and research, positively impacting Maryland's public sector.

SCHOOLS WITHIN THE COLLEGE

The College of Public Affairs is multidisciplinary in nature and comprises three distinct academic units. Faculty and staff come from a variety of academic backgrounds, including criminal justice, health, public administration, public policy, human services administration, conflict management, political science and international affairs. Through its teaching, research and public service activities, the college educates

tomorrow's leaders, informs public policymakers and improves the management effectiveness and operational efficiency of both public and nonprofit organizations.

Laura Wilson-Gentry, program director, B.A. in Community Studies and Civic Engagement

- **School of Criminal Justice**
  Debra Stanley, executive director

  Kathleen Block, program director, B.S. in Criminal Justice
  Charles Tumosa, program director, B.S. in Forensic Studies
  Edgar Koch, program director, Certificate in Crime Scene Investigation
  Heather Pfeifer, program director, M.S. in Criminal Justice
  Debra Stanley, program director, M.S. in Forensic Science – High Technology Crime

  With its vibrant, urban location, the University of Baltimore is strategically positioned to take full advantage of its stimulating environment, promoting practical applications of its programs of study. The School of Criminal Justice orients its academic priorities toward integration with the real world, capitalizing on the very real city that acts as an extended classroom. With complementary emphases on applied research, policy and administration, the School of Criminal Justice offers undergraduate programs leading to degrees in both criminal justice and forensic studies and to a Certificate in Crime Scene Investigation and graduate programs leading to degrees in criminal justice and forensic science – high technology crime. In collaboration with the UB School of Law, the school also offers a dual-degree J.D./M.S. in Criminal Justice program and a dual-degree J.D./M.S. in Negotiations and Conflict Management. The University was the second institution in the nation to have both its graduate and undergraduate programs in criminal justice certified by the Academy of Criminal Justice Sciences.

- **School of Health and Human Services**
  Christine Spencer, executive director

  John Callahan, program director, B.S. and M.S. in Health Systems Management
  Bridal Pearson, program director, B.A. and M.S. in Human Services Administration

  With our nation's health-care system increasingly in the public eye and under scrutiny, management of our health and human services has never been so important. The School of Health and Human Services' programs incorporate interdisciplinary, practical approaches—emphasizing in-service learning through internships and field experiences—to managing health care and human services in the public, private and nonprofit sectors. The school offers undergraduate programs in health systems management and human services administration. An accelerated bachelor's/master's option is also offered in both fields. The school also offers graduate programs in health systems management and human services administration.

- **School of Public and International Affairs**
  Larry Thomas, interim executive director

  Lorenda Naylor, program director, B.A. in Government and Public Policy
  Donald Haynes, program director, B.A. in International Studies; program co-director, M.A. in Global Affairs and Human Security
  Heather Wyatt-Nichol, program director, Master of Public Administration (M.P.A.) and Certificate in Strategic Management and Public Accountability Systems
  Ivan Sascha Sheehan, program director, M.S. in Negotiations and Conflict Management; program co-director, M.A. in Global Affairs and Human Security
  Patria Julnes, program director, Doctor of Public Administration (D.P.A.)

  With its abundance of government, public-sector and nonprofit organizations, the Baltimore-Washington metropolitan region is an ideal location to immerse oneself in public and international affairs. The School of Public and International Affairs offers undergraduate programs leading to degrees in government and public policy and in international studies. It also offers graduate programs leading to a master's degree in public administration accredited by the National Association of Schools of Public Affairs and Administration and master's degrees in negotiations and conflict management and in global affairs and human security; a doctoral degree in public administration; and an M.P.A./J.D., offered in collaboration with the UB School of Law. It also offers a post-bachelor's Certificate in Strategic Management and Public Accountability Systems.

SCHAEFER CENTER FOR PUBLIC POLICY
Ann Cotten, director
Mary Lovegrove, assistant director

As the pre-eminent public-policy research center in Maryland, the Schaefer Center for Public Policy is committed to providing unbiased, nonpartisan research and professional development services; connecting faculty members with public-sector organizations through applied research and professional development programs; and providing students with opportunities to apply what they learn in the classroom to real-world challenges. The center's principal services include program evaluation, policy research, strategic planning, needs assessment, staffing analysis and workforce planning, opinion research, conflict management consulting and professional development.

The center enhances the University's academic environment by encouraging faculty and student applied research, fostering interdisciplinary research teams and supporting educational conferences. In addition, the center offers annual graduate fellowships and student employment experiences that provide students with unique opportunities to work closely with faculty members and researchers while gaining real-world experience through participation in center projects.

For more information, visit www.ubalt.edu/schaefercenter.

STUDENTS

The approximately 1,650 men and women enrolled in the College of Public Affairs—slightly more than half of them in undergraduate programs—represent about 19 percent of the total University of Baltimore student population.

About 52 percent of the college's undergraduate students are enrolled full time. Many of the remainder are already working in a wide variety of careers, and most of the college's students—whether undergraduate or graduate, full or part time—balance job, family and school responsibilities. Some students are seeking to advance their current careers while others are preparing to change careers. This diversity of age and experience is an important and invigorating part of classroom and campus life.

FACULTY

College of Public Affairs faculty members are leaders in teaching, research, scholarship and service to the community. Full-time faculty members teach both graduate and undergraduate courses; conduct sponsored research; publish papers and articles; and engage in public service as consultants, board members and volunteers. The college's teaching faculty also includes a cadre of adjunct professors who are leading professionals in dozens of professions in government, nonprofit organizations and businesses. These adjunct faculty members help to ensure that our students are well prepared to meet the challenges of today's professional workplace.

FACILITIES

Classrooms, laboratories and faculty offices for the College of Public Affairs are located in the Liberal Arts and Policy Building, in the Academic Center and in the Learning Commons. The college shares the University of Baltimore's Langsdale Library, Office of Technology Services and Achievement and Learning Center with other components of the University.

The fourth floor of the Academic Center houses the state-of-the-art Jami R. Grant Forensic Laboratories—forensics instrumentation and microscopy laboratories—with classroom space; the labs were developed to serve as overflow labs for the Baltimore Police Department.

UNDERGRADUATE PROGRAMS

All programs are open to transfer students.

- Community Studies and Civic Engagement (B.A.)

- Crime Scene Investigation (CERT)—available to students once they have completed a minimum of 60 credits; may require that additional criteria be met, and courses to fulfill this major may not be available during the day

- Criminal Justice (B.S.)

- Forensic Studies (B.S. with concentrations in forensic science and police science)—available to students once they have completed a minimum of 56 credits; may require that additional criteria be met, and courses to fulfill this major may not be available during the day

- Government and Public Policy (B.A.)

- Health Systems Management (B.S.)—available to students once they have completed a minimum of 56 credits; may require that additional criteria be met, and courses to fulfill this major may not be available during the day

- Human Services Administration (B.A.)

- International Studies (B.A.)

Note: See the Academic Policies and Information section, immediately below, for descriptions of these programs in the above-listed alphabetical order.

HELEN P. DENIT HONORS PROGRAM
Both faculty and students in the College of Public Affairs participate actively in the Helen P. Denit Honors Program. See the honors program section or visit www.ubalt.edu/honors.

ACADEMIC POLICIES AND INFORMATION
University-Wide Degree Requirements
See the University-Wide Degree Requirements section of this catalog.

Collegewide Degree Requirements
All College of Public Affairs bachelor's degree candidates are required to:
- complete a minimum of 120 credits, including the specific requirements of their major, with a minimum cumulative grade point average of 2.0

- apply no more than 63 credit hours of community college coursework toward graduation

- earn a minimum grade of C (2.0) in all courses required for the major, including courses that are regarded as electives in the major. Some programs may have additional requirements or standards, which are specified in the program requirements in this catalog.

- apply no more than 30 credits in business courses toward requirements for the bachelor's degree

- complete the last 30 credit hours required for the degree at the University of Baltimore.

Note: Any deviation from the program requirements described in the catalog requires the written permission of the dean of the College of Public Affairs.

ACADEMIC MINORS
Students who have completed 24 credit hours with a 2.0 cumulative GPA may declare a minor, which is a cohesive set of courses designed by faculty to provide students with an opportunity to cultivate skills and knowledge through concentrated study in an area that is not the major. Minors may focus on one discipline or may be interdisciplinary; they require 15-21 credits. Completing a minor is optional, and students should seek the guidance of an academic adviser when selecting a minor to understand how the minor requirements may be completed in conjunction with their degree.

For more information about minors offered and further requirements, see Academic Minors.

OPTIONS AND REQUIREMENTS FOR UNDERGRADUATE STUDENTS TAKING GRADUATE COURSES

Undergraduate students who have a minimum cumulative GPA of 3.2 and who have completed at least 90 credits applicable to a degree (senior standing) may request enrollment in graduate courses as part of their undergraduate degree. Enrollment requires the approval of the directors of both the undergraduate and graduate programs in question. With this arrangement, undergraduate students are permitted to take a maximum of 6 credit hours at the graduate level, and these credits are applied strictly to the undergraduate degree.

Undergraduate students taking graduate courses being applied to an undergraduate degree pay usual undergraduate tuition. Consequently, all application and approval forms must be completed prior to registration.

ACCELERATED BACHELOR'S/MASTER'S OPTION

Undergraduate students of recognized academic ability and educational maturity may fulfill the combined requirements of the college's bachelor's and master's degrees via a variety of accelerated bachelor's/master's options. This is different from applying to enroll in graduate courses as part of the undergraduate degree, as described above.

This accelerated option requires a minimum of 141 credits, depending on the requirements of individual programs. A maximum of 9 graduate credits, completed at the undergraduate level, may be applied simultaneously to the requirements for the bachelor's and master's degrees. In some cases, students may cross disciplines. Those interested should discuss their proposals with the appropriate program directors.

To be eligible for an accelerated bachelor's/master's option, students must have a cumulative 3.5 GPA; to remain in the program, students must maintain a 3.5 GPA in their undergraduate coursework and a 3.0 GPA in their graduate courses.

To take advantage of the option, students need the approval of the dean of the college and of the appropriate graduate and undergraduate program directors and must elect to take advantage of the option prior to beginning the last 30 credits of their undergraduate degree. Moreover, students must secure approval for participating in the option as special students in the appropriate graduate program and pay the applicable fees.

Students taking advantage of this accelerated option may register for up to 9 credits of graduate coursework during the last 30 hours of their undergraduate degree. The undergraduate and graduate program directors will select the appropriate graduate courses for each student upon election of the option. These courses may not include independent study or research, individual research, directed study, thesis, internship or practicum courses. Changes in the program of study require approval of both the undergraduate and graduate program directors.

Students must be in continuous enrollment at the University of Baltimore for this agreement to remain in effect. Those who fail to maintain the eligibility requirements will be dropped from the accelerated option. Applicability (if any) of graduate courses to the undergraduate degree will be determined on an individual basis. Students should be aware that graduate courses applied to both undergraduate and graduate degrees at the University may not transfer as graduate credits to another institution.

In addition to electing the accelerated bachelor's/master's option, a separate application for admission to the graduate program (including payment of applicable fees) must be completed during the final semester of the bachelor's program. Admission to the graduate program must be effective the first regular semester after completing the credits required for the bachelor's degree so that there is no break in studies.

GRADUATE PROGRAMS

DOCTORAL PROGRAM
- Public Administration (D.P.A.)

MASTER'S PROGRAMS
- Criminal Justice (M.S.)

- Forensic Science – High Technology Crime (M.S.)

- Global Affairs and Human Security (M.A.)

- Health Systems Management (M.S.)

- Human Services Administration (M.S.)

- Negotiations and Conflict Management (M.S.)

- Public Administration (M.P.A.)

DUAL-DEGREE PROGRAMS
- J.D./M.S. in Criminal Justice

- J.D./Master of Public Administration

- J.D./M.S. in Negotiations and Conflict Management

GRADUATE CERTIFICATE PROGRAM
- Strategic Management and Public Accountability Systems

LAW SCHOOL AUTOMATIC ADMIT OPTION

Students who graduate from a University of Baltimore undergraduate program with a cumulative cross-institutional grade point average of 3.35 or better as computed by the Credential Assembly Service and an LSAT score of 154 or better can be automatically admitted into the entering class of the UB School of Law following their graduation.

Admission is for the fall semester only (note that the law school cannot make an admission decision until students have completed 75 credits of undergraduate coursework), and a completed application must be submitted by April 1. Students should take the LSAT no later than February of the calendar year in which they would like to enter law school.

Note that if students answer yes to any one of the character and fitness questions on the UB School of Law application, they are not eligible for automatic admission; instead, their application will be forwarded to the admissions committee for a complete review. Character and fitness questions concern information regarding academic and disciplinary probation, criminal offenses, civil suits and employment termination.

The UB School of Law does not ensure acceptance into the full-time day program; students may be admitted to the full-time day program, the part-time day program or the evening program.

The law school reserves the right to increase the grade point average and the LSAT score required on an annual basis.

For more information about this option, contact the Office of Law Admissions at 410.837.4459 or lawadmissions@ubalt.edu.

LAW SCHOOL EARLY ENTRY OPTION

Available to students enrolled in the B.A. in Government and Public Policy program, this option allows students' first year of enrollment at the University of Baltimore School of Law to fulfill the requirements of their last year of undergraduate study. It requires a cumulative cross-institutional grade point average of 3.5 or better as computed by the Credential Assembly Service and an LSAT score of 155 or better. This option is available only if students are continuously enrolled at the University from their undergraduate major into their law school education.

To pursue the option, students must complete the 93 undergraduate credits required for their degree and complete a minimum of 33 credits at UB, excluding AP, IB, DANTES, CLEP or challenge examinations. Students must complete all lower- and upper-division general-education requirements and apply to the UB School of Law. Admission is for the fall semester only (note that the law school cannot make an admission decision until students have completed 75 credits of undergraduate coursework), and a completed application must be submitted by April 1. Students should take the LSAT no later than February of the calendar year in which they would like to enter law school.

Note that students must apply for graduation during the last semester of their first year of law school to receive their bachelor's degree.

If students answer yes to any one of the character and fitness questions on the UB School of Law application, they are not eligible for early entry; instead, their application will be forwarded to the admissions committee for a complete review. Character and fitness questions concern information regarding academic and disciplinary probation, criminal offenses, civil suits and employment termination.

Law school admission may be into the full-time day program or the part-time day program, as determined by the School of Law.

The law school reserves the right to increase the grade point average and the LSAT score required on an annual basis.

For more information about this option, contact the Office of Law Admissions at 410.837.4459 or lawadmissions@ubalt.edu.

For more detailed information about B.A. in Government and Public Policy requirements, see the program description.

SECOND BACHELOR'S DEGREES

Students who have previously earned a bachelor's degree, at either the University of Baltimore or another accredited institution, may earn a second bachelor's degree in a different degree program. Students must complete a minimum of 30 credits in residence at the University of Baltimore, applicable only to the second degree, and satisfy all of the departmental requirements for the degree, but they are not required to fulfill general-education or University-wide course requirements. No University of Baltimore courses taken to complete the first bachelor's degree can be retaken to complete the second bachelor's degree.

Credits used to satisfy a first degree at the University of Baltimore may not be applied toward the 30-credit residency requirement for the second degree. In some cases, this policy may require the substitution of courses in the major, other than those specified by the second-degree program. Students interested in pursuing a second bachelor's degree should consult with the appropriate program director before making a formal application through the Office of Transfer Admission and Community College Relations. Information about applying for a second bachelor's degree may be found in the Admission section of this catalog.

INDEPENDENT STUDY

To meet student interests and need, programs within the College of Public Affairs offer independent study courses.

Students must obtain the permission of their program director before registering for an independent study course; the instructor supervising the independent study should also have agreed to the student's enrollment.

CRIME SCENE INVESTIGATION, UPPER-DIVISION UNDERGRADUATE CERTIFICATE

(available to students once they have completed a minimum of 60 credits; may require that additional criteria be met, and courses to fulfill this major may not be available during the day)
www.ubalt.edu/crimescene

Edgar Koch, program director
FACULTY: Koch, Tumosa
ADJUNCT FACULTY: Bailey, Tress

Demand is growing nationwide for crime scene investigators, both in security and police fields. These fields require investigators who not only are familiar with the procedures to record and process crime scenes appropriately but who also have the relevant investigative skills. This 12-credit, four-course undergraduate certificate program offers students the courses necessary to become a crime scene investigator within the police framework and can be completed in one year or less.

The certificate is ideally suited to students who have a different undergraduate degree and are interested in changing their career paths, who are currently crime scene investigators but lack the academic credentials and require continuing education or who do not possess a science degree and are

looking for an alternative path to becoming a crime scene investigator.

Students in the program learn how to protect and secure a crime scene, how to fully document the crime scene using text and photography, how to record and collect evidence, maintaining the scientific integrity of the evidence in addition to the legal chain of custody, and how to present and defend the findings of the investigation within a legal framework, either in courts or in deposition.

This certificate is not certified for financial aid eligibility as a stand-alone program; if you apply to and enroll in this program only, financial aid cannot be used.

FACILITIES

Students in the Crime Scene Investigation program complete laboratory coursework in the University's Jami R. Grant Forensic Laboratories, which feature state-of-the-art instrumentation and serve as reserve crime labs for the Baltimore Police Department. In these laboratories, students learn the basics of evidence collection, processing and analytical techniques. In addition, students work with professionals from local and federal agencies to gain a practical understanding of current investigative procedures and techniques. University facilities include a full law library that gives students access to a wide range of legal resources.

ADMISSION REQUIREMENTS

Applicants must meet the University's general admission requirements as well as the following program-specific requirements:

- a 2.0 cross-institutional cumulative grade point average

- a minimum of 60 transferable credits

- successful completion of CRJU 200: Criminal Justice or an equivalent course or experience in a law enforcement agency, as determined by the program director.

CERTIFICATE REQUIREMENTS (12 credits)

FSCS 307   Crime Scene Investigation
FSCS 440   Advanced Crime Scene Investigation
FSCS 460   Forensic Photography
FSCS 482   Moot Court and Trial Advocacy for Forensics

COMMUNITY STUDIES AND CIVIC ENGAGEMENT, BACHELOR OF ARTS

www.ubalt.edu/communitystudies

Laura Wilson-Gentry, program director
FACULTY: Percy
ADJUNCT FACULTY: Aydokovich, Crouch, Gamber, McNeely, Pearl, Stein, Thomas

The B.A. in Community Studies and Civic Engagement program is administered by the Office of the Dean. An undergraduate degree in community studies and civic engagement prepares committed students to work to improve their communities. In their coursework, students move beyond the boundaries of the University to discover trends and practices for initiating innovations in social, political and economic spheres. This interdisciplinary program encompasses courses in entrepreneurship, history, communication, philosophy, government, economics, accounting, and negotiations and conflict management.

Through a variety of courses, internships and co-curricular activities, students explore the historical and philosophical foundations of the nonprofit sector. Service-learning components provide opportunities to develop skills in resource and program development, strategic communication, organizational accountability, volunteer recruitment, human resource management and social entrepreneurship. Students benefit from courses taught by professor/practitioners who are experts in philanthropy and nonprofit organizations. Students also complete a capstone experience based on a semester-long internship with a community-serving nonprofit organization. Upon graduation, they will have completed at least 300 hours of experiential learning.

ADMISSION REQUIREMENTS
See the [Admission](#) section of this catalog.

DEGREE REQUIREMENTS
In addition to fulfilling the requirements of the major, all bachelor's degree candidates are required to fulfill the collegewide degree requirements outlined under College of Public Affairs, Academic Policies and Information.

Information Literacy
Students in the B.A. in Community Studies and Civic Engagement program will meet the University of Baltimore Information Literacy requirement by successful completion of one of the following:

- CSCE 301: Introduction to Nonprofit Leadership

- IDIS 110: Introduction to Information Literacy.

General-Education Requirements (43 credits)
In the face of pressing economic and social challenges, it is critical that University of Baltimore graduates be able to communicate effectively in many different modes; to gather, synthesize and critically evaluate information; to make ethical and evidence-based decisions within real-world contexts; to understand systems and to think systemically; and to negotiate divergent and competing perspectives.

See the [University-Wide Degree Requirements](#) section for details regarding general-education requirements at the University of Baltimore.

For this major, the preferred general-education courses to satisfy the Social and Behavioral Science I requirement is CSCE 100: Urban Solutions or CSCE 200: Understanding Community.

Community Studies and Civic Engagement Program Requirements (42 credits)

Core Courses (33 credits)

CSCE 200   Understanding Community (3)

CSCE 300   Community Studies (3)

CSCE 301   Introduction to Nonprofit Leadership (3)

CSCE 302   Fundamentals of Grant Writing (3)

CSCE 306   Leadership for Social Change (3)

CSCE 311   Social Awareness and Ethical Responsibility (3)

CSCE 315   Community Organizations in a Digital World (3)

CSCE 400   Nonprofit Management (3)

CSCE 412   Community Leadership and Decision-Making (3)

CSCE 481   Service Learning (3) *

CSCE 482   Service Learning Seminar (3) *

* Capstone: An original project tied to a 240-hour internship is required during these courses. Through this capstone endeavor, students integrate theory and practice in a project designed in consultation with the program director. These two courses are co-requisites; they must be taken together in the same semester, and they require successful completion of CSCE 301: Introduction to Nonprofit Leadership.

Major Electives (9 credits)

Three of the following:

CSCE 297   Topics in Community Studies (3)

CSCE 401   Economic and Community Development (3)

CSCE 492   Independent Study (3)

CSCE 493   Honors Seminar (3)

CSCE 494   Honors Project (3-6)

CSCE 497   Special Topics in Community Studies and Civic Engagement (3)

General Electives

IDIS 101   First-Year Seminar: Introduction to University Learning (3)

                freshmen only; transfer students replace this with a different elective

Complete as many courses as necessary from any discipline to fulfill your 120-credit requirement to graduate.

Law School Automatic Admit Option

Qualified graduates of all UB undergraduate programs can be automatically admitted to the UB School of Law following their graduation through the University's Automatic Admit Option. For more information, see [Law School Automatic Admit Option](#).

CRIMINAL JUSTICE, BACHELOR OF SCIENCE

www.ubalt.edu/criminology

Kathleen Block, program director
FACULTY: Block, Cantora, Johnson, Pfeifer, Ross, Seabrook, Stanley, Wright
ADJUNCT FACULTY: Kinlock, Mabrey

The undergraduate B.S. degree in Criminal Justice is administered through the School of Criminal Justice; the University of Baltimore is only the second institution in the nation to have both its undergraduate and graduate criminal justice programs certified by the Academy of Criminal Justice Sciences. The key objective of the criminal justice program is to meet the educational needs of individuals planning criminal justice careers and those of individuals already enjoying criminal justice careers. The program is designed to build on and complement prior academic work and professional experience. The program integrates theory and practice in the study of crime and criminal justice.

The program's coursework is designed to ensure that all majors develop a basic grounding in the substance and methods of the field while being provided with sufficient flexibility to pursue individual interests.

The criminal justice core encompasses surveys of the criminal justice system, criminological theory, professional studies, research design and analysis, and a capstone course integrates the materials from the other core courses in a special project completed by each student.

Area courses ensure that a student's upper-level work in criminal justice includes at least one course focusing on each of the major components of the criminal justice system (law enforcement, courts and law, and correction) while minimizing possible course duplication with lower-division courses taken elsewhere.

Elective courses, which may focus on such subjects as prevention and comparative criminal justice systems, broaden the study of criminal justice beyond discussion of U.S. criminal justice systems. Other electives, focusing on such subjects as white-collar crime and victimology, provide in-depth analysis of specific topics and issues. The internship, required of pre-service students with no prior criminal justice internship experience, is designed to ensure that students experience direct contact with criminal justice operations while having the opportunity to explore career interests.

ADMISSION REQUIREMENTS
See the Admission section of this catalog.

DEGREE REQUIREMENTS
In addition to fulfilling the requirements of the major, all bachelor's degree candidates are required to fulfill the collegewide degree requirements outlined under College of Public Affairs, Academic Policies and Information.

Information Literacy

Students in the B.S. in Criminal Justice program will meet the University of Baltimore Information Literacy requirement by successful completion of one of the following:

- CRJU 304: Criminal Justice Professional Studies

- IDIS 110: Introduction to Information Literacy.

General-Education Requirements (43 credits)

In the face of pressing economic and social challenges, it is critical that University of Baltimore graduates be able to communicate effectively in many different modes; to gather, synthesize and critically evaluate information; to make ethical and evidence-based decisions within real-world contexts; to understand systems and to think systemically; and to negotiate divergent and competing perspectives.

See the University-Wide Degree Requirements for details regarding general-education requirements at the University of Baltimore.

For this major, the preferred general-education courses to satisfy the Social and Behavioral Science I requirement is CRJU 200: Criminal Justice.

Criminal Justice Program Requirements (42 credits)

CRJU 200   Criminal Justice (3)
MATH 115   Introductory Statistics (3)

Core Courses (15 credits)

CRJU 301   The Contemporary Criminal Justice System (3)
CRJU 302   Criminal Justice Research Methods (3)
CRJU 304   Criminal Justice Professional Studies (3)
CRJU 306   Criminological Perspectives (3)
CRJU 485   Advanced Criminal Justice Studies (3)

Area Courses (9 credits)

Law Enforcement

One of the following:

CRJU 320   Police Administration (3)
CRJU 420   Special Problems in Policing (3)

Courts and Law

One of the following:

CRJU 330   Criminal Law (3)
CRJU 430   Juvenile Justice (3)
CRJU 432   Criminal Courts (3)

Corrections

One of the following:

CRJU 341   Correctional Perspectives (3)

CRJU 441   Special Problems in Corrections (3)

CRJU 442   Community Corrections (3)

Major Electives (12 credits)

Students complete four 300- or 400-level CRJU courses, and they may select from among the Area Courses they did not complete as requirements. Students who have not worked in the field and have not previously taken a criminal justice internship must complete CRJU 490: Criminal Justice Internship as a discipline elective.

General Electives

IDIS 101   First-Year Seminar: Introduction to University Learning (3)

      freshmen only; transfer students replace this with a different elective

Complete as many courses as necessary from any discipline to fulfill your 120-credit requirement to graduate.

Accelerated Bachelor's/Master's Option

Students who qualify may apply to take up to 9 graduate credits that apply to both this undergraduate degree and the M.S. in Criminal Justice. Contact the program director for information and also see Accelerated Bachelor's/Master's Option.

Law School Automatic Admit Option

Qualified graduates of all UB undergraduate programs can be automatically admitted to the UB School of Law following their graduation through the University's Automatic Admit Option. For more information, see Law School Automatic Admit Option.

FORENSIC STUDIES, BACHELOR OF SCIENCE

(available to students once they have completed a minimum of 56 credits; may require that additional criteria be met, and courses to fulfill this major may not be available during the day)
www.ubalt.edu/forensics

Charles Tumosa, program director

FACULTY: Koch, Tumosa

ADJUNCT FACULTY: Bailey, Lilly, Mabrey, Moore, Shegogue, Southall, Tress

The Forensic Studies program, offered by the School of Criminal Justice, incorporates science, criminal investigation and the law to provide a comprehensive understanding of the evidentiary process. This academic approach familiarizes students with the major components of the criminal justice process, from the investigation and collection of crime-scene evidence to its scientific evaluation and subsequent

presentation in court. The program offers broad preparation in substantive areas of the field with the opportunity for an in-depth exploration of forensic science or police science.

Developed in partnership with the Baltimore Police Department, the curriculum includes theoretical and applied coursework. This partnership provides experiential learning opportunities with law enforcement and scientific personnel to produce graduates with the skills and experience needed to assume positions as either forensic science specialists or criminal investigators.

Students enter the Forensic Studies program from diverse backgrounds, contributing an array of skills and knowledge that enlivens the learning process. Students in the police sciences concentration are seeking employment in law enforcement or are pursuing a bachelor's degree to advance in their field. They enter the program with coursework in criminal justice, the social sciences or general studies. The forensic science concentration attracts students who are searching for a way to apply their interests and background in science to a compelling, practical career. These students may have an associate degree in a physical science or have completed lower-level coursework in chemistry, physics and biology.

FACILITIES

The fields of forensic and police science are becoming increasingly sophisticated, with rapidly changing technologies accelerating this trend.

Students in the Forensic Studies program complete laboratory coursework in the University's Jami R. Grant Forensic Laboratories, which feature state-of-the-art instrumentation and serve as reserve crime labs for the Baltimore Police Department. In these laboratories, students learn the basics of evidence collection, processing and analytical techniques. In addition, students work with professionals from local and federal agencies to gain a practical understanding of current investigative procedures and techniques. University facilities include a full law library that gives students access to a wide range of legal resources.

ADMISSION REQUIREMENTS

Forensic Studies is a selective major with limited enrollment based on the space available. Applicants must meet the University's general admission requirements as well as the following program-specific requirements:

- a cross-institutional GPA of 2.75 or better

- completion of COSC 100: Introduction to Computer Technologies or an equivalent transferable course; this course also fulfills a general-education requirement

- completion of the admission application process by:

  o June 1 for the fall semester

  o Nov. 1 for the spring semester.

  Applications received after the deadline dates will be considered depending on availability of space, strength of your credentials and sufficiency of time for processing.

Special consideration may be given to other applicants whose GPA is at least 2.5 and who have at least five years' relevant professional experience. In these cases, a resume is required, and an interview with the program director may be requested.

Applicants who do not meet these criteria for admission (but do meet requirements for undergraduate admission) may select the B.S. in Criminal Justice program. If these students earn a cross-institutional cumulative GPA of 2.75 within 24 credits of admission to UB, they may petition for a change of major to the Forensics Studies program. If they wish to enter the forensic science concentration, they must also have met the sciences requirements (see below) at that time.

See also the Admission section of this catalog and specific information for concentrations below.

PRE-REGISTRATION REQUIREMENT

For either concentration, a background check and urinalysis must be completed **prior** to initial registration. Information about this requirement is sent with the letter of admission.

Degree Requirements are listed separately for each concentration.

FORENSIC SCIENCE

This concentration prepares professionals to work in laboratory settings on the scientific analysis of evidence and thus requires a strong background in the physical sciences. It includes the following prerequisite lab courses:

- Biology I
- Chemistry I and II
- Organic Chemistry I and II
- Physics I and II.

Forensic science concentration applicants must have completed at least five of these science courses with a GPA of 2.5 and have no science grade lower than C (2.0). Preference is given to students who have completed all seven science courses with the specified standards.

When a student is admitted without having met all science prerequisites, the time required to complete the degree will be extended by at least one semester.

Special consideration may be given to other applicants whose overall GPA is at least 2.5 and who meet the science requirements outlined here and who have at least five years of relevant professional experience. In these cases, a resume is required, and an interview with the program director may be requested.

Spring admission may prolong the completion of the degree by at least one semester because of the course scheduling sequence.

DEGREE REQUIREMENTS

In addition to fulfilling the requirements of the major, all bachelor's degree candidates are required to fulfill the collegewide degree requirements outlined under College of Public Affairs, Academic Policies and Information.

Information Literacy

Students in the B.S. in Forensic Studies program will meet the University of Baltimore Information Literacy requirement by successful completion of:

- IDIS 110: Introduction to Information Literacy.

General-Education Requirements (43 credits)

In the face of pressing economic and social challenges, it is critical that University of Baltimore graduates be able to communicate effectively in many different modes; to gather, synthesize and critically evaluate information; to make ethical and evidence-based decisions within real-world contexts; to understand systems and to think systemically; and to negotiate divergent and competing perspectives.

See the University-Wide Degree Requirements for details regarding general-education requirements at the University of Baltimore.

Forensic Science Concentration Requirements (43 credits)

Core Courses (15 credits)

Because the work of police and forensic specialists overlaps, it is important for each professional to understand the vocabulary and procedures of the other. This understanding facilitates communication and fosters cooperation in work settings. The required foundation courses, taken by all students, provide this background. Specifically, the classes help students develop a basic understanding of science, investigation and the law.

FSCS 301   Forensic Science (3)
FSCS 307   Crime Scene Investigation (3)
FSCS 480   Forensic Documentation (3)
FSCS 482   Moot Court and Trial Advocacy for Forensics (3)
CRJU 301   The Contemporary Criminal Justice System (3)

Forensic Science Concentration Major Requirements (28 credits)

Required Courses (10 credits)

FSCS 400   Laboratory Safety and Quality Assurance (3)
FSCS 407   Instrumental Analysis (4)
FSCS 487   Field Internship in Forensic Science (3)

Trace Evidence Required Courses (12 credits)

FSCS 401   Trace Evidence I (4)
FSCS 403   Trace Evidence II (4)
FSCS 405   Microscopy (4)

Major Electives (6 credits)

To complete the forensic science requirements, choose two courses from among these approved forensic studies or criminal justice electives. Courses are not offered every semester; students should consult the class schedule for current information.

Forensic Studies Electives
FSCS 410   Forensic Serology (4)
FSCS 454   Death Investigation (3)
FSCS 460   Forensic Photography (3)
FSCS 497   Topics in Forensics (3)
FSCS 498   Laboratory Topics in Forensics (4)

Criminal Justice Electives
CRJU 302   Criminal Justice Research Methods (3)
CRJU 306   Criminological Perspectives (3)
CRJU 320   Police Administration (3)
CRJU 390   Victimology (3)
CRJU 408   Crime and Delinquency Prevention (3)
CRJU 420   Special Problems in Policing (3)
CRJU 432   Criminal Courts (3)
CRJU 456   Drugs and Crime (3)
CRJU 464   Criminal Justice Issues (3)
CRJU 470   Biosocial Perspectives in Criminology (3)

General Electives
Complete as many courses as necessary from any discipline to fulfill your 120-credit requirement to graduate.

POLICE SCIENCE
This concentration focuses primarily on the legal and procedural aspects of criminal investigation. No specific preparatory courses are required.

DEGREE REQUIREMENTS
In addition to fulfilling the requirements of the major, all bachelor's degree candidates are required to fulfill the collegewide degree requirements outlined under [College of Public Affairs, Academic Policies and Information](#).

Information Literacy
Students in the B.S. in Forensic Studies program will meet the University of Baltimore Information Literacy requirement by successful completion of:
- IDIS 110: Introduction to Information Literacy.

General-Education Requirements (43 credits)
In the face of pressing economic and social challenges, it is critical that University of Baltimore graduates be able to communicate effectively in many different modes; to gather, synthesize and critically

evaluate information; to make ethical and evidence-based decisions within real-world contexts; to understand systems and to think systemically; and to negotiate divergent and competing perspectives.

See the [University-Wide Degree Requirements](#) for details regarding general-education requirements at the University of Baltimore.

Police Science Concentration Requirements (42 credits)

Core Courses (15 credits)

Because the work of police and forensic specialists overlaps, it is important for each professional to understand the vocabulary and procedures of the other. This understanding facilitates communication and fosters cooperation in work settings. The required foundation courses, taken by all students, provide this background. Specifically, the classes help students develop a basic understanding of science, investigation and the law.

FSCS 301	Forensic Science (3)
FSCS 307	Crime Scene Investigation (3)
FSCS 480	Forensic Documentation (3)
FSCS 482	Moot Court and Trial Advocacy for Forensics (3)
CRJU 301	The Contemporary Criminal Justice System (3)

Police Science Concentration Major Requirements (27 credits)

Required Courses (9 credits)

FSCS 418	Mathematical Applications in Police Science (3)
FSCS 496	Field Internship in Police Science (3)
CRJU 330	Criminal Law (3)

Courts and Investigation Required Courses (9 credits)

FSCS 424	Fourth Amendment: Interpretation and Application (3)
FSCS 426	Innovative Investigative Techniques (3)
FSCS 430	Specialty Warrants, Wiretaps and Historical Conspiracies (3)

Major Electives (9 credits)

To complete the police science requirements, choose three courses from among these approved forensic studies or criminal justice electives. Courses are not offered every semester; students should consult the class schedule for current information.

Forensic Studies Electives

FSCS 410	Forensic Serology (4)
FSCS 454	Death Investigation (3)
FSCS 460	Forensic Photography (3)
FSCS 497	Topics in Forensics (3)
FSCS 498	Laboratory Topics in Forensics (4)

Criminal Justice Electives

CRJU 302	Criminal Justice Research Methods (3)	
CRJU 306	Criminological Perspectives (3)	
CRJU 320	Police Administration (3)	
CRJU 390	Victimology (3)	
CRJU 408	Crime and Delinquency Prevention (3)	
CRJU 420	Special Problems in Policing (3)	
CRJU 432	Criminal Courts (3)	
CRJU 456	Drugs and Crime (3)	
CRJU 464	Criminal Justice Issues (3)	
CRJU 470	Biosocial Perspectives in Criminology (3)	

General Electives

Complete as many courses as necessary from any discipline to fulfill your 120-credit requirement to graduate.

Law School Automatic Admit Option

Qualified graduates of all UB undergraduate programs can be automatically admitted to the UB School of Law following their graduation through the University's Automatic Admit Option. For more information, see Law School Automatic Admit Option.

GOVERNMENT AND PUBLIC POLICY, BACHELOR OF ARTS

www.ubalt.edu/publicpolicy

Lorenda A. Naylor, program director
FACULTY: Barqueiro, Callahan, Darling, Haynes, Henderson, Naylor, Percy, Swaim, Thomas, Willis, Wilson-Gentry, Wyatt-Nichol
ADJUNCT FACULTY: Crites, McGrath, Payne, Wells

The undergraduate B.A. degree in Government and Public Policy is administered through the School of Public and International Affairs. The program focuses on political institutions and processes, with particular applications to Maryland government and politics. Students gain a strong foundation in government and public policy and their role in society.

A major in government and public policy offers students a broad-based education, which equips them to adapt to a wide variety of careers. This is particularly true for students seeking careers in state and local government, corporate public affairs, the federal bureaucracy, the foreign service and campaign management as well as in organizations that monitor political processes or seek to influence the content of public policy.

Government and public policy is also a solid undergraduate major for students preparing for law school. Although no one discipline can best prepare students for the legal profession, specific courses in government and public policy illuminate the critical relationships between law and politics. The program

regularly offers courses in American political institutions, constitutional law, administrative law, judicial processes, civil liberties, political theory, public administration and international relations. Combined with other offerings in government and public policy, philosophy, history, economics, business and English, such courses establish a curriculum that provides the broad-based knowledge needed by persons entering the legal profession.

The B.A. in Government and Public Policy program allows students flexibility to develop their individual interests at the same time it emphasizes basic theories and methodological techniques. The approach to the study of governmental processes and public administration is applied, research-oriented and practical. Students have an opportunity to gain experience working in government agencies, political campaigns, court systems, legislative bodies and other related organizations through internships that provide academic credit.

National honor societies Pi Sigma Alpha and Pi Alpha Alpha provide opportunities for networking and fellowship through discussion groups, speaker series and an annual awards ceremony.

ADMISSION REQUIREMENTS
See the Admission section of this catalog.

DEGREE REQUIREMENTS
In addition to fulfilling the requirements of the major, all bachelor's degree candidates are required to fulfill the collegewide degree requirements outlined under College of Public Affairs, Academic Policies and Information.

Information Literacy
Students in the B.A. in Government and Public Policy program will meet the University of Baltimore Information Literacy requirement by successful completion of one of the following:

- GVPP 408: Methods in Government and Public Policy

- IDIS 110: Introduction to Information Literacy.

General-Education Requirements (43 credits)
In the face of pressing economic and social challenges, it is critical that University of Baltimore graduates be able to communicate effectively in many different modes; to gather, synthesize and critically evaluate information; to make ethical and evidence-based decisions within real-world contexts; to understand systems and to think systemically; and to negotiate divergent and competing perspectives.

See the University-Wide Degree Requirements for details regarding general-education requirements at the University of Baltimore.

Government and Public Policy Program Requirements (48 credits)
Core Courses (24 credits)
GVPP 201   American Government (3)
GVPP 210   Global Politics (3)
one course in economics beyond the general-education requirements (3)
one course in history or philosophy beyond the general-education requirements (3)

GVPP 408   Methods in Government and Public Policy (3)

GVPP 499   Senior Seminar (3)

one GVPP course in international studies (3)

one GVPP course in political theory (3)

Major Electives (24 credits)

Complete eight courses approved by a faculty adviser; students who have a career interest in public policy and administration, public law or applied politics should take at least 9 credits in one of the first three areas below.

Public Policy and Administration

GVPP 315   Public Policy Analysis (3)

GVPP 320   Public Administration (3)

GVPP 322   Bureaucracy and Public Policy (3)

GVPP 324   American Public Policy (3)

GVPP 326   Urban Politics and Public Policy (3)

GVPP 423   Public Budgeting and Personnel Administration (3)

GVPP 425   Administrative Law and Processes (3)

GVPP 427   Foundations of Democracy II (3)

HSMG 373   Health Policy and Politics (3)

Public Law and American Constitutional Systems

GVPP 340   Constitutional Law (3)

GVPP 341   Civil Liberties and the Bill of Rights (3)

GVPP 344   American Presidency (3)

GVPP 345   The Legislative Process (3)

GVPP 348   State and Local Government (3)

GVPP 381   American Political Thought (3)

GVPP 426   Foundations of Democracy I (3)

Applied Politics

GVPP 360   Parties, Campaigns and Elections (3)

GVPP 362   Media and Government (3)

GVPP 461   Maryland Government Processes and Politics (3)

GVPP 463   Interest Group Politics and Lobbying (3)

GVPP 465   Survey Research and Public Opinion Analysis (3)

Other Major Electives

GVPP 382   Political Ideologies (3)

GVPP 384   Comparative Government (3)

GVPP 385   International Relations (3)

GVPP 386   American Foreign Policy (3)

GVPP 470/

471   Individual Research (3)

GVPP 479   Special Topics in International Studies (3)

GVPP 480   Environmental Politics and Policy (3)

GVPP 481   Globalization (3)

GVPP 482   Topics in Political Theory (3)

GVPP 483   Aging and Public Policy (3)

GVPP 484   International Political Economy (3)

GVPP 485   The Far East in World Affairs (3)

GVPP 486   The Middle East (3)

GVPP 487   Western Europe (3)

GVPP 488   Commonwealth of Independent States/China in World Affairs (3)

GVPP 489   International Organization (3)

GVPP 490/

491   Internship (3)

GVPP 493   Honors Seminar (3)

GVPP 497   Topics in Government and Public Policy (1-6)

General Electives

IDIS 101   First-Year Seminar: Introduction to University Learning (3)

             freshmen only; transfer students replace this with a different elective

Complete as many courses as necessary from any discipline to fulfill your 120-credit requirement to graduate.

Accelerated Bachelor's/Master's Option

Students who qualify may apply to take up to 9 graduate credits that apply to both this undergraduate degree and the Master of Public Administration (M.P.A.). Contact the program director for information and also see Accelerated Bachelor's/Master's Option.

Law School Automatic Admit Option

Qualified graduates of all UB undergraduate programs can be automatically admitted to the UB School of Law following their graduation through the University's Automatic Admit Option. For more information, see Law School Automatic Admit Option.

GOVERNMENT AND PUBLIC POLICY LAW SCHOOL EARLY ENTRY OPTION

Students who qualify complete 93 hours of undergraduate credits and an additional 27 hours of law school credits to attain the 120 credits required for the bachelor's degree. See Law School Early Entry Option for more information about the qualifications and requirements that govern this option.

DEGREE REQUIREMENTS

In addition to fulfilling the requirements of the major, all bachelor's degree candidates are required to fulfill the collegewide degree requirements outlined under College of Public Affairs, Academic Policies and Information.

Information Literacy

Students in the B.A. in Government and Public Policy program will meet the University of Baltimore Information Literacy requirement by successful completion of:

- IDIS 110: Introduction to Information Literacy.

General-Education Requirements (43 credits)

In the face of pressing economic and social challenges, it is critical that University of Baltimore graduates be able to communicate effectively in many different modes; to gather, synthesize and critically evaluate information; to make ethical and evidence-based decisions within real-world contexts; to understand systems and to think systemically; and to negotiate divergent and competing perspectives.

See the University-Wide Degree Requirements for details regarding general-education requirements at the University of Baltimore.

Government and Public Policy Law School Early Entry Option Program Requirements (36 credits)

Core Courses (24 credits)

GVPP 201   American Government (3)

GVPP 210   Global Politics (3)

one course in economics beyond the general-education requirements (3)

one course in history or philosophy beyond the general-education requirements (3)

GVPP 408   Methods in Government and Public Policy (3)

GVPP 499   Senior Seminar (3)

one GVPP course in international studies (3)

one GVPP course in political theory (3)

Law School Early Entry Electives (12 credits)

Students who are interested in the practice of law in Maryland should have a strong background in American and Maryland governmental structures and processes. Therefore, strongly recommended courses include:

GVPP 341   Civil Liberties and the Bill of Rights (3)

GVPP 344   American Presidency (3)

GVPP 345   The Legislative Process (3)

GVPP 348   State and Local Government (3)

GVPP 362   Media and Government (3)

GVPP 381   American Political Thought (3)

GVPP 426   Foundations of Democracy I (3)

GVPP 427   Foundations of Democracy II (3)

GVPP 461   Maryland Government Processes and Politics (3)
GVPP 463   Interest Group Politics and Lobbying (3)

General Electives

IDIS 101   First-Year Seminar: Introduction to University Learning (3)
                freshmen only; transfer students replace this with a different elective

Complete as many courses as necessary from any discipline to fulfill your 120-credit requirement to graduate.

HEALTH SYSTEMS MANAGEMENT, BACHELOR OF SCIENCE

(available to students once they have completed a minimum of 56 credits; may require that additional criteria be met, and courses to fulfill this major may not be available during the day)
www.ubalt.edu/healthsystemsmanagement
This program is also offered Saturdays at the Universities at Shady Grove (USG).

John Callahan, director
FACULTY: Callahan, Gammon, Gillingham, Y. Kang, Lyles, Molinari, Naylor, Spencer
ADJUNCT FACULTY: DiFranco, Dougherty, Gillanders, Huddleston, Kaelin, Richardson, Schneider

The Health Systems Management program is housed in the School of Health and Human Services and is offered in a face-to-face format Saturdays at both the University of Baltimore campus and at the Rockville, Md., campus of the Universities at Shady Grove. Courses are offered in the fall, spring and summer semesters and are offered online as well as in the classroom.

This program is designed to provide the initial undergraduate education for professional careers in health services management. Health care administration education requires a strong liberal arts foundation to prepare health service managers for leadership roles in a complex, diverse and multicultural society. The program combines a classic liberal education along with conceptual and technical competence in the health systems management field.

Providing students with sound conceptual and practical knowledge of management skills is a key focus of health systems management. A general awareness of the interplay of social, political, economic, technological, cultural and environmental factors of health services management and administration is pivotal for both current and future managers. The program develops managerial knowledge, analytical ability and communication skills and graduates students who are technically competent and well rounded. In addition to preparing students for managerial positions in health services administration, this degree also qualifies them for entry into graduate and professional schools.

The program is certified by the Association of University Programs in Health Administration, and in accordance with the association's recommendations, the curriculum specifically provides:
- an understanding of the organization, financing and delivery of health services within a multidisciplinary context

- an understanding and assessment of the health status of populations including determinants of health and disease and factors influencing the use of health services

- an understanding of the values and ethical issues associated with the practice of health services administration that will foster the development of ethical analysis skills

- opportunities for development of leadership potential

- experience in economics, financial policy, quantitative analysis, organizational theory and practice, human and information resources, assessment of organizational performance and knowledge of methods to ensure continuous improvement in the quality of services provided.

The Health Systems Management program is offered on Saturdays, and some courses in other disciplines may also be taken online and during the week at the Baltimore campus. The curriculum can be completed in two years by students entering with an associate degree (A.A./A.S.) or 56 transferable credits. Registered nurses (RNs) and radiologic technologists (RTs) who are licensed in Maryland are awarded 60 transfer credits.

ADMISSION REQUIREMENTS
Those students applying to the program at the Universities at Shady Grove must have a minimum of 60 transferable credits, as opposed to a minimum of 56 credits otherwise. For more information, see the [Admission](#) section of this catalog.

DEGREE REQUIREMENTS
In addition to fulfilling the requirements of the major, all bachelor's degree candidates are required to fulfill the collegewide degree requirements outlined under [College of Public Affairs, Academic Policies and Information](#).

Undergraduate majors must complete a minimum of 33 credits in health systems management. Students may take up to 6 nonclassroom contact credits in either HSMG 470: Individual Research or HSMG 492: Internship, or 3 credits in Individual Research and 3 credits in Internship.

Information Literacy
Students in the B.S. in Health Systems Management program will meet the University of Baltimore Information Literacy requirement by successful completion of one of the following:
- HSMG 300: Health Indicators

- lDIS 110: Introduction to Information Literacy.

General-Education Requirements (43 credits)
In the face of pressing economic and social challenges, it is critical that University of Baltimore graduates be able to communicate effectively in many different modes; to gather, synthesize and critically evaluate information; to make ethical and evidence-based decisions within real-world contexts; to understand systems and to think systemically; and to negotiate divergent and competing perspectives.

See the [University-Wide Degree Requirements](#) for details regarding general-education requirements at the University of Baltimore.

Health Systems Management Program Requirements (42 credits)

Core Courses (33 credits)

HSMG 300	Health Indicators (3)
HSMG 370	Overview of Health-Care Delivery Systems (3)
HSMG 371	Principles of Health-Care Management I (3)
HSMG 372	Principles of Health-Care Management II (3)
HSMG 373	Health Policy and Politics (3)
HSMG 374	Epidemiology (3)
HSMG 475	Managed Care I (3)
HSMG 477	Health-Care Law and Risk Management (3)
HSMG 492	Internship (3)
HSMG 498	Strategic Management in Health Care (3)

One of the following:

HSMG 490	Survey Research and Data Analysis for Health Services Administration (3)
HSMG 491	Health Planning and Program Evaluation (3)

Business Requirements (9 credits)

HSMG 301	Introduction to Health Economics (3)
HSMG 302	Statistics for Health Administration and Finance (3)
ACCT 201	Introduction to Financial Accounting (3)

General Electives

Complete as many courses as necessary from any discipline to fulfill your 120-credit requirement to graduate. Some recommended courses to support students' knowledge and skills in health systems management include:

HSMG 378	Introduction to Global Health (3)
FIN 331	Financial Management (3)
INSS 300	Management Information Systems (3)
MKTG 301	Marketing Management (3)

Accelerated Bachelor's/Master's Option

Students who qualify may apply to take up to 9 graduate credits that apply to both this undergraduate degree and the M.S. in Health Systems Management. Contact the program director for information and also see Accelerated Bachelor's/Master's Option.

Law School Automatic Admit Option

Qualified graduates of all UB undergraduate programs can be automatically admitted to the UB School of Law following their graduation through the University's Automatic Admit Option. For more information, see Law School Automatic Admit Option.

HUMAN SERVICES ADMINISTRATION, BACHELOR OF ARTS

www.ubalt.edu/humanservicesadministration

Bridal Pearson, program director
FACULTY: Collins, Molinari, Parkman, Pearson, Spencer
ADJUNCT: Crites, Payne

Offered through the School of Health and Human Services, this program is designed to provide students with specific knowledge and practical skills in human services, within the context of a broad interdisciplinary liberal arts education. The core curriculum is designed to address the ever-changing needs of human services organizations. The program affords in-service personnel an opportunity for increased professionalism, career advancement and higher education. For others, it offers pre-professional career preparation.

Students with an associate degree in human services should find this program particularly appealing; however, such associate degree programs are not a requirement for admission to this bachelor's program. This program was originally developed in cooperation with the Maryland Department of Human Resources.

ADMISSION REQUIREMENTS
See the Admission section of this catalog.

DEGREE REQUIREMENTS
In addition to fulfilling the requirements of the major, all bachelor's degree candidates are required to fulfill the collegewide degree requirements outlined under College of Public Affairs, Academic Policies and Information.

Information Literacy
Students in the B.A. in Human Services program will meet the University of Baltimore Information Literacy requirement by successful completion of one of the following:

- HSER 350: Social Research Methods for Human Services

- IDIS 110: Introduction to Information Literacy.

General-Education Requirements (43 credits)
In the face of pressing economic and social challenges, it is critical that University of Baltimore graduates be able to communicate effectively in many different modes; to gather, synthesize and critically evaluate information; to make ethical and evidence-based decisions within real-world contexts; to understand systems and to think systemically; and to negotiate divergent and competing perspectives.

See the University-Wide Degree Requirements for details regarding general-education requirements at the University of Baltimore.

Human Services Administration Program Requirements (42 credits)
Major Requirements (30 credits)
HSER 100   Introduction to Human Services (3)
HSER 200   Models of Effective Helping (3)
HSER 340   Case Management and Documentation (3)
HSER 350   Social Research Methods for Human Services (3)
HSER 400   Field Practicum (3)
                (must be completed by preservice students who do not transfer to UB with college-level
                human services internship credits)
HSER 420   Program Design and Proposal Writing (3)
HSER 430   Fundraising and Grant Writing (3)
HSER 440   Evaluation of Human Services Programs (3)
HSER 450   Human Services Management (3)
HSER 470   Senior Seminar and Portfolio (3)

Major Electives (12 credits)
Students may select major electives from among GVPP, HSMG, PHIL, PSYC and SOCI courses, due to the
interdisciplinary nature of the human services field. Other relevant courses may be taken with the
permission of the program director.
HSER 300   Grass Roots Strategies of Social Change in Human Services (3)
GVPP 322   Bureaucracy and Public Policy (3)
GVPP 345   The Legislative Process (3)
GVPP 348   State and Local Government (3)
HSMG 378   Introduction to Global Health (3)
PHIL 305   Professional Ethics in Human Services (3)
PSYC 205   Human Development (3)
PSYC 210   Interpersonal Psychology (3)
PSYC 215   Human Sexuality (3)
PSYC 220   Stress Identification and Management (3)
PSYC 355   Interviewing Psychology (3)
PSYC 360   Cross-Cultural Psychology (3)
SOCI 301   Social Problems (3)
SOCI 302   The American Family in Perspective (3)
SOCI 312   Community Organization Practice and Analysis (3)
SOCI 380   Race and Ethnic Relations (3)

General Electives
IDIS 101   First-Year Seminar: Introduction to University Learning (3)
                freshmen only; transfer students replace this with a different elective
Complete as many courses as necessary from any discipline to fulfill your 120-credit requirement to
graduate.

Accelerated Bachelor's/Master's Option
Students who qualify may apply to take up to 9 graduate credits that apply to both this undergraduate degree and the M.S. in Human Services Administration. Contact the program director for information and see Accelerated Bachelor's/Master's Option.

Law School Automatic Admit Option Qualified graduates of all UB undergraduate programs can be automatically admitted to the UB School of Law following their graduation through the University's Automatic Admit Option. For more information, see Law School Automatic Admit Option.

INTERNATIONAL STUDIES, BACHELOR OF ARTS

www.ubalt.edu/internationalstudies

Donald Haynes, program director
FACULTY: Barqueiro, Botes, Gillingham, Haynes, Henderson, Hudgins, Kassner, Ross, Scalet, Sheehan, Swaim, Windmueller, Yi

This program, offered through the School of Public and International Affairs, takes a critical look at evolving global systems and introduces students to the importance of thinking and operating on an international level. Global interdependencies—social, economic and political—have powerful implications for local, regional and national entities, and those implications cannot be ignored. In turn, America has powerful impacts on the political, economic and cultural life in other countries.

Through this integrated, interdisciplinary major, students gain a comprehensive understanding of world affairs. They explore theoretical approaches to international relations as well as global history, cross-national politics, international organizations and law and international ethics.

Combining courses from the social sciences, history, philosophy and business, the program is ideal for those who want to equip themselves to lead in the global community. With this degree, students are prepared to analyze global conditions and work creatively in such fields as international business; local, state and national government; nongovernmental organizations (NGOs); the foreign service; international companies; and international and comparative research organizations.

ADMISSION REQUIREMENTS
See the Admission section of this catalog.

DEGREE REQUIREMENTS
In addition to fulfilling the requirements of the major, all bachelor's degree candidates are required to fulfill the collegewide degree requirements outlined under College of Public Affairs, Academic Policies and Information.

Information Literacy
Students in the B.A. in International Studies program will meet the University of Baltimore Information Literacy requirement by successful completion of:

IDIS 110: Introduction to Information Literacy

or two courses:

- GVPP 385: International Relations

- and one of the following two:

    o CRJU 302: Criminal Justice Research Methods

    o GVPP 488: Methods in Government and Public Policy.

General-Education Requirements (43 credits)

In the face of pressing economic and social challenges, it is critical that University of Baltimore graduates be able to communicate effectively in many different modes; to gather, synthesize and critically evaluate information; to make ethical and evidence-based decisions within real-world contexts; to understand systems and to think systemically; and to negotiate divergent and competing perspectives. See the University-Wide Degree Requirements for details regarding general-education requirements at the University of Baltimore.

International Studies Program Requirements (60 credits)

Major Requirements (15 credits)

ECON 100	Economics of Contemporary Issues (3)
ENVS 201	Human Ecology (3)
GVPP 284	Politics in Comparative Perspectives (3)
PHIL 150	Critical Thinking and Arguments (3)

One of the following:

CNCM 102	Global Conflict (3)
GVPP 210	Global Politics (3)

Core Courses (21 credits)

ECON 409	International Economics (3)
GVPP 300	American Political Institutions (3)
GVPP 385	International Relations (3)
GVPP 386	American Foreign Policy (3)
GVPP 408	Methods in Government and Public Policy (3)
	You may substitute this course with CRJU 302: Criminal Justice Research Methods.
GVPP 489	International Organization (3)
PHIL 496	International Law and Morality (3)

Major Electives (12 credits)

Four of the following:

ANTH 365	Human Population Dynamics (3)
CNCM 440	Terrorism, Counterterrorism and Conflict Management (3)

CRJU 404   Comparative Criminal Justice (3)
CRJU 406   Political Terrorism (3)
GVPP 315   Public Policy Analysis (3)
GVPP 479   Special Topics in International Studies (3)
GVPP 480   Environmental Politics and Policy (3)
GVPP 481   Globalization (3)
GVPP 484   International Political Economy (3)
HSMG 350   Global Health (3)
MGMT 302   Global Business Environment (3)

Regional/Area Courses (12 credits)
Four of the following:
GVPP 384   Comparative Government (3)
GVPP 485   The Far East in World Affairs (3)
GVPP 486   The Middle East (3)
GVPP 487   Western Europe (3)
GVPP 488   Commonwealth of Independent States/China in World Affairs (3)
HIST 312   Age of Revolutions (3)
HIST 313   Europe, 1815-1914 (3)
HIST 314   Europe, 1914-45 (3)
HIST 315   Europe Since 1945 (3)
HIST 344   World War II (3)
HIST 460   The Cold War, 1945-90 (3)
HIST 463   History of Germany (3)
HIST 465   Topics in East European History (3)
HIST 466   History of Africa (3)
HIST 470   Modern China (3)
HIST 477   Technology and History (3)
HIST 497   Special Topics, other than American history (3)

General Electives

IDIS 101   First-Year Seminar: Introduction to University Learning (3)
                freshmen only; transfer students replace this with a different elective
Complete as many courses as necessary from any discipline to fulfill your 120-credit requirement to graduate.

Law School Automatic Admit Option
Qualified graduates of all UB undergraduate programs can be automatically admitted to the UB School of Law following their graduation through the University's Automatic Admit Option. For more information, see Law School Automatic Admit Option.

MERRICK SCHOOL OF BUSINESS

Frank Navratil, interim dean

Marilyn Oblak, associate dean
Lisa Park, assistant dean, academic affairs and student services
Web: www.ubalt.edu/merrick

MISSION

The Merrick School of Business is an AACSB International-accredited school committed to providing exceptional learning experiences that facilitate the transformation and empowerment of students into knowledgeable, responsive business professionals and leaders.

   The Merrick School of Business focuses on continuing a trajectory of academic excellence. Our vision is to be a school of choice for students with great potential, for faculty with strong research and teaching capabilities and for business leaders with high expectations for thought leadership and talent. The School of Business' mission is to transform and empower students while remaining true to our legacy of serving nontraditional and first-generation college students. The key to our students' success is an intellectual and professional learning environment that brings theory to practice.

ORGANIZATION

The Office of the Dean is responsible for the administration of the School of Business, for maintaining relationships with the business community and for student and academic advising. The business school is organized into five academic departments:

- **Accounting**
  Phillip Korb, department chair

- **Finance and Economics**
  Chih-Hsien Yu, department chair

- **Information Systems and Decision Science**
  Danielle Fowler, department chair

- **Management and International Business**
  Tigineh Mersha, department chair

- **Marketing and Entrepreneurship**
  Ven Sriram, department chair.

ACCREDITATION

The Merrick School of Business is accredited by AACSB International—The Association to Advance Collegiate Schools of Business, the accrediting body for schools of business (www.aacsb.edu). AACSB International accreditation is the mark of excellence in educational programs in business, awarded only when rigorous standards for courses, curricula, faculty and resources have been met. The University of

Baltimore is also accredited by the Middle States Commission on Higher Education and recognized by the Maryland Higher Education Commission.

STUDENTS
Approximately 2,000 students are enrolled in programs in the Merrick School of Business. The average age of undergraduate students is approximately 30 years. More than 80 percent of students work full or part time. Because of the level of maturity and the professional experience of students, the interchange of ideas in the classroom is lively and highly informative.

FACULTY
School of Business faculty bring to the classroom exceptional professional and academic credentials. Ninety-six percent of the faculty possess a doctorate in their fields. In addition, School of Business faculty have professional certifications and extensive professional work experience with business, government or nonprofit organizations. Professors combine a dedication to teaching with significant research, professional and community service activities.

Not only do our faculty members adhere to the high-quality standards of teaching mandated by AACSB International accreditation, but their teaching efforts consistently rate exceptionally high on internal measures of teaching excellence.

FACILITIES
The Merrick School is located within the William H. Thumel Sr. Business Center at North Charles Street and Mount Royal Avenue on the University of Baltimore campus. This six-story building features wireless Internet access and contains 16 classrooms, all of which are "smart rooms" featuring state-of-the-art display capabilities, five seminar rooms for small group discussion, a 200-seat auditorium with simultaneous translation capability, catering and meeting facilities, a student lounge, offices for the Merrick School faculty and administration, and a computer lab for student use.

CENTERS AND INSTITUTES
The Merrick School of Business houses the following centers and institutes:

- the Entrepreneurial Opportunity Center

- the Jacob France Institute

- the Small Business Development Center.

GENERAL POLICIES AND INFORMATION
Admission and Transfer
Merrick School of Business students must meet all University admission requirements. A grade of D is transferable only if the school at which the course was taken accepts a D grade in fulfillment of general-education requirements. The student's cumulative grade point average also must be 2.0 or higher on a 4.0 scale.

A maximum of 6 lower-level transfer credits may be applied to any specialization in the B.S. in Business Administration, the B.S. in Information Systems and Technology Management and the B.S. in Real Estate and Economic Development programs. Such courses can transfer only if the prerequisites, content and requirements are substantially the same as those of the courses required by the University of Baltimore.

Students seeking admission to the accounting specialization in the B.S. in Business Administration program must have a cross-cumulative GPA of 2.5 or higher at the time of admission. Transfer credit is granted for courses equivalent to Principles of Accounting I and II when the student has grades of C (2.0 on a 4.0 point scale) or higher in those courses. A maximum of 6 lower-level transfer credits may be applied to the accounting specialization. A minimum grade of B- is required in ACCT 302: Intermediate Accounting II to be granted transfer credit.

Students seeking admission to the finance specialization of the B.S. in Business Administration program must have a cross-cumulative GPA of 2.25 or higher at the time of admission.

Validation Requirement

Students are not required to repeat upper-division courses if the prerequisites, content and requirements are deemed by faculty to be substantially the same as those of similar courses taken at other institutions within the first 60 credits of their academic careers. At faculty discretion, students may be required to take advanced-level work in the discipline for which such courses serve as prerequisites.

Technology Proficiency Requirements

Students enrolling in undergraduate School of Business programs must have a working knowledge of Windows-based systems and basic functional competence with spreadsheets, word processing, email and Web browsing. While in their program, students will attain levels of computer fluency that will permit them to make better use of information technology when doing research, processing information, communicating, solving problems and making decisions. These proficiencies are reinforced throughout the curriculum and provide a sound basis for lifelong learning and career enhancement.

Nondegree Student Status

For information about the admission of nondegree students, please see Nondegree Status in the Academic Policies section of this catalog. Nondegree students registering for 300- or 400-level business courses must have written approval of the School of Business to register; contact the Merrick Advising Center for assistance.

Internships

Internships allow students to apply their education to real-world practice in their chosen field. Internships are typically part-time positions in which students work at least 120 hours over the course of a semester. Interns gain valuable experience, have the opportunity to obtain academic credit and may even get paid. The internship should be related to a student's academic and career interests. The School of Business offers an internship course in each discipline.

For more information, including a list of faculty internship advisers, forms required to receive academic credit and details on how to get started, please visit www.ubalt.edu/merrickinternships.

Students should consult their guide to graduation and their academic adviser to determine how to integrate the internship course into their program of study.

Independent Study Policy

Independent study provides students with the opportunity to conduct individual work that is planned with a faculty member who helps set goals, develop a study plan and guide progress. Students are limited to a maximum of 6 independent study credits per degree program. To register for an independent study course, students must:

- consult with the Merrick Advising Center for degree applicability

- be within 30 hours of graduation

- have a minimum GPA of 3.0

- complete an Independent Study Form

- submit a two- to three-page proposal, approved by the faculty member responsible for the independent study and the appropriate department chair

- register for the appropriate independent study course.

Academic Advising

Academic advisement is available in the Merrick Advising Center, William H. Thumel Sr. Business Center, Room 142, with daytime and evening hours. Scheduled appointments are recommended (410.837.4944). Advisers provide information on School of Business programs, policies and procedures. Subsequent to admission, students are assigned an academic adviser for consultation throughout the program. All new students and students enrolling in business programs for the first time are required to meet with their academic adviser. All students will receive a guide to graduation that includes a program checklist detailing all required courses. Students in the online program and who do not have access to the campus will be advised electronically.

Continuing students in good academic standing can register without an adviser's signature and are responsible for meeting their own program requirements. Continuing students who must obtain advisement are:

- students changing their degree program or specialization

- students enrolling after an absence of more than two consecutive semesters

- nondegree-seeking students

- readmitted students

- students on academic probation

- students registering for an internship, independent study or practicum course

- students requesting to take a course at another college or institution

- students reinstated after academic suspension.

Although an adviser can assist students in planning their academic program, the student is ultimately responsible for knowing and meeting curriculum requirements. Upon completion of 90 credits, students may contact the Merrick Advising Center to request a graduation evaluation.

Satisfactory/Unsatisfactory Progress
A student who attempts 12 or more credits while enrolled in any Merrick School program and earns less than a GPA of 2.0 will be on academic probation. In this instance, the student must abide by University of Baltimore academic and financial aid policies on satisfactory and unsatisfactory progress. Once placed on probation, students have 12 credit hours to raise their cumulative GPA to the required 2.0; failure to do so will result in academic suspension. Please also see the Academic Policies section of this catalog.

Second Bachelor's Degrees
Students who have previously earned a bachelor's degree, at either the University of Baltimore or another accredited institution, may earn a second bachelor's degree in a different degree program. Students must complete a minimum of 30 credits in residence at the University of Baltimore, applicable only to the second degree, and satisfy all of the departmental requirements for the degree, but they are not required to fulfill general-education or University-wide course requirements. No University of Baltimore courses taken to complete the first bachelor's degree can be retaken to complete the second bachelor's degree.

Credits used to satisfy a first degree at the University of Baltimore may not be applied toward the 30-credit residency requirement for the second degree. In some cases, this policy may require the substitution of courses in the major, other than those specified by the second degree program. Students interested in pursuing a second bachelor's degree at the University of Baltimore should consult with the appropriate program adviser before making a formal application through the Office of Transfer Admission and Community College Relations.

Information about applying for a second bachelor's degree may be found in the Admission section of this catalog.

Academic Minors
Students who have completed 24 credit hours with a 2.0 cumulative GPA may declare a minor. A minor is a cohesive set of courses designed by faculty to provide students with an opportunity to cultivate skills and knowledge through concentrated study in an area that is not the major. Minors may focus on one discipline or may be interdisciplinary; they require 15-21 credits. Completing a minor is optional, and students should seek the guidance of an academic adviser when selecting a minor to understand how the minor requirements may be completed in conjunction with their degree.

For more information about minors offered and further requirements, see the Academic Minors section. Please note that some minors may require a 2.5 cumulative GPA.

Accelerated B.S./M.B.A./M.S.
Undergraduate students of recognized academic ability and educational maturity may combine the requirements for an undergraduate business degree with those of a master's degree in the School of Business. A maximum of 9 graduate credits, completed during the last 30 credits of undergraduate

study, may be applied simultaneously to the requirements for both the bachelor's and the master's degree. Those interested should discuss their options with their academic adviser.

To be eligible for the Accelerated B.S./M.B.A./M.S., students must have a cumulative GPA of 3.5 in their undergraduate coursework completed at the University of Baltimore. To remain in the program, students must maintain a 3.5 GPA in their undergraduate course work and a 3.0 GPA in their graduate coursework.

Students must have the approval of the dean's representative and must have an approved course plan prior to beginning the last 30 credits of their undergraduate degree.

Courses taken in the Accelerated B.S./M.B.A./M.S. will be determined by the School of Business and may not include independent study/research, directed study, thesis or internship courses. Changes in the program of study require the approval of the dean's representative.

Students must be in continuous enrollment at the University of Baltimore for this agreement to remain in effect. Those who fail to maintain the eligibility requirements will be dropped from the accelerated option. Applicability (if any) of graduate courses to the undergraduate degree will be determined on an individual basis. Students should be aware that graduate courses applied to both undergraduate and graduate degrees at the University of Baltimore may not transfer as graduate credits to another institution.

Participation in the Accelerated B.S./M.B.A./M.S. does not guarantee admission to any University of Baltimore graduate program. Unconditional admission to the Merrick School of Business graduate programs requires an appropriate score on the Graduate Management Admission Test and a completed application. The completed 9 graduate credits may count toward any post-bachelor's certificate or degree program if applicable. Applications for admission and payment of applicable fees to the graduate program must be made during the semester immediately prior to the completion of the credits required for the bachelor's degree. Admission to the graduate program will be effective the semester after completing the credits for the bachelor's degree.

Law School Automatic Admit Option
Students who graduate from a University of Baltimore undergraduate program with a cumulative cross-institutional grade point average of 3.35 or better as computed by the Credential Assembly Service and an LSAT score of 154 or better can be automatically admitted into the entering class of the UB School of Law following their graduation.

Admission is for the fall semester only (note that the law school cannot make an admission decision until students have completed 75 credits of undergraduate coursework). Students should take the LSAT no later than February of the calendar year in which they would like to enter law school and submit their application for admission no later than April 1.

Note that if students answer yes to any one of the character and fitness questions on the UB School of Law application, they are not eligible for automatic admission; instead, their application will be forwarded to the admissions committee for a complete review. Character and fitness questions concern information regarding academic and disciplinary probation, criminal offenses, civil suits and employment termination.

The UB School of Law does not ensure acceptance into the full-time day program; students may be admitted to the full-time day program, the part-time day program or the evening program. The law

school reserves the right to increase the grade point average and the LSAT score required on an annual basis.

For more information about this option, contact the Office of Law Admissions at 410.837.4459 or lawadmissions@ubalt.edu.

Law School Early Entry Option

Available to students enrolled in the B.S. in Business Administration program, this option allows students' first year of enrollment at the University of Baltimore School of Law to fulfill the requirements of their last year of undergraduate study. It requires a cumulative cross-institutional grade point average of 3.50 or better as computed by the Credential Assembly Service and an LSAT score of 155 or better. This option is available only if students are continuously enrolled at the University from their undergraduate major into their law school education.

To pursue this option, students must complete the 90 undergraduate credits required for their degree and complete a minimum of 34 credits at UB, excluding AP, IB, DANTES, CLEP or challenge examinations. Students must complete all lower- and upper-division general-education requirements and business program requirements and apply to the UB School of Law. Admission is for the fall semester only (note that the law school cannot make an admission decision until students have completed 75 credits of undergraduate coursework). Students should take the LSAT no later than February of the calendar year in which they would like to enter law school and submit their application for admission no later than April 1. Note that students must apply for graduation during the last semester of their first year of law school to receive their bachelor's degree.

If students answer yes to any one of the character and fitness questions on the UB School of Law application, they are not eligible for automatic admission; instead, their application will be forwarded to the admissions committee for a complete review. Character and fitness questions concern information regarding academic and disciplinary probation, criminal offenses, civil suits and employment termination.

Law school admission may be into the full-time day program or the part-time day program, as determined by the School of Law. The law school reserves the right to increase the grade point average and the LSAT score required on an annual basis.

For more information about this option, contact the Office of Law Admissions at 410.837.4459 or lawadmissions@ubalt.edu.

For the complete list of requirements for the B.S. in Business Administration, see the program description. Students pursuing this option are required to complete all lower- and upper-division general-education and University requirements, business prerequisite courses and business core requirements, with the exception of MGMT 475: Strategic Management. Students should work closely with their academic adviser to ensure that all requirements are met.

HELEN P. DENIT HONORS PROGRAM
Visit www.ubalt.edu/honors for complete details on the honors program and its eligibility requirements.

The Merrick School of Business offers a Business Honors Program and an Accounting Honors Program as part of the University's Helen P. Denit Honors Program. These programs are designed to produce leaders in business and accounting. They offer the opportunity for an enriched curriculum, small class

sizes and exceptional internship opportunities. Students in these programs have the opportunity to interact closely with faculty and alumni in informal settings and to visit employer sites on special honors field trips. Honors students may use graduate-level coursework to fulfill honors program requirements as part of an accelerated B.S./master's program.

STUDENT ORGANIZATIONS/HONOR SOCIETIES

The University of Baltimore maintains affiliations with many national honor societies, with membership usually based on superior academic achievement. In addition, the University also sponsors many clubs and supports affiliations with national organizations. Business students may find the following honor societies and clubs of special interest:

- Beta Alpha Psi (accounting, finance and information systems honor society)

- Beta Gamma Sigma (business honor society)

- Coalition of UB Entrepreneurs

- Human Resource Management Society

- Marketing Club

- Mu Kappa Tau (marketing honor society)

- Sigma Iota Epsilon (management honor society)

- Sigma Nu Tau (entrepreneurship honor society)

- UB Investment Society.

UNDERGRADUATE PROGRAMS

Lisa Park, assistant dean, academic affairs and student services
Jacqueline Lewis, academic adviser
Michael Swaby-Rowe, academic adviser
Dawn Taylor, academic adviser

- Business Administration (B.S.) with specializations in accounting, computer information systems, entrepreneurship, entrepreneurship fellows, finance, general business, international business, management, human resource management and marketing

- Information Systems and Technology Management (B.S.)

- Real Estate and Economic Development (B.S.)

CERTIFICATE PROGRAM

- Upper-Division Certificate in Accounting

GRADUATE PROGRAMS

MASTER'S PROGRAMS

- UB/Towson Master of Business Administration (M.B.A.) (with Towson University)

- Accounting and Business Advisory Services (M.S.) (with Towson University)

- Business–Finance (M.S.)

- Global Leadership (M.S.)

- Innovation Management and Technology Commercialization (M.S.)

- Taxation (M.S.)

DUAL-DEGREE UB/TOWSON M.B.A. PROGRAMS

- M.B.A./J.D. (with the University of Baltimore School of Law and the University of Maryland School of Law)

- M.B.A./M.S. in Nursing (with the University of Maryland School of Nursing)

- M.B.A./Ph.D. in Nursing (with the University of Maryland School of Nursing)

- M.B.A./Pharm.D. (with the University of Maryland School of Pharmacy)

GRADUATE CERTIFICATE PROGRAMS

- Accounting Fundamentals

- Business Fundamentals

- Leadership for Organizations

- Innovation Management and Technology Commercialization

MSB REPEAT COURSE POLICY

Students are limited to three attempts to successfully complete all lower- and upper-division business core courses and specialization courses required by the degree program.

GRADUATION REQUIREMENTS

Students must meet all University and Merrick School of Business graduation requirements and file for graduation no later than the beginning of their last semester (the exact date is specified in the academic calendar that is published for each semester).

SCHOOLWIDE DEGREE REQUIREMENTS

All School of Business bachelor's degree candidates are required to:

- complete a minimum of 120 credits that satisfy MHEC general-education, business core and specialization requirements

- apply no more than 63 credit hours of community college work toward graduation, except in specific articulated programs

- earn a minimum grade of C- in all lower-level general-education requirements taken at UB and a minimum grade of C (2.0) in all upper-level general-education requirements

- earn a minimum grade of C in all lower- and upper-division business core requirements and all specialization courses required by the degree program (including courses that are regarded as business electives); some programs may have additional requirements or standards that are specified in the program requirements

- earn a minimum cumulative grade point average of C (2.0)

- earn their final 30 credit hours required for the degree at the University of Baltimore.

Note: Any deviation from the program requirements described in the catalog requires the written permission of the dean of the Merrick School of Business.

B.S. IN BUSINESS ADMINISTRATION DEGREE

PROGRAM GOALS AND LEARNING OBJECTIVES

Mission Statement: The goal of the Bachelor of Science in Business Administration at the Merrick School of Business is to produce students with the capacity to compete and be productive in today's complex business environment. The program will provide high-quality management education that develops the skills required to meet the diverse needs of employers in a variety of areas in business.

Specifically, as a result of the education they receive at the Merrick School of Business, our graduates will have:

Goal 1 – A Broad Knowledge of Business Disciplines: Students will obtain general knowledge and acquire proficiency in the key functional areas of business.

Goal 2 – A Global Perspective: Students will analyze international business environments and formulate global adaptation strategies.

Goal 3 – Effective Communication Skills: Students will demonstrate an acceptable level of written and oral communication skills.

Goal 4 – Analytical Thinking and Problem-Solving Skills: Students will demonstrate problem-solving skills, supported by appropriate analytical and quantitative techniques.

Goal 5 – An Ethical Perspective: Students will understand the importance of behaving ethically in their professional lives.

Goal 6 – Team Skills and Dynamics: Students will understand group and individual dynamics in organizations.

Goal 7 – An Understanding of Information Technology: Students will demonstrate competency in the use of technology.

DEGREE REQUIREMENTS

The requirements for the B.S. in Business Administration have been grouped into two categories: lower- and upper-division requirements.

Students who transfer from community colleges typically complete the lower-division requirements by following an articulated transfer program. All students' transcripts are evaluated course by course to ensure the maximum transferability of courses taken prior to starting at the Merrick School of Business. Admitted students receive a transfer evaluation from the Office of Undergraduate Admission.

There are 120 credit hours required for this degree as outlined below. The number of electives required is the number of credits needed to complete the 120-credit minimum requirement after meeting the specific course requirements. Below is a brief summary of general-education requirements. Please see the General Education section of this catalog for further details.

University-Wide General-Education Requirements (40-43 credits)

See the University-Wide Degree Requirements for details regarding general-education requirements at the University of Baltimore.

Upper-Division General-Education Requirements (6 credits)

IDIS 302   Ethical Issues in Business and Society (3) [CTEK]
WRIT 300   Advanced Expository Writing (3) [WRIT/COMM]

Lower-Division Business Core Requirements (24 credits)

ACCT 201   Introduction to Financial Accounting (3)
ACCT 202   Introduction to Managerial Accounting (3)
BULA 151   Business Law (3)
CMAT 303   Oral Communication in Business (or CMAT 201) (3) [CMAT/COMM]
ECON 200   The Economic Way of Thinking (3) [SOSC/Q&Q]
MATH 111   College Algebra (3) [MATH/Q&Q]
MATH 115   Introductory Statistics (3) [MATH/Q&Q]
OPRE 202   Statistical Data Analysis (3)

Upper-Division Business Core Requirements (31 credits)

Today's managers need to keep pace with a continuously changing business environment. Each professional is equipped with a unique set of skills and experiences. The business core teaches the functional skills needed to navigate the ever-changing world of business. The course numbers are for courses taught at UB. These courses are required of all Business Administration students with the exception of students choosing the accounting specialization. The accounting core and competency courses are listed separately under the section for the specialization in accounting. Students transferring with an articulated A.A. or A.S. degree may have completed most of the prerequisite core.

ECON 305	Managerial Economics (3)
FIN 331	Financial Management (3)
INSS 300	Management Information Systems (3) [COSC/CTEK]
MGMT 301	Management and Organizational Behavior (3)
MGMT 302	Global Business Environment (3)
MGMT 315	Human Resource Management (3)
MGMT 330	Personal and Professional Business Skills for Business (1)
MGMT 339	Process and Operations Management (3)
MKTG 301	Marketing Management (3)
OPRE 315	Business Application of Decision Science (3)
MGMT 475	Strategic Management (3) (This course is taken in a student's last semester.)

Specialization Requirements (12-21 credits)

A specialization allows students to tailor their degree program to their advantage, perhaps by completing their B.S. degree with a sampling of specified courses across business disciplines with a general business specialization or by choosing one of eight defined specializations, providing greater preparation in a particular area of business.

By completing the B.S. with a general business specialization, students can benefit if they prefer:

- to complete the B.S. online

- a more flexible/transfer-friendly option when transferring upper-level business credit earned prior to UB

- a faster track to specialize in graduate school while earning a broader undergraduate business degree

- a practical option for the generalist.

Alternatively, students can choose a defined specialization in accounting, computer information systems, finance, entrepreneurship, entrepreneurship fellows, management, human resource management, international business or marketing.

Each specialization allows students to pursue an area of study in depth. The number of business elective credits required for each specialization varies from 12 to 21 credits. The maximum number of lower-level (200-level) courses that can count toward a specialization is 6.

Electives

The number of electives required is the number of credits needed to complete the 120-credit minimum requirement after meeting the specific program and specialization requirements. This number will vary and will be determined at the initial advising appointment.

GENERAL BUSINESS SPECIALIZATION

Students may choose a 15-credit customized specialization, in lieu of one of the more formal specializations defined below, by choosing courses that include at least the following:

- one course from each of three areas, denoted by different course abbreviation codes, e.g., ACCT, ECON, ENTR, FIN, INSS, MGMT, MKTG, or REED

- two additional business electives

- approval of electives by the Merrick Advising Center.

The B.S. with the general business specialization provides students with a maximum amount of flexibility in course options and in the availability of online courses.

ACCOUNTING SPECIALIZATION
FACULTY: Gaynor, Korb, Lynn, Pevzner, Tong, White, Williams

A maximum of 6 lower-level transfer credits, excluding Intermediate Accounting II (ACCT 302), may be applied to the Accounting Specialization. A minimum grade of B- is required in ACCT 302: Intermediate Accounting II.

For prerequisites, refer to the individual listings in the Course Descriptions section of this catalog.

Upper-Division Business Core Requirements (28 credits)

ECON 305   Managerial Economics (3)
FIN 331   Financial Management (3)
INSS 300   Management Information Systems (3) [COSC/CTEK]
MGMT 301   Management and Organizational Behavior (3)
MGMT 302   Global Business Environment (3)
MGMT 315   Human Resource Management (3)
MGMT 330   Personal and Professional Skills for Business (1)
MKTG 301   Marketing Management (3)

Choose two of the following:
OPRE 315   Business Application of Decision Science (3)
MGMT 339   Process and Operations Management (3)
MGMT 475   Strategic Management (3) (This course is taken in a student's last semester.)

Accounting Specialization Requirements (27 credits)
Required Courses (24 credits)
ACCT 301   Intermediate Accounting I (3)
ACCT 302   Intermediate Accounting II (3)
ACCT 306   Cost Accounting (3)
ACCT 310   Intermediate Accounting III (3)
ACCT 317   Accounting Information Systems (3)
ACCT 401   Auditing (3)
ACCT 403   Advanced Financial Reporting (3)
ACCT 405   Income Taxation (3)

Elective (3 credits)
Any 3-credit accounting course that is not required (ACCT 495 recommended)

COMPUTER INFORMATION SYSTEMS SPECIALIZATION
FACULTY: Aggarwal, Fowler, Mirani, Scornavacca

Please note: Students interested in studying information systems in depth may also wish to consider the B.S. degree in Information Systems and Technology Management.

The computer information systems specialization provides the student with skills necessary to develop and support an information system in an organization. Students receive instruction in a variety of information technologies, including exposure to appropriate hardware and software design and selection and business issues related to technology. Students may choose electives from several advanced courses in information systems.

The University, with the cooperation of local businesses, has established internship and co-op programs with opportunities in the area of information systems. This program is highly recommended for all students who have no work experience in computer systems. A substantial number of students attending the University of Baltimore hold full-time jobs related to computer and information systems in many local business organizations.

Computer Information Systems Specialization Requirements (21 credits)
For prerequisites, refer to the individual listings in the Course Descriptions section of this catalog.

Required Courses (18 credits)
INSS 209   Introduction to Programming (3)*
INSS 225   Structured Programming Using Procedural Languages (3)*
INSS 315   Information Technology (3)
INSS 406   Systems Analysis and Logical Design (3)
INSS 421   Design of Database Management Systems (3)
INSS 427   Business Data Communications (3)
These courses may be replaced by 6 credit hours of programming language approved by the Merrick Advising Center and the department chair.

Elective (3 credits)
Choose one of the following:
INSS 370   Project Management (3)
INSS 401   Internet and Business (3)
INSS 422   Business Intelligence (3)
INSS 431   Electronic Commerce (3)
INSS 453   Internet and Network Security
INSS 470   IT Service Delivery (3)
INSS 495   Internship in Information Systems (3)

INSS 497   Special Topics in Information Systems (3)
INSS 499   Independent Study (3)

ENTREPRENEURSHIP SPECIALIZATION
FACULTY: Lingelbach, Weiss, Ratinho

Entrepreneurs discover and create opportunities, generating the bulk of new jobs and wealth in today's global economy. As a result, they help to drive innovation and organizational change in Maryland, across the nation and around the world. Entrepreneurship is a universal activity that can take place anywhere humans gather to conduct business: in existing organizations, in new ventures created by teams or through self-employment. Even in large, established organizations, employees who understand how to think entrepreneurially possess a distinct competitive edge in the hiring and promotion process. Current estimates suggest that more than 40 percent of today's students will found or co-found an entrepreneurial venture sometime in their careers, making entrepreneurship the most rapidly growing course of study in American business schools.

The entrepreneurship specialization of the B.S. in Business Administration program enables students to think entrepreneurially. Students complete five courses: a required, three-course sequence and two electives. Required courses explore the key concepts in this discipline and help students learn to develop new business and product opportunities. Ultimately, students will be empowered to launch a new venture either as a standalone entity or as part of an existing organization. Taught primarily by full-time academics who have also started and financed new ventures, these courses provide a unique interdisciplinary experience, drawing on relevant insights from the finance, accounting, marketing, management, economics and operations disciplines.

Entrepreneurship Specialization Requirements (15 credits)
For prerequisites, refer to the individual listings in the Course Descriptions section of this catalog.

Required Courses (9 credits)
ENTR 300   The Entrepreneurial Experience (3)
ENTR 320   Opportunity Assessment and Development (3)
ENTR 450   Entrepreneurial Organization, Planning and Implementation (3)

Electives (6 credits)
Choose two of the following:
COSC 405   The Business of Game Development (3)
ENTR 460   Social Enterprise (3)
ENTR 497   Special Topics in Entrepreneurship (3)
FIN 430   Entrepreneurial Organization and Finance (3)
MKTG 430   Personal Selling (3)
MKTG 440   Product Management (3)

ENTREPRENEURSHIP FELLOWS SPECIALIZATION (COHORT PROGRAM)
FACULTY: Bento, Lingelbach, Weiss

The Entrepreneurship Fellows Program is a full-time cohort program that offers a new way to educate the next generation of entrepreneurs. The program balances classroom theory with practical, hands-on experience by allowing students to work side by side with expert entrepreneurs and faculty.

The Entrepreneurship Fellows program is a two-year, 18-credit upper-division specialization. In contrast with the existing Entrepreneurship specialization, the program focuses on identifying and developing "expert entrepreneurs," each of whom will launch one viable new venture upon or prior to graduation.

Enrollment in the program is limited to students meeting admission standards. Please visit www.ubalt.edu/merrick for the most current information on admission and scholarship requirements.

Required Courses (18 credits)

ENTR 320	Opportunity Assessment and Development (3)	
ENTR 390	Entrepreneurial Mentorship (1) (taken three times)	
ENTR 490	Entrepreneurial Strategy (9)	
FIN 430	Entrepreneurial Organization and Finance (3)	

These courses are organized into four practica coupled with existing business core requirements. The practica are taken in the following sequence:

1. Entrepreneurship Practicum One: Entrepreneurial Opportunities and Markets (7 credits) (taken fall semester of year one)

ENTR 320	Opportunity Assessment and Development (3)
ENTR 390	Entrepreneurship Mentorship (1)
MKTG 301	Marketing Management (3)

2. Entrepreneurship Practicum Two: Human Capital in a New Venture (7 credits) (taken spring semester of year one)

ENTR 390	Entrepreneurship Mentorship (1)
MGMT 301	Management and Organizational Behavior (3)
WRIT 300	Advanced Expository Writing (3)

3. Entrepreneurship Practicum Three: Economics of New Venture Financing (7 credits) (taken fall semester of year two)

ENTR 390	Entrepreneurship Mentorship (1)
FIN 331	Financial Management (3)
FIN 430	Entrepreneurial Organization and Finance (3)

4. Entrepreneurship Practicum Four: Entrepreneurial Strategy (12 credits)

ENTR 490	Entrepreneurial Strategy (9)
MGMT 475	Strategic Management (3)

Students are also required to complete all remaining general-education and business core requirements.

FINANCE SPECIALIZATION
FACULTY: Chen, Ford, Isberg, Morse, Nguyen, Yu, Yunus

The finance specialization provides students with a solid foundation on which to build successful professional careers. Regardless of the student's primary area of interest, an understanding of the financial forces and interdependencies in today's world is essential for every graduate of a sound business program. Students need to acquire the tools necessary to make informed decisions and continue on a path of lifelong learning and intellectual development.

Upon successful completion of this program, students will be prepared for career opportunities with domestic and international corporations, financial institutions and both governmental and educational organizations. Specific areas of employment might include economic forecasting and analysis, bank management, capital investment analysis, security analysis, working capital management, portfolio management, real estate management and various other managerial and professional staff positions with financial institutions. The logical and rigorous arguments in finance also provide excellent preparation for graduate work or for law school.

Finance Specialization Requirements (15 credits)
For prerequisites, refer to the individual listings in the Course Descriptions section of this catalog.

Required Courses (12 credits)
FIN 330	Excel for Financial Analysis (3)	
FIN 333	Investment Analysis and Portfolio Management (3)	
FIN 433	International Financial Management (3)	
FIN 450	Financial Modeling and Communication (3)	

Electives (3 credits)
Choose one of the following:
FIN 430	Entrepreneurial Organization and Finance (3)
FIN 470	Real Estate Investments (3)
FIN 471	Real Estate Finance (3)
FIN 495	Internship in Finance (3)
FIN 497	Special Topics in Finance (3)

INTERNATIONAL BUSINESS SPECIALIZATION
FACULTY: Mersha, Nielsen, Randolph, Sawhney, Sriram

The School of Business offers this interdisciplinary international business specialization in recognition of the increasing need for global awareness and expertise. Students first take Management 465: International Management to develop an analytical base for exploring the complex issues of international business. This course emphasizes the underlying rationale for trade, investment entry strategies and global management. Students then choose four courses to focus on more specific skills applicable to the international arena.

In addition to developing skills in international business, students gain a broader understanding of the environment in which global business is conducted by drawing on the resources of the University's College of Public Affairs and Yale Gordon College of Arts and Sciences.

International Business Specialization Requirements (15 credits)
For prerequisites, refer to the individual listings in the Course Descriptions section of this catalog.

Required Courses (6 credits)
ECON 409   International Economics (3)

MGMT 465   International Management (3)

Electives (9 credits)
Choose any three of the following courses:
FIN 433   International Financial Management (3)

IDIS 301   World Cultures (3)

INSS 431   Electronic Commerce (3)

MGMT 496   International Business Practicum (3)

MGMT 498   Global Field Study (3)

MKTG 407   International Marketing (3)

approved electives (3-6 credits)*

* Students may choose up to two electives not specifically listed above, including MGMT 497: Special Topics in Management (for international internships and other special studies), or nonbusiness electives from undergraduate courses offered through the College of Public Affairs and the Yale Gordon College of Arts and Sciences. Students must meet the prerequisites for each elective and obtain the approval of the department chair, demonstrating how these electives would assist the student in achieving career goals.

MANAGEMENT AND HUMAN RESOURCE MANAGEMENT SPECIALIZATIONS
FACULTY: Adlakha, R. Bento, Hatfield, Kemery, Mersha, Milbourn, Nielsen, Randolph, Stickney, Trotter, Zacur

The two programs in the field of management help students build the managerial knowledge and ability needed to operate in an international world of information, innovation and entrepreneurship. Students are exposed to concepts involved in the solution of human, organizational and business problems.

Nearly all activities in an organization involve some form of management of employees, finances, raw materials or information. Managers must be creative people who can motivate and guide others in the achievement of organizational goals. They are the leaders who establish departmental objectives consistent with the organizational mission or vision, develop plans and procedures, orchestrate the work of their human resources, foster teamwork and ultimately influence the productivity of their organizations.

These programs emphasize the importance of understanding the business environment and how it is affected by social, political and economic events and trends. Students learn the skills and responsibilities of management with a particular emphasis on the influence managers can exercise on changing conditions, productivity, morale and attitudes. Accordingly, the goal of the Management program is to teach the student to become an efficient, well-rounded manager who is capable of assessing the work situation, initiating proper action with sensitivity to workforce diversity and achieving objectives under a multitude of conditions in business and public enterprises. Clearly, the art and science of management is not restricted merely to job-related functions but also can be applied to everyday situations.

Management Specialization Requirements (15 credits)
For prerequisites, refer to the individual listings in the Course Descriptions section of this catalog.

Required Course (3 credits)
MGMT 465   International Management (3)

Electives (9 credits)
Choose any three of the following:
ENTR 300   The Entrepreneurial Experience (3)
MGMT 400   Human Resource Analysis and Communications (3)
MGMT 410   Employment Relations Law (3)
MGMT 415   Compensation and Performance Management (3)
MGMT 419   Seminar in Human Resource Management (3)
MGMT 425   Employee and Labor Relations (3)
MGMT 430   Quality and Productivity Management (3)
MGMT 445   Service Operations (3)
MGMT 495   Internship in Management (3)
MGMT 496   International Business Practicum (3)
MGMT 497   Special Topics in Management (3)
MGMT 498   Global Field Study (3)
MGMT 499   Independent Study (3)

Business Elective (3 credits)
Take one recommended 300- or 400-level business course offered by the School of Business.

Human Resource Management Specialization Requirements (15 credits)
For prerequisites, refer to the individual listings in the Course Descriptions section of this catalog.

Required Courses (6 credits)
MGMT 400   Human Resource Analysis and Communications (3)
MGMT 425   Employee and Labor Relations (3)

Electives (6 credits)
Choose any two of the following:
MGMT 410   Employment Relations Law (3)
MGMT 415   Compensation and Performance Management (3)
MGMT 419   Seminar in Human Resource Management (3)
MGMT 495   Internship in Management (3)
MGMT 497   Special Topics in Management (3)
MGMT 499   Independent Study (3)

Business Elective (3 credits)
Take one recommended 300- or 400-level business course offered by the School of Business.

MARKETING SPECIALIZATION
FACULTY: Laric, Pitta, Smith, Sriram, van Vliet

Businesses and not-for-profit organizations must build relationships with their customers and create, deliver, capture and communicate the value of their offerings. To grow, they must constantly innovate and embrace new technologies in an increasingly competitive global market. Marketing careers include advertising and promotions managers, account executives, market research managers, market analysts, product managers, transportation managers, sales representatives and public relations officers. Marketing graduates work in new ventures and at large corporations as well as at government, service and nonprofit organizations. Many organizations use marketing techniques and strategies as an important aspect of their management and development.

To prepare students for rewarding careers, the marketing specialization blends theoretical and applied concepts in coursework with hands-on experiences involving case studies of marketing organizations; it also offers internship opportunities with area businesses.

Marketing Specialization Requirements (15 credits)
For prerequisites, refer to the individual listings in the Course Descriptions section of this catalog.

Required Courses (6 credits)
MKTG 410   Buyer Behavior and Market Analysis (3)
MKTG 460   Advanced Marketing Management (3)

Electives (9 credits)
Choose three from the following:
MKTG 407   International Marketing (3)

MKTG 415   Marketing Communications and Digital Media (3)

MKTG 430   Personal Selling (3)

MKTG 440   Product and Brand Management (3)

MKTG 495   Internship in Marketing (3)

MKTG 497   Special Topics in Marketing (3)

MKTG 499   Independent Study (3)

MGMT 498   Global Field Study (3)

B.S. IN INFORMATION SYSTEMS AND TECHNOLOGY MANAGEMENT

FACULTY: Aggarwal, Fowler, Mirani, Scornavacca

This degree prepares students to become "core IT workers" in the digital economy of the new millennium. It builds on core knowledge of business and technology to deliver key competencies and develop specialized skills needed for successful information systems professionals.

Students will:

- learn how to manage information systems projects, including how to manage risk, calculate return on investment, assess a project as part of an overall IT portfolio, manage vendors and deliver IT as a service

- learn how to define business needs as information system requirements and design solutions to match the enterprise architecture

- learn systems, databases, networking, and Web and programming technologies and apply these technologies to develop solutions for business

- be able to work as end-user support, business analysts, system administrators, database analysts, network specialists, Web designers, webmasters or systems analysts and in many other jobs that are being created in today's digital economy.

This degree differs from the B.S. in Business Administration with a specialization in computer information systems in that it has less emphasis on business knowledge and more in-depth coverage of information systems technologies and management.

PROGRAM GOALS AND LEARNING OBJECTIVES
Mission Statement: The Bachelor of Science in Information Systems and Technology Management program at the Merrick School of Business delivers key business competencies and develops specialized skills needed for successful information systems professionals. It emphasizes the application of information systems technology to business and provides students with the knowledge and skills to enhance their job performance and allow for meaningful professional career advancement in the information technology area.

Graduates will have:

Goal 1 – Competencies in the Application of Technologies in the Development of Information Systems: Students will apply information systems technology to business.

Goal 2 – Effective Communication Skills: Students will demonstrate an acceptable level of written and oral communication skills.

Goal 3 – An Ethical Perspective: Students will understand the importance of behaving ethically in their professional lives.

Goal 4 – Team Skills and Dynamics: Students will understand group and individual dynamics in organizations.

DEGREE REQUIREMENTS

There are 120 credit hours required for this degree as outlined below. The number of electives required is the number of credits needed to complete the 120-credit minimum requirement after meeting the specific program requirements.

University-Wide General-Education Requirements (40-43 credits)

See the University-Wide Degree Requirements for details regarding general-education requirements at the University of Baltimore.

Upper-Division General-Education Requirements (6 credits)

IDIS 302   Ethical Issues in Business and Society (3)
WRIT 300   Advanced Expository Writing (3)

Lower-Division Core Requirements (30 credits)

ACCT 201   Introduction to Financial Accounting (3)
ACCT 202   Introduction to Managerial Accounting (3)
BULA 151   Business Law (3)
CMAT 303   Oral Communication in Business (or CMAT 201) (3) [CMAT/COMM]
ECON 200   The Economic Way of Thinking (3) [SOSC/Q&Q]
INSS 209   Introduction to Programming Language (3)*
INSS 225   Structural Programming Using Procedural Languages (3)*
MATH 111   College Algebra (3) [MATH/Q&Q]
MATH 115   Introductory Statistics (3) [MATH/Q&Q]
OPRE 202   Statistical Data Analysis (3)
These courses may be replaced by 6 credit hours of programming language approved by the Merrick Advising Center and the department chair.

Upper-Division Core Requirements (19 credits)

INSS 300   Management Information Systems (3) [COSC/CTEK]
MGMT 301   Management and Organizational Behavior (3)
MGMT 330   Personal and Professional Skills for Business (1)
OPRE 315   Business Applications of Decision Science (3)

Select three of the following:
FIN 331   Financial Management (3)
MGMT 302   Global Business Environment (3)
MGMT 339   Process and Operations Management (3)
MKTG 301   Marketing Management (3)
MKTG 430   Personal Selling (3)

Information Systems and Technology Management Requirements (18 credits)

For prerequisites, see individual course descriptions.

INSS 370   Project Management (3)
INSS 406   Systems Analysis and Logical Design (3)
INSS 421   Design of Database Management Systems (3)
INSS 422   Business Intelligence (3)
INSS 427   Business Data Communications (3)
INSS 470   IT Service Delivery (3)

Information Systems and Technology Management Elective Requirements (6 credits)

Select any two of the following:
INSS 401   Internet and Business (3)
INSS 431   Electronic Commerce (3)
INSS 453   Internet and Network Security (3)
INSS 454   Operating Systems (3)
INSS 495   Internship in MIS (3)
INSS 497   Special Topics in Information Systems (3)
INSS 499   Independent Study (3)

B.S. IN REAL ESTATE AND ECONOMIC DEVELOPMENT

FACULTY: Ford, Iyer, Yunus

Students in the B.S. in Real Estate and Economic Development will demonstrate:
- a basic professional competency in the vocabulary, concepts and tools of analysis needed by real estate professionals

- the appropriate communication skills used by real estate professionals; this skill set includes writing case analyses, memoranda, financial reports and market opportunity analyses citing accounting and other data

- the ability to access and utilize information available from a variety of online and electronic media, as well as the ability to use spreadsheets fluently to estimate forecasts, cash flows and appreciation

- analytical and critical-thinking skills by solving a variety of complex real estate-related problems requiring them to identify salient issues; obtain, screen and select relevant information and data; frame and conduct an analysis; and report findings and/or recommendations

- an ability to identify ethical issues and problems related to real property transfer and situations involving conflict, explain the impact on the conduct of business and society as a whole and articulate solutions in the context of an ethical model.

PROGRAM GOALS AND LEARNING OBJECTIVES

Mission Statement: The goal of the Bachelor of Science in Real Estate and Economic Development program at the Merrick School of Business is to provide students with a rigorous education that prepares them for successful careers in real estate investment, commercial property development and/or management, mortgage banking, commercial lending and related fields.

Graduates will have:

Goal 1 – Real Estate Professional Competencies: Students will obtain and integrate knowledge and competencies of real estate professionals.

Goal 2 – Research Skills: Students will possess the research skills necessary to study issues in commercial real estate and economic development.

Goal 3 – Effective Communication Skills: Students will demonstrate the appropriate communication skills used by real estate professionals. This skill set includes writing case analyses, memoranda, financial reports and market opportunity analyses citing accounting and other data.

Goal 4 – Analytical Thinking and Problem Solving Skills: Students will demonstrate problem-solving skills, supported by appropriate analytical and quantitative techniques.

Goal 5 – An Ethical Perspective: Students will understand the importance of behaving ethically in their professional lives.

DEGREE REQUIREMENTS

There are 120 credit hours required for this degree as outlined below. The number of electives required is the number of credits needed to complete the 120-credit minimum requirement after meeting the specific program requirements.

University-Wide General-Education Requirements (40-43 credits)

See the University-Wide Degree Requirements for details regarding general-education requirements at the University of Baltimore.

Upper-Division General-Education Requirements (6 credits)

IDIS 302   Ethical Issues in Business and Society (3)
WRIT 300   Advanced Expository Writing (3)

Lower-Division Business Requirements (24 credits)

ACCT 201   Introduction to Financial Accounting (3)
ACCT 202   Introduction to Managerial Accounting (3)
BULA 151   Business Law (3)
CMAT 303   Oral Communication in Business (or CMAT 201) (3) [CMAT/COMM]
ECON 200   The Economic Way of Thinking (3) [SOSC/Q&Q]
MATH 111   College Algebra (3) [MATH/Q&Q]
MATH 115   Introductory Statistics (3) [MATH/Q&Q]
OPRE 202   Statistical Data Analysis (3)

Business Fundamental Requirements (13 credits)

FIN 330   Excel for Financial Analysis (3)
FIN 331   Financial Management (3)
INSS 300   Management Information Systems (3) [COSC/CTEK]
MGMT 330   Personal and Professional Skills for Business (1)
MKTG 430   Personal Selling (3)

Real Estate Core Requirements (18 credits)

ECON 312   Public Economics and Land Use Policy (3)
FIN 471   Real Estate Finance (3)
REED 312   Real Estate Principles and Transactions (3)
REED 315   Real Property Law (3)
REED 475   Real Estate Market Analysis (3)
REED 480   Property Management (3)

Real Estate Program Electives (15 credits)

Choose two of the following:
CSCE 401   Economic and Community Development (3)
FIN 470   Real Estate Investments (3)
REED 495   Internship in Real Estate and Economic Development (3)
REED 497   Special Topics (3)

Choose three of the following:
ACCT 301   Intermediate Accounting I (3)
ACCT 302   Intermediate Accounting II (3)
CSCE 301   Introduction to Nonprofit Leadership (3)
GVPP 320   Public Administration (3)
GVPP 322   Bureaucracy and Public Policy (3)
GVPP 326   Urban Politics and Public Policy (3)
GVPP 348   State and Local Government (3)
GVPP 461   Maryland Government Processes and Politics (3)
HIST 382   History of Baltimore (3)

Additional Electives

Students needing additional elective courses to reach the 120-credit requirement are encouraged to select courses to meet their individual needs and interests. Suggested areas are government, community studies and civic engagement, finance, accounting and marketing. Students are encouraged to discuss their choices with their academic adviser.

CONSTRUCTION MANAGEMENT SPECIALIZATION

The Construction Management specialization within the B.S. in Real Estate and Economic Development program creates a pathway for students who have already taken courses in construction management at a community college and who are now seeking to earn their bachelor's degree.

Upon transferring 15 credits of construction management from an approved community college to the University of Baltimore, students will have already satisfied the specialization requirements for the program. These 15 credit hours will satisfy the real estate program electives outlined above. Students must then fulfill the general-education requirements, business requirements and real estate program requirements.

Students can transfer construction management credits from the following institutions and programs:

- Anne Arundel Community College: A.A.S. in Construction Management

- Baltimore City Community College: A.A.S. in Construction Supervision

- Community College of Baltimore County: A.A.S. in Construction Management

- College of Southern Maryland: A.A.S. in Construction Management Technology

- Howard Community College: A.A.S. in Architectural and Construction Management.

UPPER-DIVISION CERTIFICATE IN ACCOUNTING

The Upper-Division Certificate in Accounting provides the necessary coursework to allow students who do not have the equivalent of an undergraduate degree in accounting to sit for the CPA exam. In addition, this certificate program may be used by students who want to have evidence on their resumes

of meeting job requirements that request applicants have the equivalent of an undergraduate degree in accounting or at least 24 accounting credits. The program is 27-33 credits depending upon whether students have previously taken the introductory accounting courses.

LEARNING OBJECTIVES
Upon completion of the certificate, students will be able to identify and apply the key accounting and ethics concepts identified by the Maryland Board of Public Accountancy in the following areas:

- financial accounting

- auditing, cost/managerial accounting and U.S. Federal Income Taxation

- business ethics, including the social responsibility of business professionals and corporate social responsibility.

Transferable Credits (6 credits)
ACCT 201   Introduction to Financial Accounting (3)
ACCT 202   Introduction to Managerial Accounting (3)

Program Requirements (27 credits)
ACCT 301   Intermediate Accounting I (3)
ACCT 302   Intermediate Accounting II (3)
ACCT 306   Cost Accounting (3)
ACCT 310   Intermediate Accounting III (3)
ACCT 317   Accounting Information Systems (3)
ACCT 401   Auditing (3)
ACCT 403   Advanced Financial Reporting (3)
ACCT 405   Income Taxation (3)
IDIS 302   Ethical Issues in Business and Society (3)

YALE GORDON COLLEGE OF ARTS AND SCIENCES

Laura Koppes Bryan, dean

Sandra Hill, associate dean
Daniel Page, assistant dean of undergraduate studies
Suzanne Behr, director of academic advising
www.ubalt.edu/cas

INNOVATION, DISCOVERY AND ENRICHMENT

The Yale Gordon College of Arts and Sciences awards bachelor's, master's and doctoral degrees and post-bachelor's and master's certificates that encourage innovation and discovery and enrich the intellectual lives of the college's students and faculty. Through interdisciplinary and discipline-based programs in the arts, humanities, and social and natural sciences, the college offers visionary, integrative learning and teaching environments enhanced with rapidly evolving information and communication technologies. Our graduates learn to be reflective, skilled communicators, adept at addressing contemporary problems within an ethical framework and able to adapt to a changing world. Well prepared for the world of work, our students become broadly informed and deeply engaged in local, regional and world communities.

The college was founded in 1937 as a junior college emphasizing the liberal arts. In 1961, it became a four-year institution offering day and evening classes; 1974 marked the introduction of its first graduate program. In 1975, it became an upper-division college and graduate school. Now that the University offers four-year programs, the college continues its commitment to offering a variety of unparalleled graduate programs and outstanding undergraduate programs.

In 1982, the College of Liberal Arts was named for Yale Gordon, a University of Baltimore alumnus and businessman who understood the central importance of the humanities in higher education and in the life of a community. With his wife, Peggy, he established the Peggy and Yale Gordon Trust, which supports organizations such as the Yale Gordon College of Arts and Sciences that are dedicated to advancing the humanities. In 2010, the college was renamed the Yale Gordon College of Arts and Sciences to reflect a strengthened, expanded foundation of general education and arts and sciences courses to enhance student success.

Although teaching and learning are of primary focus, the college places considerable importance on research and public service for both faculty and students. Theoretical and applied research among faculty members enhances the quality of our academic programs and ensures the competitiveness of our students and graduates in the workplace and beyond.

As a public institution, the college recognizes its responsibility to the state and to the Baltimore metropolitan area. The work of the Ampersand Institute for Words & Images; various specific projects undertaken in conjunction with enterprises like CityLit Project; and programs like Legal and Ethical Studies and Integrated Arts and those contributing to game design and counselor education have an impact on the growth and development of the community that reaches far beyond the campus borders.

DIVISIONS AND SCHOOLS

The college comprises four academic units: three divisions and a school. All units award bachelor's and master's degrees; some offer certificates and doctoral degrees. Each unit includes opportunities for interdisciplinary studies as a platform for cross-divisional innovation.

Steven Scalet, program director, B.A. in Interdisciplinary Studies

- **Division of Applied Behavioral Sciences**
  Jonathan Shorr, interim division chair

  John Bates, program director, B.A. in Psychology
  Elaine Johnson, program director, M.S. in Applied Psychology
  Courtney Gasser, program director, Certificate in Professional Counseling Studies

  Educating students for life and for work, the Division of Applied Behavioral Sciences is committed to developing and offering educational and professional programs of the highest quality to meet the emerging needs of students, the community and the region. This division offers an undergraduate program leading to a degree in psychology; an accelerated B.A./M.S. option in psychology is also offered. It also offers a graduate program leading to a degree in applied psychology—with specialization tracks in counseling psychology and industrial/organizational psychology. The division also offers a post-master's certificate program in professional counseling studies, which prepares students for Maryland state and national licensure as licensed clinical professional counselors (LCPCs).

- **Division of Legal, Ethical and Historical Studies**
  Alfred Guy Jr., interim division chair

  Nicole Hudgins, program director, B.A. in History
  Joshua Kassner, program director, B.A. in Jurisprudence
  Michele Cotton, program director, M.A. in Legal and Ethical Studies

  Law, ethics and history are woven into our society. The Division of Legal, Ethical and Historical Studies offers undergraduate and graduate degree programs that examine these areas of study from various perspectives. It offers undergraduate programs leading to degrees in history and jurisprudence and a graduate program leading to a degree in legal and ethical studies. Special emphasis is given to the study of ideas and ethics as well as to regional, economic and cultural studies. The division is closely affiliated with the University's Hoffberger Center for Professional Ethics.

- **Division of Science, Information Arts and Technologies**
  Deborah Kohl, division chair

  Mohammed Ketel, program director, B.S. in Applied Information Technology
  Ronald Castanzo, program director, B.A. in Environmental Sustainability and Human Ecology
  Aaron Oldenburg, program director, B.S. in Simulation and Digital Entertainment
  Kathryn Summers, program director, D.S. in Information and Interaction Design, M.S. in
      Interaction Design and Information Architecture and certificates in Digital Media Production,
      Information Design and Library Technologies

  Focusing on three of the increasingly important STEM disciplines (science, technology and
  mathematics) and meeting the workforce demand for those who possess the knowledge and
  skills to practice them, the Division of Science, Information Arts and Technologies offers
  academic programs designed for students with interests in science and computer-related areas
  and the mathematics that supports them. These interests range from information technology;
  usability studies; system development; and game, simulation and interaction design to
  environmental studies that encompass science, ethics and politics to the exploration of humans'
  interactions with the planet. The division offers undergraduate programs leading to degrees in
  applied information technology, environmental sustainability and human ecology, and
  simulation and digital entertainment. It also offers graduate programs leading to a doctoral
  degree in information and interaction design and a master's degree in interaction design and
  information architecture. It offers post-bachelor's certificates in digital media production,
  information design and library technologies.

- **Klein Family School of Communications Design**
  Stephanie Gibson, executive director and division chair

  Julie Simon, program director, B.A. in Digital Communication
  Cheryl Wilson, program director, B.A. in English
  Jeffrey Hoover, program director, B.A. in Integrated Arts
  Kendra Kopelke, program director, M.F.A. in Creative Writing & Publishing Arts
  Amy Pointer, program director, M.F.A. in Integrated Design, M.A. in Publications Design and
      Certificate in Digital Communication
  Edwin Gold, director, Ampersand Institute for Words & Images

  Making ideas public—that's how the Klein Family School of Communications Design defines its
  mission. Its programs blur the boundaries between creativity and practicality, between the
  humanities and the real world. It promotes learning as both a key to and a function of life and
  offers programs that examine the marriage of art and commerce, words and images and old and
  new media. The school encompasses the Ampersand Institute for Words & Images, which
  conducts research and in other ways promotes and supports the mission of the academic
  division of the school. The division offers undergraduate programs leading to degrees in digital

communication, integrated arts and English. It also offers graduate programs leading to degrees in publications design, integrated design and creative writing & publishing arts and to a certificate in digital communication.

STUDENTS

The approximately 1,850 men and women enrolled in the Yale Gordon College of Arts and Sciences—about two-thirds of them in undergraduate programs—represent about 30 percent of the total University of Baltimore student population.

About two-thirds of the college's undergraduate students are enrolled full time. Many of the remainder are already working in a wide variety of careers, and most of the college's students—whether undergraduate or graduate, full time or part time—balance job, family and school responsibilities. Some students are seeking advancement in their current careers; others are preparing to change careers. This diversity of age and experience is an important and invigorating part of campus life. Classes take place both during the day and in the evening, and most undergraduate majors can be completed entirely in the day, in the evening or through a schedule combining these.

FACULTY

College of Arts and Sciences faculty members are leaders in teaching, research, scholarship and service to the community. Full-time faculty members teach both graduate and undergraduate courses, conduct sponsored research, publish papers and articles and engage in public service as consultants, board members and volunteers. The college's teaching faculty also includes a cadre of adjunct professors who are leading professionals in dozens of fields—from government to the arts, nonprofit organizations to businesses. These adjunct faculty members contribute in significant ways to creating and advancing professional applications of the arts and sciences. A number of the University's administrative staff also serve as adjunct faculty members.

FACILITIES

Classrooms, laboratories and faculty offices for the Yale Gordon College of Arts and Sciences are located in the Learning Commons, in the Academic Center and in the Liberal Arts and Policy Building. The college shares the University of Baltimore's Langsdale Library, Office of Technology Services and Achievement and Learning Center with other components of the University.

A gift of psychology Professor Emeritus William Wagman and his wife, Althea, the William and Althea Wagman Laboratory on the fourth floor of the Learning Commons includes a sensory deprivation room, an individual testing room, a wet lab and a computer intranet system. Division of Applied Behavioral Sciences students can use the lab for independent and classroom research.

Advanced laboratories in the Klein Family School of Communications Design support student work in graphic design, electronic publishing, motion graphics, digital imaging, and audio/video studio production and post-production editing. Laboratories include high-end Macintosh computers; an array of quality printers, including those for large-scale posters; a professional mounting and lamination system; and connections for digital cameras, camcorders, high-end, photo-quality scanners and other equipment. The multiroom facility offers easy access to state-of-the-art software for graphic design;

image creation, correction and manipulation; digital audio and video mixing and post-production; animation; and Web design.

Laboratories in the Division of Science, Information Arts and Technologies support work in biology, earth and environmental science, PC and network administration, information security, hypermedia, game design, application development for mobile technologies and usability research. Facilities include a general science laboratory with 24 workstations, on the fourth floor of the Academic Center, which provides a hands-on environment for students to put their knowledge into practice. On the second floor of the Academic Center, an environmental sciences lab with state-of-the-art facilities is a designated Biosafety Level 2 research facility and supports both faculty and student research projects. Several other labs support programming, network administration, information security, 3-D graphics, and computer game and application development. The information security lab provides students with access to networking hardware, including network switches, firewalls, intrusion detection systems and VPN servers. A specialized usability lab available for student research includes video and audio recording as well as the latest screen-capture and eye-tracking technologies. The school also operates several Internet servers that provide students with access to various server-side technologies, including software that supports multi-user applications and other tools for advanced electronic publishing.

UNDERGRADUATE PROGRAMS

- Applied Information Technology (B.S.)—*courses to fulfill this major may not be available during the day*

- Digital Communication (B.A.)

- English (B.A. with specializations in literature, creative writing, professional writing and discourse & technology)

- Environmental Sustainability and Human Ecology (B.A.)

- History (B.A.)

- Integrated Arts (B.A.)

- Interdisciplinary Studies (B.A.)

- Jurisprudence (B.A.)

- Psychology (B.A.)

- Simulation and Digital Entertainment (B.S.)

Note: Descriptions of these programs follow Academic Policies and Information in the above-listed alphabetical order.

HELEN P. DENIT HONORS PROGRAM

Both faculty and students in the Yale Gordon College of Arts and Sciences participate actively in the Helen P. Denit Honors Program. See the honors program section or visit www.ubalt.edu/honors.

ACADEMIC POLICIES AND INFORMATION

University-Wide Degree Requirements

See the University-Wide Degree Requirements section of this catalog.

Collegewide Degree Requirements

All Yale Gordon College of Arts and Sciences bachelor's degree candidates are required to:

- complete a minimum of 120 credits, including the specific requirements of their major, with a minimum cumulative grade point average of 2.0

- apply no more than 60 credit hours of community college work toward graduation

- earn a minimum grade of C (2.0) in all courses required for the major, including courses that are regarded as electives in the major. Some programs may have additional requirements or standards, which are specified in the program requirements in this catalog.

- apply no more than 30 credits in business courses toward requirements for the bachelor's degree

- complete the last 30 credit hours required for the degree at the University of Baltimore.

Note: Any deviation from the program requirements described in the catalog requires the written permission of the dean of the Yale Gordon College of Arts and Sciences.

ACADEMIC MINORS

Students who have completed 24 credit hours with a 2.0 cumulative GPA may declare a minor, which is a cohesive set of courses designed by faculty to provide students with an opportunity to cultivate skills and knowledge through concentrated study in an area that is not the major. Minors may focus on one discipline or may be interdisciplinary; they require 15-21 credits. Completing a minor is optional, and students should seek the guidance of an academic adviser when selecting a minor to understand how the minor requirements may be completed in conjunction with their degree.

For more information about minors offered and further requirements, see Academic Minors.

OPTIONS AND REQUIREMENTS FOR UNDERGRADUATE STUDENTS TAKING GRADUATE COURSES

Undergraduate students who have a minimum cumulative GPA of 3.2 and who have completed at least 90 credits applicable to a degree (senior standing) may request enrollment in graduate courses as part of their undergraduate degree. Enrollment requires the approval of the directors of both the undergraduate and graduate programs in question. With this arrangement, undergraduate students are permitted to take a maximum of 6 credit hours at the graduate level, and these credits are applied strictly to the undergraduate degree.

Undergraduate students taking graduate courses being applied to an undergraduate degree pay usual undergraduate tuition. Consequently, all application and approval forms must be completed prior to registration.

ACCELERATED BACHELOR'S/MASTER'S OPTION

Undergraduate students of recognized academic ability and educational maturity may fulfill the combined requirements of the college's bachelor's and master's degrees via a variety of accelerated bachelor's/master's options. This is different from applying to enroll in graduate courses as part of the undergraduate degree, as described above.

This accelerated option requires a minimum of 141 credits, depending on the requirements of individual programs. A maximum of 9 graduate credits, completed at the undergraduate level, may be applied simultaneously to the requirements for the bachelor's and master's degrees. In some cases, students may cross disciplines. Those interested should discuss their proposals with the appropriate program directors.

To be eligible for an accelerated bachelor's/master's option, students must have a cumulative 3.5 GPA; to remain in the program, students must maintain a 3.5 GPA in their undergraduate coursework and a 3.0 GPA in their graduate courses.

To take advantage of the option, students need the approval of the dean of the college and of the appropriate graduate and undergraduate program directors and must elect to take advantage of the option prior to beginning the last 30 credits of their undergraduate degree. Moreover, students must secure approval for participating in the option as special students in the appropriate graduate program and pay the applicable fees.

Students taking advantage of this accelerated option may register for up to 9 credits of graduate coursework during the last 30 hours of their undergraduate degree. The undergraduate and graduate program directors will select the appropriate graduate courses for each student upon election of the option. These courses may not include independent study or research, individual research, directed study, thesis, internship or practicum courses. Changes in the program of study require approval of both the undergraduate and graduate program directors.

Students must be in continuous enrollment at the University of Baltimore for this agreement to remain in effect. Those who fail to maintain the eligibility requirements will be dropped from the accelerated option. Applicability (if any) of graduate courses to the undergraduate degree will be determined on an individual basis. Students should be aware that graduate courses applied to both undergraduate and graduate degrees at the University may not transfer as graduate credits to another institution.

In addition to electing the accelerated bachelor's/master's option, a separate application for admission to the graduate program (including payment of applicable fees) must be completed during the final semester of the bachelor's program. Admission to the graduate program must be effective the first regular semester after completing the credits required for the bachelor's degree so that there is no break in studies.

GRADUATE PROGRAMS
DOCTORAL PROGRAM
- Information and Interaction Design (D.S.)

MASTER'S PROGRAMS

- Applied Psychology (M.S.)

- Creative Writing & Publishing Arts (M.F.A.)

- Integrated Design (M.F.A.)

- Interaction Design and Information Architecture (M.S.)

- Legal and Ethical Studies (M.A.)

- Publications Design (M.A.)

GRADUATE CERTIFICATE PROGRAMS

- Digital Communication

- Digital Media Production

- Information Design

- Library Technologies

- Professional Counseling Studies

LAW SCHOOL AUTOMATIC ADMIT OPTION

Students who graduate from a University of Baltimore undergraduate program with a cumulative cross-institutional grade point average of 3.35 or better as computed by the Credential Assembly Service and an LSAT score of 154 or better can be automatically admitted into the entering class of the UB School of Law following their graduation.

Admission is for the fall semester only (note that the law school cannot make an admission decision until students have completed 75 credits of undergraduate coursework), and a completed application must be submitted by April 1. Students should take the LSAT no later than February of the calendar year in which they would like to enter law school.

Note that if students answer yes to any one of the character and fitness questions on the UB School of Law application, they are not eligible for automatic admission; instead, their application will be forwarded to the admissions committee for a complete review. Character and fitness questions concern information regarding academic and disciplinary probation, criminal offenses, civil suits and employment termination.

The UB School of Law does not ensure acceptance into the full-time day program; students may be admitted to the full-time day program, the part-time day program or the evening program.

The law school reserves the right to increase the grade point average and the LSAT score required on an annual basis.

For more information about this option, contact the Office of Law Admissions at 410.837.4459 or lawadmissions@ubalt.edu.

LAW SCHOOL EARLY ENTRY OPTION

Available to students enrolled in the B.A. in History or B.A. in Jurisprudence programs, this option allows students' first year of enrollment at the University of Baltimore School of Law to fulfill the requirements of their last year of undergraduate study. It requires a cumulative cross-institutional grade point average of 3.50 or better as computed by the Credential Assembly Service and an LSAT score of 155 or better. This option is available only if students are continuously enrolled at the University from their undergraduate major into their law school education.

To pursue the option, students must complete the 93 undergraduate credits required for their degree and complete a minimum of 33 credits at UB, excluding AP, IB, DANTES, CLEP or challenge examinations. Students must complete all lower- and upper-division general-education requirements and apply to the UB School of Law. Admission is for the fall semester only (note that the law school cannot make an admission decision until students have completed 75 credits of undergraduate coursework), and a completed application must be submitted by April 1. Students should take the LSAT no later than February of the calendar year in which they would like to enter law school.

Note that students must apply for graduation during the last semester of their first year of law school to receive their bachelor's degree.

If students answer yes to any one of the character and fitness questions on the UB School of Law application, they are not eligible for early entry; instead, their application will be forwarded to the admissions committee for a complete review. Character and fitness questions concern information regarding academic and disciplinary probation, criminal offenses, civil suits and employment termination.

Law school admission may be into the full-time day program or the part-time day program, as determined by the School of Law.

The law school reserves the right to increase the grade point average and the LSAT score required on an annual basis.

For more information about this option, contact the Office of Law Admissions at 410.837.4459 or lawadmissions@ubalt.edu.

For more detailed information about B.A. in History requirements, seethe program description; for B.A. in Jurisprudence requirements, see the program description.

SECOND BACHELOR'S DEGREES

Students who have previously earned a bachelor's degree, at either the University of Baltimore or another accredited institution, may earn a second bachelor's degree in a different degree program. Students must complete a minimum of 30 credits in residence at the University of Baltimore, applicable only to the second degree, and satisfy all of the departmental requirements for the degree, but they are not required to fulfill general-education or University-wide course requirements. No University of Baltimore courses taken to complete the first bachelor's degree can be retaken to complete the second bachelor's degree.

Credits used to satisfy a first degree at the University of Baltimore may not be applied toward the 30-credit residency requirement for the second degree. In some cases, this policy may require the substitution of courses in the major, other than those specified by the second-degree program. Students

interested in pursuing a second bachelor's degree should consult with the appropriate program director before making a formal application through the Office of Transfer Admission and Community College Relations. Information about applying for a second bachelor's degree may be found in the [Admission](#) section of this catalog.

INDEPENDENT STUDY

Students may pursue independent research with faculty members through independent or directed study courses. Each academic discipline within the College of Arts and Sciences offers an independent study course that is described in the appropriate [course description](#) section of this catalog. Students must obtain permission of their program director and the supervising faculty member before registering for an independent study course.

APPLIED INFORMATION TECHNOLOGY, BACHELOR OF SCIENCE

(available to students once they have completed a minimum of 56 credits; may require that additional criteria be met, and courses to fulfill this major may not be available during the day)
www.ubalt.edu/ait

Mohammed Ketel, program director
FACULTY: Blodgett, Ketel, Walsh, Wright Brown
ADJUNCT FACULTY: Bergkvist, Brown, Carpeneto, Spencer

The B.S. degree in Applied Information Technology is offered by the Division of Science, Information Arts and Technologies. The degree program is rooted in computer science—centered around microcomputers and server-based computing—and focuses on the details of how computer technology works. The curriculum provides a solid academic foundation in networking, desktop and server-based applications development, website development and support, and information security, while also preparing students for valuable information-technology industry certifications in these areas.

Although earning an industry certification is not a program requirement, students are encouraged to sit for at least one certification exam in parallel with the bachelor's degree. A certification may require the student to pass several industry-administered exams.

FACILITIES
The Division of Science, Information Arts and Technologies maintains several PC labs supporting programming, network administration, information security, 3-D graphics and computer game development.

ADMISSION REQUIREMENTS
See the [Admission](#) section of this catalog.

DEGREE REQUIREMENTS

In addition to fulfilling the requirements of the major, all bachelor's degree candidates are required to fulfill the collegewide degree requirements outlined under [Yale Gordon College of Arts and Sciences, Academic Policies and Information](#).

Information Literacy

Students in the B.S. in Applied Information Technology program will meet the University of Baltimore Information Literacy requirement by successful completion of one of the following:

- COSC 324: Designing for Humans

- IDIS 110: Introduction to Information Literacy.

Applied Information Technology students are expected to complete MATH 111: College Algebra at the University of Baltimore if they have not completed an equivalent course at another institution. MATH 111 also fulfills the lower-division general-education mathematics requirement.

Students are also expected to have successfully completed at least one course in each of the following:

- microcomputer maintenance and troubleshooting

- basics of Web authoring with HTML/CSS

- general elements of computer programming (using any language)

- introduction to Visual Basic programming.

The program director may require students who have not done so to take one or more of these courses at UB.

General-Education Requirements (43 credits)

In the face of pressing economic and social challenges, it is critical that University of Baltimore graduates be able to communicate effectively in many different modes; to gather, synthesize and critically evaluate information; to make ethical and evidence-based decisions within real-world contexts; to understand systems and to think systemically; and to negotiate divergent and competing perspectives.

See the [University-Wide Degree Requirements](#) section for details regarding general-education requirements at the University of Baltimore.

For this major, the required general-education course to satisfy the Mathematics requirement is MATH 111: College Algebra.

Applied Information Technology Requirements (39 credits)
Information Technology Core (30 Credits)

Networking Module (9 credits)

COSC 305   Networking: Theory and Application (3)
COSC 312   Administering and Supporting a Network Operating System (3)
COSC 401   The TCP/IP Protocol Suite (3)

Applications Module (9 credits)

COSC 310   Computer Programming II (3)

COSC 351   Object-Oriented Programming (3)

COSC 356   Database Systems (3)

Web Development and Security Module (9 credits)

COSC 432   Information Assurance (3)

COSC 433   Network Security (3)

COSC 453   Advanced Web Development (3)

Capstone (3 credits)

COSC 490   Practicum in Information Technology (3)

Other Requirements (6 credits)

COSC 324   Designing for Humans (3)

MATH 321   Mathematical Structure for Information Technology (3)

Major Elective (3 credits)
one course from among COSC, CMAT or INSS courses

General Electives
Complete as many courses as necessary from any discipline to fulfill your 120-credit requirement to graduate.

Accelerated Bachelor's/Master's Option
Students who qualify may apply to take up to 9 graduate credits that apply to both this undergraduate degree and the M.S. in Interaction Design and Information Architecture. Contact the program director for information and see Accelerated Bachelor's/Master's Option.

Law School Automatic Admit Option
Qualified graduates of all UB undergraduate programs can be automatically admitted to the UB School of Law following their graduation through the University's Automatic Admit Option. For more information, see Law School Automatic Admit Option.

DIGITAL COMMUNICATION, BACHELOR OF ARTS

www.ubalt.edu/digitalcommunicationmajor

Julie Simon, program director
FACULTY: Carr, Delury, Fioramonti, Fox, Friskey, Gibson, Justice, N. Kang, K. Kopelke, Matanle, O'Donnell, Pointer, Shorr, Simon, Wilson, Winik, Yarrison
WRITER IN RESIDENCE: Magida

ADJUNCT FACULTY: Berry, Blumberg, Flinkman, Gibbons, P. Kopelke, Ortis, Page, Patschke, Tabor

The Digital Communication program—housed in the Klein Family School of Communications Design—leads to the Bachelor of Arts degree. Digital, mobile and social media are now integral to the communication strategies of businesses, nonprofit organizations and government agencies. Employers are looking to hire communication specialists versed in writing, media design and production, public relations and strategy development as they relate to the technologies of the 21st century.

In this program, students learn how to write and design effectively for digital media; explore the impact of digital technologies on 21st-century communication, business, arts and culture; examine business applications of digital media; perfect strategies for informing and persuading audiences; and think critically and creatively to solve problems and adapt to new technology environments.

The program is designed for people who are entering freshmen or transferring from community colleges and four-year schools as well as for working professionals who want to develop their digital communication skills further, either for continued advancement in their present careers or as preparation for a career change.

Students enter the program from a variety of backgrounds, including production areas such as graphic design, photography and video as well as business, English and other humanities disciplines. Once in the program, students broaden their information and skills base.

Through a set of seven core courses that provide a broad-based, practical understanding of communication in the 21st century, students explore the history, theory and impact of communication media, especially digital and social media. They then choose a nine-course specialization in Digital Theory & Culture, Media Design & Production or Public Relations.

FACILITIES
Klein Family School of Communications Design facilities include state-of-the-art Macintosh laboratories in the Liberal Arts and Policy Building. Students have access to digital HD video cameras and digital audio recorders; industry-standard software for graphic design and image creation, correction and manipulation; audio and video post-production; animation and Web design.

ADMISSION REQUIREMENTS
See the Admission section of this catalog.

DEGREE REQUIREMENTS
In addition to fulfilling the requirements of the major, all bachelor's degree candidates are required to fulfill the collegewide degree requirements outlined under Yale Gordon College of Arts and Sciences, Academic Policies and Information.

Information Literacy
Students in the B.A. in Digital Communication program will meet the University of Baltimore Information Literacy requirement by successful completion of one of the following:
- CMAT 353: Research Methods in Digital Communication

- IDIS 110: Introduction to Information Literacy.

General-Education Requirements (43 credits)

In the face of pressing economic and social challenges, it is critical that University of Baltimore graduates be able to communicate effectively in many different modes; to gather, synthesize and critically evaluate information; to make ethical and evidence-based decisions within real-world contexts; to understand systems and to think systemically; and to negotiate divergent and competing perspectives.

See the [University-Wide Degree Requirements](#) for details regarding general-education requirements at the University of Baltimore.

Digital Communication Program Requirements (48 credits)

Core Courses (21 credits)

CMAT 340	Survey of Digital Communication (3)
CMAT 342	The Rhetoric of Digital Communication (3)
CMAT 352	Media Literacy (3)
CMAT 451	Communication Technologies (3)
CMAT 485	Seminar in Digital Communication (3)

One of the following advanced writing courses:

WRIT 314	Argument & Persuasion (3)
WRIT 317	Techniques of Popularization (3)
WRIT 330	Writing, Editing & Publishing (3)
WRIT 331	Public Relations Writing (3)
WRIT 361	Writing for Digital Media (3)
WRIT 380	Syntax, Semantics & Style (3)

One of the following background & ideas courses:

CMAT 371	Mass Media & Society (3)
CMAT 381	Representing Reality: News & Documentary (3)
ENGL 337	Great Plays (3)
ENGL 338	Modern Drama (3)
ENGL 346	The American Dream (3)
ENGL 351	Ancient Myth: Paradigms & Transformations (3)
ENGL 354	Images of Love (3)
ENGL 361	The Hero & the Quest (3)
ENGL 364	Shakespeare: Kings, Knaves & Fools (3)
ENGL 365	Shakespeare: Love, Myth & Metamorphosis (3)
ENGL 450	The Great Moderns (3)

Specializations (27 credits)

Students complete one of the following specializations.

DIGITAL THEORY & CULTURE

CMAT 353   Research Methods in Digital Communication (3)

CMAT 371   Mass Media & Society (3)

CMAT 381   Representing Reality: News & Documentary (3)

Three of the following:

CMAT 453   Media & Community/Community Media (3)

ARTS 230   The Art of Film (3)

ENGL 332   Literature & Film (3)

ENGL 333   Media Genres (3)

ENGL 391   Language as Technology (3)

ENGL 392   The Archaeology of Language (3)

ENGL 395   Narrative Discourse: Cross-Media Comparisons (3)

GVPP 362   Media and Government (3)

Major Electives (9 credits)

With the advice and consent of your adviser, complete three approved courses from among CMAT, ENGL, WRIT and ARTS areas.

You also need to complete the Professional Attendance requirement as indicated below.

MEDIA DESIGN & PRODUCTION

CMAT 357   Principles of Design (3)

CMAT 358   Digital Design (3)

CMAT 369   Digital Video (3)

CMAT 458   Project Management (3)

Two courses from one of the following groups:

Print Courses

CMAT 359   Print Production (3)

CMAT 364   Digital Photography (3)

CMAT 374   Magazine Design (3)

CMAT 457   Advanced Print Design (3)

Electronic Courses

CMAT 364   Digital Photography (3)

CMAT 456   Multimedia Design & Production (3)

CMAT 459   Advanced Digital Design (3)

CMAT 469   Advanced Audio Video Production (3)

Major Electives (9 credits)

With the advice and consent of your adviser, complete three approved courses from among CMAT, ENGL, WRIT and ARTS areas.

You also need to complete the Professional Attendance and Computer Graphics Competency requirements as indicated below.

PUBLIC RELATIONS

CMAT 357	Principles of Design (3)	
CMAT 358	Digital Design (3)	
CMAT 391	Public Relations Strategies (3)	
CMAT 458	Project Management (3)	
WRIT 331	Public Relations Writing (3)	

One of the following:

INSS 401	Internet and Business (3)
MKTG 301	Marketing Management (3)
MKTG 415	Marketing Communications and Digital Media (3)
MKTG 430	Personal Selling (3)

Students are required to meet all necessary prerequisites for these courses; consult your adviser.

Major Electives (9 credits)

With the advice and consent of your adviser, complete three approved courses from among CMAT, ENGL, WRIT and ARTS areas.

You also need to complete the Professional Attendance and Computer Graphics Competency requirements as indicated below.

General Electives

IDIS 101   First-Year Seminar: Introduction to University Learning (3)
                freshmen only; transfer students replace this with a different elective

Complete as many courses as necessary from any discipline to fulfill your 120-credit requirement to graduate.

Professional Attendance Requirement

During their tenure at the University of Baltimore, digital communication majors must attend at least five co-curricular activities related to the major. These could include lectures, workshops or conferences; professional association meetings; and a wide assortment of other events. Approved events are posted and announced in advance.

Computer Graphics Competency Requirement

Students may satisfy the requirement by:

- successful completion of CMAT 211: Computer Graphics: Publishing and CMAT 212: Computer Graphics: Imaging

- approved transfer credit

- Computer Graphics Competency Examination (make arrangements by speaking with the program director or with your adviser).

Accelerated Bachelor's/Master's Option

Students who qualify may apply to take up to 9 graduate credits that apply to both this undergraduate degree and the M.A. in Publications Design or the M.S. in Interaction Design and Information Architecture. Contact the program director for information and see Accelerated Bachelor's/Master's Option.

Law School Automatic Admit Option

Qualified graduates of all UB undergraduate programs can be automatically admitted to the UB School of Law following their graduation through the University's Automatic Admit Option. For more information, see Law School Automatic Admit Option.

ENGLISH, BACHELOR OF ARTS

www.ubalt.edu/english

Cheryl Wilson, program director
FACULTY: Badejo, Boyd, Carr, Delury, Fox, Friskey, Goshert, Justice, N. Kang, K. Kopelke, Matanle, Schneller, Shorr, Simon, Wilson, Winik, Yarrison
WRITER IN RESIDENCE: Magida
ADJUNCT FACULTY: Gibbons, Toran, Turtle, Weber, Weissman, Wilhelm

The B.A. in English is housed in the Klein Family School of Communications Design. Students majoring in English choose from among four specializations: literature, creative writing, professional writing and discourse & technology. Sharing a core of four courses, all specializations emphasize the development of the critical thinking and communication skills that are necessary for success both in the world of work and in the pursuit of advanced degrees. The major prepares its students for positions in publications and communications (media production, graphic design, electronic publishing, writing, editing and public relations, for example) and provides a sound basis for graduate work in areas such as literature, rhetoric, creative writing and the law.

Extracurricular opportunities for English majors include Sigma Tau Delta (the national English honor society), the literary magazine *Welter* and the University newspaper, the *UB Post*. The division is also affiliated with CityLit Project, the Edgar Allan Poe Society of Baltimore and the literary journal *Passager*.

ADMISSION REQUIREMENTS
See the Admission section of this catalog.

DEGREE REQUIREMENTS
In addition to fulfilling the requirements of the major, all bachelor's degree candidates are required to fulfill the collegewide degree requirements outlined under Yale Gordon College of Arts and Sciences, Academic Policies and Information.

Transfer students may apply up to 9 credits of 200-level courses in literature taken elsewhere to count toward the 36 credits required for the program. For students transferring with 300- and 400-level courses, at least 18 credits in the program must be taken at the University of Baltimore. Any special exceptions to these requirements must have the permission of both the division chair and the dean of the college. The literature specialization has no lower-division prerequisites.

Information Literacy
Students in the B.A. in English program will meet the University of Baltimore Information Literacy requirement by successful completion of one of the following:

- ENGL 498: Seminar in English: The Modern Tradition

- IDIS 110: Introduction to Information Literacy.

General-Education Requirements (43 credits)
In the face of pressing economic and social challenges, it is critical that University of Baltimore graduates be able to communicate effectively in many different modes; to gather, synthesize and critically evaluate information; to make ethical and evidence-based decisions within real-world contexts; to understand systems and to think systemically; and to negotiate divergent and competing perspectives.

See the University-Wide Degree Requirements for details regarding general-education requirements at the University of Baltimore.

English Program Requirements (36 credits)
Core Courses (12 credits)
One of the following Period & Context courses:

ENGL 311   Wells of the Past: Classical Foundations (3)
ENGL 342   Melville, Poe & Whitman: American Voyagers (3)|
ENGL 361   The Hero & the Quest (3)
ENGL 362   Dante, Chaucer & Cervantes: Three Versions of Pilgrimage (3)
ENGL 366   Milton, Blake & Yeats: Poet as Prophet (3)
ENGL 374   Austen, the Brontes & Woolf: Rooms of Their Own (3)
ENGL 400   Literature in Society (3)
ENGL 421   The Elizabethan Renaissance: In the Green World (3)
ENGL 431   The Metaphysical Moment: From T.S. Eliot to John Donne (3)
ENGL 432   The Age of Reason (3)
ENGL 441   The Romantic Imagination (3)
ENGL 442   The Victorian Paradox (3)
ENGL 450   The Great Moderns (3)

Also take:

ENGL 364   Shakespeare: Kings, Knaves & Fools (3) or ENGL 365: Shakespeare: Love, Myth &
                  Metamorphosis (3)

ENGL 498   Seminar in English: The Modern Tradition (3)

any 300- or 400-level CMAT, ENGL or WRIT course (3)

Specializations (24 credits)

Students complete one of the following specializations.

LITERATURE SPECIALIZATION

The literature specialization fosters critical thinking and interpretive skills that will serve graduates well in a variety of careers, among them teaching and the practice of law. Students choose from a wide array of courses that focus on topics such as literary genres, major writers, historical or cultural contexts, and recurrent themes that stress the importance of close reading and clear analytical writing. They may also elect courses in creative or professional writing or in media studies. With the approval of the program director, they may undertake an independent study or an honors project.

ENGL 397   Reading Strategies (3)

two additional Period & Context courses (6)

three additional 300- or 400-level ENGL courses (9)

two additional 300- or 400-level ENGL, WRIT or CMAT courses (6)

PROFESSIONAL WRITING SPECIALIZATION

The professional writing specialization prepares students to be versatile, adaptable writers and editors in a variety of settings within the corporate and nonprofit worlds. Through coursework in areas such as public relations writing, writing for the media, copyediting and document design, and graphic design—often taught by practicing professionals—they develop a repertoire of skills to draw upon in the required internship that may serve as a gateway to a career after graduation. Students who are interested in expanding their career options may elect courses in graphic or electronic design offered through the Digital Communication program.

CMAT 211   Computer Graphics: Publishing (3)

WRIT 330   Writing, Editing & Publishing (3)

WRIT 380   Syntax, Semantics & Style (3)

WRIT 407   Internship in Professional Writing (3)

WRIT 430   Copyediting & Document Design (3)

three additional 300- or 400-level courses appropriate to the professional writing specialization (9)

CREATIVE WRITING SPECIALIZATION

The creative writing specialization brings together writers of fiction, poetry and literary nonfiction in small workshop classes conducted by faculty who have a strong record of publication in these genres. Literature courses in short story, modern poetry and contemporary literature expose the students to the work of established writers who may serve as models or sources of inspiration. In addition, creative writers are encouraged to attend readings by accomplished contemporary writers sponsored by the University's M.F.A. in Creative Writing & Publishing Arts program. In the required WRIT 401: Publication and Performance course, all majors collaborate in editing and producing the University's literary magazine, *Welter*.

WRIT 401   Publication & Performance (3)
two additional 300- or 400-level ENGL, WRIT or CMAT courses (6)

Two of the following:
ENGL 315   The Short Story (3)
ENGL 316   Modern Poetry (3)
ENGL 320   Contemporary Literature (3)

Three of the following:
WRIT 315   The Art of Memoir (3)
WRIT 318   Creative Writing Workshop: Poetry (3)
WRIT 319   Creative Writing Workshop: Fiction (3)
WRIT 363   Creative Writing Workshop: Screenwriting (3)

DISCOURSE & TECHNOLOGY SPECIALIZATION

Students in the discourse & technology specialization explore how technology affects our society and culture and shapes forms of expression. At the same time, they acquire a well-defined set of marketable skills. Core courses develop media literacy and an understanding of the nature of language and the role that narrative, both visual and verbal, plays in communication strategies. Each student selects a cluster of courses in media production, graphic design or professional writing, courses that are specifically designed to prepare for careers in visual or verbal communication, and completes either an independent project or internship. Graduates of this specialization often continue their studies in the University's master's program in Publications Design.

ENGL 392   The Archaeology of Language (3)
ENGL 395   Narrative Discourse: Cross-Media Comparison (3)
CMAT 35   Media Literacy (3)

Directed Project or Internship

One of the following:

CMAT 407   Internship in Communication (3)

WRIT 407   Internship in Professional Writing (3)

WRIT 489   Directed Independent Study (3)

Application Requirement

With the advice and consent of their adviser, students choose four related courses from one or more of these application areas:

Media Production*

CMAT 369   Digital Video (3)

CMAT 451   Communication Technologies (3)

CMAT 456   Multimedia Design & Production (3)

CMAT 469   Advanced Audio/Video Production (3)

Graphic Design*

CMAT 211   Computer Graphics: Publishing (3)

CMAT 212   Computer Graphics: Imaging (3)

CMAT 357   Principles of Design (3)

CMAT 358   Digital Design (3)

WRIT 375   Graphic Design & Production (3)

Writing*

CMAT 475   Media Criticism (3)

WRIT 313   Writing for Information Systems (3)

WRIT 316   Creative Journalism (3)

WRIT 317   Techniques of Popularization (3)

WRIT 320   Writing for Managers & Executives (3)

WRIT 330   Writing, Editing & Publishing (3)

WRIT 331   Public Relations Writing (3)

WRIT 361   Writing for Digital Media (3)

WRIT 380   Syntax, Semantics & Style (3)

WRIT 430   Copyediting & Document Design (3)

* Other undergraduate/graduate courses may also be appropriate.

General Electives

IDIS 101   First-Year Seminar: Introduction to University Learning (3)

                  freshmen only; transfer students replace this with a different elective

Complete as many courses as necessary from any discipline to fulfill your 120-credit requirement to graduate, including this recommended elective:

ENGL 200   The Experience of Literature or another 200-level literature course (3).

Accelerated Bachelor's/Master's Option
Students who qualify may apply to take up to 9 graduate credits that apply to both this undergraduate degree and the M.A. in Publications Design. Contact the program director for information and see [Accelerated Bachelor's/Master's Option](#).

Law School Automatic Admit Option
Qualified graduates of all UB undergraduate programs can be automatically admitted to the UB School of Law following their graduation through the University's Automatic Admit Option. For more information, see [Law School Automatic Admit Option](#).

ENVIRONMENTAL SUSTAINABILITY AND HUMAN ECOLOGY, BACHELOR OF ARTS
www.ubalt.edu/environmental

Ronald Castanzo, program director
FACULTY: Bhattacharyya, Castanzo, Gerlowski, Haynes, Kassner, Kemp, Kohl, Pecher, Wells, Wilson

Students in the environmental sustainability and human ecology program study—often through hands-on learning—the interrelationships of people and their environment from scientific, social, ethical and public policy perspectives.

From a science perspective, they gain a solid understanding of environmental science terminology, concepts and techniques. They explore the diversity of life and ecosystems of the world, and they participate in hands-on study of the Chesapeake Bay and its watershed. Students also study the effects of urban center growth on local ecosystems and focus on the concept of sustainable development.

Adding social sciences to the mix, students gain a cross-cultural perspective on how human populations adapt technologically, socially and psychologically to their environments and how people alter the living and nonliving worlds around them.

Combining this with policy studies, students learn how environmental public policy is formulated, how it affects the health of the environment and how it's shaped by ecological considerations. They also examine the ethical and legal implications of the use, treatment and potential destruction of the natural environment.

When they graduate, students are prepared to deal with the real problems facing communities worldwide, from Baltimore to cities in the developing world. They go on to work in fields as varied as environmental compliance, permitting, environmental hygiene, environmental interpretation, education, environmental consulting, government and the nonprofit sector.

FACILITIES
On the fourth floor of the Academic Center, a general science laboratory with 24 workstations provides a hands-on environment for students to put their knowledge into practice. On the second floor of the same building, the environmental research laboratory contains equipment and materials that allow

environmental science faculty and students to investigate local ecosystems at molecular, microscopic and organismal levels.

ADMISSION REQUIREMENTS
See the See the [Admission](#) section of this catalog.

DEGREE REQUIREMENTS
In addition to fulfilling the requirements of the major, all bachelor's degree candidates are required to fulfill the collegewide degree requirements outlined under [Yale Gordon College of Arts and Sciences, Academic Policies and Information](#).

Information Literacy
Students in the B.A. in Environmental Sustainability and Human Ecology program will meet the University of Baltimore Information Literacy requirement by successful completion of one of the following:

- lDIS 110: Introduction to Information Literacy

- for the Environmental Science Track, all of the following: ANTH 222: Human Environmental Adaptations, ANTH 365: Human Population Dynamics, BIOL 121: Fundamentals of Biology, ENVS 221: Science of the Environment, ENVS 300: Greater Baltimore Urban Ecosystems: Field Investigations, ENVS 375: Molecular Genetics and Biotechnology in Society, ENVS 490: Special Projects in Environmental Science and MATH 115: Introductory Statistics

- for the Cultural Resource Management Track, all of the following: ANTH 252: Archeological Research Methods, ANTH 410: Cultural Resource Management, ANTH 440: Anthropological Theory and ANTH 499: Special Projects in Anthropology.

General-Education Requirements (43 credits)
In the face of pressing economic and social challenges, it is critical that University of Baltimore graduates be able to communicate effectively in many different modes; to gather, synthesize and critically evaluate information; to make ethical and evidence-based decisions within real-world contexts; to understand systems and to think systemically; and to negotiate divergent and competing perspectives.

See the [University-Wide Degree Requirements](#) for details regarding general-education requirements at the University of Baltimore.

Environmental Sustainability and Human Ecology Program Requirements (60-61 credits)
Note that 16-19 credits of the Environmental Sustainability and Human Ecology program requirements can be satisfied by general-education requirements.

Core Courses (37 credits)
Biological and Environmental Sciences Foundation (7 credits)
ENVS 201   Human Ecology (3)*
BIOL 121   Fundamentals of Biology (4)*

Social Sciences (21 credits)

ANTH 110	Cultural Anthropology (3)*
ANTH 222	Human Environmental Adaptations (3)
ANTH 365	Human Population Dynamics (3)
ECON 100	Economics of Contemporary Issues (3)*
PSYC 100	Introduction to Psychology (3)*
PSYC 375	Environmental Psychology (3)
SOCI 303	Urban Sociology (3)

Humanities (3 credits)

PHIL 280	Environmental Ethics (3)*

Government and Public Policy (6 credits)

GVPP 315	Public Policy Analysis (3)
GVPP 480	Environmental Politics and Policy (3)

16 of these credits can also satisfy general-education requirements

Environmental Science Track (24 credits)
Physical Sciences and Mathematics (9 credits)

CHEM 101	Chemistry and the Modern World (3)*
MATH 115	Introductory Statistics (3)*
PHSC 101	Earth in Focus (3)*

Environmental Science (15 credits)

ENVS 221	Science of the Environment (4)*
ENVS 300	Greater Baltimore Urban Ecosystems: Field Investigations (4)
ENVS 375	Molecular Genetics and Biotechnology in Society (4)
ENVS 490	Special Projects in Environmental Sciences (3)

19 credits of general-education requirements can be fulfilled between Core Courses and Environmental Science Track courses

Cultural Resource Management Track (23-24 credits)

ANTH 252	Archeological Research Methods (4)
ANTH 295	Historical Archaeology (3)
ANTH 320	Forensic Anthropology (4)
ANTH 410	Cultural Resource Management (3)
ANTH 440	Anthropological Theory (3)
ANTH 490	Internship in Cultural Resource Management (3-4)
ANTH 499	Special Projects in Anthropology (3)

General Electives

IDIS 101   First-Year Seminar: Introduction to University Learning (3)
                  freshmen only; transfer students replace this with a different elective
Complete as many courses as necessary from any discipline to fulfill your 120-credit requirement to graduate.

Law School Automatic Admit Option
Qualified graduates of all UB undergraduate programs can be automatically admitted to the UB School of Law following their graduation through the University's Automatic Admit Option. For more information, see Law School Automatic Admit Option.

HISTORY, BACHELOR OF ARTS
www.ubalt.edu/history

Nicole Hudgins, program director
FACULTY: Carney, Etheridge, Hudgins, Nix, Sawyer, Yi
ADJUNCT FACULTY: Avery, Manning, Moore, Salomons

The B.A. degree in History is administered through the Division of Legal, Ethical and Historical Studies. The History program provides students with a broad background in the humanities. It sharpens the analytical and communication skills necessary for advanced training and career development. As such, it has thrived as one of the traditional programs of study for students who go on to careers in law, government, business, education, nonprofit organizations and other professions.

    The program is also designed for students who wish to pursue graduate work in the humanities, social sciences or other professional fields. The program is a flexible one. It includes basic coverage of period courses in American, Asian and European history, plus more specialized thematic courses in the history of law, business and ideas.

    In addition, students may select the program's specialization in public history leading to a B.A. in History with a specialization in public history. Public history is the professional application of historical methods, skills, research and presentation in settings outside the classroom. Public historians work in museums, archives, government agencies, historical societies, living history sites, preservation groups, businesses and nonprofit organizations of all kinds, either independently or in partnership with academic institutions. Students in the public history specialization combine standard history coursework with public history courses, seminars, independent research and an internship designed to introduce them to various specialties within the field as they gain practical experience in a variety of professional settings where historians work. The public history specialization requires 15 credits, including a foundation course on local history, two public history core courses and two specialized electives.

    There are also plenty of opportunities for directed research through independent studies, internships at local historical agencies or museums, and a senior seminar. Moreover, students working on such

projects find easy access to some of the best archival and other resources in the greater Baltimore region.

ADMISSION REQUIREMENTS
See the Admission section of this catalog.

DEGREE REQUIREMENTS
In addition to fulfilling the requirements of the major, all bachelor's degree candidates are required to fulfill the collegewide degree requirements outlined under Yale Gordon College of Arts and Sciences, Academic Policies and Information.

A maximum of 6 transfer credits in history, taken at the 200 level or above, can be applied to the history major with the approval of the program director. In addition, major requirements must be completed with a grade of C or better for students to qualify for graduation.

History has no lower-division prerequisites.

Information Literacy
Students in the B.A. in History program will meet the University of Baltimore Information Literacy requirement by successful completion of one of the following:

- HIST 295: The Historian's Toolkit

- lDIS 110: Introduction to Information Literacy.

General-Education Requirements (43 credits)
In the face of pressing economic and social challenges, it is critical that University of Baltimore graduates be able to communicate effectively in many different modes; to gather, synthesize and critically evaluate information; to make ethical and evidence-based decisions within real-world contexts; to understand systems and to think systemically; and to negotiate divergent and competing perspectives.

See the University-Wide Degree Requirements for details regarding general-education requirements at the University of Baltimore.

History Program Requirements (39 credits)
Core Courses (9 credits)
HIST 295   The Historian's Toolkit (3)
HIST 395   Introduction to Historiography (3)
HIST 495   Senior Seminar in History (3)

Major Requirements (30 credits)
Two of the following courses:
HIST 101   World History to 1500 (3)
HIST 102   World History Since 1500 (3)
HIST 111   Early America (3)
HIST 112   Modern America (3)
HIST 121   World History of Art to 1500 (3)
HIST 122   World History of Art From 1500 (3)

One of the remaining 100-level courses above or one of the following courses:

HIST 197	Conflicts in History (3)	
HIST 240	Everyday Lives (3)	
HIST 290	Great Issues in History (3)	

Four of the following Topics in American History courses:

<u>Topics in American History</u>

HIST 340	American Legal History (3)
HIST 350	History of U.S. Foreign Relations (3)
HIST 370	Old South and Slavery (3)
HIST 375	The Civil War and Reconstruction (3)
HIST 377	New South and Civil Rights (3)
HIST 380	The Chesapeake World (3)
HIST 381	American Cities (3)
HIST 382	History of Baltimore (3)
HIST 383	Community History (3)
HIST 420	America Since 1940 (3)
HIST 434	American Constitutional History (3)
HIST 468	American Political History (3)
HIST 473	U.S. Women's History (3)
HIST 478	History of American Business (3)
HIST 480	Introduction to Public History (3)
HIST 482	Introduction to Historical Preservation (3)
HIST 496	Seminar in Public History (3)

Three of the following Topics in History of the Wider World courses:

<u>Topics in the History of the Wider World</u>

HIST 311	Emergence of Europe (3)
HIST 312	Age of Revolution (3)
HIST 313	Europe, 1815-1914 (3)
HIST 314	Europe, 1914-45 (3)
HIST 315	Europe Since 1945 (3)
HIST 331	English Law to 1689 (3)
HIST 332	English Law Since 1689 (3)
HIST 440	History of Common Law (3)
HIST 463	History of Germany (3)
HIST 465	Topics in East European History (3)
HIST 466	History of Africa (3)
HIST 470	Modern China (3)
HIST 472	Modern Japan (3)
HIST 474	Women and the Family in European History (3)

The following courses, depending on the instructor's preference, may be taught either as Topics in American History or Topics in the History of the Wider World courses and may be applied to those requirements as appropriate:

HIST 310   Ancient Civilizations (3)
HIST 344   World War II (3)
HIST 390   Film and History (3)
HIST 438   Great Trials in History (3)
HIST 445   Topics in the History of Religion (3)
HIST 460   The Cold War, 1945-90 (3)
HIST 477   Technology and History (3)
HIST 490   Internship (3)
HIST 492   Independent Study (1-3)
HIST 493   Honors Seminar (3)
HIST 494   Honors Project (3-6)
HIST 497   Special Topics in History (3)

OPTIONAL SPECIALIZATION IN PUBLIC HISTORY (OPTIONAL 15 CREDITS)

Students majoring in history may choose to complete this specialization in public history, which is the professional application of historical methods, skills, research and presentation in settings outside the classroom. Public historians work in museums, archives, government, historical societies, living history sites, preservation groups, businesses and nonprofit organizations of all kinds, either independently or in partnership with academic institutions.

Students can fulfill this specialization through Topics in American History core courses, major electives and/or general electives; this does not require completion of additional credits beyond those of the History program.

Foundation Requirement (3 credits)

One of the following:
HIST 380   The Chesapeake World (3)
HIST 382   History of Baltimore (3)

Public History Core Requirements (6 credits)

HIST 480   Introduction to Public History (3)
HIST 490   Internship (3)

Specialized Electives (6 credits)

Two courses from the following with advisement from the program director:
HIST 496   Seminar in Public History (highly recommended, 3)
CMAT 369   Digital Video (3)

CMAT 381	Representing Reality: News & Documentary (3)
CMAT 455	Hypermedia (3)
GVPP 300	American Political Institutions (3)
GVPP 322	Bureaucracy and Public Policy (3)
GVPP 326	Urban Politics and Public Policy (3)
GVPP 348	State and Local Government (3)
GVPP 461	Maryland Government Processes and Politics (3)
MGMT 301	Management and Organizational Behavior (3)
MGMT 315	Human Resource Management (3)
MKTG 301	Marketing Management (3)
PSYC 355	Interviewing Psychology (3)
SOCI 302	The American Family in Perspective (3)
SOCI 303	Urban Sociology (3)
WRIT 330	Writing, Editing & Publishing (3)
WRIT 361	Writing for Digital Media (3)

General Electives

IDIS 101   First-Year Seminar: Introduction to University Learning (3)
freshmen only; transfer students replace this with a different elective

Complete as many courses as necessary from any discipline to fulfill your 120-credit requirement to graduate.

Accelerated Bachelor's/Master's Option

Students who qualify may apply to take up to 9 graduate credits that apply to both this undergraduate degree and the M.A. in Legal and Ethical Studies. Contact the program director for information and see Accelerated Bachelor's/Master's Option.

Law School Automatic Admit Option

Qualified graduates of all UB undergraduate programs can be automatically admitted to the UB School of Law following their graduation through the University's Automatic Admit Option. For more information, see Law School Automatic Admit Option.

HISTORY LAW SCHOOL EARLY ENTRY OPTION

Students who qualify complete 93 hours of undergraduate credits and an additional 27 hours of law school credits to attain the 120 credits required for the bachelor's degree. See Law School Early Entry Option for information about the qualifications and requirements that govern this option.

DEGREE REQUIREMENTS

In addition to fulfilling the requirements of the major, all bachelor's degree candidates are required to fulfill the collegewide degree requirements outlined under Yale Gordon College of Arts and Sciences, Academic Policies and Information.

Information Literacy

Students in the B.A. in History program will meet the University of Baltimore Information Literacy requirement by successful completion of one of the following:

- HIST 295: The Historian's Toolkit

- IDIS 110: Introduction to Information Literacy.

General-Education Requirements (43 credits)

In the face of pressing economic and social challenges, it is critical that University of Baltimore graduates be able to communicate effectively in many different modes; to gather, synthesize and critically evaluate information; to make ethical and evidence-based decisions within real-world contexts; to understand systems and to think systemically; and to negotiate divergent and competing perspectives.

See the University-Wide Degree Requirements for details regarding general-education requirements at the University of Baltimore.

History Law School Early Entry Option Requirements (24 credits)
Core Courses (12 credits)
HIST 295   The Historian's Toolkit (3)

Three courses from among the following areas:
Topics in the History of the Wider World
HIST 311   The Emergence of Europe (3)
HIST 312   The Age of Revolution (3)
HIST 313   Europe, 1815-1914 (3)
HIST 314   Europe, 1914-45 (3)
HIST 315   Europe Since 1945 (3)
HIST 331   English Law to 1689 (3)
HIST 332   English Law Since 1689 (3)
HIST 440   History of Common Law (3)
HIST 463   History of Germany (3)
HIST 465   Topics in East European History (3)
HIST 466   History of Africa (3)
HIST 470   Modern China (3)
HIST 474   Women and the Family in European History (3)

Topics in American History
HIST 340   American Legal History (3)
HIST 350   History of U.S. Foreign Relations (3)

HIST 370	The Old South and Slavery (3)
HIST 375	The Civil War and Reconstruction (3)
HIST 377	The New South and Civil Rights (3)
HIST 380	The Chesapeake World (3)
HIST 381	American Cities (3)
HIST 382	History of Baltimore (3)
HIST 383	Community History (3)
HIST 420	America Since 1940
HIST 434	American Constitutional History (3)
HIST 468	American Political History (3)
HIST 473	U.S. Women's History (3)
HIST 478	History of American Business (3)
HIST 480	Introduction to Public History (3)
HIST 482	Introduction to Historical Preservation (3)

The following courses, depending on the instructor's preference, may be taught either as Topics in American History or Topics in the History of the Wider World courses and may be applied to those requirements as appropriate:

HIST 310	Ancient Civilizations (3)
HIST 344	World War II (3)
HIST 390	Film and History (3)
HIST 438	Great Trials in History (3)
HIST 445	Topics in the History of Religion (3)
HIST 460	The Cold War, 1945-90 (3)
HIST 477	Technology and History (3)
HIST 497	Special Topics in History (3)

Major Electives (12 credits)
Four courses from the core courses and/or from:

HIST 490	Internship (3)
HIST 492	Independent Study (1-3)
HIST 493	Honors Seminar (3)
HIST 494	Honors Project (3-6)
HIST 495	Senior Seminar in History (3)
HIST 496	Seminar in Public History (3)

History majors may also include one of the following philosophy courses as a major elective:

PHIL 317	Ancient Philosophy (3)
PHIL 319	Modern Philosophy (3)
PHIL 320	20th-Century Philosophy (3)

General Electives

IDIS 101   First-Year Seminar: Introduction to University Learning (3)
            freshmen only; transfer students replace this with a different elective

Complete as many courses as necessary from any discipline to fulfill your 120-credit requirement to graduate.

INTEGRATED ARTS, BACHELOR OF ARTS

www.ubalt.edu/integratedarts

Jeffrey Hoover, program director
FACULTY: Delury, Hoover, N. Kang, K. Kopelke, Matanle, O'Donnell, Oldenburg, Pointer, Shorr, Simon, Swaim, Winik
ADJUNCT FACULTY: Lynne, Page, Toran

The undergraduate B.A. in Integrated Arts program, administered through the Klein Family School of Communications Design, invites students to experience arts production and performance while studying arts analysis and management. Students concentrate in one art that interests them most—whether it be visual art, music, theater, dance, creative writing, filmmaking. When they graduate, students are prepared to work for businesses, nonprofit organizations and government agencies that deal in, represent or interact with artists and the arts—perhaps in addition to managing their own freelance artistic career. Students also are well prepared for graduate-level study in business and the arts.

Students take courses in arts production and performance; history, appreciation and analysis of the arts; government and business as they relate to the arts; and technology's impact on and importance to the arts. The major allows students opportunities to work with the city's theaters, museums, galleries, musical venues and arts advocacy groups, shadowing and assisting artists, attending exhibits and performances, and interning with artists or arts-related organizations. All integrated arts students are required to complete two foundation courses, a senior project and an internship.

ADMISSION REQUIREMENTS
See the See the Admission section of this catalog.

DEGREE REQUIREMENTS
In addition to fulfilling the requirements of the major, all bachelor's degree candidates are required to fulfill the collegewide degree requirements outlined under Yale Gordon College of Arts and Sciences, Academic Policies and Information.

Information Literacy
Students in the B.A. in Integrated Arts program will meet the University of Baltimore Information Literacy requirement by successful completion of:
- IDIS 110: Introduction to Information Literacy.

General-Education Requirements (43 credits)

In the face of pressing economic and social challenges, it is critical that University of Baltimore graduates be able to communicate effectively in many different modes; to gather, synthesize and critically evaluate information; to make ethical and evidence-based decisions within real-world contexts; to understand systems and to think systemically; and to negotiate divergent and competing perspectives.

See the University-Wide Degree Requirements for details regarding general-education requirements at the University of Baltimore.

Integrated Arts Program Requirements (48 credits)

Foundation Requirements (6 credits)

ARTS 201   The Arts in Society (3)

ARTS 202   Technology and the Arts (3)

Production Classes (9 credits)

Three of the following courses from the same general area of study, or speak with your adviser about alternative options:

ARTS 397   Topics in Integrated Arts (3)

ARTS 489   Independent Study in Integrated Arts (3)

CMAT 211   Computer Graphics: Publishing (3)

CMAT 212   Computer Graphics: Imaging (3)

CMAT 215   Introduction to Design (3)

CMAT 216   History of Graphic Design (3)

CMAT 357   Principles of Design (3)

CMAT 358   Digital Design (3)

CMAT 364   Digital Photography (3)

CMAT 366   Producing Sound Portraits (3)

CMAT 368   Photojournalism (3)

CMAT 369   Digital Video (3)

CMAT 456   Multimedia Design & Production (3)

CMAT 469   Advanced Audio Video Production (3)

COSC 150   Introduction to Game Design (3)

COSC 155   Internet Technologies: Mastering the Basics (3)

COSC 160   Graphics for Game Design (3)

COSC 260   Introduction to 3-D Graphics (3)

COSC 410   3-D Modeling (3)

COSC 414   Audio in Games (3)

ENGL 334/

CMAT 334   Oral Interpretation of Literature (3)

WRIT 215   Introduction to Creative Writing (3)

WRIT 315   The Art of Memoir (3)

WRIT 318   Creative Writing Workshop: Poetry & Personal Essay (3)

WRIT 319   Creative Writing Workshop: Fiction & Nonfiction (3)

WRIT 363/
CMAT 363   Creative Writing Workshop: Screenwriting (3)
WRIT 401   Publication & Performance (3)

Analysis Classes (9 credits)
Three of the following courses, or speak with your adviser about alternative options:
ARTS 101   Music & Arts as Craft (3)
ARTS 121   World Music (3)
ARTS 397   Topics in Integrated Arts (3)
ARTS 489   Independent Study in Integrated Arts (3)
CMAT 130   Baltimore in the Media (3)
CMAT 231   Decoding Media (3)
CMAT 271   Interpreting Pop Culture (3)
CMAT 333/
ENGL 333   Media Genres (3)
CMAT 475   Media Criticism (3)
COSC 460   Games, Simulations and Society (3)
ENGL 200   The Experience of Literature (3)
ENGL 250   Origins: In Search of Self (3)
ENGL 311   Wells of the Past: Classical Foundations (3)
ENGL 313   Worlds Beyond the West (3)
ENGL 315   The Short Story (3)
ENGL 316   Modern Poetry (3)
ENGL 317   English Fiction: Journey in Experience (3)
ENGL 318   Modern English Fiction: Journey Into the Mind (3)
ENGL 319   European Fiction (3)
ENGL 320   Contemporary Literature (3)
ENGL 327   Children's Literature (3)
ENGL 328   Young Adult Literature & Culture (3)
ENGL 332   Literature & Film (3)
ENGL 337   Great Plays from the West & East (3)
ENGL 338   Modern Drama (3)
ENGL 341   American Literature: The Central Years (3)
ENGL 342   Melville, Poe & Whitman: American Voyagers (3)
ENGL 344   American Fiction (3)
ENGL 346   The American Dream (3)
ENGL 348   The Multicultural Americas (3)
ENGL 349   Identities: Explorations in the American Past & Present (3)
ENGL 351   Ancient Myth: Paradigms & Transformations (3)
ENGL 354   Images of Love (3)
ENGL 357   Other Worlds: Fantasy, Science Fiction & Mystery (3)
ENGL 358   Tolkien: Master of Fantasy (3)

ENGL 361   The Hero & the Quest (3)
ENGL 362   Dante, Chaucer & Cervantes: Three Versions of Pilgrimage (3)
ENGL 364   Shakespeare: Kings, Knaves & Fools (3)
ENGL 365   Shakespeare: Love, Myth & Metamorphosis (3)
ENGL 366   Milton, Blake & Yeats: Poet as Prophet (3)
ENGL 371   Changing Woman (3)
ENGL 372   Feminine Realities: In the Context of Their Times (3)
ENGL 374   Austen, the Brontes & Woolf: Rooms of Their Own (3)
ENGL 391   Language as Technology (3)
ENGL 392   The Archaeology of Language (3)
ENGL 395   Narrative Discourse: Cross-Media Comparisons (3)
ENGL 397   Reading Strategies (3)
ENGL 400   Literature in Society (3)
ENGL 421   The Elizabethan Renaissance: In the Green World (3)
ENGL 431   The Metaphysical Moment: From T.S. Eliot to John Donne (3)
ENGL 432   The Age of Reason (3)
ENGL 441   The Romantic Imagination (3)
ENGL 442   The Victorian Paradox (3)
ENGL 450   The Great Moderns (3)
ENGL 498   Seminar in English: The Modern Tradition (3)

Professional Application Classes (9 credits)
Three of the following courses:
ARTS 351   The Business of Being an Artist (3)
ARTS 352   Essentials of Arts Management (3)
ARTS 397   Special Topics in Integrated Arts (3)
ARTS 489   Independent Study in Integrated Arts (3)
CSCE 301   Introduction to Nonprofit Leadership (3)
CSCE 302   Fundamentals of Grant Writing (3)
CSCE 400   Nonprofit Management (3)
ECON 200   The Economic Way of Thinking (3)
ECON 305   Managerial Economics (3)
ENTR 300   The Entrepreneurial Experience (3)
ENTR 320   Opportunity Assessment and Development (3)
FIN 300   Personal Finance (3)
FIN 331   Financial Management (3)
GVPP 320   Public Administration (3)
GVPP 324   American Public Policy (3)
GVPP 463   Interest Group Politics and Lobbying (3)
MGMT 300   Human Resource Management (3)
MGMT 301   Management and Organizational Behavior (3)
any advanced management course

MKTG 301   Marketing Management (3)
MKTG 415   Marketing Communication (3)
MKTG 460   Advanced Marketing Management (3)

Major Electives (9 credits)
An additional three courses from among the Production Classes, Analysis Classes and Professional Application Classes

Capstone Requirements (6 credits)
ARTS 475   Internship (3)
ARTS 476   Senior Seminar (3)

<u>**General Electives**</u>
IDIS 101   First-Year Seminar: Introduction to University Learning (3)
              freshmen only; transfer students replace this with a different elective
Complete as many courses as necessary from any discipline to fulfill your 120-credit requirement to graduate.

<u>**Law School Automatic Admit Option**</u>
Qualified graduates of all UB undergraduate programs can be automatically admitted to the UB School of Law following their graduation through the University's Automatic Admit Option. For more information, see Law School Automatic Admit Option.

INTERDISCIPLINARY STUDIES, BACHELOR OF ARTS
www.ubalt.edu/interdisciplinary

Steven Scalet, program director
ADVISORY BOARD AND AFFILIATED FACULTY: faculty and staff across the Yale Gordon College of
    Arts and Sciences, the College of Public Affairs and the Merrick School of Business, including Behr,
    Etheridge, Fox, Hudgins, Oblak, O'Neill, Sawyer, Scalet, Sheehan

The undergraduate B.A. program in Interdisciplinary Studies allows students to create a course of study anchored by three areas of individualized study including wide-ranging and inventive combinations of academic disciplines. The program is designed for students whose intellectual interests and professional goals are best served by extended study in more than one discipline.
    Students construct a cohesive program around themes, topics or areas of concentration not confined to a single discipline, thereby allowing flexibility not found in a standard program.
    The program also includes an honors track that allows greater opportunity for students to create an individualized major, working closely with an interdisciplinary studies faculty member throughout the program. Students who graduate from this track attain special recognition at the commencement

exercises for having completed honors-level work. Students should consult with the program director for additional information.

Important note: Students should not confuse the Interdisciplinary Studies program with various University course requirements that use the IDIS course code, such as IDIS 301, IDIS 302 and IDIS 304. The Interdisciplinary Studies major, in contrast, requires IDIS 201: Introduction to Interdisciplinary Studies and IDIS 497: Interdisciplinary Studies Portfolio, then draws on courses across the curriculum. Thus, the IDIS subject code includes interdisciplinary courses that are not specific to the major, some of which serve to meet graduation and general-education requirements.

ADMISSION REQUIREMENTS
See the See the [Admission](#) section of this catalog.

DEGREE REQUIREMENTS
In addition to fulfilling the requirements of the major, all bachelor's degree candidates are required to fulfill the collegewide degree requirements outlined under [Yale Gordon College of Arts and Sciences, Academic Policies and Information](#).

Information Literacy
Students in the B.A. in Interdisciplinary Studies program will meet the University of Baltimore Information Literacy requirement by successful completion of:
- IDIS 110: Introduction to Information Literacy.

General-Education Requirements (43 credits)
In the face of pressing economic and social challenges, it is critical that University of Baltimore graduates be able to communicate effectively in many different modes; to gather, synthesize and critically evaluate information; to make ethical and evidence-based decisions within real-world contexts; to understand systems and to think systemically; and to negotiate divergent and competing perspectives.

See the [University-Wide Degree Requirements](#) for details regarding general-education requirements at the University of Baltimore.

Program Plan Requirement
A degree candidate develops a program plan through coursework requirements for IDIS 201: Introduction to Interdisciplinary Studies. This plan becomes the foundation for creating a unified and cohesive course of study throughout the Interdisciplinary Studies major. This program plan then becomes the platform for developing a final capstone learning portfolio as part of the coursework for IDIS 497: Interdisciplinary Studies Portfolio.

Interdisciplinary Studies Requirements (42 credits)
IDIS 201   Introduction to Interdisciplinary Studies (3)

Concentration Areas (36 credits)
- First concentration area (12 credits minimum/300 level or above)

- Second concentration area (12 credits minimum/300 level or above)

- Third concentration area (12 credits minimum/300 level or above)

Areas of individualized study may be drawn from any major or minor offered at the University of Baltimore as well as from disciplines not offered at the University of Baltimore with the approval of the instructor of IDIS 201: Introduction to Interdisciplinary Studies. At least 24 credits to be applied to the concentration areas must be taken in arts and sciences disciplines.

Capstone Portfolio (3 credits)
IDIS 497   Interdisciplinary Studies Portfolio (3)
This course integrates the program plan designed in IDIS 201: Introduction to Interdisciplinary Studies with the concentration areas to complete an interdisciplinary studies learning portfolio. This course serves as the capstone for the Interdisciplinary Studies major.

General Electives
Students who plan to major in Interdisciplinary Studies are strongly advised to use these elective credits to fulfill all introductory and pre-major requirements in the disciplines that they intend to use as areas of individualized study in their planned interdisciplinary studies program. Interdisciplinary studies students must fulfill all prerequisites that apply to courses selected for use in concentration areas (see above).

Complete as many courses as necessary from any discipline to fulfill your 120-credit requirement to graduate.

Law School Automatic Admit Option
Qualified graduates of all UB undergraduate programs can be automatically admitted to the UB School of Law following their graduation through the University's Automatic Admit Option. For more information, see Law School Automatic Admit Option.

JURISPRUDENCE, BACHELOR OF ARTS
www.ubalt.edu/jurisprudence

Joshua Kassner, program director
FACULTY: Carney, Cotton, Guy, Hudgins, Kassner, Nix, Sawyer, Yi

The B.A. in Jurisprudence program is a selective academic program designed for serious students, many of whom go on to law school, graduate school or careers in fields that require an interdisciplinary background focused on law, history, philosophy, government and English. The program is administered through the Division of Legal, Ethical and Historical Studies.
   The interdisciplinary curriculum is designed to provide students with a broad knowledge base as well as focus on professional humanities skills—critical reading, effective research, analytical thinking and persuasive writing. This course of study provides jurisprudence graduates with a larger perspective on

their community, nation and the world, as well as skills and knowledge that will serve them well in law and many other fields of graduate education and work.

Qualified students may seek early admission to the School of Law upon completion of 93 credits through the Law School Early Entry Option, which allows students to begin studying law prior to the completion of the bachelor's degree and to substitute the first year of law school for the senior year of college.

ADMISSION REQUIREMENTS

Jurisprudence is a selective major that grants admission to all qualified applicants.

- Applicants must meet the University's general admission requirements as well as the program-specific admission requirement of a cross-institutional cumulative GPA of 3.00 or better. This requirement applies to students admitted under freshman standards and to transfer students.

- Applicants who do not meet this criterion for admission to jurisprudence but who meet requirements for undergraduate admission or for choosing an academic major may select another major. If, between the time of first admission to UB and the successful completion of 72 credits applicable to the degree (including transfer credits), such students raise their cross-institutional cumulative GPA to 3.00, they may petition for a change of major to the jurisprudence program. See the Academic Policies section of this catalog.

- Transfer students are not required to have majored in any particular field of study or to have taken any particular course of study; however, all jurisprudence majors must meet any course requirements for the B.A. in Jurisprudence as outlined in this catalog with either acceptable transfer credits or credits earned at UB.

- Applicants who are interested in the 93-credit Law School Early Entry Option are cautioned to read UB School of Law requirements for this option carefully (see www.ubalt.edu/prelaw) and to seek advisement regarding their current standing and progress toward meeting these requirements.

- Freshmen and sophomores who are interested in this major should meet with the jurisprudence program director as part of the transition process to an academic major. Transfer students must meet with the jurisprudence program director prior to their first registration at UB.

DEGREE REQUIREMENTS

In addition to fulfilling the requirements of the major, all bachelor's degree candidates are required to fulfill the collegewide degree requirements outlined under Yale Gordon College of Arts and Sciences, Academic Policies and Information.

Information Literacy

Students in the B.A. in Jurisprudence program will meet the University of Baltimore Information Literacy requirement by successful completion of:

- IDIS 110: Introduction to Information Literacy.

General-Education Requirements (43 credits)

In the face of pressing economic and social challenges, it is critical that University of Baltimore graduates be able to communicate effectively in many different modes; to gather, synthesize and critically evaluate information; to make ethical and evidence-based decisions within real-world contexts; to understand systems and to think systemically; and to negotiate divergent and competing perspectives.

See the University-Wide Degree Requirements for details regarding general-education requirements at the University of Baltimore.

Jurisprudence Program Requirements (57 credits)

Required Courses (12 credits)

JPLA 200   Introduction to Jurisprudence (3)
PHIL 301   Ethics (3)
PHIL 316   Logic of Language (3)
JPLA 498   Capstone Project (3)

Foundational Electives (9 credits)

one 100- or 200-level course in American government
one 100- or 200-level course in American history
one 100- or 200-level course in philosophy
other courses may be substituted with the permission of the program director

With the permission of the program director, students may substitute a paralegal degree for the Foundational Electives.

Advanced Electives (36 credits)

other courses may be substituted with the permission of the program director

English, Writing and Communication (6 credits)

Two of the following:

CMAT 303   Oral Communication in Business (3)
ENGL 351   Ancient Myth: Paradigms & Transformations (3)
ENGL 356   Literature & Law (3)
ENGL 364   Shakespeare: Kings, Knaves & Fools (3)
ENGL 365   Shakespeare: Love, Myth & Metamorphosis (3)
ENGL 432   The Age of Reason (3)
WRIT 314   Argument & Persuasion (3)

Government and Public Policy (12 credits)

Four of the following:

GVPP 300   American Political Institutions (3)
GVPP 340   Constitutional Law (3)
GVPP 341   Civil Liberties and the Bill of Rights (3)

GVPP 345	The Legislative Process (3)
GVPP 381	American Political Thought (3)
GVPP 382	Political Ideologies (3)
GVPP 384	Comparative Government (3)
GVPP 425	Administrative Law and Process (3)
GVPP 490/	
491	Internship (3)

History (12 credits)
Four of the following:

HIST 312	Age of Revolution (3)
HIST 331	English Law to 1689 (3)
HIST 332	English Law Since 1689 (3)
HIST 340	American Legal History (3)
HIST 377	New South and Civil Rights (3)
HIST 434	American Constitutional History (3)
HIST 438	Great Trials in History (3)
HIST 440	History of Common Law (3)
HIST 468	American Political History (3)
HIST 490	Internship (3)
HIST 492	Independent Study (1-3)

Philosophy (6 credits)
Two of the following:

PHIL 317	Ancient Philosophy (3)
PHIL 319	Modern Philosophy (3)
PHIL 320	20th-Century Philosophy (3)
PHIL 419	Religions in America 3)
PHIL 490	Theories of Justice (3)
PHIL 492	Independent Study (1-6)
PHIL 496	International Law and Morality (3)

These Jurisprudence courses may be substituted for any Advanced Electives:

| JPLA 400 | Topics |
| JPLA 496 | Internship. |

General Electives

| IDIS 101 | First-Year Seminar: Introduction to University Learning (3) |
| | *freshmen only; transfer students replace this with a different elective* |

Complete as many courses as necessary from any discipline to fulfill your 120-credit requirement to graduate.

Accelerated Bachelor's/Master's Option

Students who qualify may apply to take up to 9 graduate credits that apply to both this undergraduate degree and the M.A. in Legal and Ethical Studies. Contact the program director for information and see Accelerated Bachelor's/Master's Option.

Law School Automatic Admit Option Qualified graduates of all UB undergraduate programs can be automatically admitted to the UB School of Law following their graduation through the University's Automatic Admit Option. For more information, see Law School Automatic Admit Option.

JURISPRUDENCE LAW SCHOOL EARLY ENTRY OPTION

Students who qualify complete 93 hours of undergraduate credits and an additional 27 hours of law school credits to attain the 120 credits required for the bachelor's degree. See Law School Early Entry Option for information about the qualifications and requirements that govern this option.

General-Education Requirements (43 credits)

In the face of pressing economic and social challenges, it is critical that University of Baltimore graduates be able to communicate effectively in many different modes; to gather, synthesize and critically evaluate information; to make ethical and evidence-based decisions within real-world contexts; to understand systems and to think systemically; and to negotiate divergent and competing perspectives.

See the University-Wide Degree Requirements for details regarding general-education requirements at the University of Baltimore.

Jurisprudence Law School Early Entry Option Requirements (33 credits)

Required Courses (12 credits)

JPLA 200   Introduction to Jurisprudence (3)
PHIL 301   Ethics (3)
PHIL 316   Logic of Language (3)
JPLA 498   Capstone Project (3)

Foundational Electives (9 credits)

one 100- or 200-level course in American government
one 100- or 200-level course in American history
one 100- or 200-level course in philosophy
other courses may be substituted with the permission of the program director

With the permission of the program director, students may substitute a paralegal degree for the Foundational Electives.

Advanced Electives (12 credits)

Students complete two courses from among the list of government and public policy courses and two courses from among the list of history courses.

Government and Public Policy (6 credits)

Two of the following:

GVPP 300 American Political Institutions (3)
GVPP 340 Constitutional Law (3)
GVPP 341 Civil Liberties and the Bill of Rights (3)
GVPP 345 The Legislative Process (3)
GVPP 381 American Political Thought (3)
GVPP 382 Political Ideologies (3)
GVPP 384 Comparative Government (3)
GVPP 425 Administrative Law and Process (3)

History (6 credits)

Two of the following:

HIST 312 Age of Revolution (3)
HIST 331 English Law to 1689 (3)
HIST 332 English Law Since 1689 (3)
HIST 340 American Legal History (3)
HIST 377 New South and Civil Rights (3)
HIST 434 American Constitutional History (3)
HIST 438 Great Trials in History (3)
HIST 440 History of Common Law (3)
HIST 468 American Political History (3)

Other courses may be substituted at the discretion and with the permission of the program director.

General Electives

IDIS 101 First-Year Seminar: Introduction to University Learning (3)
    freshmen only; transfer students replace this with a different elective

Complete as many courses as necessary from any discipline to fulfill your 120-credit requirement to graduate.

PSYCHOLOGY, BACHELOR OF ARTS

www.ubalt.edu/psychology

Sally Farley, program director
FACULTY: Bates, Eyssell, Farley, Gasparini, Gasser, Goode-Cross, Mitchell
ADJUNCT FACULTY: Bryant, Harvey, Mason

The B.A. in Psychology program is administered through the Division of Applied Behavioral Sciences. The program provides students with broad exposure to the theoretical, methodological, quantitative and applied aspects of psychology. The program enables students to prepare for admission to graduate school and to build skills necessary for careers in psychology and related fields. Faculty members have a

wide variety of research interests and professional skills in counseling, social psychology, cognitive psychology, industrial/organizational psychology and research methods and data analysis.

Undergraduate students and faculty members frequently engage in collaborative research teams in the Wagman Applied Psychology Laboratory. Supervised practicum and internship experiences are also available in a variety of areas. The undergraduate program sponsors a local chapter of Psi Chi, the National Honor Society in Psychology.

Assistance in academic planning, registration and scheduling is provided by the academic program coordinator. Students are encouraged to discuss program, career interests or graduate school plans with the program coordinator, as well as with members of the division's faculty.

ADMISSION REQUIREMENTS
See the See the [Admission](#) section of this catalog.

DEGREE REQUIREMENTS
In addition to fulfilling the requirements of the major, all bachelor's degree candidates are required to fulfill the collegewide degree requirements outlined under [Yale Gordon College of Arts and Sciences, Academic Policies and Information](#).

A maximum of 12 credits may be transferred to UB as meeting major requirements or major electives; the program director will evaluate and determine applicable coursework.

Information Literacy
Students in the B.A. in Psychology program will meet the University of Baltimore Information Literacy requirement by successful completion of one of the following:

- lDIS 110: Introduction to Information Literacy

- PSYC 200: Introduction to Professional Practices, PSYC 308: Research Methods and Statistics I and PSYC 309: Research Methods and Statistics II.

General-Education Requirements (43 credits)
In the face of pressing economic and social challenges, it is critical that University of Baltimore graduates be able to communicate effectively in many different modes; to gather, synthesize and critically evaluate information; to make ethical and evidence-based decisions within real-world contexts; to understand systems and to think systemically; and to negotiate divergent and competing perspectives.

See the [University-Wide Degree Requirements](#) for details regarding general-education requirements at the University of Baltimore.

For this major, the preferred general-education course to satisfy one of the two Social and Behavioral Sciences requirements is PSYC 100: Introduction to Psychology.

Psychology Program Requirements (45 credits)
Major Requirements (6 credits)
PSYC 100   Introduction to Psychology (3)
PSYC 200   Introduction to Professional Practices (3)

Behavioral Science Core (12 credits)

PSCY 300   History and Systems of Psychology (3)

PSYC 308   Research Methods and Statistics I (3) *

PSYC 309   Research Methods and Statistics II (3) *

PSYC 490   Senior Project in Psychology (3) **

must be taken sequentially

** *requires successful completion of all other courses in the Behavioral Science Core*

Distributive Psychology Requirement (12 credits)

Two courses in one of these areas, and one course in each of the remaining areas:

Psychology as a Social Science

PSYC 210   Interpersonal Psychology (3)

PSYC 250   Social Psychology (3)

PSYC 260   Psychology of Religion and Spirituality (3)

PSYC 335   Theories of Personality (3)

PSYC 360   Cross-Cultural Psychology (3)

PSYC 365   Psychology of Gender (3)

Psychology as a Natural Science

PSYC 205   Human Development (3)

PSYC 345   Cognitive Psychology (3)

PSYC 415   Evolutionary Psychology (3)

PSYC 425   Sensation and Perception (3)

PSYC 430   Physiological Psychology (3)

Applied Psychology

PSYC 320   Industrial and Organizational Psychology (3)

PSYC 325   Forensic Psychology (3)

PSYC 330   Health Psychology (3)

PSYC 340   Counseling Psychology (3)

PSYC 380   Community Psychology (3)

Major Electives (15 credits)

At least five additional PYSC courses selected from the three distributive psychology areas above and/or from the following list of courses (or other courses approved by the program director and division chair), at least 3 credits of which must be earned in 400-level courses.

PSYC 215   Human Sexuality (3)

PSYC 220   Stress Identification and Management (3)

PYSC 230   Behavior Modification in Applied Settings (3)

PSYC 240   Educational Psychology (3)

PSYC 315   Motivation (3)

PSYC 350   Abnormal Psychology (3)

PSYC 355   Interviewing Psychology (3)
PSYC 370   Psycholinguistics (3)
PSYC 375   Environmental Psychology (3)
PSYC 400   Theories of Learning (3)
PSYC 403   Training and Development (3)
PSYC 404   Organizational Consulting (3)
PSYC 405   Tests and Measurements (3)
PSYC 413   Psychopathology (3)
PSYC 445   Psychology of Aging (3)
PSYC 446   Death, Dying and Bereavement (3)
PSYC 455   Workshop in Counseling (3)
PSYC 493   Honors Seminar (3)
PSYC 494   Honors Project (3-6)
PSYC 497   Topics in Psychology (3)
PSYC 499   Special Projects in Psychology (1-3)

General Electives
IDIS 101   First-Year Seminar: Introduction to University Learning (3)
                  freshmen only; transfer students replace this with a different elective
Complete as many courses as necessary from any discipline to fulfill your 120-credit requirement to graduate.

Accelerated Bachelor's/Master's Option
Students who qualify may apply to take up to 9 graduate credits that apply to both this undergraduate degree and the M.S. in Applied Psychology. Contact the program director for information and see Accelerated Bachelor's/Master's Option.

Law School Automatic Admit Option
Qualified graduates of all UB undergraduate programs can be automatically admitted to the UB School of Law following their graduation through the University's Automatic Admit Option. For more information, see Law School Automatic Admit Option.

SIMULATION AND DIGITAL ENTERTAINMENT, BACHELOR OF SCIENCE

www.ubalt.edu/digitalentertainment
This transfer program is also offered on weekdays at the Universities at Shady Grove.

Aaron Oldenburg, program director
FACULTY: Blodgett, Oldenburg, Salter, Summers, Walsh
ADJUNCT FACULTY: Carter III, Coughlin, Doyle, Fox, Hartley, McDonough, Noonan, Rappazzo, Sauchuk

The B.S. in Simulation and Digital Entertainment is offered through the Division of Science, Information Arts and Technologies. This program allows students with a strong interest in interactive software to refine their skills and understanding while they prepare for a range of career opportunities. Coursework focuses on the design and development of games, both for entertainment and for learning. Students participate in development teams, building interactive software for education, training and research as well as for the game industry. They also choose from one of four tracks to specialize in industry areas, fostering key roles in team projects. Along the way, they acquire a foundation for further study in areas such as applied information technology.

Tracks from which students can choose include:

- **Technical Art:** For those who want to build their skill sets with 3-D modeling and animation and with integrating them into game engines, this track prepares students to become technical artists who work with programmers and artists. The track focuses on higher-level 3-D skills and requires visual artistic talent.

- **Level Design:** This area of specialization is ideal for students who want to improve their scripting and logic in preparation for careers as level designers, who create the interactive architecture for segments of a game.

- **Game Writing:** This track is designed for students who are passionate and articulate about game writing. Game writers create the narrative of the game, and this track focuses on the particularities of interactive narrative and on writing about games.

- **Serious Games:** For students who want to work in educational or persuasive games or in nongame interactive training simulations, this track focuses on designing educational and persuasive games for academic and nonprofit organizations.

FACILITIES

The Division of Science, Information Arts and Technologies maintains several computer labs supporting programming, network administration, information security, 3-D graphics and computer game development for game consoles, desktop and laptop computers, and mobile devices.

ADMISSION REQUIREMENTS

Students applying to the program at USG must have a minimum of 60 transferable credits. For more information, see the See the Admission section of this catalog.

DEGREE REQUIREMENTS

In addition to fulfilling the requirements of the major, all bachelor's degree candidates are required to fulfill the collegewide degree requirements outlined under Yale Gordon College of Arts and Sciences, Academic Policies and Information.

Information Literacy

Students in the B.S. in Simulation and Digital Entertainment program will meet the University of Baltimore Information Literacy requirement by successful completion of one of the following:

- COSC 324: Designing for Humans

- IDIS 110: Introduction to Information Literacy.

If you have not completed an articulated program at one of the state's community colleges, you must meet the University's general requirements for transfer and satisfy the following course requirements:

- a college-level course in multimedia authoring or production (COSC 150: Introduction to Game Design)

- a college-level course in standard publishing technologies for the World Wide Web, such as HTML/CSS (COSC 155: Internet Technologies: Mastering the Basics)

- a college-level course in 2-D graphics or digital imaging (COSC 160: Graphics for Game Design)

- a college-level course in scripting for interaction design (COSC 250: Game Scripting)

- a college-level course in 3-D modeling and/or animation (COSC 260: Introduction to 3-D Graphics).

All of these prerequisite requirements can be met by courses at the University of Baltimore but are not offered at the Universities at Shady Grove. If you are applying to the program at USG, you must have a minimum of 60 transferable credits and you must satisfy these prerequisites *before* enrolling in UB classes.

General-Education Requirements (43 credits)
In the face of pressing economic and social challenges, it is critical that University of Baltimore graduates be able to communicate effectively in many different modes; to gather, synthesize and critically evaluate information; to make ethical and evidence-based decisions within real-world contexts; to understand systems and to think systemically; and to negotiate divergent and competing perspectives.

See the University-Wide Degree Requirements for details regarding general-education requirements at the University of Baltimore.

For this major, the preferred general-education course to satisfy the Mathematics requirement is MATH 111: College Algebra.

Simulation and Digital Entertainment Program Requirements (48 credits)
Core Courses (33 credits)
COSC 150   Introduction to Game Design (3)
COSC 155   Internet Technologies: Mastering the Basics (3)
COSC 160   Graphics for Game Design (3)
COSC 250   Game Scripting (3)
COSC 260   Introduction to 3-D Graphics (3)
COSC 315   Programming for Interactive Design (3)*
COSC 320   Game Concept and Design (3)
COSC 324   Designing for Humans (3)
COSC 405   The Business of Game Development (3)
COSC 408   History of Video Games (3)
COSC 440   Frontiers of Game Design (3)

* Transfer students who have taken a college course in C++ programming or an equivalent course in object-oriented programming may substitute COSC 351: Object-Oriented Programming, a course in the Java programming language.

Content Tracks (15 credits)
Students complete one of the following tracks.

Technical Art

COSC 370	Level Design (3)	
COSC 410	3-D Modeling (3)	
COSC 420	3-D Production (3)	
COSC 469	Game Development Project I (3)	
COSC 470	Game Development Project II (3)	

Level Design

COSC 351	Object-Oriented Programming (3)
COSC 370	Level Design (3)
COSC 418	Design of Multiplayer Games (3)
COSC 469	Game Development Project I (3)
COSC 470	Game Development Project II (3)

Game Writing

COSC 390	Game Journalism (3)
COSC 402	Interactive Narrative (3)
COSC 407	Social Media and Games (3)
COSC 469	Game Development Project I (3)
COSC 470	Game Development Project II (3)

Serious Games

COSC 330	Games for Learning (3)
COSC 407	Social Media and Games (3)
COSC 477	Community-Focused Game Development (3)
COSC 469	Game Development Project I (3)
COSC 470	Game Development Project II (3)

General Electives (30 credits)

IDIS 101	First-Year Seminar: Introduction to University Learning (3)
	freshmen only; transfer students replace this with a different elective

Complete as many courses as necessary from any discipline to fulfill your 120-credit requirement to graduate.

Accelerated Bachelor's/Master's Option
Students who qualify may apply to take up to 9 graduate credits that apply to both this undergraduate degree and the M.S. in Interaction Design and Information Architecture. Contact the program director for information and see Accelerated Bachelor's/Master's Option.

Law School Automatic Admit Option
Qualified graduates of all UB undergraduate programs can be automatically admitted to the UB School of Law following their graduation through the University's Automatic Admit Option. For more information, see Law School Automatic Admit Option.

Academic Minors
www.ubalt.edu/minors

An academic minor is a cohesive set of courses designed by faculty to provide students with an opportunity to cultivate skills and knowledge through concentrated study in an area that is not the major. Minors may focus on one discipline or may be interdisciplinary, and they require 15-21 credits. Completing a minor is optional, and students should seek the guidance of an academic adviser when selecting a minor to understand how the minor requirements may be completed in conjunction with their degree.

ELIGIBILITY FOR A MINOR
Students who have completed 24 credit hours with a 2.0 cumulative GPA (some minors require a 2.5 cumulative GPA; see the individual minor descriptions for more information) may declare a minor by submitting a form (available at www.ubalt.edu/recordsforms) to the director or adviser of their major program to verify their eligibility for the minor. The Office of the University Registrar adds the designation to the student's record and sends a copy of the declaration to the contact person of both the student's major program and the minor. A student may not declare a minor until he/she has declared a major, but these declarations may be made at the same time.

REQUIREMENTS FOR COMPLETION OF A MINOR
- No more than 6 credits may satisfy both requirements for the degree (including major and general-education requirements) and requirements for the minor.

- Courses completed in one minor may not be used to satisfy the requirements of another minor.

- At most, 6 credits applied to a minor may be transferred from another regionally accredited institution.

- To graduate with a minor, a student must earn a C (2.0) in each course applied to the minor.

- Prerequisite courses that are not part of the minor itself are outside the required credit count and may not exceed 6 total credits.

Verification of the completion of a declared minor is part of the graduation check-off completed by a student's major program director or adviser. Minors are posted on a student's academic transcript but not on the diploma.

BUSINESS MANAGEMENT, MINOR

Tigineh Mersha, faculty contact

This minor provides students with an introduction to the fundamental language, culture and practices of business.

MINOR REQUIREMENTS

In addition to fulfilling the [Requirements for Completion of a Minor](#), students must have completed at least 24 credits with a minimum cumulative grade point average of 2.5. Students in the Business Administration, Information Systems and Technology Management, and Real Estate and Economic Development programs are not eligible for this minor.

Minor Requirements (15 credits)
Required Courses (12 credits)
ACCT 201   Introduction to Financial Accounting (3)
ECON 200   The Economic Way of Thinking (3)
MGMT 301   Management and Organizational Behavior (3)
MKTG 301   Marketing Management (3)

Elective (3 credits)
One of the following:
ENTR 300   The Entrepreneurial Experience (3)
FIN 300   Personal Finance (3)
INSS 300   Management Information Systems (3)
MGMT 302   Global Business Environment (3)
MGMT 315   Human Resource Management (3)
MGMT 498   Global Field Study (3)

CREATIVE WRITING, MINOR

Kendra Kopelke, faculty contact

Many students—from early childhood through high school—produce poetry, short stories, plays and other forms of creative writing, but when they reach college, they feel compelled to give up their writing to pursue a more practical, applied area that is more likely to help them secure a job and significant income. This minor allows students to concentrate on their career-oriented major while giving them a

creative outlet through a set of courses that hones their existing skills and teaches them new ones that will serve them well, regardless of their career.

MINOR REQUIREMENTS

See the [Requirements for Completion of a Minor](). English majors are not eligible for this minor.

Minor Requirements (18 credits)

WRIT 215   Introduction to Creative Writing (3)
WRIT 401   Publication & Performance (3)

Two of the following:
ENGL 315   The Short Story (3)
ENGL 316   Modern Poetry (3)
ENGL 320   Contemporary Literature (3)

Two of the following:
WRIT 315   The Art of Memoir (3)
WRIT 318   Creative Writing Workshop: Poetry (3)
WRIT 319   Creative Writing Workshop: Fiction (3)
WRIT 363/
CMAT 363   Creative Writing Workshop: Screenwriting (3)

ECONOMICS AND PUBLIC POLICY, MINOR

Deborah Ford, faculty contact

This minor provides students with an introduction to economics and public policy analysis.

MINOR REQUIREMENTS

In addition to fulfilling the [Requirements for Completion of a Minor](), students must have completed at least 24 credits with a minimum cumulative grade point average of 2.5.

Minor Requirements (15 credits)

ECON 100   Economics of Contemporary Issues (3)
ECON 200   The Economic Way of Thinking (3)

Three of the following:
ECON 312   Public Economics and Land Use Policy (3)
ECON 409   International Economics (3)
CSCE 401   Economic and Community Development (3)
GVPP 300   American Political Institutions (3)

GVPP 324   American Public Policy (3)
GVPP 326   Urban Politics and Public Policy (3)

ENTREPRENEURSHIP, MINOR

Dennis Pitta, faculty contact

This minor provides an introduction to entrepreneurship to students who are interested in the creation of for-profit or nonprofit enterprises.

MINOR REQUIREMENTS

In addition to fulfilling the Requirements for Completion of a Minor, students must have completed at least 24 credits with a minimum cumulative grade point average of 2.5. Students in the Business Administration program specializing in entrepreneurship are not eligible for this minor.

Minor Requirements (15 credits)
ENTR 300   The Entrepreneurial Experience (3)
ENTR 320   Opportunity Assessment and Development (3)
ACCT 201   Introduction to Financial Accounting (3)
MKTG 301   Marketing Management (3)

One of the following:
ENTR 450   Entrepreneurial Organization, Planning and Implementation (3)
ENTR 460   Social Enterprise (3)

MARKETING COMMUNICATIONS, MINOR

Dennis Pitta, faculty contact

This minor provides students with a general knowledge of the fundamental language, culture and practice of marketing as a communication tool in business.

MINOR REQUIREMENTS

In addition to fulfilling the Requirements for Completion of a Minor, students must have completed at least 24 credits with a minimum cumulative grade point average of 2.5. Students in the Business Administration, Information Systems and Technology Management, Real Estate and Economic Development, and Digital Communication (Public Relations Specialization) programs are not eligible for this minor.

Minor Requirements (15 credits)

MKTG 301   Marketing Management (3)

ACCT 201   Introduction to Financial Accounting (3)

ECON 200   The Economic Way of Thinking (3)

Two of the following:

MKTG 415   Marketing Communications and Digital Media (3)

MKTG 430   Personal Selling (3)

INSS 401   Internet and Business (3)

PHILOSOPHY, MINOR

Joshua Kassner, faculty contact

There is value in struggling with the fundamental questions of human existence. For students, philosophy courses present a unique academic and intellectual opportunity to be exposed to a way of looking at the world that may be unlike anything they have experienced before. And through this minor, they develop skills—such as analytic thinking with methodological rigor, clear and concise writing, and openness to different ways of looking at the world—that are likely to make them more successful in their careers, no matter the field.

MINOR REQUIREMENTS

In addition to fulfilling the Requirements for Completion of a Minor, students must earn at least 9 credits toward this minor in 300- or 400-level courses.

Minor Requirements (15 credits)
Required Courses (6 credits)
One of the following:

PHIL 101   Introduction to Philosophy (3)

PHIL 140   Contemporary Moral Issues (3)

PHIL 150   Critical Thinking and Arguments (3)

One of the following:

PHIL 317   Ancient Philosophy (3)

PHIL 319   Modern Philosophy (3)

PHIL 320   20th-Century Philosophy (3)

Electives (9 credits)
Students complete two philosophy elective courses at the 200 level or higher and one philosophy elective course at the 400 level.

POPULAR CULTURE, MINOR

Jonathan Shorr, faculty contact

Students are immersed in rapidly evolving, far-reaching expressions of shared cultures. The construction of self, of groups, of popular icons and culturally significant phrases are but a Tweet away, and the ease with which these media can be engaged does not diminish their social impact. Through this minor, students learn to read, interpret, critique and utilize various media to become more savvy consumers of popular culture. They examine a variety of media—from print, film and television to popular music and video games—that focus on representations of historical figures and events, families, racial and ethnic groups, and political issues. Along the way, they learn about the historical, social, business and governmental forces that affect popular culture as well as the psychological motivations for embracing or rejecting aspects of popular culture.

MINOR REQUIREMENTS
See the [Requirements for Completion of a Minor](#). Digital communication majors are not eligible for this minor.

Minor Requirements (18 credits)

CMAT 271   Interpreting Pop Culture (3)
CMAT 352   Media Literacy (3)

One of the following:
ARTS 230   The Art of Film (3)
CMAT 231   Decoding Media (3)
ENGL 332   Literature & Film (3)

One of the following:
CMAT 371   Mass Media & Society (3)
CMAT 381   Representing Reality: News & Documentary (3)

One of the following:
CMAT 333/
ENGL 333   Media Genres (3)
CMAT 363/
WRIT 363   Creative Writing Workshop: Screenwriting (3)
COSC 460   Games, Simulations and Society (3)
ENGL 346   The American Dream (3)
ENGL 392   The Archaeology of Language (3)
GVPP 362   Media and Government (3)
HIST 390   Film and History (3)
WRIT 211   Popular Writing (3)
and Special Topics courses, as appropriate

PSYCHOLOGY, MINOR

Kristen Eyssell, faculty contact

This minor provides breadth and focus in the field of psychology, based on a foundation of research methodology and scientific writing.

Students gain an understanding of theories and concepts in the field of psychology, which can influence their formation of multifaceted and effectual resolutions to interpersonal and organizational issues. The skills they develop through this minor augment their abilities to assess and evaluate the needs and concerns of a community or organization with which they work, and these same skills enhance students' ability to create effective solutions, utilizing a blend of scientific skepticism and open-minded tolerance for human behavior.

MINOR REQUIREMENTS

In addition to fulfilling the [Requirements for Completion of a Minor](#), students must have completed PSYC 100 Introduction to Psychology with a grade of C or better and must earn at least 9 credits toward this minor in 300- or 400-level courses. *Psychology majors are not eligible for this minor.*

Minor Requirements (15 credits)

Required Courses (6 credits)

PSYC 200   Introduction to Professional Practices (3)

PSYC 308   Research Methods and Statistics I (3) or a quantitative methods course in another discipline

Electives (9 credits)

Students complete three psychology elective courses.

SECURITY AND NETWORK ADMINISTRATION, MINOR

Jeffrey Livermore, faculty contact

Information technology is the application of computing and communication technologies in industry, government, business and entertainment, and it is now a vital part of any organization. In the 21st century, organizations rely heavily on those who can use IT applications software competently and professionally.

As the interconnection of global information networks expands, this interdisciplinary minor in computing, communication networks, computer system administration and security technologies provides students with theoretical and practical foundations in networking, computer system administration and security scenarios.

Upon completing this minor, students are prepared, with additional review, to pursue A+ and Network+ industry certifications. Actual certification would require successful completion of the certification examinations.

COURSE CODE

Computer science (COSC). Descriptions and prerequisites for individual courses are detailed in the [Course Descriptions](#) section of this catalog.

MINOR REQUIREMENTS

See the [Requirements for Completion of a Minor](#). *Applied information technology majors are not eligible for this minor.*

Minor Requirements (15 credits)

COSC 305   Networking: Theory and Application (3)
COSC 312   Administering and Supporting a Network Operating System (3)
COSC 401   The TCP/IP Protocol Suite (3)
COSC 432   Information Assurance (3)
COSC 433   Network Security (3)

SOCIAL ENTREPRENEURSHIP, MINOR

Elizabeth Nix, faculty contact

This interdisciplinary minor allows students to partner with community-serving organizations to explore the dynamics of civic engagement and citizenship. Many classes in the minor have a service-learning or experiential education component, and students complete a semester-long field study, or internship, with a community organization in conjunction with a senior project that integrates field study and classroom and research work. Students explore courses from community studies and civic engagement, business, government and public policy, and negotiations and conflict management with particular focus on Central Maryland and its nonprofit organizations.

MINOR REQUIREMENTS

See the [Requirements for Completion of a Minor](#). *Community studies and civic engagement majors are not eligible for this minor.*

Minor Requirements (15 credits)
Required Courses (12 credits)
CSCE 301   Introduction to Nonprofit Leadership (3)
CSCE 481   Service Learning (3)*/CSCE 482 Service Learning Seminar (3)*
                    corequisite courses; must be taken together and require permission
ENTR 300   The Entrepreneurial Experience (3)

Elective (3 credits)
One of the following:
ACCT 201   Introduction to Financial Accounting (3)

CSCE 200	Understanding Community (3)
CSCE 302	Fundamentals of Grant Writing (3)
CSCE 400	Nonprofit Management (3)
CSCE 401	Economic and Community Development (3)
CNCM 340	Community Conflict: Causes, Sources, Solutions (3)
ECON 200	The Economic Way of Thinking (3)
GVPP 326	Urban Politics and Public Policy (3)
GVPP 426	Foundations of Democracy I (3)
MGMT 315	Human Resource Management (3)
MKTG 301	Marketing Management (3)

COURSE DESCRIPTIONS

Courses designated with an asterisk (*) are not offered regularly. Please check with the adviser or with the division director/chair before making course selections.

IDENTIFYING GENERAL-EDUCATION COURSES

In the Course Descriptions section of this catalog that follows, each course that may be used to satisfy a general-education requirement is designated using the following coding system (codes are in [**BOLD**]):

WRIT   English Composition

MATH   Mathematics

Arts and Humanities

ENGL   Literature

CMAT   Oral Communication

HIPL   History or Philosophy

ART   Fine Arts

SOSC   Social and Behavioral Sciences

GSCI   Biological and Physical Sciences

Interdisciplinary and Emerging Issues

COSC   Computer Literacy

For further information about the University's general education, see the University-Wide Degree Requirements section of this catalog as well as the description of your degree program.

   Other courses may have been designated as meeting general-education requirements since the printing of this catalog; please contact your academic adviser for more information.

ACCOUNTING (ACCT)

Accounting courses (ACCT) are offered by the Merrick School of Business.

ACCT 201 Introduction to Financial Accounting (3) A comprehensive study of basic financial accounting processes applicable to a service, merchandising and manufacturing business. An analysis of transactions, journalizing, posting, preparation of working papers and financial statements.

ACCT 202 Introduction to Managerial Accounting (3) An introductory study of managerial accounting processes including job order costing, process costing, cost-volume-profit analysis, standard costs, activity-based costing, cost analysis, budgeting and managerial decision making. prerequisite: ACCT 201 or equivalent with a minimum grade of C

ACCT 301 Intermediate Accounting I (3) A study of financial accounting standard setting, the conceptual framework underlying financial accounting, balance sheet and income statement presentations, revenue and expense recognition and accounting for current assets and current liabilities. prerequisite: ACCT 202 or equivalent with a minimum grade of C

ACCT 302 Intermediate Accounting II (3) A continuation of the study of financial accounting standards with emphasis on accounting for investments, dilutive securities, long-term liabilities, fixed assets, intangible assets, stockholders' equity and earnings per share. prerequisite: ACCT 301 with a minimum grade of C

ACCT 306 Cost Accounting (3) A study of cost behavior, overhead cost allocations and cost systems design and an introduction to activity-based costing and control systems. Emphasis is on case studies and other practical applications. prerequisite: ACCT 202 or equivalent with a minimum grade of C

ACCT 310 Intermediate Accounting III (3) The third course in a three-course sequence for accounting majors. A comprehensive view of financial accounting concepts and principles; an intensive look at the nature and determination of the major financial statements; and an examination of current accounting practice, theory and literature of computerized and noncomputerized systems. Topics include income taxes, pensions and post-retirement benefits, leases, accounting changes, error analysis and statement of cash flows. prerequisite: ACCT 302 or equivalent with a minimum grade of B-

ACCT 317 Accounting Information Systems (3) A study of fundamental accounting system concepts, the technology of accounting systems, file processing and databases, the utilization of accounting system technology, accounting system applications, the internal control of accounting information and the development and operation of accounting systems. Projects use manual and computer-based transaction processing systems. prerequisite: prior or concurrent enrollment in ACCT 301

ACCT 401 Auditing (3) A study of Generally Accepted Auditing Standards and other standards. Topics covered include professional standards, professional ethics, audit planning, internal control, audit evidence, completing the audit, audit reports and standards for different assurance and nonassurance services. prerequisite: ACCT 317 and prior or concurrent enrollment in ACCT 302

ACCT 402 Seminar in Assurance Services (3) A study of auditing and other assurance services with an emphasis on the world of auditing that exists outside of the college textbook. Special emphasis is given to legal liability, statistical sampling, audits of SEC registrants, research using the AICPA auditing database and other assurance services. A case study approach is used to attempt to create a realistic view of how an auditor organizes and carries out an audit examination. prerequisite: OPRE 202 and ACCT 401 or equivalent with a minimum grade of C

ACCT 403 Advanced Financial Reporting (3) A study of business combinations and the preparation of consolidated financial statements for consolidated enterprises, fund-type accounting for governmental

units and not-for-profit entities, accounting for partnerships and accounting for multinational enterprises. prerequisite: ACCT 302 or equivalent with a minimum grade of B-

ACCT 405 Income Taxation (3) A study and analysis of the federal income tax structure with emphasis on the taxation of individuals. Topics include income determination, deductions, property transactions, credits and procedures, and an introduction to corporation and partnership taxation, tax planning and ethical issues. prerequisite: ACCT 202 or equivalent with a minimum grade of C

ACCT 406 Advanced Taxation (3) A continuation of the study of the federal income tax structure with emphasis on the taxation of business entities, including corporations, partnerships and entities taxed as partnerships and S corporations. The course also introduces gift and estate taxes and income taxation of estates and trusts. prerequisite: ACCT 405 or equivalent

ACCT 411 Seminar in Accounting (3) A detailed study of current problems and contemporary developments in accounting literature, reports and bulletins, and a review of financial accounting theory as it relates to current accounting practices. prerequisite: ACCT 302 or equivalent with a minimum grade of C

ACCT 493 Honors Seminar (3) An advanced interdisciplinary seminar that focuses on important books and issues and encourages independent thinking, clear presentation and an understanding of the concerns and methods of various disciplines. The course may be team taught; topic and instructor(s) may change from semester to semester. Course may be repeated for credit when topic changes. prerequisites: 3.3 GPA and permission of the Denit Honors Program director

ACCT 494 Honors Project (3-6) Directed individual instruction in an advanced project of the student's choice; the project must be academically related to this discipline. Each student works closely with a faculty director who guides his/her progress. The project must be of honors quality and must be finally approved by both the faculty director and a second faculty member. Course is eligible for a continuing studies grade. prerequisites: 3.3 GPA and permission of both the Denit Honors Program director and the faculty director

ACCT 495 Accounting Internship (3) Provides students with real-world accounting experience. The course requires approximately 175 hours of practical work with a qualified firm based on explicit statements of student responsibilities and faculty/firm monitoring mechanisms. Students will work closely with both the firm and a faculty member. It is recommended that students complete an internship in their junior year. prerequisites: completion of 9 semester hours of accounting with a minimum GPA of 3.0. Completion of MGMT 330 is recommended. Permission of the instructor is required.

ACCT 497 Special Topics in Accounting (3) The accounting faculty, from time to time, offer an opportunity to integrate new material into the undergraduate program reflecting changes in the field

and in the educational needs of students. prerequisites: ACCT 301 or equivalent with a grade of C or better or instructor permission

ACCT 499 Independent Study: Accounting (1-3) An in-depth study of a specific accounting topic performed on an independent basis by the student under the direction of a faculty member. Completion of a major paper as part of the independent study is required. For eligibility and procedures, see the [Merrick School of Business Independent Study Policy](#).

ANTHROPOLOGY (ANTH)

Anthropology courses (ANTH) are offered by the Division of Science, Information Arts and Technologies in the Yale Gordon College of Arts and Sciences.

ANTH 110 Cultural Anthropology (3) Provides an introduction to the field of cultural anthropology, the study of human cultural variation throughout the world, both past and present. This course focuses on the general concepts of anthropology as a discipline, the evolution and structure of human social groups, and in-depth culture description and cross-cultural comparison involving both past and extant societies. [**SOSC/QQT/GIK**]

ANTH 115 Human Origins (3) An introduction to physical anthropology and archaeology, two subdisciplines within the field of anthropology. Physical anthropology has two major objectives: the reconstruction of the evolutionary history of *Homo sapiens* and the study of human genetic, anatomical and physiological diversity. Archaeology is devoted to the study of the life ways of past peoples through the examination of cultural remains. [**SOSC/QQT/GIK**]

ANTH 222 Human Environmental Adaptations (3) Examines the various ways humans adapt culturally to their physical and biological environments. Societies of a variety of time periods and levels of complexity are studied. Many different types of habitat and settlement are considered, from tropical rain forests to arctic zones, small villages to cities. The impact human societies have on their environments is an important theme in class lectures and discussions.

ANTH 252 Archaeological Research Methods (4) Provides in-depth exposure to the methods anthropological archaeologists use as they learn about past cultures and disseminate the knowledge they acquire; these include field surveys, excavations, artifact analyses, quantitative techniques, reporting and literature reviews. Subject matter is presented as lectures, discussion of case studies and hands-on laboratory exercises.

ANTH 295 Historical Archaeology (3) Deals broadly with anthropological archaeology as it applies to cultures with written records. Students receive an introduction to the methods and analytical techniques that historical archaeologists use to learn about past literate societies. Issues related to the European colonization of the New World, gender, ethnicity, slavery and the development of the capitalist system figure prominently in course material. **[SOSC/QQT]**

ANTH 320 Forensic Anthropology (4) Explores the methods and concepts of the fields of physical anthropology and human osteology as they relate to the criminal justice system. Formal lectures and the discussion of case studies provide a terminological, conceptual and theoretical foundation. Through laboratory exercises, students gain a general understanding of the identification of human remains and causes of death, including the determination of sex, age, evidence of trauma and time of death. Lab fee required.

ANTH 365 Human Population Dynamics (3) Examines the effects of fertility, mortality and migration on the size and structure of human populations. An anthropological focus is used to link demography to cultural attributes, such as economy, religious practices, education, marriage, gender and class. Environmental issues as they relate to the growth of human populations are important themes.

ANTH 410 Cultural Resource Management (3) Involves the broad study of cultural resources, which include both material aspects of culture—such as historical structures and artifacts—and nonmaterial cultural manifestations—such as music, dance and folklore. Students are introduced to the issues surrounding the preservation of cultural heritage. The legal and business management aspects of cultural resource management as it relates to archaeology form an important component of coursework.

ANTH 440 Anthropological Theory (3) Deals broadly with the evolution of anthropological thought from the 19th century to today, including the areas of cultural evolution, gender, Marxism, political economy, ethnicity, agency, social justice, social structure, symbolism and cultural materialism. Coursework combines formal lectures with group discussions of assigned readings.

ANTH 488 Special Topics in Anthropology (3) An intensive study of an issue or set of related issues in the discipline of anthropology. Content varies depending upon the interests of faculty and students. Course may be repeated for credit when the topic changes.

ANTH 490 Internship in Cultural Resource Management (3-4) Provides students majoring in Applied Anthropology the opportunity to gain hands-on experience working with nonprofit institutions, government agencies or private firms associated with cultural resource management. Course is eligible for continuing studies grade.

ANTH 499 Special Projects in Anthropology (3) Capstone experience for Applied Anthropology majors; involves the implementation of a research project under the supervision of a faculty member. Work may include primary research, a review paper or another type of scholarly research product. Course is eligible for a continuing studies grade. prerequisite: permission of division chair

FINE ARTS (ARTS)

Fine Arts courses (ARTS) are offered by the Klein Family School of Communications Design in the Yale Gordon College of Arts and Sciences. Related courses are listed under Communication (CMAT).

ARTS 101 Music & Arts as Craft (3) Examines the creative connections among individual imagination, artistic creation, audience reception and financial considerations, looking at the creative processes of artists such as Michelangelo, Mozart and Jackson Pollock as examples of the complex, often laborious and always evolving efforts that result in great works of art. Students talk with working artists, composers, conductors and collectors in the Baltimore area. [**ART/HAT**]

ARTS 121 World Music (3) Equips students to understand diverse world cultures through the lens of those cultures' musical lives. Students develop skills in listening perception and cultural analysis while focusing on musical traditions from Africa, Central Europe, Native American communities, Latin America, India, Indonesia and Japan. The course also presents music's basic structural elements and descriptive terminology. [**ART/HAT**]

ARTS 201 The Arts in Society (3) An overview of the role that individual artistic expression and group artistic movements have played throughout history, with a focus on the individual and the arts, economics and the arts, and politics and the arts. [**ART/HAT**]

ARTS 202 Technology in the Arts (3) An exploration of ways that technology has shaped the arts throughout history, that artists have appropriated and responded to technology, that technology facilitates management of the arts and that emerging technologies continue to influence the arts.

ARTS 230 The Art of Film (3) A study of film as an art form. Course considers film as an artifact, made in particular ways and having a certain style and structure. Emphasis is placed on the ways film represents space and time. Laboratory fee required.

ARTS 288 Independent Study: Analysis (3) Consideration and completion of a special project in the arts. Each student works closely with a faculty member who helps to set goals, develop a course plan and guide progress. Projects vary with individual student interests. prerequisite: permission of the division chair

ARTS 289 Independent Study: Production (3) Consideration and completion of a special design, video or other production-oriented project in the arts. Each student works closely with a faculty member who helps to set goals, develop a course plan and guide progress. Projects vary with individual student interests. Laboratory fee required. prerequisite: permission of the division chair

ARTS 297 Topics in the Arts I (3) Intensive exploration of topics in the arts of mutual interest to students and faculty. The topic of study appears under that name in the class schedule. Laboratory fee may be required. [**ART/HAT**]

ARTS 298 Topics in the Arts II (3) Intensive exploration of topics in the arts of mutual interest to students and faculty. The topic of study appears under that name in the class schedule. Laboratory fee may be required.

ARTS 351 The Business of Being an Artist (3) A hands-on examination of the practical skills that are required to make a living as a professional creative artist in context of the 21st-century U.S. workforce. Topics include intellectual property, artists' agents and managers, entrepreneurial uses of the Web, leveraging social and new media, fundamentals of self-employment, grant-writing basics and complementary career tracks.

ARTS 352 Essentials of Arts Management (3) Provides a broad-based view of the business of running a nonprofit arts organization in the context of the current economic environment, including grant writing, bookkeeping, marketing and management issues, event promotion and board development. prerequisite: ARTS 201

ARTS 397 Topics in Integrated Arts (3) Intensive exploration of arts-related topics. Content varies according to the concurrent interests of faculty and students. Specific topic is listed in the schedule of classes. Course may be repeated for credit when topic changes. prerequisite: none unless listed in the class schedule

ARTS 475 Internship in Integrated Arts (3) Students apply skills and knowledge from coursework to jobs in the field of arts management or performance. Interns will meet periodically as a group to share experiences and discuss problems and successes. Eligible for continuing studies grade; otherwise, grading: pass/fail. prerequisites: senior status and permission of the program director

ARTS 476 Seminar in Integrated Arts (3) Senior-level capstone seminar required of all Integrated Arts majors. Through completion of a major project, a final paper and class discussion, students will demonstrate their knowledge and skills related to the role of the arts in society; the interaction of technology and the arts; and the integration of arts production, analysis and management. prerequisite: ARTS 475

ARTS 489 Independent Study in Integrated Arts (3) Consideration and completion of a special project in the area of arts management. Each student works closely with a faculty member who helps to set goals, develop a course plan and guide progress. Projects vary with individual student interests. prerequisite: permission of the program director

ARTS 493 Honors Seminar (3) An advanced interdisciplinary seminar that focuses on important books and issues and encourages independent thinking, clear presentation and an understanding of the concerns and methods of various disciplines. The course may be team taught; topic and instructor(s) may change from semester to semester. Course may be repeated for credit when topic changes. prerequisites: 3.3 GPA and permission of the Denit Honors Program director

ARTS 494 Honors Project (3) Directed individual instruction in an advanced project of the student's choice; the project must be academically related to this discipline. Each student works closely with a faculty director who guides his/her progress. The project must be of honors quality and must be finally approved by both the faculty director and a second faculty member. Eligible for continuing studies grade. prerequisites: 3.3 GPA and permission of both the Denit Honors Program director and the faculty director

BIOLOGY (BIOL)

Biology courses (BIOL) are offered by the Division of Science, Information Arts and Technologies in the Yale Gordon College of Arts and Sciences. Related courses are listed under Chemistry (CHEM), Environmental Science (ENVS) and Physical Science (PHSC).

BIOL 101 Humankind and the Biological World (3) Deals in a broad sense with how humans interact with, affect and are affected by other organisms. Presents an overview of the history of scientific thought, including important persons, shifts in philosophy and technological innovations. Pathogenic organisms, genetic predisposition and natural immunity to disease, as well as disease treatments and cures are discussed. Addresses the ways that human activities such as hunting, commercial fishing and deforestation have had an impact on other life on Earth. [**GSCI/QQT**]

BIOL 111 Human Biology (4) Provides an overview of the structure and essential processes of the human body, including digestion, blood circulation, and the brain and senses. Human evolution, reproduction, early development and aging, and immunity to disease are discussed. The laboratory component of the course focuses on the design, practice and reporting of science. It includes exercises and experiments dealing with light microscopy, cell biology, genetics, and human anatomy and physiology. Laboratory fee required. [**GSCI/QQT**]

BIOL 121 Fundamentals of Biology (4) Introduction to the diversity of life on Earth. Cell structure, reproduction and chemistry are discussed. Provides an overview of the evolution, physiology and ecology of animals, plants and microbial life, including the impact of human behavior on ecosystems. The laboratory component of the course focuses on the design, practice and reporting of science. Laboratory exercises and experiments include an introduction to light microscopy; cell division; genetics; cellular respiration; photosynthesis; environmental science; and the examination of bacterial, botanical and zoological specimens. Laboratory fee required. [**GSCI/QQT**]

BUSINESS LAW (BULA)

Business Law courses (BULA) are offered by the Merrick School of Business.

BULA 151 Business Law I (3) A basic study of the judicial system, contracts, agency, fraud, sale of personal property, warranties, transfer of title and legal remedies.

BULA 251 Business Law II (3) A detailed study of the law of bailments, public carriers, negotiable instruments, secured transactions, real property, personal property, landlord and tenant rights and obligations, real estate mortgages, wills and estate of descendants, trusts, insurance, suretyship, guaranty, bankruptcy and labor law. Representative CPA law questions are reviewed and discussed. Note: Business Law II cannot be substituted for a 300- or 400-level business or management elective. prerequisite: BULA 151

CHEMISTRY (CHEM)

Chemistry courses (CHEM) are offered by the Division of Science, Information Arts and Technologies in the Yale Gordon College of Arts and Sciences. Related courses are listed under Biology (BIOL), Environmental Science (ENVS) and Physical Science (PHSC).

CHEM 101 Chemistry and the Modern World (3) Focuses on the relationship between people and chemistry. Introduction to the fundamentals of chemistry, including the nature of matter and energy, atomic structure and chemical bonds. Addresses such subjects as the characteristics and makeup of the compounds that power automobiles and heat homes, the drugs that alleviate pain or ease depression, and the foods eaten to provide the components of the life-sustaining processes of the human body. [**GSCI/QQT**]

COMMUNICATION (CMAT)

Communication courses (CMAT) are offered by the Klein Family School of Communications Design in the Yale Gordon College of Arts and Sciences. Related courses are listed under Computer Science (COSC), Literature (ENGL), Writing (WRIT), Marketing (MKTG), Management (MGMT) and graduate Publications Design (PBDS).

CMAT 130 Baltimore in the Media (3) A study of the image of Baltimore through the lens of the media. Students analyze narrative and non-narrative films, television programs, books, short stories, websites, newspapers, magazines and blogs to gain a greater understanding of where they live and the city's evolution from the eyes of those who record and promote its happenings. Laboratory fee may be required. [**ART/GIK**]

CMAT 201 Communicating Effectively (3) Introduction to oral communication: interpersonal, small group and public speaking. Emphasis on accurately transmitting information, using effective strategies for informing and persuading, using effective communication techniques to work with others, and feeling at ease in front of an audience. Laboratory fee required. [**CMAT/COM**]

CMAT 207 Practicum in Communication (3) Applied learning experience tailored to each student's academic and career interests. Students gain applied work experience in a communication-related field. Grading: pass/fail. prerequisite: permission of the program director

CMAT 211 Computer Graphics: Publishing (3) Introduction to page layout/design, illustration and presentation software. Students learn layout and design graphics for print publication and screen presentation. Laboratory fee required. prerequisite: working knowledge of MacOS

CMAT 212 Computer Graphics: Imaging (3) Introduction to Web design and digital imaging software. Students create simple websites and process photographs for print and Internet/television distribution. Laboratory fee required. prerequisite: working knowledge of MacOS

CMAT 215 Introduction to Design (3) Introduces the basic principles of design—contrast, repetition, alignment and proximity—and applies them through a series of assignments. Students examine the work of famous designers, along with important design styles of the 19th and 20th centuries. Other topics include color theory, grids and the design process. [**ART/CTE**]

CMAT 216 History of Graphic Design (3) Introduction to the history of graphic design. Addresses the difference between art and design and the role both play in design's evolution. Areas of emphasis include historical periods, key movements, typography, significant events and pre-eminent designers. [**ART/CTE**]

CMAT 231 Decoding Media (3) Helps students develop a vocabulary and techniques for analyzing images and sounds: movies, ads, photographs, websites and more. Examines composition, color, sequencing, animation and sound and specifically how those elements alter meaning. [**ART/CTE**]

CMAT 271 Interpreting Pop Culture (3) Examines various elements that define popular culture, among them the mass media, sports, fashion, restaurants and food, architecture, amusement parks and religion. Students look at ways that pop culture institutions and products both shape and reflect the larger culture. [**ART/CTE**]

CMAT 296 Topics in Speech Communication (3) Intensive exploration of topics in speech communication. The topic for study appears in the class schedule. Course may be repeated for credit when topic changes. Laboratory fee required. [**CMAT/COM**]

CMAT 300 Public Speaking (3) A performance-oriented examination of the principles of public communication, emphasizing theory and rhetorical structure as well as presentation. Includes critiqued in-class practice of a variety of speech forms and strategies. Laboratory fee required.

CMAT 303 Oral Communication in Business (3) Extensive practice in presentational speaking, briefing techniques, the mechanics and dynamics of group meetings and the development of interviewing, critical listening and interpersonal communication skills. Laboratory fee required. [**CMAT/COM**]

CMAT 320 Argumentation, Debate & Society (3) Issue analysis, evidence evaluation, critical reasoning and counter advocacy. The principles of argumentation and debate are applied through student

presentations and critical observation of contemporary debate in legal and legislative bodies. Laboratory fee required.

CMAT 333/ENGL 333 Media Genres (3) Analysis of the patterns and conventions of a specific type of media program (e.g., Western, science fiction, situation comedy), media artist (e.g., Hitchcock, Allen, Capra) or style (e.g., film noir). Course may be repeated for credit when topic changes. Laboratory fee required.

CMAT 334/ENGL 334 Oral Interpretation of Literature (3) Creative reading: the transformation of the writer's word through the reader's voice in expository, poetic, narrative and dramatic forms. A progression from reading to analysis to interpretation to presentation. Laboratory fee required.

CMAT 336/ENGL 336 Plays in Performance (3) Students study dramatic values, theatrical production values and dramatic styles and then apply that knowledge through the critical analysis of area theatrical productions. Offered as needed.

CMAT 340 Survey of Digital Communication (3) Organizations, consumers and private individuals are flocking to digital communication, leaving traditional media behind. Through case studies, investigation and projects, this course examines the strengths and weaknesses of differences between and societal consequences of old and new media.

CMAT 342 The Rhetoric of Digital Communication (3) Overview of principles, strategies and techniques for intentional communication that occur within particular contexts and that influence communication choices, including audience analysis, information transfer, persuasion and associated ethical considerations. Special attention is paid to changes from traditional to electronic to digital media.

CMAT 350 Integrated Computer Graphics (3) Introduction to a variety of desktop publishing, graphics manipulation and presentation software and digitizing and printing hardware. Students learn to create and manipulate images and integrate graphics with text. Laboratory fee required. Students who have completed CMAT 211 and CMAT 212 may not take this course for credit.

CMAT 352 Media Literacy (3) An upper-level theory course that introduces students to a variety of ways of understanding the interactions between media and culture. The course examines media content and effects, media industries, cultural perceptions and notions about how meaning is constructed in these environments.

CMAT 353 Research Methods in Digital Communication (3) Introduction to strategies, techniques and tools useful in communication research. Students gain experience finding and evaluating sources, identifying theoretical frameworks, and understanding the strengths, weaknesses and applications of various research methodologies.

CMAT 355 Communication Theory & Learning (3) Investigation and survey of contemporary communication theories and their application to learning through current research and literature in the field. Application to designing media programs and packages to meet specific instructional needs.

CMAT 357 Principles of Design (3) An introduction to the principles of design. The course will focus on the organization of visual space, typography, paper and color choices, visual strategies and appropriate visual design choices for a variety of audiences. Laboratory fee required. prerequisite: successful completion of Computer Graphics Competency Requirement

CMAT 358 Digital Design (3) An introduction to interactive design principles, fundamental Web development concepts and standards-based design practices that underlie digital design production for websites. Emphasis is on how to create, manipulate and prepare HTML- and CSS-based Web pages; design effective site interfaces; make appropriate typography and image use choices for the Web; understand structural and content planning and the website development process and workflow; and increase usability and functionality for enhanced user experience on the Web. Laboratory fee required. prerequisite: successful completion of Computer Graphics Competency Requirement

CMAT 359 Print Production (3) Processes and strategies for moving work from the designer's screen to the printer and finally to the audience. The course examines the business relationship between designers and print vendors, the various stages of the printing process as it relates to digital design, and budget considerations that affect design. Students learn to write print specifications and weigh the strengths and weaknesses of different printers and printing processes. Laboratory fee required.

CMAT 363/WRIT 363 Creative Writing Workshop: Screenwriting (3) Intensive writing experience for students interested in writing drama for television and film. Emphasizes characterization, dialogue and plot development as well as conventions of and script formats for television and film.

CMAT 364 Digital Photography (3) Explores creation and manipulation of both still and video images in the digital environment. Through lectures, critiques, demonstrations, picture taking and digital manipulation exercises, students learn to shoot, edit and use a variety of digital techniques to produce material for print and Web distribution. Emphasis is placed on the development of portfolio-quality pieces. Laboratory fee required.

CMAT 366 Producing Sound Portraits (3) Introduction to the art and craft of audio production. Students listen to and produce a series of short audio programs, learning the tools, techniques and aesthetics of the craft along the way.

CMAT 368 Photojournalism (3) Problems of producing and selecting photos for print and for other visual media. The relationship between text, photographs and design. Experience in preparing photo - essays that incorporate both photographs and copy. Laboratory fee required.

CMAT 369 Digital Video (3) The use of portable video equipment for producing location and small-studio nonbroadcast presentations and the planning and management of industrial video facilities. The production context is emphasized with special attention given to public-access cable, corporate and institutional uses of video. Laboratory fee required.

CMAT 371 Mass Media & Society (3) Mass media as a vital force in contemporary society. The impact of television, film, music, advertising and other media on our economic, political and social systems. Evaluation of means to effect creative solutions to social problems via media use. A study of current controversies and research. Laboratory fee may be required.

CMAT 374 Magazine Design (3) A study of design strategies, techniques and decisions for company, trade, mass-market (consumer), print and digital magazines. The course examines the contributions of various magazine departments and relationships among major staff positions. Students conceive of and design a new print or digital magazine. Laboratory fee required. prerequisite: CMAT 357

CMAT 381 Representing Reality: News & Documentary (3) Examination of the process, problems and techniques of gathering and presenting information. Moving from a historical context, the course looks at the lines between news, documentary and propaganda; the forces that shape and influence the presentation of information; difficulties in determining objectivity; and contemporary issues relating to reality programming. Balancing theory and analysis are hands-on newsgathering and production activities. Laboratory fee may be required.

CMAT 391 Public Relations Strategies (3) Students learn the strategies and tactics (traditional and digital) that public relations specialists use to build relationships, manage brand reputations and tell brand stories. These include situation and audience analysis in addition to media mix and dealing with clients. Special attention is paid to maximizing visibility via social media.

CMAT 407 Internship in Communication (3) Students apply skills and knowledge from coursework to jobs in the field of digital communication. Grading: pass/fail. Course is eligible for a continuing studies grade. prerequisites: senior status and permission of the program director

CMAT 451 Communication Technologies (3) Explores the development of communication technologies from mechanical, electrical and wired to digital, wireless and interactive. The course keeps students abreast of current practices, evolution and changes in interpersonal, mass and social media, focusing on technical development, economic and political factors, potential applications and societal impact.

CMAT 453 Media & Community/Community Media (3) An introduction to the ways that communications media shape people's perceptions of communities, ways that citizens can use various media to change those perceptions and ways to strengthen communities through increased and broader-based communication. Students examine case studies, learn basic techniques of producing messages in a variety of media and propose solutions to problems in their own communities by utilizing those media.

CMAT 455 Hypermedia (3) An introductory survey of the many types of hypermedia, multimedia and other means of nonlinear writing now available in fiction, education and business. Combines theory and hands-on experience in the reading and composition of hypermedia and Web sites. Students explore the position of this new technology/language in contemporary culture.

CMAT 456 Multimedia Design & Production (3) The conceptualization and production of multimedia design. After studying the fundamentals of interactivity, students learn to digitize sound and video, integrate these elements with graphic design and written text, develop prototypes and examine various interactive software applications. Application of problem-solving techniques to the corporate environment and media applications. Laboratory fee required. prerequisite: CMAT 358

CMAT 457 Advanced Print Design (3) Advanced design course emphasizing the integration of typography and images in a series of projects of moderate and increasing complexity. Building on the foundation developed in CMAT 357, this course focuses on critical thinking and execution of ideas for a variety of audiences. Laboratory fee required. prerequisite: CMAT 357

CMAT 458 Project Management (3) An upper-level introduction to the skills and concepts necessary for the administration of a communications department or for the creation of a freelance business. Topics include developing a business identity, production planning and control, market and cost analysis, project proposals, estimating and billing forms and procedures, managing a real-world project, client presentations, organizational theory, legal and tax issues, and writing a business plan. prerequisite: CMAT 340

CMAT 459 Advanced Digital Design (3) Builds upon the skills and fundamental Web design concepts introduced in CMAT 358. Students learn advanced standards, techniques, and design skills and strategies for building complex websites and mobile applications. Laboratory fee required. prerequisite: CMAT 358

CMAT 469 Advanced Audio Video Production (3) Advanced techniques and experience in planning, producing and editing audio and video presentations. Laboratory fee required. prerequisite: CMAT 369 or the equivalent or permission of the instructor

CMAT 475 Media Criticism (3) Examination and application of the criteria for critically analyzing film, video and audio. Evaluation of the role of the critic and critical publications. Students compose and present critical reviews.

CMAT 480 Portfolio Development (3) After articulating their professional goals—for example, as writers, designers, videographers or public relations specialists—students determine which of the materials they have created in the past will contribute positively to their portfolios and revise and improve those pieces. They determine what additional items their portfolios need and create them from scratch. Finally, they develop strategies for applying and interviewing for professional positions. Laboratory fee required. Note: Students entering this class must have a pre-existing body of work from which to draw. prerequisite: permission of the program director

CMAT 485 Seminar in Digital Communication (3) Capstone experience for digital communication majors. Students complete a theoretical or applied project in their declared area of specialization to include the product itself, appropriate documentation and a reflective essay. They then present the work to faculty and to other students in the major. They also develop portfolios of their work and professional resumes. Laboratory fee may be required. prerequisites: completion of the Digital Communication program core (or simultaneous enrollment in final core classes), senior status and permission of the program director

CMAT 489 Directed Independent Study (3) Consideration and completion in depth of a special topic or project in communication. Each student works closely with a faculty member who helps set goals, develop a course plan and guide progress. The project must be carefully planned and have approval of the instructor involved and the program director. prerequisite: permission of both the instructor and the program director

CMAT 493 Honors Seminar (3) An advanced interdisciplinary seminar that focuses on important books and issues and encourages independent thinking, clear presentation and an understanding of the concerns and methods of various disciplines. The course may be team taught; topic and instructor(s) may change from semester to semester. Course may be repeated for credit when topic changes. prerequisites: 3.3 GPA and permission of the Denit Honors Program director

CMAT 494 Honors Project (3-6) Directed individual instruction in an advanced project of the student's choice; the project must be academically related to this discipline. Each student works closely with a faculty director who guides his/her progress. The project must be of honors quality and must be finally approved by both the faculty director and a second faculty member. Course is eligible for a continuing studies grade. prerequisites: 3.3 GPA and permission of both the Denit Honors Program director and the faculty director

CMAT 497 Special Topics in Communication (3) Intensive exploration of communication-related topics that are of mutual interest to faculty and students. Content varies according to the concurrent interests of faculty and students. The topic for study appears in the class schedule. Course may be repeated for credit when topic changes. Laboratory fee required. prerequisite: determined by topic

COMMUNITY STUDIES AND CIVIC ENGAGEMENT (CSCE)
Community Studies and Civic Engagement (CSCE) courses are offered by the College of Public Affairs.

CSCE 100 Urban Solutions (3) Provides an introduction to the field of urban studies and to the practices of studying cities and metropolitan areas. Students are exposed to a variety of current and historic urban challenges as well as policy solutions. The course exposes students to the complexity of life in metropolitan regions, using the Baltimore area and other cities nationally and internationally as case studies. [**SOSC QQT/GIK/CTE**]

CSCE 200 Understanding Community (3) Allows students to explore basic concepts of community: a group's history and change over time, the lines that divide communities, the physical movement of groups, the responsibilities of individuals within the community and the role community plays in social control. Students begin to master the skills of selection and synthesis as they use historical documents, census data, community mapping, field observations, nonfiction and fiction to make observations about groups and compare their findings to the ways groups are depicted by outsiders. [**SOSC/QQT**]

CSCE 297 Topics in Community Studies (3) Exploration of topics in community studies and civic engagement. The topic for study appears under that name in the class schedule. Course may be repeated for credit when the topic changes.

CSCE 300 Community Studies (3) Focuses on reading the core philosophy and history of community studies and applying the abstract concepts to a number of case studies of successful problem-solving organizations. Students examine one organization in depth, analyze the issues the organization addresses, identify the assets it draws upon and evaluate the solutions it develops.

CSCE 301 Introduction to Nonprofit Leadership (3) Introduces students to personal and professional competencies relevant to careers in nonprofit organizations. Special emphasis is placed on individual and community development as the pivotal functions of nonprofit organizations and on collaboration as the central mode of public problem-solving.

CSCE 302 Fundamentals of Grant Writing (3) Provides students with a thorough grounding in the principles and practices of fundraising and grant proposal development. The course is structured to mirror the process of fundraising management and by the course's conclusion, students will have developed a fundraising plan or a grant proposal for their own nonprofit organization or a case study of the organization. The course considers planning frameworks and a variety of conceptual tools exploring donor behaviors (the underlying psychology and sociology) and each major form of fundraising. The course concludes with an examination of the critical managerial and sectoral issues impacting fundraising functions, such as campaign integration, benchmarking of performance, and public trust and confidence.

CSCE 306 Leadership for Social Change (3) Introduces students to leadership theory and to the history and concepts of community organizing for social change. Encourages careful analysis of responsibilities and commitment in the context of leadership for the common good and for purposeful change. Students explore how to create change in society through everyday acts of leadership and by learning about their own leadership styles. Provides opportunities for practical application, documentation of leadership styles and reflection on individual responsibility for and potential in leadership roles.

CSCE 311 Social Awareness and Ethical Responsibility (3) Focuses on the relationships among ethics, public policy and business enterprise. Designed to help participants think globally about diversity and civic engagement, this course continues students' preparation for leadership positions in a global

society. Focuses on improving personal leadership skills and on emphasizing the importance of leading consistently with the highest ethical principles and values.

CSCE 315 Community Organizations in a Digital World (3) Examines digital and online efforts of community organizations to build community leadership and civic engagement. Explores the ways in which information technologies have transformed and are transforming community organizations and how these technologies affect a range of social, political and economic issues from individual to organizational and societal levels. Focuses on how technological applications may provide more effective and efficient pathways for community organizations to communicate with their stakeholders and to reach their strategic goals, which include the use of social media.

CSCE 400 Nonprofit Management (3) Nonprofit organizations are key to the functioning of civil society. The United States has one of the world's most vibrant nonprofit communities. In this practical skills course, students examine how to carry out the responsibilities of organizing and managing a nonprofit, with focus on organizations framed under 501(c)(3) of the Internal Revenue Code. Students explore effective mission, incorporation and vision statements; board and staff roles and relationships; ethics; budgets and fundraising; and maintaining nonprofit status. This course helps students meet a number of American Humanics competency requirements. prerequisite: CSCE 301 or permission of the CSCE program director

CSCE 401 Economic and Community Development (3) Using theory and practice, this course emphasizes the programs and policies that enhance the economic vitality of low- and moderate-income communities and organizations to provide an understanding of the basis for both economic and community development along with a basic set of practical tools to enable the student to work in the field of community development. This course features a service-learning component.

CSCE 412 Community Leadership and Decision-Making (3) Designed to provide students with the competencies necessary to be an effective community leader and decision-maker in the context of community planning, relationship building across networks and social organizing. Students are exposed to public decision-making from local to national government. Examines the primary skills needed for effective engagement in political and civic discussion, deliberation, advocacy and action.

CSCE 481 Service Learning (3) and **CSCE 482 Service-Learning Seminar (3)** Each student develops an original project as a capstone to the Community Studies and Civic Engagement program, which is tied to a 240-hour internship. Through this capstone endeavor, the student integrates theory and practice in a project that is designed in consultation with the CSCE program director. These two courses are co-requisites—that is, they must be taken together in the same semester. prerequisite: CSCE 301

CSCE 492 Independent Study (3) Provides students with the opportunity to pursue a research topic or community service project in depth over the course of a semester. An interested student submits a proposal to a faculty member who agrees to be the adviser for the study. The faculty member and the

student negotiate the terms of study and the requirements for the final product. prerequisite: permission of the program director

CSCE 493 Honors Seminar (3) An advanced interdisciplinary seminar that focuses on important books and issues and encourages independent thinking, clear presentation and an understanding of the concerns and methods of various disciplines. The course may be team taught; topic and instructor(s) may change from semester to semester. Course may be repeated for credit when topic changes. prerequisites: 3.3 GPA and permission of the Denit Honors Program director

CSCE 494 Honors Project (3-6) Directed individual instruction in an advanced project of the student's choice; the project must be academically related to this discipline. Each student works closely with a faculty director who guides his/her progress. The project must be of honors quality and must be finally approved by both the faculty director and a second faculty member. Course is eligible for a continuing studies grade. prerequisites: 3.3 GPA and permission of both the Denit Honors Program director and the faculty director

CSCE 497 Special Topics in Community Studies and Civic Engagement (3) An examination of a selected topic or issue related to the research interests of CSCE faculty or a collaboration with a local nonprofit in a one-time community project. Course may be repeated for credit when topic changes.

COMPUTER SCIENCE/COMPUTER NETWORKING AND TECHNOLOGIES (COSC)
Computer Science (COSC) courses are offered by the Division of Science, Information Arts and Technologies within the Yale Gordon College of Arts and Sciences. Related courses are listed under Mathematics (MATH).

COSC 100 Introduction to Computer Technologies (3) An introduction to computer hardware and software and their uses. Introduces students to how computers, networks and the Internet work, how they impact our lives and the ethical implications of information technologies. Hands-on experience with a variety of computer applications, including spreadsheet, presentation, database application and Internet tools. Laboratory fee required. [**COSC**]

COSC 150 Introduction to Game Design (3) Examines the use of computer technology to produce computer games and create interactive educational and training materials; covers beginning concepts in screen design, animation and scripting. Note: Additional lab time outside of class may be required to complete course projects. Laboratory fee required.

COSC 155 Internet Technologies: Mastering the Basics (3) Provides an introduction to the Internet, as well as technologies used to generate and maintain Web pages, such as FTP, HTML, CSS, JavaScript and XML. Note: Additional lab time outside of class may be required to complete course projects. Laboratory fee required.

COSC 160 Graphics for Game Design (3) Introduces 2-D computer graphics, including image generation, capture and processing. Particular emphasis on applications to interactive multimedia and computer game design. Provides basis for further study in 3-D graphics. Note: Additional lab time outside of class may be required to complete course projects. Laboratory fee required.

COSC 250 Game Scripting (3) Advances a student's knowledge of game software design by examining advanced functions, variable types, software design tools and programming concepts. Expands upon materials covered in C0SC 150: Introduction to Game Design while also introducing students to more complex types of data and programming structures. Introduces students to the software design process and focuses on developing good software design habits as well as advanced knowledge of programming techniques. By the end of the course, students are able to implement more fully their game design ideas in a software prototype. Lab fee required. prerequisite: COSC 150 or equivalent

COSC 260 Introduction to 3-D Graphics (3) Introduces students to modeling, texturing, lighting, rendering and simple animation using the industry-standard tool. Provides a foundation for further work with sophisticated 3-D imaging tools. Note: Additional lab time outside of class may be required to complete course projects. Laboratory fee required.

COSC 297 Topics in Computer Science (3) Explores issues, concepts and methods in computer science. Content varies depending upon the interests of faculty and students. Course may be repeated when topic changes. Lab fee required.

COSC 301 Microcomputer Maintenance and Troubleshooting (3) Introduces students to the architecture and hardware components of the microcomputer. Topics include installation, configuration and upgrading; diagnosing and troubleshooting; safety and preventive maintenance; system board, processors and memory; printers; portable systems; and basic networking. Laboratory fee required.

COSC 305 Networking: Theory and Application (3) An introduction to networks, including network operating system concepts. Topics include network components, the OSI and 802 models, protocols, network architecture, network administration and support, LANs, WANs and troubleshooting. This course requires each student to purchase an unassembled computer that he/she builds in class. These computers are then used to support networking exercises. Laboratory fee required.

COSC 309 Computer Programming I (3) A first programming course designed to teach problem-solving, algorithm development and principles of good programming. Topics include procedures, decisions, repetition, arrays, sequential and random-access files and the graphical display of data. Algorithms are implemented in a visual programming language. Laboratory fee required.

COSC 310 Computer Programming II (3) A sequel to Computer Programming I. While continuing to emphasize problem-solving and algorithm development, this course introduces object-oriented programming; programming that integrates other applications, especially those in the Microsoft Office suite; and Internet programming. Laboratory fee required. prerequisite: COSC 309 or equivalent

COSC 312 Administering and Supporting a Network Operating System (3) Prepares students to install, configure, administer and troubleshoot the current version of Microsoft Windows Server network operating system. Topics include setting up user and group accounts; securing network resources; auditing resources and events; monitoring network resources; backing up and restoring data; managing system policies, file systems and fault tolerance; interoperating between network operating systems; implementing network clients and directory replication; managing/implementing disaster recovery; and troubleshooting. Lab fee required. prerequisite: COSC 310

COSC 315 Programming for Interactive Design (3) An introduction to object-oriented computer programming framed in the technical aspects of game programming. The course covers variables, control structures, functions, arrays, data types, classes, inheritance and polymorphisms. Students apply these concepts to build a series of small games. Laboratory fee required.

COSC 324 Designing for Humans (3) Introduces key concepts of human/computer interaction, including how humans interact with technology to find and process information. It also introduces the concepts of systematic software testing to students of applied information technology and students of interactive simulation and computer gaming. Students learn principles of interface and software construction and apply them to practical problems of software or game evaluation in the process of learning principles that underlie good interaction and play design. Readings cover theory of human/computer interaction, interaction design and usability testing. Laboratory fee required.

COSC 330 Games for Learning (3) Conveys the skills necessary for students to begin a career in instructional video game design. Expands on previous game design courses but focuses on the creation of serious games for adult and child learning. At the end of the course, students design, develop and test a working prototype of a video game for learning. Lab fee required. prerequisite: COSC 320 or equivalent

COSC 331 Introduction to Computer Organization (3) Basic logic design, coding, number representation and arithmetic, computer architecture, examples using simple minicomputer or microcomputer systems. Laboratory fee required. prerequisite: COSC 310

COSC 332 Fundamentals of Computer Security (3) Introduces students to core principles and practices in computer and network security. Covers the fundamentals of computer/network security including general security concepts; threats and vulnerabilities; application, data and host security; access control and identity management; basics of cryptography; and compliance and operational/organizational security. Current topics in computer security such as cloud computing security and application programming development security also are discussed. Course materials prepare students for the vendor-neutral CompTIA Security+ industry certification exam. Lab fee required.

COSC 351 Object-Oriented Programming (3) Introduces the syntax of an object-oriented language and teaches object-oriented programming concepts and design. To teach these concepts, the course presents an object-oriented programming language such as C++, C# or Java. Also studied are more

advanced programming topics not covered in COSC 151 and COSC 251 (e.g., recursion and data structures). Lab fee required. prerequisite: COSC 251 or equivalent

COSC 356 Database Systems (3) Introductory course to database design and implementation. Topics include modeling using Entity-Relationship (E-R) diagrams, query formulation with Structured Query Language (SQL), database planning and design, normalization, creating and maintaining a database and basic database administration. Basic concepts of the relational data model and SQL are discussed in detail. Students plan, design and test a relational database and associated application components. They also obtain hands-on experience using a current version of Microsoft SQL Server Database Management System or another system. Lab fee required. prerequisite: COSC 251

COSC 370 Level Design (3) Builds on an existing understanding of game design concepts, scripting and 3-D asset creation and provides students with the opportunity to apply this to advanced level design utilizing professional tool sets. Projects are team based and emulate industry best practices using a current 3-D game engine. Lab fee required. prerequisites: COSC 250, COSC 260 and COSC 320 or their equivalents

COSC 390 Game Journalism (3) Focuses on building the reporting and writing skills needed to write game reviews and other video game-related news articles. Students regularly practice writing game-related pieces and develop their critical analysis skills through peer review; they are expected to learn through practice, peer review and review of existing published works. Topics covered include: What is journalism and how does game journalism differ? How do the elements of video games translate to written works, and how does one translate game concepts to a general reading audience? Lab fee required, prerequisite: COSC 320 or equivalent

COSC 401 The TCP/IP Protocol Suite (3) Introduces students to the TCP/IP suite of communication protocols. Topics include fundamentals, basic and advanced IP addressing, TCP/IP routing, TCP/IP name resolution, TCP/IP tools, dynamic P/IP configuration tools, WINS, NetBIOS, Internet/intranet services, printing and RAS, network management, and monitoring and troubleshooting. Laboratory fee required. prerequisite: COSC 312

COSC 402 Interactive Narrative (3) Covers advanced principles of creating interactive narrative experiences, from creative writing to storyboarding and interaction design. Focuses on examples of successful and experimental interactive narrative from across media, including video games, electronic literature, interactive fiction and gamebooks. Lab fee required. prerequisite: COSC 320

COSC 405 The Business of Game Development (3) Examines the past, present and future of the video game industry, with an emphasis on business organizations and practices that have evolved along with the medium. Particular attention is given to opportunities and requirements for new ventures in games and other areas of interactive design. Laboratory fee required.

COSC 407 Social Media and Games (3) Examines games and simulations as systems designed for common use and collaboration and the ways non-game social media can promote markets for digital entertainment. Theoretical approaches are compared to current implementations and tested in one or more limited practical experiments. Laboratory fee required.

COSC 408 History of Video Games (3) Surveys the history of video games, from the first experiments in the decades following World War II to the current era of consoles and network games. Despite being a relatively recent medium, video games have already undergone significant evolution from their earliest roots. Examines these transformations in terms of art, narrative, graphics, audio and game mechanics. Throughout the course, students position these trends within the cultural roles games have played and speculate on the future of the form. Laboratory fee required.

COSC 410 3-D Modeling (3) Improves an existing understanding of 3-D modeling, texturing and animation for interactive simulation applications, including scenic and character design for computer games. Practical assignments allow students to advance skills in industry-standard programs (e.g., 3D Studio and Maya). Readings, critical examples and visits from industry experts provide broader contexts for skills. Laboratory fee required. prerequisite: COSC 260

COSC 412 Unix/Linux Administration (3) Students develop skills required to administer the Unix/Linux operating systems. Topics include installing and configuring a popular distribution, common tools and utilities, file system administration, user and group management, network/Internet service configuration, user and system security, shell scripting, kernel configurations, interoperability with Windows, back-up and storage, and troubleshooting. Lab fee required. prerequisites: COSC 212, COSC 251 and MATH 201

COSC 414 Audio Integration in Games and Simulations (3) Concentrates on the design of sound elements for use in computer games and other forms of interactive simulation. Practical design exercises based on standard production software and popular game engines are combined with theoretical readings, critical studies and visits from industry experts. Laboratory fee required.

COSC 415 Web Site Essentials (3) Introduces the fundamentals of creating and maintaining a website. Begins with a general treatment of Web servers, connecting to the Internet, Web security and Web administration. Topics include file servers, Web server computer hardware, communication media, TCP/IP, HTTP, domain name conventions, getting an IP address, backing up, fault tolerance, firewalls and proxy servers. The general treatment is followed with a study of Microsoft's Internet Information Server (IIS). Topics include installing IIS, Microsoft's Index Server and supporting Active Server. Students create an intranet using Microsoft's Internet Information Server and Web pages using Microsoft's FrontPage. Laboratory fee required. prerequisite or co-requisite: COSC 401

COSC 418 Design of Multiplayer Games (3) Examines the design principles and challenges underlying games and interactive simulations designed to be used collaboratively or in situations of simultaneous use, from multiplayer console games to massively multiplayer Internet games and their associated

virtual communities. Assignments include development of modules or levels for popular multiplayer games and systematic study of Internet game communities. Laboratory fee required.

COSC 420 3-D Production (3) Builds on 3-D design concepts learned in COSC 260: Introduction to 3-D Graphics and COSC 410: 3-D Modeling to explore cutting-edge, industry-standard techniques for the creation of 3-D game graphics and animation. Projects focus on emerging technologies and practices and on optimization of models for real-time simulations. Students are required to apply creatively an advanced understanding of 3-D modeling to portfolio-quality work. Additional lab time outside of class may be required to complete course projects. prerequisites: COSC 260 and COSC 410 or their equivalents

COSC 432 Information Assurance (3) Provides an introduction to the various technical and administrative aspects of information security and assurance. Discusses the foundation for understanding the key issues associated with protecting information assets, determining the levels of protection and response to security incidents, and designing a consistent, reasonable information security system with appropriate intrusion detection and reporting features. Ethical, legal and professional issues in information security are also discussed. Students develop familiarity with research and information resources to forecast emerging problems and strategies in this area. Laboratory fee required. prerequisite: COSC 305

COSC 433 Network Security (3) Deals with the conceptual and technological aspects of network security. The course begins with a review of various forms of network attacks, including scanning, exploits and denial-of-service attacks. It discusses the role of major networking devices, including routers, firewall technology and servers, in establishing a secure network. It provides a comprehensive overview of building and maintaining firewalls in a business environment. It discusses how to make an intelligent choice of firewall technology and firewall planning/design and presents basic firewall troubleshooting. It also covers security policy development, authentication, encryption, VPNs and IDSs. Laboratory fee required. prerequisite: COSC 312

COSC 434 Web and Database Security (3) Introduces the security challenges and threats in database/Web-based systems. Students learn how to describe and apply security principles and technologies and how to implement them across various database/Web systems. In addition, advanced topics related to database/Web-based systems such as e-commerce security, security problems in data warehousing and data mining are introduced. Lab fee required. prerequisites: COSC 332, COSC 356 and MATH 201

COSC 440 Frontiers of Game Design (3) Focuses on one or more emerging technologies or practices likely to shape the video game industry in the next three to five years. Students both investigate the history and rationale of the innovation and develop practical experiments or proofs of concept indicating possible applications. Laboratory fee required.

COSC 450 SDE Internship (3) Provides students with hands-on work experience in applied simulation and game development. Students may arrange placement with an external organization, subject to written approval by the instructor and an official of the organization. Alternatively, students may participate in an in-house project managed by the instructor. In the latter case, students attend regular class meetings as part of their project work. Laboratory fee required.

COSC 452 Internship in Simulation and Digital Entertainment: Production and Design (3) Internship course intended to give students professional experience in software reliability and play testing in computer games and other areas of applied interactive simulation. Students are assigned projects in area industries or in an on-campus development facility to be developed with local companies. Laboratory fee required.

COSC 453 Advanced Web Development (3) Presents a detailed study of the methods and technologies for building highly interactive websites and other Web-based applications. Principles for building websites that exhibit usability, security and maintainability are presented. Students learn scripting, coding and utilizing website development tools to enhance the performance and functionality of a website. Technologies such as HTML5, XML and Ajax are introduced. Requires students to build multiple Web pages and implement a major website/Web application in phases. Lab fee required. prerequisites: COSC 155 or its equivalent and COSC 351

COSC 460 Games, Simulations and Society (3) Examines the nature of games and how they are framed by and impact individuals and groups. Topics include scholarly work on online economies and community building, fan cultures and their creative reworking of game content, the role of play in human culture and the relationships between online and offline identity, as well as psychological facets of games. Laboratory fee required.

COSC 469 Game Development Project I (3) Constitutes the first part of the capstone experience in the Simulation and Digital Entertainment major. Students work through design assignments to practice project management and team coordination. They also research and propose individual project concepts, some of which are selected for group development as the final course project and for further work in Game Development Project II. Laboratory fee required. prerequisites: Simulation and Digital Entertainment major with senior status

COSC 470 Game Development Project II (3) Provides the capstone experience for students in the Simulation and Digital Entertainment major. Working with faculty and visiting industry experts, students propose a concept for a computer game or applied interactive simulation, developing that concept over the course of the semester through several stages of specification and prototyping. Theoretical readings and critical studies of existing games provide insight and context. Final prototypes are entered in a competition at the end of the course whose jury includes representatives from game and simulation development companies. Laboratory fee required. prerequisite: COSC 469 and Simulation and Digital Entertainment major with senior status

COSC 477 Community-Focused Game Design (3) Students collaborate with the community to build a game focused on solving a problem or addressing a community need. Possible projects can incorporate a range of digital and communication skill sets and might include physical games (card, board), alternate or augmented reality, browser-based games, simulations or other forms as appropriate to the project. Lab fee required. prerequisite: COSC 320

COSC 490 Practicum in Information Technology (3) Provides students with hands-on work experience in applied information technology. Students may arrange placement with an external organization, subject to written approval by the instructor and an official of the organization. Alternatively, students may participate in an in-house project managed by the instructor. In the latter case, students attend regular class meetings as part of their project work. Laboratory fee required. prerequisites: COSC 430 and COSC 453

COSC 493 Honors Seminar (3) An advanced interdisciplinary seminar that focuses on important books and issues and encourages independent thinking, clear presentation and an understanding of the concerns and methods of various disciplines. The course may be team taught; topic and instructor(s) may change from semester to semester. Course may be repeated for credit when topic changes. Laboratory fee may be required. prerequisites: 3.3 GPA and permission of the Denit Honors Program director

COSC 494 Honors Project (3-6) Directed individual instruction in an advanced project of the student's choice; the project must be academically related to this discipline. Each student works closely with a faculty director who guides his/her progress. The project must be of honors quality and must be finally approved by both the faculty director and a second faculty member. Course is eligible for a continuing studies grade. Laboratory fee may be required. prerequisites: 3.3 GPA and permission of both the Denit Honors Program director and the faculty director

COSC 497 Topics in Computer Science (3) Intensive exploration of topics in computer science of mutual interest to faculty and students. Content varies according to the current interests of faculty and students. The topic for study appears under that name in the class schedule. Course may be repeated for credit when topic changes. Laboratory fee required.

COSC 499 Independent Study (1-3) The pursuit of independent study under the supervision of a full-time faculty member. The number of credits to be earned is determined by the supervising faculty member before the study begins. Students may earn up to 3 credits for this independent study. Laboratory fee required. prerequisite: varies; see class schedule or instructor

CRIMINAL JUSTICE (CRJU)

Criminal Justice (CRJU) courses are offered by the School of Criminal Justice within the College of Public Affairs.

CRJU 200 Criminal Justice (3) Examines the fundamental concepts of the criminal justice field; the history, philosophy, social development and operations of police, courts and corrections in a democratic society; and criminal justice careers. [**SOSC/QQT**]

CRJU 220 Police and Society (3) An overview designed to examine law enforcement service delivery at the local, state and federal levels of government. Special emphasis is placed on the historical development of the law enforcement role in contemporary society and how it shapes the type of law enforcement service that can be expected in the future.

CRJU 301 The Contemporary Criminal Justice System (3) A critical analysis of the contemporary criminal justice system. Political, economic and societal contexts provide the framework for an examination of issues, current problems and challenges facing the criminal justice system. prerequisite: CRJU 200 or equivalent

CRJU 302 Criminal Justice Research Methods (3) A survey of the research methods and techniques utilized within the field of criminal justice and criminology. Topics discussed include research designs, sampling, data collection, quantitative versus qualitative methods and applications to criminal justice planning and administration. prerequisite: CRJU 200 or equivalent

CRJU 304 Criminal Justice Professional Studies (3) Assists students with criminal justice database technologies and with writing and research skills specific to the field of criminal justice. The course contains units on conducting secondary research, learning to write for the academic setting (e.g., literature reviews, empirical studies) versus the applied setting (e.g., case summaries, incident reports) and preparing for a career in criminal justice. prerequisite: passing of Upper Division Writing Placement Test prior to enrolling in CRJU 304

CRJU 306 Criminological Perspectives (3) The major paradigms, models and theories that form the foundation of criminal justice and criminology are examined. Using current texts, journals and reports, the course examines the range of explanations of criminal behavior, focusing on attempts to integrate perspectives and theories. prerequisite: CRJU 200 or equivalent

CRJU 320 Police Administration (3) Study of line and staff functions in police organizations. Examination of organization principles, management functions and organizational behavior as they relate to police agencies. Emphasis on the behavioral science approach to supervising and managing police personnel. prerequisite: CRJU 200 or equivalent

CRJU 330 Criminal Law (3) An examination of the general and specific parts of the substantive criminal law in the United States, its development within historical and societal contexts, and its representation

in statutory and case law. Consideration is given to problems of application and interpretation of the written law. prerequisite: CRJU 200 or equivalent

CRJU 332 Civil Rights and Civil Liberties in Criminal Justice (3) The nature of civil liberties and civil/political rights in the United States. Emphasis on judicial exposition and its relationship to the field of criminal justice. prerequisite: CRJU 200 or equivalent

CRJU 334 Criminal Procedure (3) Presents the principles and applications of procedural criminal law in the United States. Such procedural laws are supplemented by rules of evidence and decisions of the U.S. Supreme Court on key constitutional questions. prerequisite: CRJU 200 or equivalent

CRJU 341 Correctional Perspectives (3) Introduces students to the history, role, functions, problems and contemporary practices of correctional facilities, including prisons, jails and community corrections (e.g., probation and parole) and the role and difficulties of inmates and correctional officers. prerequisite: CRJU 200 or equivalent

CRJU 380 Forensics in Criminal Justice I (3) An examination of the history and development of the legal issues concerning the admissibility of scientific evidence in court proceedings. Demonstrations of the techniques used by various experts in forensics are presented, concentrating on psychiatry, firearms, micrography, forensic pathology, chemistry and fingerprint identification. prerequisite: CRJU 200 or equivalent

CRJU 381 Forensics in Criminal Justice II (3) An examination of the history and development of the legal issues concerning the admissibility of scientific evidence in court proceedings. Demonstrations of the techniques used by various experts in forensics are presented, concentrating on neutron activation analysis, questioned documents, visual and verbal identification, polygraph, photography, hypnosis and narcoanalysis. prerequisite: CRJU 380

CRJU 390 Victimology (3) An introduction to the study of crime victims. Examines the victim's role in crime, the criminal justice system's handling of victims and victim services. prerequisite: CRJU 200 or equivalent

CRJU 404 Comparative Criminal Justice (3) Examines comparative criminal justice: how different societies around the world practice criminal justice relative to practices in the United States. Multidisciplinary approach considers the economic, governmental, geographic and social situations in the selected countries. prerequisite: CRJU 301

CRJU 406 Political Terrorism (3) An overview of the definitional and conceptual issues, types, history, causes and effects of oppositional political terrorism. The events of Sept. 11, including its major actors such as Osama bin Laden, al-Qaeda and the Taliban, are explored, including the reaction to this event by the United States and its allies over the past decade and the changes that have occurred since the terrorist attacks. prerequisite: CJRU 301

CRJU 408 Crime and Delinquency Prevention (3) A review of major crime and delinquency prevention strategies, including punitive, mechanical and corrective prevention policies and programs. Selected prevention programs and policies are highlighted for in-depth evaluation. prerequisite: CRJU 301

CRJU 420 Special Problems in Policing (3) Issues and problems in policing a free society. The role and function of the police, the effects of contemporary police practices and the exercise and control of police power. Examination of current problems and proposals for reform. prerequisite: CRJU 301

CRJU 430 Juvenile Justice (3) An examination of youthful law violation and the juvenile justice system. The history, law, operations and agencies of juvenile justice are analyzed, as are alternative approaches to defining, preventing and responding to youthful law violation. prerequisite: CRJU 301

CRJU 432 Criminal Courts (3) An exploration of the multidisciplinary literature on the criminal courts in the United States, focusing on the social, political and organizational contexts of the court, the court's case flow and the various actors in the court's process. Contemporary issues are highlighted. prerequisite: CRJU 301

CRJU 434 Survey of Law (3) A consideration of selected areas of law that have direct bearing on criminal justice procedures, including family law, administrative law, personal property, torts, evidence and constitutional law. prerequisite: CRJU 301

CRJU 441 Special Problems in Corrections (3) In-depth analysis of the issues, problems and suggested reforms facing the contemporary role and practices of correctional facilities, including prisons, jails and community corrections (e.g., probation and parole), and the role, functions and difficulties of inmates and correctional officers. prerequisite: CRJU 301 or CRJU 341

CRJU 442 Community Corrections (3) An examination of practices and problems of community corrections, including but not limited to probation, parole, halfway houses and fines. prerequisite: CRJU 301 or CRJU 341

CRJU 451 Minorities, Crime and Justice (3) An analysis of race, ethnicity and gender issues and how they impact the criminal justice system. An examination of how race, ethnicity and gender issues revolve around questions associated with evidence of disparity, disproportionality and discrimination within the criminal justice system. prerequisite: CRJU 301

CRJU 454 Criminal Behavior (3) An examination of selected types of crime or criminal behavior patterns, such as white-collar crime, violent crime, organized crime, drugs and crime, or age and crime. The topic studied appears in the class schedule. Course may be repeated for credit when the topic changes. prerequisite: CRJU 301

CRJU 456 Drugs and Crime (3) An examination of various topics and issues relating to drugs and crime in the United States. Explores social, legal, medical and political factors, as well as changes in attitudes that

contribute to drug use and policy. Prominent drug-crime issues and projections for the future are included. prerequisite: CRJU 301

CRJU 464 Criminal Justice Issues (3) An examination of a selected topic or issue, such as women and criminal justice, private security, criminal justice legislation or ethical issues. The topic studied appears in the schedule of classes. Course may be repeated for credit when the topic changes. prerequisite: CRJU 301

CRJU 470 Biosocial Perspectives in Criminology (3) A multidisciplinary approach to the study of human behavior generally and criminal behavior specifically. Provides a survey of the developmental, psychological and biological aspects of antisocial behaviors and forensic disorders. The latest scientific discoveries with respect to causes of behavior and the relevant controversial issues are presented. Diagnostic, preventive and treatment techniques new to the field are covered. prerequisite: CRJU 301

CRJU 485 Advanced Criminal Justice Studies (3) The senior-level capstone experience. The focus is multidisciplinary, and the emphasis is on the integration and application of theory, research methods and statistics. The problems of data gathering and reporting and relationships of theory, research and practice in the field are addressed. prerequisites: CRJU 301, CRJU 302, CRJU 304, CRJU 306 and MATH 115

CRJU 490 Criminal Justice Internship (3) A practicum designed to broaden the educational experience of students through appropriate observational and work assignments with criminal justice agencies. Correlation of theoretical knowledge with practice is emphasized. Course is eligible for a continuing studies grade. prerequisites: CRJU 301, senior status and consent of the instructor

CRJU 493 Honors Seminar (3) An advanced interdisciplinary seminar that focuses on important books and issues and encourages independent thinking, clear presentation and an understanding of the concerns and methods of various disciplines. The course may be team taught; topic and instructor(s) may change from semester to semester. Course may be repeated for credit when topic changes. prerequisites: 3.3 GPA and permission of the Denit Honors Program director

CRJU 494 Honors Project (3-6) Directed individual instruction in an advanced project of the student's choice; the project must be academically related to this discipline. Each student works closely with a faculty director who guides his/her progress. The project must be of honors quality and must be finally approved by both the faculty director and a second faculty member. Course is eligible for a continuing studies grade. prerequisites: 3.3 GPA and permission of both the Denit Honors Program director and the faculty director

CRJU 498 Directed Independent Study (1-3) Designed to provide credit for a student who wants to pursue independent work under the supervision of a faculty member. prerequisite: consent of the instructor

DEVELOPMENTAL COURSES (DVMA, DVRW)

Developmental courses are offered in conjunction with the Yale Gordon College of Arts and Sciences. Related courses are listed under Writing (WRIT) and Mathematics (MATH).

Note: Institutional credits contribute to a student's course load for financial aid and determination of full- or part-time status but do not count toward the degree.

DVMA 93 Introductory Algebra (3 institutional credits) Develops skills that are essential background for an intermediate algebra course. Topics include a brief review of fundamentals of arithmetic and pre-algebra. As much as possible, the course is applications oriented. Elementary algebra topics include real number operations, variable expression, polynomial operations, factoring of polynomials, operations with rational expressions, linear equations in one or two variables, systems of linear equations, linear inequalities, solving quadratic equations by factoring, properties of radical expressions and solutions of applications problems.

DVMA 95 Intermediate Algebra (3 institutional credits) Develops midlevel algebra skills that are essential background for a college-level mathematics course. Topics include a brief review of basic algebra, linear equations and inequalities (including graphs), factoring quadratic expressions, quadratic equations (including graphs), fractional algebraic expressions, exponents and radicals. prerequisite: adequate score on placement test or successful completion of DVMA 93

DVRW 90 College Reading and Writing I (3 institutional credits) Helps students develop college-level reading skills, including using new and specialized vocabulary appropriately in writing and speaking; identifying, understanding and analyzing key parts of a text; and applying systematic reading methods to increasingly complex reading assignments in textbooks, academic articles and other required reading materials. Students also improve their college-level writing skills as they learn to adopt and adapt recursive writing processes, develop the parts of an academic essay and write coherent short expository essays for a variety of purposes and audiences using a variety of patterns of organization.

DVRW 95 College Reading and Writing II (2 institutional credits) Develops students' confidence in their ability to plan, organize, develop and edit their writing in response to college-level writing tasks through a focus on development of clear, coherent paragraphs and longer essays with emphasis on basic grammar and sentence-combining skills, formulation of thesis statements, development of ideas and increased competence in writing about reading.

ECONOMICS (ECON)

Economics (ECON) courses are offered by the Merrick School of Business.

ECON 100 Economics of Contemporary Issues (3) Provides a survey of societal issues examined through the lens of economic analysis. A scientific approach is adopted in which the basic tools of economics are applied to social issues such as pollution, crime and prevention, poverty and discrimination, professional

sports and economic growth. Students gain an appreciation of how society addresses the conflict between unlimited wants and scarce resources. [**SOSC/Q&Q**]

ECON 200 The Economic Way of Thinking (3) An economist sees the world in a unique way and is able to provide a different perspective on many issues. This course presents the "economic way of thinking" with an emphasis on being able to make effective decisions in a wide variety of economic and business situations. In addition, the "economic way of thinking" is used to understand the impact of business and government policies and actions on our daily lives. [**SOSC/Q&Q**]

ECON 305 Managerial Economics (3) Managers and business professionals need the wide variety of tools provided by economic theory to deal with the many complex issues facing organizations in today's competitive global markets. This course focuses on the economic forces affecting the process of organizing economic activity. The primary tools of analysis are imperfect information, transaction costs and the voluntary pursuit of efficiency. prerequisites: ACCT 202, ECON 200 or 3 hours of micro- or macroeconomics, and OPRE 202

ECON 312 Public Economics and Land Use Policy (3) Analyzes the nature and structure of urban economies; the location of economic activity; the economics of an urban framework; and the principles of urban economic development, housing, transportation, poverty, and unemployment and municipal finance.

ECON 409 International Economics (3) A broad coverage of international issues, providing a starting point for the analysis and insights available from other business disciplines. Topics include the underlying rationale for trade, market mechanisms, efficiency, exchange rates, balance of payments and some aspects of international economic development. prerequisite: ECON 200 or 3 hours of micro- or macroeconomics

ECON 493 Honors Seminar (3) An advanced interdisciplinary seminar that focuses on important books and issues and encourages independent thinking, clear presentation and an understanding of the concerns and methods of various disciplines. The course may be team taught; topic and instructor(s) may change from semester to semester. Course may be repeated for credit when topic changes. prerequisites: 3.3 GPA and permission of the Denit Honors Program director

ECON 494 Honors Project (3-6) Directed individual instruction in an advanced project of the student's choice; the project must be academically related to this discipline. Each student works closely with a faculty director who guides his/her progress. The project must be of honors quality and must be finally approved by both the faculty director and a second faculty member. Course is eligible for a continuing studies grade. prerequisites: 3.3 GPA and permission of both the Denit Honors Program director and the faculty director

ECON 497 Special Topics in Economics (3) The economics and finance faculty, from time to time, offer an opportunity to integrate new material into the undergraduate program reflecting changes in the field and in the educational needs of students. prerequisites: ECON 305 and 6 additional hours of economics

ECON 499 Independent Study: Economics (1-3) An independent study completed under the direction of a faculty member. For eligibility and procedures, see the Merrick School of Business Independent Study Policy.

ENGLISH (ENGL)

English (ENGL) courses are offered by the Klein Family School of Communications Design in the Yale Gordon College of Arts and Sciences. Related courses are listed under Communication (CMAT), Writing (WRIT) and graduate Publications Design (PBDS).

ENGL 200 The Experience of Literature (3) Teaches students how to read, understand and appreciate fiction, drama and poetry. Exploration of three major literary genres through close reading of selected works, with attention to the contexts that have shaped them. Understanding and applying literary terms and concepts to written analysis of literary works. [**ENGL/HAT**]

ENGL 250 Origins: In Search of Self (3) Readings in the literature of self-discovery, initiation and the quest for identity. Contemporary racial, religious, sexual, sociocultural and class experiences are examined with a look back to their roots in tradition. [**ENGL/HAT**]

ENGL 297 Topics in English (3) Intensive exploration of topics in literature or language. The topic for study appears in the class schedule. Course may be repeated for credit when topic changes. [**ENGL/HAT/GIK**]

ENGL 311 Wells of the Past: Classical Foundations (3) An intensive study of varieties of great literature organized thematically and in terms of ideas connected with periods of important historical or philosophical change. Stressed at present is the age of classical antiquity. Recommended for all students interested in a humanistic and cultural approach to literature and ideas.

ENGL 313 Worlds Beyond the West (3) An intensive study of some of the great writing from non-Western literatures. This study may range from the Middle to Far East, from the Orient to Africa. May be repeated for credit when the topic changes.

ENGL 315 The Short Story (3) An investigation of the various forms a short story may take and the kinds of effects writers have tried to produce. Particular attention is given to authors of the 20th century.

ENGL 316 Modern Poetry (3) A reading and discussion of 20th-century poetry. Emphasis is given to major works of those poets thought best to define the modern and its diversity of poetic response.

ENGL 317 English Fiction: Journey in Experience (3) A study of the development of English fiction. The course moves from the 18th century to the early 20th century with analogues from present and past.

ENGL 318 Modern English Fiction: Journey Into the Mind (3) An examination of the break with the past in 20th-century English fiction. Studies in new developments and techniques in thought, structure and style.

ENGL 319 European Fiction (3) Readings in major European fiction focusing on the nature of realism and subjectivity in writers from the beginnings to the 20th century.

ENGL 320 Contemporary Literature (3) An investigation of trends and individual writers of today with respect to their immediacy and possible universality. Varied emphasis on the many different forms of current poetry, drama and prose.

ENGL 327 Children's Literature (3) Explorations of classic and contemporary literature for children from an international and multicultural perspective. Emphasis on the art of storytelling through words and images, criteria for evaluating children's literature and techniques for classroom presentation. Attention to children's literature as an expression of its time.

ENGL 328 Young Adult Literature and Culture (3) A study of literature written for adolescents or young adults. Examines differences between adolescent and adult literature, criteria for evaluating it, guidelines used by writers and ways in which teachers incorporate it into the curriculum.

ENGL 332 Literature & Film (3) A study of famous and infamous adaptations of literary classics, ancient and modern. The problems involved in adapting one medium of communication to another. Laboratory fee required.

ENGL 333/CMAT 333 Media Genres (3) Analysis of the patterns and conventions of a specific type of media program (e.g., Western, science fiction, situation comedy), media artist (e.g., Hitchcock, Allen, Capra) or style (e.g., film noir). May be repeated for credit when the topic changes. Laboratory fee required.

ENGL 334/CMAT 334 Oral Interpretation of Literature (3) Creative reading: the transformation of the writer's word through the reader's voice in expository, poetic, narrative and dramatic forms. A progression from reading to analysis to interpretation to presentation. Laboratory fee required.

ENGL 337 Great Plays: From the West & East (3) A study of plays from major periods of world drama, with a view to showing the shaping of the literary movements, forms and techniques of the modern theater.

ENGL 338 Modern Drama (3) The drama of the 20th century, with emphasis on contemporary movements and innovations.

ENGL 341 American Literature: The Central Years (3) A critical and historical study of representative American authors and movements—Romanticism, Realism, Naturalism—with emphasis on the literary renaissance of the 19th century.

ENGL 342 Melville, Poe & Whitman: American Voyagers (3) A study of three major American authors whose work explores the romantic figure of the voyager and of the voyage itself, both physical and metaphysical. Emphasis is placed on these authors' use of allegory and symbolism and their affirmation and criticism of certain American ideals and dreams.

ENGL 344 American Fiction (3) A critical and historical study of the ideas, structure and themes of major American novels and short stories, with emphasis on works of the first half of the 20th century.

ENGL 346 The American Dream (3) The continuing cycle of faith and doubt in the brave new world of America, with particular attention to the writers of America's maturity.

ENGL 348 The Multicultural Americas (3) A study of postcolonial literature in the Americas, other than the United States, with an emphasis on tensions between the European cultural tradition and that of the indigenous or nonwhite populations of the Americas. May be repeated for credit when the topic changes.

ENGL 349 Identities: Explorations in the American Past & Present (3) A study of problems of individual identity and social roles: racial, ethnic and sexual. The voices of writers and poets that reflect two worlds, yet are urgently their own.

ENGL 351 Ancient Myth: Paradigms & Transformations (3) An introduction to classical mythology as well as other ancient literatures and mythographies along with their later adapters and interpreters. [**ENGL/CTE**]

ENGL 354 Images of Love (3) A varying look at the faces and reflections of love in literature, art and myth. Readings in selected classical and modern works invite students to compare and contrast modern and traditional ideas about love.

ENGL 356 Literature & Law (3) Examines the relationship between law and literature through close readings of literature dealing with the law, along with close readings of legal texts from a literary perspective. Students read primary course materials with special attention to historical, social and cultural contexts that have shaped them. Along the way, students look at ways that writers employ various techniques and devices to evoke both clarity and ambiguity for different audiences and different purposes.

ENGL 357 Other Worlds: Fantasy, Science Fiction & Mystery (3) Explorations and discoveries of distinctive literary worlds from Scotland Yard to outer space. Specific emphasis may vary. May be repeated for credit when the topic changes.

ENGL 358 Tolkien: Master of Fantasy (3) A close examination of the work of J.R.R. Tolkien in fiction and criticism, with emphasis on *The Lord of the Rings*. Also considers some of Tolkien's sources and inspiration from fairy tale, legend and myth.

ENGL 361 The Hero & the Quest (3) The hero and the quest as archetypes, and an introduction to the mythic quest in early English literature from Beowulf to the Arthurian romance. Modern works are read against the background of the heroic tradition.

ENGL 362 Dante, Chaucer & Cervantes: Three Versions of Pilgrimage (3) An examination of Medieval and Renaissance concepts of love and the journey as they are reflected in the major works of these three writers.

ENGL 364 Shakespeare: Kings, Knaves & Fools (3) A thematic approach to Shakespeare's development and variety, revolving around one work such as *Hamlet*, and dealing with Renaissance attitudes toward power, freedom and the individual. Shakespeare's plays are viewed against the background of the Elizabethan period.

ENGL 365 Shakespeare: Love, Myth & Metamorphosis (3) A thematic approach to Shakespeare's development and variety, centering on one play such as *Othello*, and dealing with Renaissance attitudes toward love and myth. Shakespeare's plays are viewed against the background of his age.

ENGL 366 Milton, Blake & Yeats: Poet as Prophet (3) A study in development and contrast: concepts of order and revolt, of vision and revision, in the major works of the three poets. Emphasis among the three may vary from year to year.

ENGL 371 Changing Woman (3) An examination of sexual roles and politics in literature from the Victorian age to the present. Consideration is given to the relationship between gender and genre.

ENGL 372 Feminine Realities: In the Context of Their Times (3) Women's writing and writing about women in the context of specific times and/or places. Emphasis on the literature, legends and other means (e.g., letters, journals, biographies) by which women's voices can be heard. May be repeated for credit when the topic changes.

ENGL 374 Austen, the Brontes & Woolf: Rooms of Their Own (3) Classic, Romantic, Modern—these women brought their unique visions to life within the context of larger literary movements but created rooms of their own within which to write and live.

ENGL 391 Language as Technology (3) A consideration of narratives in the information age, historical developments through which changes in linguistic practice manifest themselves, and information theory. The role of languages in the social construction of reality as well as in the narrower sense of specific agents of change.

ENGL 392 The Archaeology of Language (3) A study of the beginnings, principles and designs of language. Competing paradigms of what language is and how it does what it does; how it communicates and conceals meaning; and how it expresses what we feel, think, represent and construe.

ENGL 395 Narrative Discourse: Cross-Media Comparisons (3) A study of narrative, both verbal and visual, as a form of discourse. The course focuses on the nature of narrative, types of narrative and the role of the reader/viewer in the narrative process. In addition to reading and viewing a wide range of narrative texts, from fairy tales to modern fiction, classical myths to television commercials and popular films, students compose their own narratives to gain a deeper understanding of what stories are and why they matter to us.

ENGL 397 Reading Strategies (3) An exploration of ways in which we make sense of literary works, both for ourselves and for others. Emphasis is placed on the relationships between literary texts and contexts (e.g., formal, inter-textual, historical, cultural), which make reading, as an interpretive act, a vital, rich and complex experience. prerequisite or co-requisite: 3 credits of literature coursework

ENGL 400 Literature in Society (3) An investigation of how literature emerges from and is shaped by the cultural and historical circumstances of specific times and places. May be repeated for credit when the topic changes.

ENGL 421 The Elizabethan Renaissance: In the Green World (3) A study, through poetry and drama, of the 16th-century English Renaissance. The world that molded Shakespeare and about which Shakespeare wrote.

ENGL 431 The Metaphysical Moment: From T.S. Eliot to John Donne (3) The 20th-century response to 17th-century literature and a study of the metaphysical idea and poetry that sparked that response.

ENGL 432 The Age of Reason (3) A study of major 18th-century writers; readings in poetry, prose and drama. The social, cultural and intellectual fabric of the age.

ENGL 441 The Romantic Imagination (3) A critical analysis of Romanticism and its meaning. The poetry, and some prose, is set against the background of the neoclassical and is viewed as a continuing literary force and ideal.

ENGL 442 The Victorian Paradox (3) Synthesis versus alienation. The Victorian consciousness torn by the emerging turmoil of modern society. Literature as the reflection of an age in transition.

ENGL 450 The Great Moderns (3) A seminar concentrating on three to five major writers of the early 20th century considered against the critical background of Modernism. May be repeated for credit when the topic changes.

ENGL 489 Directed Independent Study (3) Consideration and completion of a special topic or project in the study of literature or language. Each student works closely with a faculty member who helps to set goals, develop a course plan and guide progress. The project must be carefully planned and have the approval of both the instructor involved and the literature program director.

ENGL 490 Thesis in Literature (3) Directed individual instruction in the writing of a scholarly, critical or research paper. Each student works closely with a faculty director who guides his/her progress. The thesis must be of honors quality and must be finally approved by both the director and a second reader, one of whom is usually the division chair. Course is eligible for a continuing studies grade. prerequisites: 3.5 GPA and/or permission of both the program director and the division chair

ENGL 493 Honors Seminar (3) An advanced interdisciplinary seminar that focuses on important books and issues and encourages independent thinking, clear presentation and an understanding of the concerns and methods of various disciplines. The course may be team taught; topic and instructor(s) may change from semester to semester. Course may be repeated for credit when topic changes. prerequisites: 3.3 GPA and permission of the Denit Honors Program director

ENGL 494 Honors Project (3-6) Directed individual instruction in an advanced project of the student's choice; the project must be academically related to this discipline. Each student works closely with a faculty director who guides his/her progress. The project must be of honors quality and must be finally approved by both the faculty director and a second faculty member. Course is eligible for a continuing studies grade. prerequisites: 3.3 GPA and permission of both the Denit Honors Program director and the faculty director

ENGL 497 Topics in Literature (3) Intensive exploration of topics in literature of mutual interest to students and faculty. Content varies according to the concurrent interests of faculty and students. The topic studied appears under that name in the class schedule. Course may be repeated for credit when topic changes. prerequisite: none unless listed in the class schedule

ENGL 498 Seminar in English: The Modern Tradition (3) A culminating close examination of a major 20th-century work in the light of modern literary traditions. Students relate the work, as a touchstone, to other writings of the past and present. Emphasis on independent thought culminating in a written project, presented before the class. Subject may change from year to year. Course may be repeated for credit when topic changes. prerequisite: senior major status or permission of the program director

ENTREPRENEURSHIP (ENTR)
Entrepreneurship courses (ENTR) are offered by the Merrick School of Business.

ENTR 101 Imagination, Creativity and Entrepreneurship (3) Students experience what it means to discover the patterns that produce breakthrough ideas when attempting to solve business problems. Participants in this class are exposed to a systematic approach to changing the way they create, identify

and sell these ideas. They are also introduced to a number of techniques, concepts and methods that can be added to their creative skills toolkit. The course is designed around real methods that have been proven to work in some of the leading corporations in the world. These methods are conveyed through both interactive and experiential learning approaches. Students form teams for the purposes of developing creative solutions to problems and coming up with a concept around which a venture can be based. [**SOSC/CTEK**]

ENTR 300 The Entrepreneurial Experience (3) The entrepreneurial process considered as a paradigm, tracing the process and highlighting its practical applications. Special emphasis on the creation and initial growth phases of new ventures, with discussion of related ethical, international and legal issues. Local entrepreneurs serve as guest speakers. Open to all students, this course functions as a survey course as well as the first in the specialization in entrepreneurship sequence. There is a lab fee associated with this course.

ENTR 320 Opportunity Assessment and Development (3) Developing the analytical and conceptual skills required to test the feasibility of a concept for a new venture. A venture feasibility study involves undertaking activities that may help determine whether one should go forward with an opportunity. The process of feasibility analysis involves identifying, evaluating and determining whether to exploit an opportunity. Students will learn a number of practical skills and techniques that are applied to opportunities that students will explore. The creation of a feasibility study is the primary activity of the class. The course involves a significant amount of outside work that is time consuming, ambiguous, complex and multi-functional in nature. Feasibility analysis forces students to: undertake a significant amount of field research; develop and think critically about business concepts; answer fundamental questions about strategic, marketing, financial, operational and human resource issues about business concepts; and then research a decision about going forward to start the venture that is proposed. prerequisite: ENTR 300

ENTR 330 Internal Control and Growth for Entrepreneurial Ventures (3) Primary focus on managerial accounting practices, diagnostic analysis of financial statements and implementation of financial and accounting management systems designed to enhance the internal business control mechanism for an entrepreneurial venture. Topics are covered in the context of strategic and tactical decisions regarding entry into and exit from different product and service markets. prerequisites: ENTR 300, FIN 331 and ACCT 201

ENTR 390 Entrepreneurship Mentorship (1) Linked to the first three practica in the Entrepreneurship Fellows program. Consists of approximately four hours per week of mentorship with a local expert entrepreneur. prerequisite: status as an Entrepreneurship Fellow

ENTR 430 Capital Acquisition and Strategic Financial Management for Entrepreneurial Ventures (3) Provides knowledge and training in the area of capital acquisition strategies and tactics through the life cycle of an entrepreneurial venture and coverage of valuation techniques as applied to the allocation of business assets. Topics include start-up and mezzanine financing and their bridging to initial public offers

on the capital acquisition side, as well as capital budgeting and internal control techniques applied in the strategic context developed in earlier courses. prerequisite: ENTR 330

ENTR 450 Entrepreneurial Organization, Planning and Implementation (3) The capstone course of the specialization in entrepreneurship. Students apply knowledge and experience gained in prior courses to develop and implement a new venture. Outside entrepreneurs bring real-world problems to class and students participate in field experiences. Emphasis is placed on creating and continuously enhancing an overall management system to guide the entrepreneurial venture as it grows. prerequisites: ENTR 300 and ENTR 320.

ENTR 460 Social Enterprise (3) Successful nonprofit organizations are consistently challenged to expand their impact, be socially responsible and fiscally accountable, and find new sources of revenue. In response, more and more organizations are discovering innovative ways to generate both financial and social returns on their investments. Students and selected nonprofits learn about successful ventures and engage in lectures and hands-on work to determine the feasibility of entrepreneurial ideas, recognize and overcome financial obstacles, and convert social venture ideas into reality. prerequisites: ENTR 320 and ENTR 430 or FIN 430, or permission of instructor

ENTR 490 Entrepreneurial Strategy (9) One of the courses that comprise the final practicum in the Entrepreneurship Fellows program. Using entrepreneurial strategy as the integrating framework, students reflect on what they have learned in the program, integrate that learning with their new venture concept and prepare to launch their new venture upon or before graduation. prerequisites: status as an Entrepreneurship Fellow and completion of the Entrepreneurial Opportunities and Markets, Human Capital in a New Venture and Economics of New Venture Financing practica

ENTR 493 Honors Seminar (3) An advanced interdisciplinary seminar that focuses on important books and issues and encourages independent thinking, clear presentation and an understanding of the concerns and methods of various disciplines. The course may be team taught; topic and instructor(s) may change from semester to semester. Course may be repeated for credit when topic changes. prerequisites: 3.3 GPA and permission of the Denit Honors Program director

ENTR 494 Honors Project (3-6) Directed individual instruction in an advanced project of the student's choice; the project must be academically related to this discipline. Each student works closely with a faculty director who guides his/her progress. The project must be of honors quality and must be finally approved by both the faculty director and a second faculty member. Course is eligible for a continuing studies grade. prerequisites: 3.3 GPA and permission of both the Denit Honors Program director and the faculty director

ENTR 497 Special Topics in Entrepreneurship (3) The entrepreneurship faculty, from time to time, offer an opportunity to integrate new material into the undergraduate program reflecting changes in the field and in the educational needs of students. prerequisite: ENTR 300

ENTR 499 Independent Study: Entrepreneurship (1-3) An independent study completed under the direction of a faculty member. For eligibility and procedures, refer to the [Merrick School of Business Independent Study Policy](#).

ENVIRONMENTAL SCIENCE (ENVS)

Environmental Science courses (ENVS) are offered by the Division of Science, Information Arts and Technologies in the Yale Gordon College of Arts and Sciences. Related courses are listed under Biology (BIOL), Chemistry (CHEM) and Physical Science (PHSC).

ENVS 201 Human Ecology (3) Introduces the student to aspects and dimensions of the impact of burgeoning human populations on human societies and life on Earth in general. Specific applied topics in environmental science, ecology and sustainability are covered, with a focus on urban ecosystem issues. An emphasis is placed on current and newsworthy topics at scales ranging from local to global. Understanding the place of humans in the biosphere and how to ensure a habitable planet for future generations and for other organisms is a primary goal of the course. [**GSCI/QQT**]

ENVS 221 Science of the Environment (4) A survey of a number of scientific disciplines related to the earth's changing environment, including geology, ecology, zoology, hydrology, climatology and chemistry. These disciplines are integrated to provide a clearer understanding of complex environmental issues, using both local and global case studies. The laboratory portion of the course investigates environmental hypotheses and theories and introduces students to the techniques of environmental data collection and analysis. Lab fee required. [**GSCI/QQT**]

ENVS 285 Environmental Chemistry (4) Exploration of the fundamental principles of chemistry as they apply to the natural cycles of compounds in the environment, focusing on the source, fate and reactivity of compounds in natural and polluted environments. Emphasis is placed on environmental changes due to human activity, especially those related to land use and the exploitation of aquatic resources. Issues discussed include climate change, air pollution, industrial and municipal waste in waterways, and chemical cycling in urban areas. Lab fee required. prerequisite: ENVS 221

ENVS 289 Independent Study: Introduction to Field/Lab Research (3) Provides students with the opportunity to pursue a research topic or special project in the natural and environmental sciences. Students work closely with a faculty member who helps set goals, develop a course plan and guide progress. Projects vary with individual student interests. Lab fee may be required. prerequisite: permission of the division chair

ENVS 300 Greater Baltimore Urban Ecosystems: Field Investigations (4) An introduction to local ecosystems; their determining natural forces and human-caused challenges; and strategies, methods and techniques used to assess ecosystem condition. Students develop skills to evaluate ecological assessment reports, guidance documents and sampling techniques produced and used by environmental agencies and other interested parties. The course includes both classroom and field

components, with frequent class trips to local ecosystems to assess and compare their characteristics. prerequisite: ENVS 221

ENVS 375 Molecular Genetics and Biotechnology in Society (4) The science behind practices such as cloning and genetic engineering and advances in biotechnology in human health, agriculture, aquaculture and environmental sciences are discussed. This course raises awareness of the impact of biotechnology on human society and discusses related ethical issues, and it provides students with the knowledge to evaluate the risks and impacts of advances in biotechnology. The laboratory portion of the course introduces students to the techniques used in molecular genetics, molecular biology and biotechnology. prerequisite: CHEM 101

ENVS 490 Special Projects in Environmental Sciences (3) Provides students with the opportunity to pursue a research topic or special project in environmental science. Students work closely with a faculty member who helps set goals and develop a course plan and guides progress. The project must be carefully planned and have approval of the course instructor. prerequisites: ENVS 221 and ENVS 300

ENVS 493 Honors Seminar (3) An advanced interdisciplinary seminar that focuses on important books and issues and encourages independent thinking, clear presentation and an understanding of the concerns and methods of various disciplines. The course may be team taught; topic and instructor(s) may change from semester to semester. Course may be repeated for credit when topic changes. prerequisites: 3.3 GPA and permission of the Denit Honors Program director

ENVS 494 Honors Project (3-6) Directed individual instruction in an advanced project of the student's choice; the project must be academically related to this discipline. Each student works closely with a faculty director who guides his/her progress. The project must be of honors quality and must be finally approved by both the faculty director and a second faculty member. Course is eligible for a continuing studies grade. prerequisites: 3.3 GPA and permission of both the Denit Honors Program director and the faculty director

FINANCE (FIN)
Finance courses (FIN) are offered by the Merrick School of Business.

FIN 300 Personal Finance (3) A practical introduction to financial concepts and tools, which students learn to apply to personal financial decisions such as housing, personal and small-business borrowing, insurance, income taxes, retirement planning and investments in common stocks, bonds and mutual funds. FIN 300 may not be used as a specialization course by finance majors.

FIN 330 Excel for Financial Analysis (3) Provides students with skills in the use of Excel spreadsheets to prepare and present analyses for personal, corporate, real estate and investment finance. This course covers presentation and computation, and emphasis is placed on using spreadsheets to perform financial analyses. prerequisite: FIN 331 (may be taken concurrently)

FIN 331 Financial Management (3) An overview and understanding of fundamental principles of financial decision-making and their application to internal and external problem-solving by the business enterprise. Topics include financial statement analysis and forecasting, time value of money and security valuation, corporate capital budgeting, cost of capital and capital structure. Thematic coverage encompasses the traditional, international and ethical dimensions of financial decision-making. prerequisites: ACCT 201, ECON 200 or 3 hours of micro- or macroeconomics, and MATH 115

FIN 333 Investment Analysis and Portfolio Management (3) An introduction to financial markets and to basic valuation principles for financial instruments such as common stocks, bonds, and futures and options. These instruments are studied in the context of modern portfolio theory. Company and industry analytical projects provide the chance for practical experience. prerequisite: FIN 331

FIN 420 Risk and Insurance (3) Fundamental concepts of insurance/reinsurance products as risk management tools for individuals and corporations. Topics include the regulatory environment, financial operations of insurance companies and the role of the capital market in the risk management process.

FIN 430 Entrepreneurial Organization and Finance (3) Provides knowledge and training in the area of capital acquisition strategies and tactics through the life cycle of an entrepreneurial venture. Topics include startup and mezzanine financing, initial public offerings, capital budgeting and internal control techniques. This course builds on the knowledge gained in other business courses and should lead to a better understanding of the special problems of private equity financing. prerequisite: FIN 331

FIN 433 International Financial Management (3) In global financial markets, exchange rate risk exposure demands careful management and the use of financial instruments for hedging currency risk. These include currency options, futures and swaps. Working capital management and long-term financing and investment decisions are also crucial to today's financial managers and need to be understood in the context of expanding global financial markets. prerequisite: FIN 331

FIN 450 Financial Modeling and Communication (3) Equips students with a working knowledge of the technical tools and methods of financial analysis and provides them with the ability to design and deliver professional-quality written, oral and electronic presentations of their analytical findings and recommendations. Topics include financial statements and analysis, financial forecasting, cash flow analysis and valuation. In addition, students learn how to create exhibits and written documents for the presentation of financial information, analysis and policy. prerequisites: FIN 330, FIN 331 and FIN 333

FIN 470 Real Estate Investments (3) Introduces the fundamentals of real estate investment analysis, including elements of mortgage financing and taxation, and applies the standard tools of financial analysis and economics to real estate valuation. Topics include traditional and nontraditional appraisal methods, techniques of real estate financing, real estate work-outs, innovations in real estate financing and the relationship to the macroeconomic environment. prerequisite: FIN 331

FIN 471 Real Estate Finance (3) Analyzes the instruments, techniques and institutions of real estate finance. Emphasis is placed on the sources of funds, mortgage risk analysis and typical policies and procedures used in financing residential and commercial properties. prerequisite: FIN 331

FIN 493 Honors Seminar (3) An advanced interdisciplinary seminar that focuses on important books and issues and encourages independent thinking, clear presentation and an understanding of the concerns and methods of various disciplines. The course may be team taught; topic and instructor(s) may change from semester to semester. Course may be repeated for credit when topic changes. prerequisites: 3.3 GPA and permission of the Denit Honors Program director

FIN 494 Honors Project (3-6) Directed individual instruction in an advanced project of the student's choice; the project must be academically related to this discipline. Each student works closely with a faculty director who guides his/her progress. The project must be of honors quality and must be finally approved by both the faculty director and a second faculty member. Course is eligible for a continuing studies grade. prerequisites: 3.3 GPA and permission of both the Denit Honors Program director and the faculty director

FIN 495 Internship in Finance (3) Provides students with practical real-world experience in an organization. The course requires a minimum of 120 hours of practical work with a qualified firm based on explicit statements of student responsibilities and faculty/firm monitoring mechanism. Students will work closely with both the firm and a faculty member. prerequisites: completion of 9 hours of finance courses, with a minimum GPA of 3.0 in these courses. Completion of MGMT 330 is recommended. Permission of the department chair is required.

FIN 497 Special Topics in Finance (3) The economics and finance faculty, from time to time, offer an opportunity to integrate new material into the undergraduate program reflecting changes in the field and in the educational needs of students. prerequisite: FIN 331

FIN 499 Independent Study: Finance (1-3) An independent study under the direction of a faculty member. For eligibility and procedures, see the [Merrick School of Business Independent Study Policy](#).

FORENSIC STUDIES (FSCS)

Forensic Studies (FSCS) courses are offered by the School of Criminal Justice in the College of Public Affairs. Related courses are listed under Criminal Justice (CRJU).

FSCS 301 Forensic Science (3) Introduces students to forensic-science topics, including crime-scene processing, fingerprints, firearms and toolmarks, questioned documents, serology, fire and explosives, trace evidence, pathology and instrumental analysis. Lectures, demonstrations and basic laboratory exercises are used to present the subject matter.

FSCS 307 Crime Scene Investigation (3) Focuses on the scientific techniques used to investigate different types of crime scenes, including burglaries, murders, rapes, arsons and bombings. Students learn to recognize, identify, collect, preserve, transport, record and process physical evidence such as body fluids, body fluid stains, items of trace evidence, tire and shoe impressions, latent fingerprints, weapons and tools. Laboratory fee required.

FSCS 400 Laboratory Safety and Quality Assurance (3) Introduces students to the various principles of safety and quality assurance in a forensic laboratory. Laboratory safety topics include OSHA standards, material safety data sheets (MSDS), workplace safety, personal protective equipment, employer liability and employee responsibilities. Quality assurance topics include quality concepts and quality assurance principles, documentation, document control, standard operating procedures, proficiency testing, validation standards, test standards, instrument calibration, instrument maintenance, auditing principles, laboratory accreditation and analyst certification. prerequisites: Biology I, Chemistry I and II, Organic Chemistry I and II, and Physics I and II

FSCS 401 Trace Evidence I (4) Introduces methods of collecting, handling, preparing, identifying and comparing items of trace evidence. Topics include hairs, fibers, fabric, cordage, tape, glass, paint, paint chips, wood, vegetation, soil and other items requiring microscopic examination. Laboratory fee required. prerequisites: Biology I, Chemistry I and II, Organic Chemistry I and II, Physics I and II, and FSCS 400, 405 and 407

FSCS 403 Trace Evidence II (4) A continuation of Trace Evidence I, this course focuses on items of trace evidence requiring instrument analysis. Topics include flammable liquids, explosives, bank dyes, plastics, polymers, gunshot residue, metals and natural elements. Laboratory fee required. prerequisites: Biology I, Chemistry I and II, Organic Chemistry I and II, Physics I and II, and FSCS 400, FSCS 401, FSCS 405 and FSCS 407

FSCS 405 Microscopy (4) Provides instruction in the methods of collecting, handling, preparing, identifying and comparing items of trace evidence. Topics include use of the stereomicroscope, compound microscope, comparison microscope, microspectrophotometer, scanning electron micro-scope, polarizing microscope, fluorescent microscope and hot-stage microscope. These methods are demonstrated, and students conduct hands-on analyses of materials using some of this equipment. Laboratory fee required. prerequisites: Biology I, Chemistry I and II, Organic Chemistry I and II, and Physics I and II; prerequisite or co-requisite: FSCS 400

FSCS 407 Instrumental Analysis (4) The use of scientific instruments in forensic testing. Lectures and laboratories cover instrumentation theory, data systems, method development and qualitative and quantitative analytical techniques. Techniques discussed include gas chromatography (GC), liquid chromatography (LC), thin-layer chromatography (TLC), ion chromatography (IC), capillary electrophoresis (CE), infrared spectrometry (IR), mass spectrometry (MS) and X-ray diffraction (XRD). Laboratory fee required. prerequisites: Biology I, Chemistry I and II, Organic Chemistry I and II, Physics I and II, and FSCS 400 and FSCS 405

FSCS 410 Forensic Serology (4) Exposes students to both the theoretical and practical aspects of forensic serology. At the end of the course, students will have gained practical experience and will have a comprehensive knowledge of techniques presently being used in the forensic examination of body fluids. Laboratory fee required. prerequisites: Biology I, Chemistry I and II, Organic Chemistry I and II, Physics I and II, and FSCS 400 and FSCS 405

FSCS 418 Mathematical Applications in Police Science (3) Introduces the various uses and applications of mathematics in law enforcement. Students learn to interpret and construct graphs and tables, calculate clearance rates and conduct trend analysis. The basics of operational research are explored relative to the needs of law enforcement. Probabilities and statistical techniques, which provide the basis for DNA interpretation, are addressed.

FSCS 424 Fourth Amendment: Interpretation and Application (3) Covers the doctrines and cases inherent in and arising from the Fourth Amendment: the law of arrest, search and seizure, standing, forfeiture and derivative evidence. Organized as a topical analysis, the course identifies the elements of each constitutional area and references major federal and state cases to illustrate the application and source of the rules.

FSCS 426 Innovative Investigative Techniques (3) Advanced techniques and strategies designed to further aid in investigating serious or complex crimes are presented. Particular attention is paid to the procedural aspects of police activity as they relate to the admissibility of evidence in state and federal prosecutions. Content includes improvements to basic investigative skills and a discussion of alternative tactics. Also covered are the necessary, suggested and explicit requirements for a federal Title III investigation and a Maryland wiretap investigation.

FSCS 430 Specialty Warrants, Wiretaps and Historical Conspiracies (3) Focuses on the extreme recourses available to law enforcement in investigating serious offenders. Content includes the legalities involved in obtaining trap and trace devices, electronic and video surveillance and body wires. These investigative techniques are then combined with traditional investigative techniques to develop evidence of historical conspiracies against criminal organizations.

FSCS 440 Advanced Crime Scene Investigation (3) Introduces students to improved casting techniques, enhanced latent fingerprinting techniques and sophisticated new photographic techniques, which contribute to the complex procedures of protecting and analyzing a crime scene and gathering information via ever-expanding skills and technology. Laboratory fee required. prerequisite: FSCS 307

FSCS 454 Death Investigation (3) Presents the medical and legal investigation of death. The history and development of forensic pathology are considered. The course examines the manners of death, - including homicide, suicide, accidental, natural and undetermined. Postmortem changes are also examined. The course is organized in a lecture series format. Lecture topics include sharp and blunt force trauma, thermal injuries, drowning, drug and alcohol abuse, pediatric forensics, gunshot injuries, asphyxia and motor vehicle trauma.

FSCS 460 Forensic Photography (3) Familiarizes students with, and provides a basic understanding of, the camera (35mm, digital and video) with respect to crime scene analysis. Using photographic techniques, students learn how to document a crime scene and pertinent physical evidence including tire impressions, shoe prints, latent prints and blood spatter. In addition, students explore available light, flash, flash fill and painting-by-light processes. Students learn how to construct and maintain a photographic log and how to enter photographs into court as evidence. Students create a portfolio of their work. Laboratory fee required.

FSCS 480 Forensic Documentation (3) Prepares students to document and manage cases properly from inception to successful conclusion. Students gain a basic understanding of investigative and forensic case documentation.

FSCS 482 Moot Court and Trial Advocacy for Forensics (3) Students learn courtroom presentation techniques designed to elicit direct, persuasive and comprehensive testimony as it relates to various evidentiary issues at criminal hearings and trials. Students prepare and present direct testimony and are cross-examined by attorneys in a simulated courtroom setting.

FSCS 487 Field Internship in Forensic Science (3) Provides field experience to students through laboratory assignments with various criminal justice entities. This requirement is completed at the end of the program. Eligible for continuing studies grade.

FSCS 493 Honors Seminar (3) An advanced interdisciplinary seminar that focuses on important books and issues and encourages independent thinking, clear presentation and an understanding of the concerns and methods of various disciplines. The course may be team taught; topic and instructor(s) may change from semester to semester. Course may be repeated for credit when topic changes. prerequisites: 3.3 GPA and permission of the Denit Honors Program director

FSCS 494 Honors Project (3-6) Directed individual instruction in an advanced project of a student's choice; the project must be academically related to this discipline. Each student works closely with a faculty director who guides his/her progress. The project must be of honors quality and must be finally approved by both the faculty director and a second faculty member. Course is eligible for a continuing studies grade. prerequisites: 3.3 GPA and permission of both the Denit Honors Program director and the faculty director

FSCS 496 Field Internship in Police Science (3) Broadens the educational experience of students through appropriate observational and work assignments with criminal investigation units. This requirement is completed at the end of the program. Eligible for continuing studies grade.

FSCS 497 Topics in Forensics (3) Examines special topics and issues in the field of forensics such as homicide investigation, blood spatter analysis, and forensic medicine and public health. Course may be repeated for credit when the topic changes.

FSCS 498 Laboratory Topics in Forensics (4) Examines special laboratory topics and issues in the field of forensics such as DNA analysis, questioned document examination and drug analysis. Course may be repeated for credit when the topic changes. Laboratory fee required. prerequisite: none unless listed in the class schedule

GOVERNMENT AND PUBLIC POLICY (GVPP)
Government and Public Policy (GVPP) courses are offered by the School of Public and International Affairs within the College of Public Affairs.

GVPP 201 American Government (3) An examination of the foundations, politics and institutions of the American political system. An introduction to the American ideology, the Constitution, the practice of politics and the institutions that constitute the governing structures of the country. [**SOSC**]

GVPP 210 Global Politics (3) Surveys global events and processes. The course covers issues of war and peace, arms and armaments, international governmental and nongovernmental organizations, the politics of global economic relations both among nations of the developed north and between northern and southern states. Humanitarian and environmental issues are also covered. Emerging trends in globalization, terrorism and ethnic conflict are considered. [**SOSC**]

GVPP 279 Special Topics in International Affairs (3) Exploration of topics in international affairs. Content varies depending upon the interests of faculty and students and may include studies in comparative or regional politics, international or global Issues, or issues in foreign policy. Course may be repeated when topic changes.

GVPP 284 Politics in Comparative Perspective (3) Introduces students to the study of politics and political science. The course covers basic concepts in comparative politics, including ideologies, political behavior and political institutions. These concepts are used to explore the political experiences of representative countries from the Western democratic, transitional and developing worlds. Coverage is also given to the impact of globalization on selected countries. Specific countries covered will vary with instructor. [**SOSC**]

GVPP 297 Topics in Politics and Policy (3) Exploration of topics in politics and policy. The topic for study appears under that name in the class schedule. Course may be repeated for credit when the topic changes.

GVPP 300 American Political Institutions (3) The role and interrelationship of the federal, state and local governments in the formulation and implementation of public policy are examined. Major contemporary issues are explored to illustrate the policymaking process.

GVPP 315 Public Policy Analysis (3) Students gain a foundation in policy analysis, the process of creating, critically assessing and communicating information to determine which of various policy

alternatives will best achieve given goals within the American policy arena. Students understand the policy process and analysis by defining, assessing and describing public problems; identifying policy goals and criteria to assess possible strategies; crafting appropriate policy options by borrowing, adapting and creating; analyzing and predicting the effects of alternative policy options; and communicating policy advice in written and oral presentations.

GVPP 320 Public Administration (3) The problems of municipal, state and federal governments as these relate to organization, budgeting, personnel, welfare, control, reporting, public relations, federal-state-local relations, the city government in society and the division of state and federal powers.

GVPP 321 Leadership: An Experiential Approach (3) Organized around developing leadership, this course helps students to identify goals and objectives and achieve them. This course uses adventure education and outdoor experience to support the development of personal and professional competencies for individuals interested in careers in community-serving nonprofit organizations.

GVPP 322 Bureaucracy and Public Policy (3) An understanding of the institutional, political, legal and ethical challenges of public policy management in the contemporary administrative state.

GVPP 324 American Public Policy (3) Analysis of the formulation and implementation of governmental policies at all levels in such areas as art and culture, economic stability, income maintenance, education, the environment, public finance and older adults. prerequisite: GVPP 300 or permission of the instructor

GVPP 326 Urban Politics and Public Policy (3) An examination of the organization and main functions of urban government, the major participants and key issues in the urban political process, and the political relationship between cities and other levels of government. The distinctive characteristics of the political process in the urban setting with special emphasis on Baltimore.

GVPP 340 Constitutional Law (3) The role of the Constitution in the American system of government. Origins and historical development of the Constitution, the theory and operation of the federal court, and the effects of Supreme Court decisions on the relationship between different branches of government and on the rights of individuals in American society.

GVPP 341 Civil Liberties and the Bill of Rights (3) An advanced course about constitutional law that focuses on the Bill of Rights and issues of civil liberties that have arisen as the Supreme Court has changed its interpretation of the constitutional basis of decisions related to those rights. The course stresses legal reasoning and research skills; it also provides information about constitutional issues in relation to American governmental processes and policies. suggested prerequisite: GVPP 340

GVPP 344 American Presidency (3) An examination of the presidency in the American system of government. The powers of and limits on the president are studied, as are the relationships between the president and other major actors in the political system.

GVPP 345 The Legislative Process (3) An examination of legislatures in the American system of government. Emphasis is placed on the study of the representative function of legislatures, the ways in which they operate and their impact on public policy.

GVPP 348 State and Local Government (3) Emphasis on the organization, powers and functions of state, local, county and municipal governments. Government in theory and practice at different levels in the state of Maryland.

GVPP 360 Parties, Campaigns and Elections (3) A study of the rise, history and functions of political parties in the United States. Campaign management and strategies as well as electoral tactics and movements are also examined.

GVPP 362 Media and Government (3) A study of relationships among governments, public opinion and the media. Analysis of the components of public opinion and their individual and collective influence on government. The functioning of the media and its influence on both government and public opinion.

GVPP 381 American Political Thought (3) A study of the political thought in the United States that has provided the foundations of American democracy from colonial times to the present, focusing on political concepts, principles, ideas and issues.

GVPP 382 Political Ideologies (3) Focuses on the philosophical and ideological bases for the state. The political economy and social structure of governing ideologies are examined and illustrated in discussions about democracy, capitalism, liberalism, fascism, communism and socialism. Challenges to these ideologies as presented by religion and nationalism are also discussed.

GVPP 384 Comparative Government (3) An examination of the historical and social background, political process, governments and institutions of representative foreign governments, including Great Britain, France and Germany. The identification, comparison and evaluation of the main components and characteristics of the governing process are examined.

GVPP 385 International Relations (3) A study of concepts and principles of international relations; the nature of national power; state systems; balance of power; internationalism; causes and consequences of international stability; and trends in international relations, diplomacy and conflict resolution. prerequisites: GVPP 210 or CNCM 102

GVPP 386 American Foreign Policy (3) An examination of the political, economic and military considerations involved in the formulation and implementation of United States foreign policy. Included are the constitutional responsibilities for foreign policy, the economic context, military doctrine and the country's traditional international relationships.

GVPP 408 Methods in Government and Public Policy (3) Focuses on research and analytical techniques, statistical measurement and methods of science used in the study of governmental organizations, elections, political behavior and policy analysis.

GVPP 423 Public Budgeting and Personnel Administration (3) Focuses on budgeting and personnel administration at the national, state and local government levels. Examined are the form, content and processes of public budget development and its review, execution and management; also examined are the principles and functions of public personnel management, salary, schedules, unions, performance evaluation and retirement. prerequisite: GVPP 320 or permission of the instructor

GVPP 425 Administrative Law and Processes (3) The growth of the administrative process in the United States, the necessity for the delegation of legislative authority to administrative agencies and the need for judicial control of the bureaucracy. Emphasis on federal and state of Maryland administrative and regulatory processes.

GVPP 426 Foundations of Democracy I (3) Examines the scope and nature of the fundamental values reflected in our system of democratic governance. Democracy joins individual citizens, neighbors and communities. Acting together they form the essence of an associational life—that is to say, a life lived with reciprocal linkages to the well-being of others and to the common good. Particular attention is placed on the decision-making and organizational design systems that characterize our social, political and economic institutions as well as community-serving nonprofits.

GVPP 427 Foundations of Democracy II (3) The primary focus is an examination of the scope of ethical behavior reflected in the various aspects of the public policy process. Particular attention is given to the administrative implementation of policy and the fundamental values inherent in the American democratic process.

GVPP 461 Maryland Government Processes and Politics (3) A study of the structure of Maryland's three branches of government and their relationship to interest groups, political parties and public policies.

GVPP 463 Interest Group Politics and Lobbying (3) Examination of interest groups as key components in the functioning of a pluralistic political system. The proliferation of interests from trade associations to public, nonprofit interests is documented. The techniques of lobbying are also explored.

GVPP 465 Survey Research and Public Opinion Analysis (3) The methodologies of survey research and public opinion analysis such as sampling procedures, questionnaire design and measurement issues. Students are introduced to evaluation of current political polls and become conversant with some of the key issues in designing and carrying out polls.

GVPP 470/GVPP 471 Individual Research (1-3) Individual research on a subject of mutual interest to both student and supervisory faculty. Depending on the scope and depth of research, 1 to 3 credits may be earned for the successful completion of either course. The student may, upon approval, take both

courses. prerequisites: a minimum of 12 credit hours in GVPP courses earned at the University of Baltimore and approval of the program director

GVPP 479 Special Topics in International Studies (3) In-depth examination of selected topics in international relations and/or comparative politics of mutual interest to faculty and students. Content varies according to the concurrent interests of faculty and students. The topic for study appears under that name in the class schedule. Course may be repeated for credit when topic changes.

GVPP 480 Environmental Politics and Policy (3) Focuses on the process of public decision-making as it relates to national and global environmental issues. The course addresses policy-making institutions and political behavior and how these have shaped American responses to such issues as clean air and water, energy use and natural resource consumption, among others. The course explores how agencies use risk assessment and other decision tools to establish regulatory objectives and how tax, regulatory and other policy tools are used to manage the environment.

GVPP 481 Globalization (3) Examines the rapid global changes shepherding in the 21st century. Students examine the social, economic and political effects of a smaller, more connected world. Global citizenship, intertwined economies and global institutions joining nation states as primary global actors are presented as macro changes to national identities, economies and public policies.

GVPP 482 Topics in Political Theory (3) Selected political theory examines perennial issues in political thought within the frameworks of classical, medieval, Renaissance, Enlightenment and modern political theory. Course may be repeated for credit when topic changes.

GVPP 483 Aging and Public Policy (3) The development of public policies as they relate to older Americans is examined. Analysis of the political attitudes and behaviors of older persons to determine the effects of older adults on the political process. Major federal legislation developed to respond to particular problems encountered by older persons is also analyzed (e.g., income maintenance, health care, transportation, housing, employment, nutrition).

GVPP 484 International Political Economy (3) Examination of the rapid changes in the postwar system of trade, production and finance. Students are exposed to discussions concerning the impact that these changes have presented to national identities and the public policy responses undertaken by states to maintain and enhance their position in the global trading system.

GVPP 485 The Far East in World Affairs (3) Political, economic and military aspects of India, Japan and Southeast Asia. Emphasis on their contemporary foreign relations.

GVPP 486 The Middle East (3) Political, economic and military aspects of Turkey, Iran, Egypt and the other Arab states, Israel and the eastern Mediterranean. Emphasis on foreign relations, the interrelationship of these powers and their relationships with Western European powers, the Soviet Union, the People's Republic of China and the United States.

GVPP 487 Western Europe (3) Political, economic and military aspects of Austria, the Benelux countries, France, Italy and Germany with an emphasis on their contemporary foreign relations.

GVPP 488 The Commonwealth of Independent States and China in World Affairs (3) International relations of the Commonwealth of Independent States and the People's Republic of China. An example of the political, economic and military considerations of these two countries in the conduct of their relationships.

GVPP 489 International Organization (3) The study of the development and evolution of international organizations, including the United Nations, regional and functional organizations, and nongovernmental organizations. The course focuses on the United Nations' principal organs and specialized agencies and on major international intergovernmental organizations. Consideration is also given to nongovernmental organizations as well as informal organizations. Simulation or role-playing exercises or trips to the United Nations may be included at the instructor's discretion. prerequisite: GVPP 201 or CNCM 102

GVPP 490/GVPP 491 Internship (3) Internship designed to broaden the educational experience of the student through work assignments with appropriate governmental agencies. Depending on the academic value of the work assignments, the student may enroll for up to a total of 6 credits in this internship. Course is eligible for a continuing studies grade. prerequisites: major in government and public policy or jurisprudence, a minimum of 12 credits completed in GVPP courses with a GPA of at least 3.0, and approval of the program director

GVPP 493 Honors Seminar (3) An advanced interdisciplinary seminar that focuses on important books and issues and encourages independent thinking, clear presentation and an understanding of the concerns and methods of various disciplines. The course may be team taught; topic and instructor(s) may change from semester to semester. Course may be repeated for credit when topic changes. prerequisites: 3.3 GPA and permission of the Denit Honors Program director

GVPP 494 Honors Project (3-6) Directed individual instruction in an advanced project of the student's choice; the project must be academically related to this discipline. Each student works closely with a faculty director who guides his/her progress. The project must be of honors quality and must be finally approved by both the faculty director and a second faculty member. Course is eligible for a continuing studies grade. prerequisites: 3.3 GPA and permission of both the Denit Honors Program director and the faculty director

GVPP 497 Topics in Government and Public Policy (1-6) Intensive exploration of topics in political science of mutual interest to faculty and students. Content varies according to the concurrent interests of faculty and students. The topic for study appears under that name in the class schedule.

GVPP 499 Senior Seminar (3) A senior-level seminar required of all government and public policy majors. Topics considered include the perspectives of the major subfields of government and public

policy and their relations with other disciplines. Students demonstrate their abilities to analyze, assess and write about relevant issues and practices in government and public administration. Open to students who are not government and public policy majors only by permission of the instructor.

HEALTH SYSTEMS MANAGEMENT (HSMG)

Health Systems Management courses (HSMG) are offered by the School of Health and Human Services within the College of Public Affairs.

HSMG 300 Health Indicators (3) A basic introduction to classical approaches typically used to describe population health. Emphasizes appropriate summaries and methods of health utilization data display in tables and in graphs. Use of rates, ratios and proportions are addressed. Introduces basic data management, exploratory data analysis and report generation. Students gain hands-on experience in using computer applications such as spreadsheets, statistical packages and database management while becoming acquainted with useful health data sources.

HSMG 301 Introduction to Health Economics (3) A survey course of the major topics in health economics. Students should develop an appreciation of the contribution economics make to the study of health and health policy. Topics to be covered include the demand for health and health care, workforce issues and the organization and financing of the U.S. health-care system. prerequisite: entry-level course in microeconomics

HSMG 302 Statistics for Health Management and Finance (3) An introduction to the purposes and practices of statistical and financial analysis in the health management sector. Students evaluate data analysis as presented in health management and finance literature. Students also learn to distinguish between information based upon speculation, intuition and wishful thinking and that based upon systematic analysis of data.

HSMG 370 Overview of Health-Care Delivery System (3) Provides a systematic overview of the U.S. health services system to familiarize the student with various mechanisms through which health services are delivered. Systems approach assists students in studying details of the various topics while maintaining a broad perspective of health-care delivery.

HSMG 371 Principles of Health-Care Management I (3) Provides an understanding of the conceptual foundations and practices of management within health services organizations. Presents an overview of the structure, operation and management of health services organizations. Perspectives from organizational theory and general management provide a conceptual basis for understanding and analyzing the practice of management in health service organizations. Uses the case study approach to develop management skills through the analysis of health-care industry examples.

HSMG 372 Principles of Health-Care Management II (3) Provides an understanding of the conceptual foundations and practices of management within health services organizations. Perspectives from

organizational theory and general management provide a conceptual basis for understanding and analyzing the practice of management in health-care organizations. Uses the case study approach to develop management skills through the analysis of health-care industry examples. Examines principles of management in health service organizations, specifically focusing on health professional accreditation, licensure, personnel issues, labor relations and selected issues in material handling particular to health services organizations. prerequisite: HSMG 371

HSMG 373 Health Policy and Politics (3) An in-depth study of a number of current policy issues in the American health-care system. Particular attention is paid to the roles and powers of nonmedical participants, including consumers, planners, administrators and policymakers.

HSMG 374 Epidemiology (3) Epidemiology is the study of how health and disease are distributed in populations and of factors that influence or determine this distribution. It is the basic science of public health. This course introduces epidemiology and epidemiologic approaches to the problems of health and disease. The basic principles and methods of epidemiology are presented with applications to public health and clinical practice.

HSMG 378 Introduction to Global Health (3) Provides an introduction to important global health issues, including health determinants and key areas of disease burden, and the role that new health technologies can play in solving these problems. Students examine case studies of successful global health interventions to understand features of successful programs. Working in small groups, students use their knowledge to design a solution to a real-world health challenge facing a developing country.

HSMG 379 Health Information Systems (3) Provides future health-care managers with an overview of health information systems. Students gain an understanding of selecting and using information systems and of reviewing applications of information technology in health care. The course explores current trends in information technology and describes how information systems can support high-quality patient care.

HSMG 470 Individual Research (3) Individual research on an academically sound project of interest in the health systems management field. Research is to be conducted in consultation with a monitoring faculty member. prerequisite: permission of the program director

HSMG 471 Special Topics in Health Systems Management (3) Specific topics, issues and trends in health management. Course may be repeated for credit when topic changes.

HSMG 475 Managed Care I (3) Introduces the basic theoretical concepts concerning care, practical management issues and areas of controversy as they pertain to managed care. Topics include benefits design in managed care, structure and management of health-care delivery systems, financing of managed care, medical-surgical utilization, disease management and future managed care trends.

HSMG 476 Managed Care II (3) Addresses theoretical concepts; health plan operational management; data and information management; public-sector managed care; regulatory, ethical and legal issues; and finance, budgeting, rating and underwriting plans. prerequisite: HSMG 475 or permission of the instructor

HSMG 477 Health-Care Law and Risk Management (3) A study of the major legal issues encountered in the health-care field by administrators and practitioners. Topics include issues of health-care need, cost and quality control, Medicare and Medicaid, access to health care, the business roles of health institutions, health-care contracts and claims, right to treatment and federal health plans vs. private health coverage.

HSMG 490 Survey Research and Data Analysis for Health Services Administration (3) This hands-on course provides an overview of typical data analysis methods used in the health services setting, with an emphasis on surveys, including statistical analysis used for health management decision-making. Reviews typical graphical displays of data used in quality assurance programs. Introduces basic PC applications necessary for health managers such as spreadsheets and databases. prerequisite: APST 308 or equivalent

HSMG 491 Health Planning and Program Evaluation (3) Enriches students' understanding of the complexity of the planning and evaluation processes used by health-care organizations. Covers theoretical and historical foundations of health planning, the relationship between health planning and regulation and the application of planning methods. Also presents various planning and evaluation models and techniques necessary to equip students with practical evaluation and planning skills.

HSMG 492 Internship (3) The internship serves as a bridge between theory and practice. Students apply their knowledge and acquire insights into the management of health service organizations. This 90- to 120-hour-based practicum offers opportunities for observation, participation and applying administrative skills in the institutional setting. Course is eligible for continuing studies grade.

HSMG 493 Honors Seminar (3) An advanced interdisciplinary seminar that focuses on important books and issues and encourages independent thinking, clear presentation and an understanding of the concerns and methods of various disciplines. The course may be team taught; topic and instructor(s) may change from semester to semester. Course may be repeated for credit when topic changes. prerequisites: 3.3 GPA and permission of the Denit Honors program director

HSMG 494 Honors Project (3-6) Directed individual instruction in an advanced project of the student's choice; the project must be academically related to this discipline. Each student works closely with a faculty director who guides his/her progress. The project must be of honors quality and must be finally approved by both the faculty director and a second faculty member. Course is eligible for a continuing studies grade. prerequisites: 3.3 GPA and permission of both the Denit Honors Program director and the faculty director

HSMG 498 Strategic Management in Health Care (3) Examines strategic management in health-care organizations. Includes discussions of the nature of strategic management; the environment of health organizations; and methods of formulating, implementing and controlling the strategic management of health-care delivery. prerequisites: HSMG 300, HSMG 301, HSMG 370 and HSMG 371 or permission of the program director

HISTORY (HIST)

History (HIST) courses are offered by the Division of Legal, Ethical and Historical Studies in the Yale Gordon College of Arts and Sciences.

HIST 101 World History to 1500 (3) Explores the emergence of the modem world, from prehistoric times to early modem times, through an examination of selected themes across the world's cultures. Themes may include the arts, society and religion, global interaction of cultures or competing ideas of human dignity and self-determination. Special emphasis is given to the role of deep cultural roots over the long term of historical development and the long-term effect of traditional values and cultural practices. [**HIPL/HAT**]

HIST 102 World History Since 1500 (3) Explores the emergence of the modem world, from the end of the 15th century to contemporary times, through an examination of selected themes across the world's cultures. Such themes may include the arts, society and religion, global competition and human rights, technological change, nationalist movements and self-determination. Special emphasis is given to the interaction and interdependence of the world's population as a whole. [**HIPL/HAT**]

HIST 111 Early America (3) This course focuses on the history of the United States to 1860 with emphasis on large-scale social and cultural phenomena such as the origin and impact of colonial migration, the forming of regional identities, the role of political ideologies and the influence of social movements. [**HIPL/HAT**]

HIST 112 Modern America (3) Focuses on the history of the United States from the 1860s to the present with emphasis on major social and cultural trends and movements. Topics include impact of race and ethnicity, rise of the New South, role of political ideologies, reform and labor movements, and migration and immigration. The history of ordinary people is stressed. [**HIPL/HAT**]

HIST 121 World History of Art to 1500 (3) Surveys human aesthetics up to the Renaissance, introducing students to the iconography and the artistic connections between global cultures, including those of Africa, Asia and Europe. While developing critical-thinking and communication skills, students explore human creations inspired by religion, the natural world and love. Incorporating the printed works of critics and historians, museum pieces, archeological evidence and electronic media, this course teaches students how to interpret an image as a primary source document. Emphasizes the political, religious and urban contexts of artistic creation. [**HIPL/HAT**]

HIST 122 World History of Art From 1500 (3) Surveys human aesthetics beginning with the Renaissance, introducing students to the iconography and the artistic connections between global cultures, including those of Africa, Asia and Europe. While developing critical-thinking and communication skills, students explore human creations inspired by religion, the natural world and love. Incorporating the printed works of critics and historians, museum pieces, archeological evidence and electronic media, this course teaches students how to interpret an image as a primary source document. Emphasizes the political, religious and urban contexts of artistic creation. [**HIPL/HAT**]

HIST 197 Conflicts in History (3) History is an ongoing inquiry and debate, rarely—if ever—set in stone. Introduces students to the major themes of history and the ingredients of the discipline. Presents a selection of major human conflicts of the past 3,000 years and the historical debates they have inspired. Students discover the roots and consequences of American, European or world conflicts in history, using primary sources to hear the actors in their own words. Leads to discovery that many of the problems of the past still have effects in the present. [**HIPL/HAT**]

HIST 240 Everyday Lives (3) Social history illuminates the lives of ordinary people. This skills course introduces the methods of the social historian to the beginning student. Students read examples of masterful social histories and engage in original research to produce their own depictions of everyday life in a particular period of the past. [**HIPL/HAT**]

HIST 290 Great Issues in History (3) Focusing on a single topic or theme of historical and contemporary interest, this course emphasizes the roots of great issues in history. The course focuses on understanding and applying historical methods, analyzing issues in their broader historical context and analyzing a variety of historical sources. The topic for a given semester appears in the schedule of classes. [**HIPL/HAT**]

HIST 295 The Historian's Toolkit (3) An examination of the methods of historical research and presentation. Among the methods considered are the gathering of evidence, procedures for criticism and interpretation of primary sources, and special techniques such as collecting and using oral testimony. Deals with the application of historical methods in a number of vocational settings from museum and archival work to planning and policy studies. Required of all history majors.

HIST 310 Ancient Civilizations (3) The origins of European civilizations are traced to the societies of the Ancient Near East, Greece and Rome. Special emphasis on the development of complex societies and on such themes as the individual and society; freedom and slavery; and magic, religion and rationalism.

HIST 311 Emergence of Europe (3) A study of topics in the development of European culture from the decline of Rome through the Renaissance (ca. 400-1500). Special emphasis on classical, Christian and Arab influences.

HIST 312 Age of Revolutions (3) A study of European culture and thought from the Renaissance to the end of the Napoleonic Wars. Special emphasis on the origins and impact of the scientific, industrial and political revolutions.

HIST 313 Europe 1815-1914 (3) Surveys European history in the 19th century, a time of enormous cultural, social, economic and political change. Focuses on the dominant powers of Europe—England, France, Germany and Russia—and examines the impact of new ideologies such as nationalism, liberalism, socialism and right-wing radicalism.

HIST 314 Europe 1914-45 (3) World War I destroyed the institutions and values of traditional European society and ushered in a new era of European history. This course covers the causes, experience and impacts of World War I and World War II; the rise of extremist ideologies in the interwar era; and the development of modernism in European society in the years up to 1945. prerequisite: 3 credits of history (any level), at UB or at another institution, with a grade of C- or better

HIST 315 Europe Since 1945 (3) This course examines all aspects of European history since 1945, focusing on trends and issues in both western and eastern Europe. [**HIPL/HAT**]

HIST 331 English Law to 1689 (3) The study of English law as it functioned in constitutional, political and social life from the Anglo-Saxon period to the Glorious Revolution of 1689. The precedents for American law are discussed.

HIST 332 English Law Since 1689 (3) The study of English law as it functioned in constitutional, political and social life from 1689 to the modern period. The precedents for American law are discussed.

HIST 340 American Legal History (3) A general survey of the development of American law from colonial times to the present. Emphasizes the importance of social change and political conflict in legal development. Topics include the reception of English law in the colonies, the establishment of the federal court system and the struggle to modernize American law in the 19th and 20th centuries. Coursework involves the analysis of original legal documents and materials.

HIST 344 World War II (3) A comprehensive study of the origins, events and effects of the 20th century's second experience in total war.

HIST 350 History of U.S. Foreign Relations (3) Examines major international events of the past 120 years and the ways in which the United States has led and/or responded to them. Also examines different approaches to the study of U.S. foreign relations to discover and understand the complexity of major problems in the field. Helps expand students' understanding of U.S. and world history, the globalization of the world in which they now live, the relevance of U.S. foreign relations to their lives and their own potential as agents of change.

HIST 370 Old South and Slavery (3) A social, economic and political study of the development of American slavery and the culture of the Old South. Special emphasis on the plantation system and the emergence of sectionalism.

HIST 375 Civil War and Reconstruction (3) A social and political study of the era of disunion and reunion, 1848-77, with special emphasis on the causes of the conflict and its impact on race relations, national institutions and the Southern states.

HIST 377 New South and Civil Rights (3) A study of the American South from Reconstruction to the present, with special emphasis on the economic and political impact of the Civil War and industrialization, the rebirth of Southern culture and literature, and race relations.

HIST 380 The Chesapeake World (3) Focusing on the period from 1600 to 1830, this course explores central themes in the social, economic and intellectual history of the Chesapeake Bay region. The region, including Virginia, Maryland and the Eastern Shore, is examined as a case study of Anglo-European colonization and settlements in the New World. Topics include the pattern of migration to the region, conflict between colonists and Native American peoples, emergence of the plantation system and the origins of slavery. Recommended for students who wish to take HIST 382.

HIST 381 American Cities (3) Urbanization as a major theme in American history, beginning with the establishment of American cities and ending with contemporary urban life. Topics include city and the frontier; the premodern city; the emergence of industrial cities; urban transportation networks; immigrants, bosses and reformers; the emergence of urban institutions; the growth of suburbia; and the urban crises of the 1960s.

HIST 382 History of Baltimore (3) Social and economic changes that took place in American cities. Emphasis is placed on a detailed study of Baltimore as it exemplified changes taking place during the period. Major themes are industrialization and racial and ethnic diversity.

HIST 383 Community History (3) Using case studies, this course considers the history of various efforts at community-making in the United States. The role ethnicity, class, race, gender, occupation, religion, age and affinity have played in different places at different times are explored as are nostalgia's importance to the idea of "community" as a lost quality.

HIST 390 Film and History (3) A close study of historic events, people and issues as interpreted and presented in visual media, primarily feature films, documentaries or television series. Historical subject and type of media program varies from semester to semester. May be repeated for credit when the topic changes.

HIST 420 America Since 1940 (3) Covering in depth and in detail the period from 1940 to about 1970, this course offers an exploration of major issues in recent American history. Topics include the impact of World War II on American society, origins of the Cold War, emergence of McCarthyism, history of the

civil rights and women's movements, polarization of American society in the 1960s, American involvement in Southeast Asia and major trends in the social and intellectual climate of the era.

HIST 434 American Constitutional History (3) A historical study of the background and establishment of the American Constitution and its political and social effects on American life from 1789 to the 20th century.

HIST 438 Great Trials in History (3) A study of the interplay between society and the conduct and outcome of some controversial criminal trials. With each offering of the course, some of the following trials are studied: Guiteau, Dreyfus, Casement, Sacco-Vanzetti, Scopes, Scottsboro, Hiss and Rosenberg.

HIST 440 History of Common Law (3) A study of the common law of Great Britain and the United States through its development in medieval Europe and into the modern period. Both procedure and substance are emphasized. Parallels the School of Law course but is conducted at an undergraduate level. Credit earned in this course cannot be transferred to the School of Law.

HIST 445 Topics in the History of Religion (3) Intensive study of particular topics in the history of religion, ranging from Christianity and Judaism to Eastern religions or American religious history. Topic varies depending on the interests of the faculty and students. May be repeated for credit when the topic changes.

HIST 460 The Cold War, 1945-90 (3) For almost half a century following World War II, the United States and the Soviet Union engaged each other and their respective allies in an epoch-making global confrontation known as the Cold War. This course explores the origins, evolution and effects of that conflict and its role in shaping modern history. Topics include the nuclear arms race, the series of crises involving Berlin, the U-2 affair, the Cuban missile crisis, related conflicts in Southeast Asia, détente, impact on American culture and more.

HIST 463 History of Germany (3) A study of Germany from unification to the present, with an emphasis on German politics, society and economics before 1933, the rise and fall of National Socialism, the division of Germany after World War II and the unification of Germany in 1990.

HIST 465 Topics in Eastern European History (3) Intensive exploration of a geographic area or historical theme within Eastern Europe. The course may focus on such topics as southeastern Europe, the Baltic region and east central Europe. The topic to be studied appears in the class schedule. May be repeated for credit when the topic changes.

HIST 466 History of Africa (3) Studies in African history from early cultures to the late 19th century.

HIST 468 American Political History (3) Intensive study of dominant political issues in American society from the founding of the colonies to the recent past.

HIST 470 Modern China (3) Introduces the changes and continuities of modern China since 1860. Students learn to apply their knowledge of Chinese history and historical methodology to analyze current affairs. Students read and analyze primary and secondary sources of modern China and engage in original research to construct their own analysis of one aspect of modern Chinese history. [**HIPL**]

HIST 472 Modern Japan (3) Explores the historical transformation that has led to the development of modern Japan, from the slow decline of the Tokugawa shogunate in the 19th century to the present. Covers such topics as the fall of the Tokugawa order; Meiji Restoration and Japan's rapid modernization; the rise of Japanese imperialism and its demise through the Pacific War; and Japan's post-war development in political, economic, social and cultural realms. While developing critical-thinking and communication skills, students also learn to apply their knowledge of Japanese history to analyzing aspects of modern Japanese life.

HIST 473 U.S. Women's History (3) Using case studies, this course examines the changing roles of women in American society. Topics such as family, work, education, sexuality and women's rights are explored. Emphasis is placed on both the variety of women's experiences and the evolving concerns and position of American women as a group.

HIST 474 Women and Family in European History (3) The history of European women from the old regime of the 17th and 18th centuries to the present. Topics include the private and public lives of women; changes in family structure, courtship and fertility; education, work and professional opportunities; and the social and political emancipation of European women.

HIST 477 Technology and History (3) Selected topics in the cause-and-effect relationship of technological developments on societies in various historical periods.

HIST 478 History of American Business (3) A historical survey of American business and labor from Colonial America to the recent past.

HIST 480 Introduction to Public History (3) A survey of the professional applications of historical analysis in settings outside academe focusing on the practice of history in museums, archives, historical societies and preservation. Guest speakers and site visits are featured.

HIST 482 Introduction to Historical Preservation (3) An introduction to historic preservation issues, including law, economics, nonprofit and not-for-profit organizations, site interpretation, architectural history, industrial archeology, relevant federal and state programs, community revitalization and landmark commissions. prerequisite: HIST 295

HIST 490 Internship (3) Provides an opportunity to gain experience in the practical application of historical analysis through work assignments with the appropriate historical and related cultural agencies. The course instructor and staff at each agency supervise the student's participation. Course is eligible for a continuing studies grade. prerequisite: approval of the instructor

HIST 492 Independent Study (1-3) Provides for individual work in research. prerequisites: presentation of a research proposal to the program director and permission of the program director

HIST 493 Honors Seminar (3) An advanced interdisciplinary seminar that focuses on important books and issues and encourages independent thinking, clear presentation and an understanding of the concerns and methods of various disciplines. The course may be team taught; topic and instructor(s) may change from semester to semester. Course may be repeated for credit when topic changes. prerequisites: 3.3 GPA and permission of the Denit Honors Program director

HIST 494 Honors Project (3-6) Directed individual instruction in an advanced project of the student's choice; the project must be academically related to this discipline. Each student works closely with a faculty director who guides his/her progress. The project must be of honors quality and must be finally approved by both the faculty director and a second faculty member. Course is eligible for a continuing studies grade. prerequisites: 3.3 GPA and permission of both the Denit Honors Program director and the faculty director

HIST 495 Senior Seminar in History (3) Students read about and conduct research on a selected topic in history. Emphasis is on the preparation of a major paper based on primary sources. Topic changes from semester to semester.

HIST 496 Seminar in Public History (3) Students research and present a major project on a selected topic in public history. Projects are based on collaboration with external organizations or groups.

HIST 497 Special Topics in History (3) Intensive exploration of topics in history of mutual interest to faculty and students. Content varies according to the interests of the faculty and students. The topic studied appears under that name in the class schedule.

HUMAN SERVICES ADMINISTRATION (HSER)
Human Services Administration courses (HSER) are offered by the School of Health and Human Services in the College of Public Affairs.

HSER 100 Introduction to Human Services (3) The social basis for human service needs is examined with special consideration given to how societies respond to these needs through the formation of service delivery systems. Case studies of contemporary human service delivery systems are emphasized.

HSER 200 Models of Effective Helping (3) Provides students with an overview of contemporary theories and techniques of helping relationships. Basic communication skills (such as active listening, responding and interviewing skills) for building helping relationships are developed. Professional and ethical issues in the helping profession, as it relates to human services, will all be investigated.

HSER 300 Grass Roots Strategies of Social Changes in Human Services (3) Exploration of various frameworks concerned with strategies and techniques for planned social change relevant to community education, empowerment, organization and development at the grass roots level.

HSER 310 Family System Dynamics (3) Examines the components of family structure, interactions and reinforcing aspects of family dynamics on the maintenance of roles, types of families, life-span changes, function and dysfunction in the context of the greater society.

HSER 320 Gender and the Work Environment (3) Examines work environment and profession-related gender issues from legal, sociological, psychological and economic viewpoints. Topics may include gender stereotyping, career development, sexual harassment and work-life balance. Explores practices and processes that embed gender into institutional structures.

HSER 330 Human Services Delivery Systems and Diversity (3) Examines various issues in the context of human services delivery systems within organizational environments possessing many levels of diversity including gender, race, religion/spirituality, types of professions/credentials, levels of education, socioeconomic status, sexual orientation and physical ability. Explores how one's own limitations, values, reaction patterns and culture may impact policies, practices, processes and interventions. Investigates perspectives of leadership, employees and service recipients.

HSER 340 Case Management and Documentation (3) Serves as an introduction to the concept of case management in the delivery of human services. The course is presented in the logical sequence, from intake interview to termination of service, focusing on assessment, planning and implementation of case management services. The course explores the case management process as it relates to organizational, legal and ethical issues and emphasizes the skills and knowledge base required to be an effective case manager.

HSER 350 Social Research Methods for Human Services (3) An analysis of principal research methods employed in the applied social sciences with particular emphasis on applications for human services. Topics include research design, data collection and data analysis. Practical applications are required through student projects.

HSER 400 Field Practicum (3) Provides students with the opportunity to apply the knowledge gained in the classroom to experience in a human services-based organizational setting. Students will be exposed to and/or engage in activities, such as supervision, special projects, case management, budgeting and public relations. Students must complete a minimum of 100 hours. Both the faculty practicum coordinator and the agency site supervisor will guide and evaluate students throughout the practicum. prerequisites: HSER 100, HSER 200, HSER 340 and permission of the program director

HSER 420 Program Design and Proposal Writing (3) Builds on the ecological systems perspective that views program development as an arena for social change. The course illuminates how values, needs and resources influence program design and decision-making. Employing a major practice strategy used

in community development, the course offers a contingency framework that teaches students about the choices, decisions and situations for planning new programs or adapting others within the context of diverse communities. It sharpens the skill set necessary for program development within the context of quality improvement and management. prerequisites: HSER 100 and HSER 200

HSER 430 Fundraising and Grant Writing (3) Provides students with a thorough grounding in the principles and practices of fundraising and grant proposal development. The course is structured to mirror the process of fundraising management and by the course's conclusion, students will have developed a fundraising plan or a grant proposal for their own nonprofit organization or a case study of the organization. The course considers planning frameworks and a variety of conceptual tools exploring donor behaviors (the underlying psychology and sociology) and each major form of fundraising. The course concludes with an examination of the critical managerial and sectoral issues impacting fundraising functions, such as campaign integration, benchmarking of performance, and public trust and confidence. prerequisites: HSER 100 and 200

HSER 440 Evaluation of Human Services Programs (3) Provides students with a conceptual framework, sets of practical skills and related understandings about planning and evaluating human services programs in a range of settings. Programs are considered in a broad sense as a set of resources organized for a purpose, while a human service is considered as work or activity intended to benefit others. prerequisites: HSER 100 and 200

HSER 450 Human Services Management (3) Designed to assist students with exploring management and administrative roles in human service organizations. Students are introduced to relevant theories, concepts and practices that compose the foundation for understanding management. Students examine common concerns, problems and effective strategies of contemporary management of human services organizations at the nonprofit, local, state and federal levels. prerequisites: HSER 100 and HSER 200

HSER 470 Senior Seminar in Human Services (3) A senior-level seminar consisting of an extensive exploration of current topics in human services of mutual interest to faculty and students. Examples of the content may include welfare reform, political and social legislation as well as policy and program issues. prerequisite: senior-level standing

INFORMATION SYSTEMS (INSS)
Information Systems courses (INSS) are offered by the Merrick School of Business.

INSS 100 Computer Information Systems (3) A semester-long organizational simulation is used to provide students with an understanding of the concepts, terminology and operations that relate to general computer use and the essential knowledge needed to function productively and independently with a computer. Skills learned include the ability to solve problems using software, to adapt to new technological environments, and to keep information organized and communicate effectively using technology. Topics include group work and communications using email and online discussion boards,

an introduction to data analysis using spreadsheets, graphical and presentation software, writing reports and papers using word processors and using database software to query organizational data. [**COSC/P&P**]

INSS 209 Introduction to Programming (3) Develops logical and analytical thinking through basic programming concepts like looping, simple sequence, decision and branching. Provides an exposure to algorithm development for the design of simple programs. Topics include basic concepts of data and file organization.

INSS 225 Structured Programming Using Procedural Languages (3) Introduces good coding practices using structured programming concepts. Modules and shared routines with single-entry and single-exit points are emphasized. Sequence, selection, repetition and nesting techniques are reinforced as acceptable means of controlling program logic. Students work on projects that involve analyzing, designing, coding, executing and testing programs. prerequisite: INSS 209 or permission of the instructor

INSS 300 Management Information Systems (3) Provides a fundamental knowledge of information systems and technology (IS&T) issues from the perspective of business professionals. This includes information technology concepts and vocabulary as well as insights into IS&T applications in business organizations. Topics include searching and extracting information to solve business problems; the role of organizational context in IS&T effectiveness; the economic, social, legal and ethical impacts of IS&T; the systems life cycle approach; and key technologies such as the Internet, networking and database management systems. This course satisfies the University's information literacy requirement in addition to the computer literacy general-education requirement. [**COSC/CTEK**]

INSS 315 Information Technology (3) Information technology stressing the personal computer (PC) as a critically important tool in today's business environment. An advanced foundation in information technology enabling students to support personal computer users in selecting, acquiring, customizing, optimizing, maintaining and upgrading their PC hardware and system software. Topics include characteristics of CPUs, input/output devices, motherboards and expansion cards, operating systems and graphical user interface, memory management, system performance benchmarks and techniques, hardware and software technical selection, hardware and software upgrading and installation, and setup of system software. Students are introduced to local area and wide area network technologies. Ethical and legal issues related to computers, especially to PCs, are presented. prerequisite: INSS 100 or equivalent

INSS 370 Project Management (3) This course provides the fundamentals of project management, with a focus on managing information systems projects. Upon successful completion of this course, candidates may be eligible to take the Project Management Institute (PMI) exam for Certified Associate in Project Management (CAPM). prerequisite: INSS 300 or permission of instructor

INSS 401 Internet and Business (3) Provides an understanding of the Internet and the information superhighway through hands-on experience with the main Internet services and applications. The

course also answers questions about how to use the Internet for communications; search for free information, files and programs; and create a presence on the Internet for individuals and businesses using hypermedia and the Web. prerequisite: INSS 300 or permission of the instructor

INSS 406 System Analysis and Logical Design (3) Introduces key principles and techniques used to develop or modify information systems to support business undertakings. The course covers the lifecycle of software systems, with an emphasis on the analysis and logical design phases. Topics include the determination and modeling of the requirements of information systems and software, business process modeling and reengineering, data modeling, data gathering and requirements specification, interface design, and the development of system prototypes, including electronic forms and reports. Students gain experience with leading industry development tools such as those from Oracle and PeopleSoft. prerequisite: prior or concurrent enrollment in INSS 300 or permission of instructor

INSS 421 Design of Database Management Systems (3) Introduces the concepts and technologies relevant to the design, development and implementation of database systems. Data modeling concepts and principles of database design are used to illustrate the construction of integrated databases. Database management systems (DBMS) and their purpose, advantages, disadvantages and application in business are covered. prerequisite: INSS 300 or permission of the instructor

INSS 422 Business Intelligence (3) Business intelligence (BI) refers to the use of information technology to analyze complex information about an organization and its competitors for use in business planning and decision-making. This course details the components of BI systems, important techniques and the critical variables needed to implement an effective BI program. The course takes a managerial approach to Business intelligence, emphasizing BI applications and implementations. The course will involve use of industry standard software packages. prerequisites: MATH 115 and INSS 421, or permission of instructor

INSS 427 Business Data Communications (3) Provides a basic understanding of terminology, techniques and concepts of business data communications. The emphasis is on both the technical aspects of data communication and related managerial issues. Topics include, but are not limited to, physical aspects of data communication, common carrier services, local area networks, wide area networks, Internet and electronic commerce, network management and network applications. prerequisite: INSS 300 or permission of the instructor

INSS 431 Electronic Commerce (3) Provides both a managerial and technical perspective on e-commerce applications, with an emphasis on the operational, tactical and strategic applications of e-commerce and the major technologies involved in their development. The course covers the different types of e-commerce, the technologies and techniques involved and the major issues facing organizations conducting electronic commerce. Managerial topics include mobile commerce; business, consumer and government e-commerce uses; and legal, ethical and regulatory issues. Technical topics explored include network infrastructure, e-commerce security and technologies for data transformation and exchange, such as XML. prerequisite: INSS 300

INSS 452 Web Server Management and CGI Programming (3) Provides intermediate skills in developing interactive, server-based applications using the Web common gateway interface (CGI) and includes the installation and management of Web server software, e.g., Apache and other freeware. PERL and CGI programming, Visual Basic, C or C++ may be used as an alternative CGI programming language. prerequisites: INSS 401 and INSS 225, or INSS 327, or permission of the instructor

INSS 453 Internet and Network Security (3) Familiarizes students with basic security threats on networks connected to the Internet and basic tools to provide user and system security resources available on the Internet. The main focus is on digital and infrastructure security. Topics include security framework overview; footprinting; scanning; enumeration; hacking framework; backdoor servers and Trojans; root-kits; Windows (98/NT, 2000/XP) and Linux vulnerabilities; dialup, VPN and network devices vulnerabilities; firewalls; Intrusion Detection System (IDS); Denial of Service (DoS) and Ddos; buffer overflow; spyware; phishing; social engineering and protecting the Web end-user. This is a project-oriented course using a restricted-access UB lab to practice the use of hacking and security tools. prerequisites: INSS 315 and INSS 427 or permission of the instructor

INSS 454 Operating Systems (3) Functions of operating systems, including process management and concurrency, memory management, scheduling, and user and file management security are studied, as are hardware features required by modern operating systems. Course content also includes a study of symmetric multiprocessing, clusters' hardware and operating systems concepts, and the capabilities of several commercial operating systems. Provides hands-on experience in a specialized laboratory that includes PC, workstation, and mini- and mainframe computer operating systems, including system setup and basic system administration functions. prerequisite: INSS 225 or INSS 327 or permission of the instructor

INSS 470 IT Service Delivery (3) As businesses become more dependent on technology, it is crucial that a company's IT systems are designed and delivered to consistently support its business processes. One increasingly popular way to achieve this, particularly as applications hosted and managed "in the cloud" become more pervasive, is to take a service management approach. This course presents the fundamentals of IT service management, including service management strategies, the service lifecycle, metrics and performance indicators, and the impact a service management approach has on issues such as data management, virtualization and security. The course material will prepare students for the ITILV3 Foundation certification exam. prerequisites: INSS 370 or permission of instructor

INSS 490 MIS Capstone Project (3) Student teams undertake an MIS project in a public- or private-sector organization. Projects emphasize the integration of concepts and skills developed in prior courses. Projects typically include elements of analysis and design as well as database, telecommunications or management of information systems. prerequisites: all MIS core courses and permission of the instructor

INSS 493 Honors Seminar (3) An advanced interdisciplinary seminar that focuses on important books and issues and encourages independent thinking, clear presentation and an understanding of the

concerns and methods of various disciplines. The course may be team taught; topic and instructor(s) may change from semester to semester. Course may be repeated for credit when topic changes. prerequisites: 3.3 GPA and permission of the Denit Honors Program director

INSS 494 Honors Project (3-6) Directed individual instruction in an advanced project of the student's choice; the project must be academically related to this discipline. Each student works closely with a faculty director who guides his/her progress. The project must be of honors quality and must be finally approved by both the faculty director and a second faculty member. Course is eligible for a continuing studies grade. prerequisites: 3.3 GPA and permission of both the Denit Honors Program director and the faculty director

INSS 495 Internship in MIS (3) Provides students with practical real-world experience in an organization. The course requires a minimum of 120 hours of practical work with a qualified firm based on explicit statements of student responsibilities and faculty/firm monitoring mechanism. Students will work closely with both the firm and a faculty member. prerequisites: completion of 15 hours of INSS courses (excluding INSS 300) with a minimum GPA in those courses of 3.0 and permission of the instructor

INSS 497 Special Topics in Information Systems (3) The INSS faculty, from time to time, offer an opportunity to integrate new material into the undergraduate program reflecting changes in the field and in the educational needs of students. prerequisites appear in each semester's class schedule

INSS 499 Independent Study: Information Systems (1-3) An independent study completed under the direction of a faculty member. For eligibility and procedures, see the Merrick School of Business Independent Study Policy.

INTERDISCIPLINARY STUDIES (IDIS)
Depending on the course, Interdisciplinary Studies courses (IDIS) are offered by the Yale Gordon College of Arts and Sciences, the College of Public Affairs and/or the Merrick School of Business.

IDIS 101 First-Year Seminar: Introduction to University Learning (3) Helps students to develop key skills, knowledge and habits of mind necessary for academic and professional success. In an active-learning environment, first-semester students and their instructors explore the nature and practice of intellectual inquiry in a university environment. Applied exercises reinforce core study/learning skills in the context of real-time demands, while structured self- and group reflection develops concurrent skills in personal, academic and professional goal-setting. Students become more intentional, lifelong learners, with skills in teamwork and critical thinking that can become fundamental elements of personal effectiveness in increasingly complex and globalized communities and work environments. [**PPS**]

IDIS 102 Critical Thinking and Multicultural Awareness (1) Critical thinking is the ability to be both systematic and creative in analyzing and synthesizing information to solve problems, and multicultural awareness includes the knowledge, skills and personal attributes college graduates need to live and work in a diverse world. Students explore critical thinking from both a systematic "left brain" and creative "right brain" perspective and then apply that understanding to develop an awareness of multicultural competency issues. prerequisite: IDIS 101

IDIS 110 Introduction to Information Literacy (3) Being able to find, assess and use information effectively is a fundamental skill needed in any career as well as in day-to-day life. This course teaches students how to define their information needs, search for information effectively, make logical arguments, understand the different forms information can take, critically assess information they find and present data in an appropriate way. In addition, it provides students with the skills necessary to evaluate the kinds of opinion and argumentation they encounter outside the University.

IDIS 201 Introduction to Interdisciplinary Studies (3) What does it mean to learn across the curriculum and to address problems from an interdisciplinary perspective? This course provides an introduction to the interdisciplinary studies major. Topics and activities include development of your own intentional plan of study for the major, introduction to interdisciplinary thinking, survey of and introduction to learning methods and University resources for taking full advantage of the Interdisciplinary Studies major.

IDIS 298 Special Topics in Interdisciplinary Studies (3) Exploration of topics in interdisciplinary studies of mutual interest to faculty and students. Content varies depending on the interests of faculty and students. Course may be repeated for credit when topic changes.

IDIS 300 Ideas in Writing: Purpose and Strategy (3) Advanced study of strategies applicable to writing both within and beyond the University. Stresses the interrelationships of careful reading, critical thinking and effective writing. Building on skills mastered in lower-division composition courses, students develop the ability to analyze the contexts within which they write, to define their purposes clearly and to employ appropriate strategies for accomplishing those purposes. Assigned readings illustrate a variety of writing strategies and promote serious consideration of important ideas and concepts. Students are required to take the placement test for this course prior to their second semester of registration at UB. prerequisite: adequate score on placement test or completion of WRIT 200 with a grade of pass

IDIS 301 World Cultures (3) An interdisciplinary study of different cultures including economic, political, social and cultural systems and structures and their interrelationships. Provides an opportunity for students to compare their own culture with others through study and research. [**GIK**]

IDIS 302 Ethical Issues in Business and Society (3) Provides a structured experience in which students from the School of Business and the College of Arts and Sciences explore together the interrelationships between business and various other sectors of society, e.g., the individual, government and

international environment. Emphasis is placed on values and on the ethical issues implicit in those interrelationships. [**CTE**]

IDIS 304 Arts and Ideas (3) An interdisciplinary study of enduring works of imagination and intellect that have contributed to the making of contemporary civilization. Examples of art, architecture and music are used to illuminate central themes in literature, philosophy and history. The cultural resources of the Baltimore area are used wherever appropriate. [**ART/CTE/GIK/HAT**]

IDIS 497 Interdisciplinary Studies Portfolio (3) In this capstone course, students examine the process of interdisciplinary problem-solving through a review of epistemological theory; visual and verbal rhetoric; the psychology of creativity, cognition and learning; and interpersonal and small-group communication. Each student creates an interdisciplinary project and prepares a learning portfolio that contains a personal mission statement, a revised version of the student's original program plan with narrative commentary and a reflective journal.

IDIS 498 Special Topics in Interdisciplinary Studies (3) Intensive exploration of topics in interdisciplinary studies of mutual interest to faculty and students. Content varies depending on the interests of faculty and students. Course may be repeated for credit when topic changes.

JURISPRUDENCE (JPLA)
Jurisprudence courses are offered by the Division of Legal, Ethical and Historical Studies in the Yale Gordon College of Arts and Sciences.

JPLA 200 Introduction to Jurisprudence (3) Introduces students to jurisprudence by exploring a number of fundamental questions related to law and its role in our personal, social and political lives. Covers both historical and contemporary accounts of the nature of law, the relationship between law and morality, and legal reasoning. Emphasis is on development of students' critical-thinking and written and oral communication skills.

JPLA 400 Topics (3) Varying course offering addressing a jurisprudence topic or cross-listing a graduate course of interest to jurisprudence majors. Course may be repeated for credit when topic changes. prerequisite: permission of the program director

JPLA 496 Internship (3) Working at an organization, government entity or business that provides an experience relevant to the study of jurisprudence. Students select an appropriate site and develop a plan for the internship in consultation with the program director. prerequisite: permission of the program director

JPLA 498 Capstone Project (3) Serves as the culmination of the student's program of study in jurisprudence and is required for all jurisprudence majors. Students consult with the instructor or another faculty member with relevant expertise to develop a mutually agreed-upon capstone project

that demonstrates the student's understanding of jurisprudence. prerequisite: permission of the program director and completion of all other required courses in the major

MANAGEMENT (MGMT)

Management courses (MGMT) are offered by the Merrick School of Business.

MGMT 101 Business in a Changing World (3) An introduction to the world of business. Students explore the role of business in society, the dynamics of business and public policy, business ethics and social responsibility, the implications of global competition on society, forms of business organizations, and managing to enhance service, quality and productivity. This course also introduces students to the various functional areas and possible careers in business including the creation and distribution of goods and services, accounting and finance, marketing and human resource management. [**SOSC/GIK**]

MGMT 301 Management and Organizational Behavior (3) An exploration into the functions of management, management history, individual behavior, interpersonal relationships in organizations, the nature of work, values and ethics, motivation and morale, teamwork, communication and group dynamics, leadership and supervision, and organizational structure and culture. Course coverage includes global perspectives and significant research from the behavioral sciences. prerequisite: WRIT 300

MGMT 302 Global Business Environment (3) Enhances students' abilities to operate successfully in today's multicultural, global environment. Students gain a theoretical basis for understanding key aspects of the global business environment as applied to small companies, multinational corporations, multilateral institutions and nongovernmental organizations. Students explore the impact of globalization at home and abroad. Course modules aim to broaden students' understanding of similarities and differences among national political economies, legal systems and sociocultural environments including world religions, business ethics and social responsibility. Students survey business functions as they are applied to expand and manage international operations.

MGMT 315 Human Resource Management (3) An exploration of competence areas necessary for effectively dealing with people in the workplace. Emphasis is placed on practical application of knowledge gained in the areas of human resource planning, job analysis, selection, training, compensation and safety/health administration. An overview of labor-management relations is provided. Course coverage includes diversity, ethics, communication and international considerations. prerequisite: CMAT 201 or CMAT 303

MGMT 330 Personal and Professional Skills for Business (1) Provides students with the skills necessary to advance their career development. Strategies and practices that allow the student to successfully interface with potential employers are explored and applied. Course modules include business etiquette and professional behavior, appropriate use of workplace communication techniques, written business

communications, and showcasing career-building talents and skills within an organizational context. There is a lab fee associated with this course.

MGMT 339 Process and Operations Management (3) Provides an overview of managing critical resources efficiently and effectively to create physical goods, services and information goods in manufacturing and service organizations. Topics include operations strategy, project management, forecasting, location and layout of facilities, capacity and process planning, upstream and downstream supply chains and the role of the Internet, operations and environment, matching supply and demand, scheduling, job design and quality management. Integrated throughout are considerations of ethics, information systems, people involved and the domestic and international environment. prerequisite: concurrent or prior enrollment in OPRE 315

MGMT 400 Human Resource Analysis and Communications (3) An exploration of data analysis and presentation skills for human resource decision-making. Research skills and computer technology are applied to planning, selection, compensation, survey data, organizational effectiveness and utilization analysis. Special emphasis is placed on oral, written and electronic communication skills. prerequisites: MGMT 301 and MGMT 315; MGMT 301 may be taken concurrently

MGMT 410 Employment Relations Law (3) An in-depth discussion of employment law as it applies to recruitment, selection and promotion decisions as well as management's responsibility to comply with the many federal laws pertaining to employer-employee relations. prerequisites: MGMT 301 and MGMT 315; MGMT 301 may be taken concurrently

MGMT 415 Compensation and Performance Management (3) A study of the objectives, procedures and problems involved in the establishment and administration of operative and executive compensation plans. Detailed examinations of job descriptions and evaluations, wage and salary structures, performance ratings, incentive systems, related legislation and occupational information are conducted. prerequisite: MGMT 315

MGMT 419 Seminar in Human Resource Management (3) An in-depth analysis of current challenges to human resource managers in small to multinational organizations. Cases and simulations are integral aspects of the learning experience. prerequisites: MGMT 301 and MGMT 315; MGMT 301 may be taken concurrently

MGMT 425 Employee and Labor Relations (3) An analysis of the history and development of the American labor movement. Emphasis is placed on labor legislation and present practices in contract negotiations, analysis and administration. An overview of international labor issues is provided. prerequisite: MGMT 315

MGMT 430 Quality and Productivity Management (3) A study of all aspects of quality in creating goods and services; the relationships among customers, employees, suppliers and other stakeholders; the

impact of quality on organizational productivity; measures of output performance; and benchmarking. prerequisite: MGMT 339

MGMT 440 Manufacturing Operations Management (3) A detailed study of topics related to the design and operation of manufacturing systems. Topics include zero inventory, group technology, flexible manufacturing, synchronous production and Grundlichkeit. Interactions with other fields of management such as marketing and finance are discussed. Manufacturing issues related to capacity and demand, productivity and quality, flexibility and efficiency are also addressed. prerequisite: MGMT 339

MGMT 445 Service Operations (3) A detailed study of various topics in effective and efficient management of service operations in both public- and private-sector organizations. Topics include understanding the unique features of services, service strategy, the interface between marketing and operations in service management, design of service operations, service quality management, customer satisfaction and retention, managing customer contact, service capacity management and location choice. Case studies supplement lectures and readings.

MGMT 465 International Management (3) An intensive introduction to the practice of business in the international setting as well as the various cross-cultural factors found around the world. prerequisite: MGMT 302

MGMT 475 Strategic Management (3) This capstone course utilizes the case method to study processes, strategy, change and policy issues arising at the general management level. This course must be taken in the final semester. prerequisites: all upper-division core courses

MGMT 493 Honors Seminar (3) An advanced interdisciplinary seminar that focuses on important books and issues and encourages independent thinking, clear presentation and an understanding of the concerns and methods of various disciplines. The course may be team taught; topic and instructor(s) may change from semester to semester. Course may be repeated for credit when topic changes. prerequisites: 3.3 GPA and permission of the Denit Honors Program director

MGMT 494 Honors Project (3-6) Directed individual instruction in an advanced project of the student's choice; the project must be academically related to this discipline. Each student works closely with a faculty director who guides his/her progress. The project must be of honors quality and must be finally approved by both the faculty director and a second faculty member. Course is eligible for a continuing studies grade. prerequisites: 3.3 GPA and permission of both the Denit Honors Program director and the faculty director

MGMT 495 Internship in Management (3) Provides students with practical real-world experience in an organization. The course requires a minimum of 120 hours of practical work with a qualified firm based on explicit statements of student responsibilities and a faculty/firm monitoring mechanism. Students will work closely with both the firm and a faculty member. prerequisites: completion of 9 hours of

management courses, with a minimum GPA of 3.0. Completion of MGMT 330 is recommended. Permission of the department chair is required.

MGMT 496 International Business Practicum (3) Students have the opportunity to work closely with a company engaged in international business. The course requires a substantial work assignment consistent with expectations for a 3-credit course in the Merrick School. The faculty member approves a statement of student responsibilities and designs a monitoring mechanism prior to the beginning of the work.

MGMT 497 Special Topics in Management (3) An intensive exploration of topics in the area of management. Refer to the current class schedule for topic offered. prerequisites: determined by instructor

MGMT 498 Global Field Study (3) To better understand and succeed in global business today, there is no better way than direct experience through immersing oneself in a foreign environment. This course will provide an opportunity for lectures and discussion with local experts and students regarding key themes of economic, political and cultural importance to business. The course will engage students in field visits to companies, government agencies and other organizations located abroad.

MGMT 499 Independent Study: Management (1-3) An independent study under the direction of a faculty member. For eligibility and procedures, see the Merrick School of Business Independent Study Policy.

MARKETING (MKTG)
Marketing courses (MKTG) are offered by the Merrick School of Business.

MKTG 301 Marketing Management (3) A basic course in the contribution of marketing to the firm or organization that includes decision-making tools for integrating product, price, distribution, and communication decisions and processes into an organization competing in a global environment. Students also build skills in oral and written communication.

MKTG 407 International Marketing (3) An application of marketing concepts and tools to international marketing problems arising in a global business environment. prerequisite: MKTG 301

MKTG 410 Buyer Behavior and Market Analysis (3) One requirement of successful marketing is listening to the voice of the customer. Marketers need to know what customers want, when and why they want it. Buyer Behavior and Market Analysis will enable students to understand the basic buyer and company needs. In addition, students will be able to verify them with commonly used research techniques that really listen to the voice of the customer. prerequisites: MKTG 301 and MATH 115

MKTG 415 Marketing Communications and Digital Media (3) The course examines integrated marketing communications in the context of changes in media that have occurred since 2000. Communication theory will be the foundation of planning, implementing, evaluating and coordinating an integrated marketing communication program. There will be special emphasis on social media. Students will advance their professional competencies in written and oral communication, teamwork and critical thinking. prerequisite: MKTG 301

MKTG 430 Personal Selling (3) Presents the sales principles and skills required by today's professional salesperson, with emphasis on both the business-to-consumer and business-to-business selling environments. Examines current approaches to a variety of selling challenges including prospecting, the selling process, closing the sale and post-sale follow-up. Presents the principles underlying the sales process and the practical application of these principles to selling situations. Studies the role of selling in the total marketing process.

MKTG 440 Product Management (3) Examines methods of creating new ideas, developing product prototypes, modifying existing products, evaluating market response, and commercializing and launching new products and services. Competitive and global changes, and technological, social, legal, economic and related issues are considered in the assessment of market potential, corporate resource needs and eventual success. prerequisite: MKTG 301

MKTG 460 Advanced Marketing Management (3) A study of the organization and management of a marketing-oriented enterprise using marketing cases and/or simulations to integrate the frameworks and skills from Marketing Management (MKTG 301) to analyze and plan marketing programs. Critical thinking, oral and written communication and teamwork competencies are advanced. prerequisites: MKTG 301,senior status or permission of the department chair

MKTG 493 Honors Seminar (3) An advanced interdisciplinary seminar that focuses on important books and issues and encourages independent thinking, clear presentation and an understanding of the concerns and methods of various disciplines. The course may be team taught; topic and instructor(s) may change from semester to semester. Course may be repeated for credit when topic changes. prerequisites: 3.3 GPA and permission of the Denit Honors Program director

MKTG 494 Honors Project (3-6) Directed individual instruction in an advanced project of the student's choice; the project must be academically related to this discipline. Each student works closely with a faculty director who guides his/her progress. The project must be of honors quality and must be finally approved by both the faculty director and a second faculty member. Course is eligible for a continuing studies grade. prerequisites: 3.3 GPA and permission of both the Denit Honors Program director and the faculty director

MKTG 495 Internship in Marketing (3) Provides students with practical real-world experience in an organization. The course requires a minimum of 120 hours of practical work with a qualified firm based on explicit statements of student responsibilities and a faculty/firm monitoring mechanism. Students

will work closely with both the firm and a faculty member. prerequisites: completion of 9 hours of marketing courses, with a minimum GPA of 3.0. Completion of MGMT 330 is recommended. Permission of the department chair is required.

MKTG 497 Special Topics in Marketing (3) The marketing faculty, from time to time, offer an opportunity to integrate new material into the undergraduate program reflecting changes in the field and in the educational needs of students. prerequisite: MKTG 301

MKTG 499 Independent Study: Marketing (3) An independent study completed under the direction of a faculty member. For eligibility and procedures, see the [Merrick School of Business Independent Study Policy](#).

MATHEMATICS (MATH)

Mathematics courses (MATH) are offered by the Division of Science, Information Arts and Technologies in the Yale Gordon College of Arts and Sciences. Related courses may be found under Developmental Courses (DVMA).

MATH 111 College Algebra (3) Provides students with more advanced skills required for high-level applications of mathematics. Negative and rational exponents and functions, their properties and operations, including inverse functions; linear, quadratic, polynomial, rational, absolute value, exponential and logarithmic functions are explored. Students develop graphical and algebraic skills and study applications of concepts. prerequisite: adequate placement test score *or* successful completion of MATH 115 or OPRE 201 or their equivalent *or* successful completion of DVMA 95 [**MATH/QQT**]

MATH 115 Introductory Statistics (3) An overview of descriptive and inferential statistics. Statistics is inherently applied; the course emphasizes solutions to problems in a variety of applied settings. Measures of location and variability, probability distributions, correlation and regression, sampling and sampling distributions, hypothesis testing and estimation with confidence intervals for means and proportions are explored. prerequisite: adequate placement test score *or* successful completion of MATH 111 or its equivalent *or* successful completion of DVMA 95 [**MATH/QQT**]

MATH 121 Finite Mathematics (3) A study of coordinate systems, graphs, linear inequalities, systems of linear equations, matrix algebra, sets, counting, binomial theorem, probability, independence, tree diagrams, Bayes' theorem, probability distributions and random variables. prerequisite: before registering, the student must pass placement examination

MATH 201 Calculus 1 (3) Introduction to calculus, including limits, continuity, derivatives, applications of the derivative and introduction to integral calculus. prerequisite: MATH 111 or equivalent

MATH 321 Mathematical Structure for Information Technology (3) A study of number systems, sets, Boolean algebra and propositional calculus, relations and databases, and directed and undirected graphics with applications to algorithms and networks. prerequisite: MATH 111 or equivalent

MATH 497 Topics in Mathematics (3) Intensive exploration of topics in mathematics of mutual interest to faculty and students. Content varies according to the current interests of faculty and students. The subject studied appears under the Topics heading in the class schedule. prerequisite: senior standing or permission of the instructor

MATH 499 Independent Study (1-3) The pursuit of independent study under the supervision of a full-time faculty member. Students may earn up to 3 credits for this independent study. The number of credits earned is determined by the supervising faculty member before the study begins. prerequisites: see class schedule or the instructor

NEGOTIATIONS AND CONFLICT MANAGEMENT (CNCM)

Negotiations and Conflict Management courses (CNCM) are offered by the School of Public and International Affairs in the College of Public Affairs. Related courses are listed under Community Studies and Civic Engagement (CSCE).

CNCM 101 American Conflict Since 1890 (3) Reflecting on major political events, social conflicts and wars over the past century, this course provides an overview of American approaches to social conflict, conflict management and peacemaking and how these events and processes propelled the United States forward nationally and internationally. [**SOSC**]

CNCM 102 Global Conflict (3) Students explore the causes, costs, dynamics and potential remedies to violent and structural conflict in the international system. The course addresses these issues from a broad range of social science vantage points, including the fields of international relations, sociology, anthropology, economics, law and conflict management. Experiential learning includes student simulations of international conflict negotiations. [**SOSC**]

CNCM 297 Special Topics in Negotiations and Conflict Management (3) Exploration of topics in negotiations and conflict management. Content varies depending upon the interests of faculty and students. Course may be repeated when topic changes.

CNCM 340 Community Conflict: Causes, Sources, Solutions (3) Understanding and addressing conflict is critical to community success. This course examines the nature of social conflict from interpersonal to community-wide. Students consider sources of conflict; ways in which conflicts develop, escalate and de-escalate; conflict styles, strategies and tactics; and options for managing conflict. This course also has an experiential component that allows students to develop their own conflict-management skills.

CNCM 440 Terrorism, Counterterrorism and Conflict Management (3) Provides an introduction to current scholarship on terrorism and counterterrorism. Students explore cutting-edge debates that highlight the need for sophisticated conflict analysis in the post-Sept. 11 world. Readings, research, reports, films, discussion and debate, case studies, simulations and other class exercises are used to help students better understand the concept and origins of terrorism, explore similarities and differences in the way terrorists and counterterrorists organize and strategize, approach the problem of securing support, address conflict and, in some cases, resolve their conflicts.

CNCM 497 Special Topics in Conflict Management (3) Topics cover a broad overview of the conflict-management field. Their primary emphasis is the study of conflict and its management, from conflict behaviors to conflict-intervention techniques. Students read about and discuss social conflict in a number of settings ranging from interpersonal to international conflict. Course may be repeated for credit when topic changes.

OPERATIONS RESEARCH (OPRE)

Operations Research courses (OPRE) are offered by the Merrick School of Business. Related courses are listed under Information Systems (INSS) and Management (MGMT).

OPRE 202 Statistical Data Analysis (3) A second course in the statistical analysis of data related to business activities with emphasis on applications in various functional areas including accounting, finance, management, marketing and operations management, among others. Topics include estimation, hypothesis testing, contingency tables and chi-square test, analysis of variance and covariance, simple and multiple regression analysis and correlation analysis. Computer implementation using Excel-based statistical data analysis or other relevant software and interpretation of results for business applications are emphasized. prerequisites: MATH 115 and basic computer skills

OPRE 315 Business Application of Decision Science (3) A study of managerial decision-making processes using a decision-sciences approach. Topics include linear and integer models and decision analysis and their application in investment problems, media selection, market research, product mix, production planning, personnel scheduling and transportation design, among others. Special emphasis is on understanding the concepts and computer implementation and interpreting the results to write management reports. prerequisites: MATH 111 and MATH 115

OPRE 493 Honors Seminar (3) An advanced interdisciplinary seminar that focuses on important books and issues and encourages independent thinking, clear presentation and an understanding of the concerns and methods of various disciplines. The course may be team taught; topic and instructor(s) may change from semester to semester. Course may be repeated for credit when topic changes. prerequisites: 3.3 GPA and permission of the Denit Honors Program director

OPRE 494 Honors Project (3-6) Directed individual instruction in an advanced project of the student's choice; the project must be academically related to this discipline. Each student works closely with a

faculty director who guides his/her progress. The project must be of honors quality and must be finally approved by both the faculty director and a second faculty member. Course is eligible for a continuing studies grade. prerequisites: 3.3 GPA and permission of both the Denit Honors Program director and the faculty director

OPRE 497 Special Topics in Operations Research (3) An intensive exploration of topics in the area of operations research. Refer to the semester class schedule for exact title of topic offered. This course may be repeated for credit when topic changes. prerequisites: determined by the instructor

OPRE 499 Independent Study: Operations Research (1-3) An independent study under the direction of a faculty member. For eligibility and procedures, see the [Merrick School of Business Independent Study Policy](#).

PHILOSOPHY (PHIL)

Philosophy courses (PHIL) are offered by the Division of Legal, Ethical and Historical Studies in the Yale Gordon College of Arts and Sciences.

PHIL 101 Introduction to Philosophy (3) Introduces the fundamental questions and problems of philosophy and critically examines how some of the greatest philosophers in the history of Western cultures have attempted to answer these questions. Emphasis is placed on students' demonstration of their own abilities to seek answers to these "eternal questions." A capstone feature of the course challenges students to communicate, orally and in writing, the value of philosophical thinking in their personal lives and their chosen professions. [**HIPL/CTE/HAT**]

PHIL 140 Contemporary Moral Issues (3) Explores contemporary issues of ethical concern. Students are introduced to philosophical reasoning on controversial topics, including the responsibilities of corporations, war and violence, human relationships and other currently debated matters of public policy and personal ethics. The course aims to help students develop abilities to understand, evaluate and construct arguments in the realm of applied ethics. [**HIPL/CTE/HAT**]

PHIL 150 Critical Thinking and Arguments (3) Explores the process of thinking critically and philosophically and guides students in thinking more clearly, insightfully and effectively. In addition, this course focuses on helping students identify, understand and critically assess philosophical arguments. Students use classic philosophic texts and real-world examples to develop both their critical-thinking skills and their ability (in written and oral forms) to formulate, express and critique arguments. [**HIPL/CTE/HAT**]

PHIL 250 Social and Political Philosophy (3) Examines the values and principles that establish and justify societies and that determine the rights and responsibilities of a society to its own members; of the members in relation to each other and to the society as a whole; and of a society in relation to other

societies. The course considers the application of these principles to such issues as justice, human rights, political and social institutions, and international relations.

PHIL 280 Environmental Ethics (3) Explores the relationship between humans and the nonhuman environment and guides students in thinking more clearly, insightfully and effectively about that relationship. Students read a wide array of classic and contemporary texts from a variety of philosophic traditions, and they are asked to consider some of the most pressing ethical, political and legal issues concerning our treatment of the environment. [**HIPL/CTE/HAT**]

PHIL 301 Ethics (3) A critical examination of fundamental questions in ethics: What is good and evil? Why be moral? What is right and wrong moral conduct? What does it take to be a good person, and what does it mean to live a good life? Students read a balanced selection of classical and contemporary works and explore a variety of moral issues in personal and professional life.

PHIL 302 Philosophy of Community (3) Covers some of the basic concerns raised by the cosmopolitan liberalism and communitarian critique. The goals are to help students think through the arguments on each side of this debate and to help figure out for themselves the extent to which they want their lives and the policies of the communities in which they live to reflect either cosmopolitan liberal or communitarian commitments.

PHIL 305 Professional Ethics in Human Services (3) An examination of values, moral principles and ethical issues inherent in, and related to, the human service professions. The major focus is directed toward determining the moral responsibilities of the human service professions and whether the moral responsibilities are being realized.

PHIL 309 Eastern Religions (3) A study of the history, beliefs and rituals of Hinduism, Buddhism, Taoism, Confucianism and Shinto.

PHIL 316 Logic of Language (3) An introduction to informal and formal logic. The use and abuse of language in general is first considered, then informal fallacies are examined. Next, deductive, inductive and analogical arguments are distinguished. The remainder of the course is devoted to examining the formal structures of descriptive language and the formal rules of logic.

PHIL 317 Ancient Philosophy (3) A critical examination of the questions, systems and contributions of the most influential philosophers of Western antiquity. The pre-Socratics and their legacy of questions and world views are first considered. The philosophies of Plato and Aristotle are examined next in light of the attempts of both philosophers to deal with the inherited questions of pre-Socratics and the moral and cultural problems of their time. Concludes with a look at the Epicurean, Stoic and neo-Platonist philosophies and the influence of neo-Platonism on Christian theology.

PHIL 319 Modern Philosophy (3) Traces the development and influence of British empiricism and continental rationalism from the scientific revolution of the 17th century through the age of reason, the

romantic rebellion and the industrial revolution, and the rise of nationalism. Philosophers to be studied are Descartes, Locke, Berkeley, Hume, Kant, Rousseau, Mill, Hegel, Marx and Nietzsche.

PHIL 320 20th-Century Philosophy (3) A critical examination of the most influential American and European philosophers of the 20th century. Emphasis is placed on the rebellion against 19th-century idealism and metaphysics as manifested in the two divergent and predominant contemporary philosophies: existentialism and analytic philosophy. Russell, Moore, Wittgenstein, Whitehead, Bergson, James, Dewey, Sartre, Kafka and Camus are among the philosophers considered.

PHIL 322 Philosophy of Religion (3) A critical examination of the fundamental beliefs of the major religions of the world (not, however, a course in the history of religions or of religious belief). The course reviews the rational justifications for such important beliefs as the existence of God, the existence and immortality of the soul, the existence of evil as compatible with a merciful god and the value of miracles, prayer and mystery. Concludes with a look at religious alternatives to traditional theism.

PHIL 419 Religions in America (3) A study of the historical and theological developments in Protestantism, Catholicism and Judaism on the American continent, from the colonial period to the present, including a consideration of the ways in which American civilization modified European religious traditions and developed new sects, cults and religious traditions.

PHIL 490 Theories of Justice (3) A critical examination of the classical and contemporary theories of justice that are the foundations of Western law and morality. Among the philosophers studied are Plato, Hobbes, Locke, Kant, Rousseau, Bentham, Marx, Rawls and Hart. Emphasis is placed on each thinker's treatment of such fundamental concepts as natural law and positive law, human rights and the common good, the social contract, sovereign rights and power, the forfeiture of "absolute" rights, individual liberty and property, and utilitarianism and intuitionism as theories of justice.

PHIL 492 Independent Study (1-6) Provides for individual work in research. prerequisites: presentation of a research proposal to the divisional chair, permission of the chair and instructor, and senior standing

PHIL 493 Honors Seminar (3) An advanced interdisciplinary seminar that focuses on important books and issues and encourages independent thinking, clear presentation and an understanding of the concerns and methods of various disciplines. The course may be team taught; topic and instructor(s) may change from semester to semester. Course may be repeated for credit when topic changes. prerequisites: 3.3 GPA and permission of the Denit Honors Program director

PHIL 494 Honors Project (3-6) Directed individual instruction in an advanced project of the student's choice; the project must be academically related to this discipline. Each student works closely with a faculty director who guides his/her progress. The project must be of honors quality and must be finally approved by both the faculty director and a second faculty member. Course is eligible for a continuing studies grade. prerequisites: 3.3 GPA and permission of both the Denit Honors Program director and the faculty director

PHIL 495 Existentialism (3) An in-depth study of one of the most provocative philosophies of the modern age. The major works of the leading philosophers of the movement are examined as well as the expression of their philosophies in contemporary art, poetry, fiction and cinema.

PHIL 496 International Law and Morality (3) Explores the relationship between international law and morality and guides students in thinking more clearly, insightfully and effectively about the various legal, political and social institutions that make up the international legal regime. Students read a wide array of classic and contemporary texts from a variety of philosophic traditions, and they are asked to consider some of the most pressing conceptual and ethical issues concerning international law.

PHIL 497 Special Topics in Philosophy (3) Intensive exploration of topics in philosophy of mutual interest to faculty and students. Content varies according to the concurrent interests of faculty and students. The subject studied appears under the Topics heading in the class schedule. Course may be repeated for credit when topic changes.

PHIL 498 Internship in Applied Ethics (3) Designed for students who wish to observe and gain firsthand experience of the practice of business and professional ethics at designated profit or nonprofit organizations in the Baltimore community. Students work with a mentor at the organization of their choice and write a substantial (25- to 30-page) critical essay on applied ethics. Eligible for a continuing studies (CS) grade. prerequisites: IDIS 302 or PHIL 301 or PHIL 305 and an interview with the director of the Hoffberger Center for Professional Ethics

PHYSICAL SCIENCE (PHSC)

Physical Science courses (PHSC) are offered by the Division of Science, Information Arts and Technologies in the Yale Gordon College of Arts and Sciences. Related courses are listed under Biology (BIOL), Chemistry (CHEM) and Environmental Science (ENVS).

PHSC 101 Earth in Focus (3) A study of the origins, composition and physical processes of our planet. The Earth's land masses, bodies of water and atmosphere are examined. Natural phenomena such as earthquakes, volcanic eruptions and global weather patterns are explained. Includes a discussion of environmental issues that directly impact people, such as industrial pollution, depletion of natural resources and global warming. [**GSCI/QQT**]

PSYCHOLOGY (PSYC)

Psychology courses (PSYC) are offered by the Division of Applied Behavioral Sciences in the Yale Gordon College of Arts and Sciences.

PSYC 100 Introduction to Psychology (3) This survey course is an introduction to the science of psychology, with an explicit focus on the understanding of human behavior and experience. Methods used by psychologists to investigate behavior and experience are introduced, and an overview of the

major fields of psychology is provided, including discussion of each area's primary theories and models. [**SOSC/QQT**]

PSYC 200 Introduction to Professional Practices (3) Psychology majors learn the problems, methods, thinking styles, ethical standards and career opportunities of modern behavioral science and practice. Students participate in classroom discussion on topics of current concern in psychology, practice the writing style of the American Psychological Association and acquire effective methods for developing a professional resume. prerequisites: PSYC 100 and satisfaction of lower-division general-education requirement in composition or their equivalents

PSYC 205 Human Development (3) The psychological aspects of the human growth and development process from conception and birth through childhood, adolescence, adulthood and old age. Included are the physical, social and emotional influences on the course of development in role, identity and goal orientation.

PSYC 210 Interpersonal Psychology (3) An examination of intrapersonal and interpersonal dynamics at work within one's relationship with oneself as well as within relationships between the self and others. Application of course concepts facilitates students' own personal discovery processes, and techniques for increasing overall life satisfaction via interpersonal problem-solving are presented.

PSYC 215 Human Sexuality (3) Reviews the psychological literature on human sexuality, including behavioral patterns, life-cycle changes, interpersonal attraction and the scientific study of love. Sexual functioning throughout the lifespan is discussed, in addition to how it may be influenced by one's gender, age, sexual orientation, religion, culture and racial/ethnic background. Topics may include female and male anatomy, love and sexuality, intimacy, trust and sexual expression, date rape, the sexual response cycle, sexually transmitted diseases, and birth control and contraception.

PSYC 220 Stress Identification and Management (3) A study of the interaction between a human's environment and psycho-physiological systems involved in the generation of stress and development of related disease processes. The use of electronic instrumentation in the evaluation and amelioration of stress reactions and research are examined. Techniques and strategies of stress management are discussed. Laboratory fee required. prerequisite: PSYC 100 or an equivalent introductory psychology course or permission of the program director

PSYC 230 Behavior Modification in Applied Settings (3) Application of operant learning theory to problems in everyday life. Students design, conduct and report on their own, self-regulated behavior change programs based on principles of the "ABC" model of learning. Topics include how to identify, define and collect information on problem behaviors, how to select effective consequences for those behaviors, and how to maintain desirable behaviors in new settings. No prior psychology coursework is required.

PSYC 240 Educational Psychology (3) Applications of current psychological theories of learning, cognition and motivation within a variety of formal and informal educational settings. prerequisite: PSYC 100 or an equivalent introductory psychology course or permission of the program director

PSYC 250 Social Psychology (3) A consideration of the individual in social situations and of the social environment as a source of psychological stimulations and social conflicts. prerequisite: PSYC 100 or an equivalent introductory psychology course or permission of the program director

PSYC 260 Psychology of Religion and Spirituality (3) An in-depth, research-based survey of the study of the origins, development and consequences of religion and spirituality from a psychological perspective. The relationship between religion and social-psychological variables in particular is investigated. Religious experiences from a variety of perspectives, including the objective, Freudian, Jungian and humanistic, are examined. The relationship between science and religion is also addressed. prerequisite: PSYC 100 or an equivalent introductory psychology course or permission of the program director

PSYC 297 Topics in Psychology (3) Introductory exploration of issues, concepts and methods in psychology. Topics will vary according to interests of students and faculty; the subject studied appears under the Topics heading in the class schedule. Course may be repeated for credit when topic changes. prerequisite: PSYC 100 or an equivalent introductory psychology course or permission of the program director

PSYC 300 History and Systems in Psychology (3) The historical development of the major schools and systems of psychology. The philosophical underpinnings of the discipline are discussed. Students are instructed in the social and cultural variables that contributed to the development of psychology as a science. Connections are made between the early schools of psychology and contemporary perspectives in psychology. The growth and development of applied psychology and the professionalization of psychology are also described. prerequisite: PSYC 100 or an equivalent introductory psychology course or permission of the program director

PSYC 308 Research Methods and Statistics I (3) Integrated study of descriptive psychological research methods and corresponding statistical concepts. Topics include ethical considerations, observational and survey research techniques, graphing, central tendency and variability, correlation and linear regression. Students participate in data collection, data analysis and interpretation by means of the microcomputer Statistical Package for the Social Sciences (SPSS) and in the writing of APA-style research reports. Laboratory fee required. prerequisites: PSYC 200 and satisfaction of lower-division general-education computer literacy requirement, or their equivalents; co-requisite: satisfactory completion of or concurrent enrollment in WRIT 300

PSYC 309 Research Methods and Statistics II (3) Integrated study of experimental and quasi-experimental psychological research methods and corresponding statistical concepts. Topics include basic probability theory, the logic of hypothesis testing, simple and complex experimental design and analysis, internal and external validity of experimental results, and nonparametric research and analysis

of techniques. Students participate in data collection, data analysis and interpretation by means of the microcomputer Statistical Package for the Social Sciences (SPSS) and in the writing of APA-style research reports. Laboratory fee required. prerequisite: PSYC 308

PSYC 315 Motivation (3) An exploration of internal and external forces that initiate, direct and sustain behavior. This course examines biological, cognitive and social psychological theories of motivation and their applications in a variety of real-life contexts. Students are encouraged to consider how these theories can increase their understandings of their own and others' behavior. prerequisite: PSYC 100 or an equivalent introductory psychology course or permission of the program director

PSYC 320 Industrial and Organizational Psychology (3) Psychological principles and methods applied to problems commonly encountered in business and industry. Topics include personnel selection and evaluation, training and development, attitudes and motivation, leadership, group dynamics, organizational structure and climate, and job design and working conditions. prerequisite: PSYC 100 or an equivalent introductory psychology course or permission of the program director

PSYC 325 Forensic Psychology (3) A survey of the broad field of forensic psychology, including roles that psychological knowledge, theory and practice have played with respect to issues of law and the legal system. Topics include psychological theories of crime, the psychological evaluation of criminal suspects, factors influencing the reliability of eyewitness testimony and psychological models of jury selection, among others. Students also learn the opportunities, demands and responsibilities associated with careers as forensic psychologists. prerequisite: PSYC 200 or CRJU 306 or permission of the psychology program director

PSYC 330 Health Psychology (3) Scientific psychology as applied to enhance health, prevent and treat disease, identify risk factors, improve the health-care system and shape public opinion with regard to health. The course focuses on the biopsychosocial model of health and the interactive influences of biological, behavioral and social factors on health, well-being and illness. prerequisite: PSYC 100 or an equivalent introductory psychology course or permission of the program director

PSYC 335 Theories of Personality (3) A study of contemporary theories attempting to describe, understand, explain, measure and predict the human as an integrated being. Laboratory fee required. prerequisite: PSYC 100 or an equivalent introductory psychology course or permission of the program director

PSYC 340 Counseling Psychology (3) An introduction to the applied psychology field of counseling. History, theories and processes of counseling are surveyed, as are a variety of specializations and settings in which counseling is practiced. Discussions, demonstrations and exercises give students an opportunity to explore counseling psychology as a career path. prerequisite: PSYC 100 or an equivalent introductory psychology course or permission of the program director

PSYC 345 Cognitive Psychology (3) An introduction to the scientific study of the mind, including historical and current issues, concepts, theoretical models, research methods and evidence regarding the physiological and psychological mechanisms, processes and content of thought. prerequisite: PSYC 100 or an equivalent introductory psychology course or permission of the program director

PSYC 350 Abnormal Psychology (3) An analysis of abnormal behavior as a personal, social and societal concern. Research findings relevant to diagnostic and therapeutic issues are studied. prerequisite: PSYC 100 or an equivalent introductory psychology course or permission of the program director

PSYC 355 Interviewing Psychology (3) A consideration of the principles and techniques of the interview as a personnel selection or research tool. Designed for students interested in the utilization of interview information in applied settings.

PSYC 360 Cross-Cultural Psychology (3) Educates, sensitizes and stimulates students' critical thinking about the role of culture relative to both consistencies and differences in human psychological functioning and social behavior. Focus is given to the effects of culture on human perceptions, emotions, expectations and values. Other areas that are explored are individualism vs. collectivism, moral reasoning, gender roles and how culture influences research strategies. prerequisite: PSYC 100 or equivalent

PSYC 365 Psychology of Gender (3) Explores the psychological, sociocultural, emotional, behavioral and physiological influences on the lives of women and men. The course focuses specifically on the psychological literature that addresses the many ways gender affects our experience. This course is designed to facilitate greater understanding of the unique expectations, constraints, dilemmas and experiences that face women and men. prerequisite: PSYC 100

PSYC 370 Psycholinguistics (3) An introduction to the study of the cognitive processes involved in how humans use language. Students learn about language from a psychological perspective, examining the cognitive aspects of meaning, understanding, communication, speech and language learning. Students learn the formal structure of language, how linguistic knowledge is represented and structured in the mind and how linguistic knowledge is utilized in the real-time processing of language. The course examines the biological and neurolinguistic foundations of language. Links with cognitive science, neuroscience and philosophy are also explored. Laboratory fee required. prerequisite: PSYC 100 or an equivalent introductory psychology course or permission of the program director

PSYC 375 Environmental Psychology (3) Explores interrelationships between humans and the physical environment, both natural and constructed. This course surveys theories and evidence from various subdisciplines in psychology and applies this knowledge to an understanding of how human behavior affects an environment and how that environment, in turn, influences behavior. The course also explores the manipulation of psychological variables to design environments that promote specific behaviors. prerequisite: PSYC 100 or an equivalent introductory psychology course

PSYC 380 Community Psychology (3) Introduction to the career path of community psychology. The interdependence among individuals, their communities and their environments is explored, with foci on local and regional social issues and policies, underserved and marginalized groups, prevention of social and mental health problems and related concepts such as social justice and social change. prerequisite: PSYC 100 or an equivalent introductory psychology course

PSYC 400 Theories of Learning (3) Investigation of the factors and processes involved in the acquisition and maintenance of new behavior. Both historical and current learning theories representing the dominant schools of psychological thought are presented, including modern understandings of the evolution and physiology of learning. Applications of current learning theories in various real-world, human contexts also are discussed. prerequisite: PSYC 300

PSYC 403 Training and Development (3) A comprehensive course designed to help the student develop the skills necessary to design and implement effective training programs. The course investigates needs assessment, the development of appropriate training efforts and the use of training program evaluations. Techniques included are the use of technology in CBT and Web-based training. Laboratory fee required. prerequisite: PSYC 100 or an equivalent introductory psychology course or permission of the program director

PSYC 404 Organizational Consulting (3) An upper-level, practitioner-oriented course. Students explore and develop skill sets necessary to consult successfully with various client systems. Using experiential learning settings, the focus is on demonstrating techniques of engaging, contracting, deploying interventions strategies and disengaging the client. Internal and external consulting models are included. Laboratory fee required. prerequisite: PSYC 100 or an equivalent introductory psychology course or permission of the program director

PSYC 405 Tests and Measurements (3) Introduction to the requirements for instruments used in the measurement of human behavior. Includes a study of the theory and methods of psychological measurement and a review of several representative types of tests. Laboratory fee required. prerequisites: PSYC 100 or an equivalent introductory psychology course and PSYC 309 or permission of the program director

PSYC 413 Psychopathology (3) An upper-division course preparing students for practice in any health-related field or for graduate school. Students learn about the symptoms, etiology, course, outcome and (to a minor extent) treatment of the major child and adult mental disorders from a biopsychosocial and multicultural perspective. Course materials focus on original sources and scholarly reviews to encourage critical and integrative thinking. prerequisites: PSYC 100 or an equivalent introductory psychology course and PSYC 350 or an equivalent abnormal psychology course or permission of the program director

PSYC 415 Evolutionary Psychology (3) Aspects of human psychology are examined from the perspective that current, species-common human thought processes and behaviors may be understood as evolved adaptations to problems faced by our evolutionary ancestors. Topics include environmental preferences

and survival responses, male and female mating and parental attitudes and behaviors, and kinship-based and reciprocal altruism. prerequisites: PSYC 100 and PSYC 300 or permission of the program director

PSYC 425 Sensation and Perception (4) A study of the sensory processes and the methods and techniques for their measurement with emphasis on experimental study of perception. Laboratory fee required. prerequisites: PSYC 100 or an equivalent introductory psychology course and PSYC 309 or permission of the program director

PSYC 430 Physiological Psychology (3) A study of the biological substrates of behavior. The role of the central nervous system and its relationships to other physiological processes are examined as they affect the organism's adaptation to its environment. Laboratory fee required. prerequisite: PSYC 100 or an equivalent introductory psychology course or permission of the program director

PSYC 445 Psychology of Aging (3) A survey of the psychological theories of aging and the psychological changes in intellectual, emotional and social functioning; neuropsychological dysfunctions; and review of issues associated with retirement and economic self-maintenance. prerequisite: PSYC 100 or an equivalent introductory psychology course or permission of the program director

PSYC 446 Death, Dying and Bereavement (3) The profound influence of death on human behavior and its associated psychological effects. Death-related variables are identified and evaluated as to their contributions to the development of individual differences across the life span. Discussions center on current research and clinical findings about anxiety, depression, guilt, conflict and defense mechanisms, as well as techniques for death education and bereavement counseling. prerequisite: PSYC 100 or an equivalent introductory psychology course or permission of the program director

PSYC 455 Workshop in Counseling (3) A practicum experience for students to function as helping persons in a professional setting with intense supervision. prerequisites: PSYC 100 or an equivalent introductory psychology course and PSYC 340 or an equivalent counseling psychology course and permission of the program director

PSYC 490 Senior Project in Psychology (3) The capstone experience for psychology majors. Students design and conduct original, quantitative or qualitative studies of psychological topics of personal interest and share their own project problems, progress and outcomes in a weekly seminar. Completed projects are reported in both a formal, APA-style written report and orally as part of a psychology student colloquium. Grading: pass/fail. prerequisites: PSYC 200, PSYC 300, PSYC 308, PSYC 309 and PSYC 405 or their equivalents; senior status

PSYC 493 Honors Seminar (3) An advanced interdisciplinary seminar that focuses on important books and issues and encourages independent thinking, clear presentation and an understanding of the concerns and methods of various disciplines. The course may be team taught; topic and instructor(s)

may change from semester to semester. Course may be repeated for credit when topic changes. prerequisites: 3.3 GPA and permission of the Denit Honors Program director

PSYC 494 Honors Project (3-6) Directed individual instruction in an advanced project of the student's choice; the project must be academically related to this discipline. Each student works closely with a faculty director who guides his/her progress. The project must be of honors quality and must be finally approved by both the faculty director and a second faculty member. Course is eligible for a continuing studies grade. prerequisites: 3.3 GPA and permission of both the Denit Honors Program director and the faculty director

PSYC 497 Topics in Psychology (3) An intensive exploration of topics in psychology of mutual interest to faculty and students. Content varies according to their concurrent interests. The subject studied appears under the Topics heading in the class schedule. Course may be repeated for credit when topic changes. prerequisite: permission of the program director

PSYC 499 Special Projects in Psychology (1-3) The pursuit of independent work under the supervision of a faculty member. Projects may include research in the laboratory or the library, supervised work in a psychological clinic or laboratory or at a training facility in a class. A student may earn up to 9 hours in this course but cannot take more than 3 hours per semester. Exact course credit for any project is determined by the program director. Course is eligible for a continuing studies grade. prerequisite: permission of the program director

REAL ESTATE (REED)

Real Estate (REED) courses are offered by the Merrick School of Business.

REED 312 Real Estate Principles and Transaction (3) Identifies the framework in which the acquisition and development of real estate are arranged. Particular attention is paid to financing techniques and the underlying financial structures involved in real estate investment choices. Emphasis is placed on development issues including site acquisition and evaluation, environmental regulation, market analysis and interaction with constituent groups.

REED 315 Real Property Law (3) Focuses on how law impacts real estate, its ownership, conveyance and development. Emphasis is on real property ownership interests, restrictions on such interests, methods of transferring such interests, private and public land use controls, and legal transactions involving real estate, such as gifts, sales and leases.

REED 475 Real Estate Market Analysis (3) Emphasizes real estate markets with specific attention given to understanding the market forces affecting real estate at the urban and regional levels. The main focus is on providing insight into the operation of urban land and nonresidential markets and the process of urban growth and regional development. prerequisite: REED 312

REED 480 Property Management (3) This course addresses the issues involved with managing commercial property including residential, office, retail and industrial. Topics include tenant relations and retention, insurance and risk management, leasing, environmental issues and maintenance. prerequisite: REED 312

REED 495 Internship in Real Estate and Economic Development (3) Provides students with practical real-world experience in an organization. The course requires a minimum of 120 hours of practical work with a qualified firm based on explicit statements of student responsibilities and a faculty/firm monitoring mechanism. Students will work closely with both the firm and a faculty member. prerequisites: completion of 9 hours of real estate courses, with a minimum GPA of 3.0. Completion of MGMT 330 is recommended. Permission of the department chair is required.

REED 497 Special Topics in Real Estate (3) The real estate faculty, from time to time, offer an opportunity to integrate new material into the undergraduate program reflecting changes in the field and in the educational needs of students.

SOCIOLOGY (SOCI)

Sociology courses (SOCI) are offered by the Division of Applied Behavioral Sciences in the Yale Gordon College of Arts and Sciences.

SOCI 100 Introduction to Sociology (3) Provides an introduction to basic concepts, theoretical principles and research methods of sociology and applies these tools to the analysis of human societies, including the study of social structures and institutions such as the family and religion, culture, social interaction, groups, social inequality, deviance and social change. prerequisite: eligibility for WRIT 100. [**SOSC**]

SOCI 210 Social Deviance (3) Provides an examination of deviance and social control in a societal context. Emphasis is placed on what, how and why certain forms of behavior come to be defined as deviant, the regulation of such behavior and the ways in which deviants are labeled and treated. Major theories of deviance will be used to examine such topics as sexual expression, drug use and addictions, mental and physical health, aggression and violence, suicide, religious cults, cyber-activities, homelessness and elite deviance. prerequisite: eligibility for WRIT 100

SOCI 301 Social Problems (3) A study of factors contributing to the disintegration of social living. Topics studied include juvenile delinquency, sexual adjustment, poverty, personal disorganization, changing worker-management roles and migration.

SOCI 302 The American Family in Perspective (3) A study of the contemporary American family in terms of its historical background, the impact of the 20th-century culture and significant factors that influence marital relations and family living.

SOCI 303 Urban Sociology (3) An ecological approach to urban society emphasizing the dynamics of urban regions as demonstrated in their growth and structure. The values and methods people have employed to achieve desired ends are examined in the light of modern industrialization and communication. Special emphasis is given to factors of race, housing, planning and organization.

SOCI 304 Human Ecology (3) The dynamics of human population as affected by environmental factors with special emphasis on those individual living habits and practices that alter one's physical environment.

SOCI 310 Social Theory (3) Examination of theories of social organization and social change with particular attention to leading contributors to social thought in the Western world, their work, their social setting and the relation of their study to subsequent social thought.

SOCI 311 Contemporary Social Theory (3) Structure and function of modern social theory. Functional conflict, interaction and exchange theories are compared with structure and function of modern social theory and with paradigms for examining institutional and organizational norms in society. prerequisite: SOCI 310

SOCI 312 Community Organization Practice and Analysis (3) Concepts of community are examined and applied to the delivery of human services. Perspectives are developed by which community organizations may be analyzed. Organizational techniques and the roles of voluntary community organizations are discussed.

SOCI 317 Sociology of Poverty (3) Examines the sources and dynamics of poverty in contemporary society from a sociological perspective. Human service, income and job programs designed specifically to address the needs of the poor are reviewed and critiqued. Special attention is given to groups disproportionately found in poverty, such as the young, the old and the disabled.

SOCI 380 Race and Ethnic Relations (3) A study of racial and ethnic minority groups in modern America together with the social and cultural contributions of minority groups in American life. Problems of accommodation, assimilation, segregation and institutional racism as these affect minority groups and American culture as a whole.

SOCI 413 Industrial Sociology (3) Emphasis is placed on the meaning of work, economic and occupational systems, changes within occupational structure and the causes of these changes. Major themes are social theory and productive systems, occupational associations and trade unionism, occupational mobility and social power, the structure of industry and the labor market and interrelationships between industry and the wider community.

SOCI 420 Social Stratification (3) An analysis of the correlates of class, mobility, status, power and conflict.

SOCI 460 Gender Roles and Society (3) An examination of the cultural, biological, psychological and historical development and interdependence between male and female sex roles. Topics include the influence of heredity and environment, stereotypes and stigmas, and the position of men and women within such institutional areas as law and education, religion, health, the economy and the political system.

SOCI 470 The Sociology of Information (3) An exploration of the nature of information and its organization, control and use in our society. Topics include the relation of information to public policy decision-making, issues related to privacy and access, and the use of information as a form of power in societal institutions.

SOCI 493 Honors Seminar (3) An advanced interdisciplinary seminar that focuses on important books or issues and encourages independent thinking, clear presentation and an understanding of the content and methods of various disciplines. The course is team taught; subject and instructors may change from semester to semester. prerequisites: 3.3 GPA or recommendation of the student's major division chair and permission of both the instructor and the Denit Honors Program director

SOCI 494 Honors Project (3-6) Directed individual instruction in an advanced project of the student's choice; the project must be academically related to this discipline. Each student works closely with a faculty director who guides his/her progress. The project must be of honors quality and must be finally approved by both the faculty director and a second faculty member. Course is eligible for a continuing studies grade. prerequisites: 3.3 GPA and permission of both the Denit Honors Program director and the faculty director

SOCI 497 Special Topics in Sociology (3) Intensive exploration of topics in sociology of mutual interest to faculty and students. Content varies according to the concurrent interests of faculty and students. The subject studied appears under the Topics heading in the class schedule. Course may be repeated for credit when topic changes.

SOCI 498 Seminar in Sociology (3) Group and individual study of the major contributors to sociological thought. Theorists are studied in the context of their historical situation and the social problems current during their lifetimes. Stratification, power, functionalism and systems theory are studied in relation to actual methods. prerequisite: SOCI 310

SOCI 499 Independent Study in Sociology (1-6) Provides students with the opportunity to pursue a research topic or special project in sociology. Each student works closely with a faculty member who helps set goals, develop a course plan and guide progress. The project must be carefully planned and have approval of the instructor involved and of the program director. prerequisite: permission of both the instructor and the program director

SPANISH (SPAN)

Spanish courses (SPAN) are offered by the School of Public and International Affairs in the College of Public Affairs.

SPAN 125 Introduction to Spanish I (3) The first semester of the process toward building the "five skills": listening, speaking, reading, writing and understanding culture. With these goals in mind, students participate in a variety of learning tasks during required classroom hours and weekly laboratory sessions. [**ART**]

SPAN 126 Introduction to Spanish II (3) A second-level course in the "five skills" needed to improve fluency in Spanish: listening, speaking, reading, writing and understanding culture. Students continue to improve their language skills and learn to speak Spanish for situations likely to take place outside the classroom. prerequisite: SPAN 125 or equivalent [**ART**]

SPAN 297 Topics in Spanish (3) Exploration of topics in Spanish language. Content varies depending upon the interests of faculty and students. Course may be repeated when topic changes.

SPAN 470 Independent Study (1-3) Designed to provide credit for a student who wants to pursue independent work under the supervision of a faculty member. The number of credits earned is determined by the supervising faculty member before the study begins. prerequisites: SPAN 125, SPAN 126 and approval of the instructor

SPAN 497 Advanced Topics in Spanish (3) Exploration of advanced topics in Spanish. Content varies depending upon the interests of faculty and students. Course may be repeated when topic changes.

WRITING (WRIT)

Writing courses (WRIT) are offered by the Klein Family School of Communications Design in the Yale Gordon College of Arts and Sciences. Related courses are listed under Developmental Courses (DVRW), Communication (CMAT), Literature (ENGL) and graduate Publications Design (PBDS).

WRIT 101 College Composition (3) Helps students develop fluency in writing clear, forceful, effective prose and acquire the college-level reasoning, reading and writing skills that they will find necessary for success in other college courses. prerequisite: adequate score on placement test or completion of designated developmental writing courses with a grade of C- or higher [**WRIT/COM**]

WRIT 200 Practicum in Writing (3) Designed to increase students' mastery of the word, the sentence and the paragraph. Emphasis is given to correctness and appropriateness in the choice of words, sentence structures and modes of paragraph development. Models for expository writing are drawn from a variety of contemporary materials. May not be counted toward the requirements of the major. Grading: pass/fail. prerequisite: score of 200 on the Upper Division Writing Placement Test; open to

others only with the permission of the writing services coordinator in the Achievement and Learning Center

WRIT 211 Popular Writing (3) Explores writing that entertains, informs and persuades. The course includes advertising, journalism, public relations, blogs, political messages, Web content and other mass media. The emphasis is on contemporary writing and writers. The course considers the effects of visual as well as verbal aspects of communication. Students complete several writing assignments in selected forms and styles covered in the course.

WRIT 215 Introduction to Creative Writing (3) Introduces students to the creative process and craft of writing poetry and fiction by exploring the elements and techniques of those genres. Students write and share poems and short fiction in a workshop setting.

WRIT 298 Topics in Writing (3) Intensive exploration of topics in writing. The topic for study appears in the class schedule. Course may be repeated for credit when topic changes.

WRIT 300 Advanced Expository Writing (3) This course helps students expand their skills in writing effective prose for a variety of audiences, including academic, professional and personal. The course, which emphasizes discipline-specific writing projects, builds on skills previously acquired in lower-level writing courses. It is designed to help students develop additional writing skills needed for success in college and their respective majors. prerequisites: successful completion of WRIT 101 or equivalent and either qualifying score on placement test or successful completion of WRIT 200 [**WRIT/COM**]

WRIT 313 Writing for Information Systems (3) Designed to help writers learn to adapt specialized subject matter to various audiences. Focus on audience analysis, strategies for organizing information and integration of verbal text with graphics. Writing projects are drawn from students' own disciplines or special interests.

WRIT 314 Argument & Persuasion (3) For students in all disciplines who wish to develop control and confidence in critical thinking and persuasive writing. Instruction centers on the analysis and production of written arguments on issues of current interest or enduring importance that are enriched by cross-disciplinary perspectives and multiple points of view.

WRIT 315 The Art of Memoir (3) An opportunity to write memoir. Students read and study memoirs by contemporary authors to become familiar with the many possibilities available to writers working in this form. Also focuses on issues relevant to the writing of memoir, including craft and technique, memory and truth telling, and interior and exterior significance.

WRIT 316 Creative Journalism (3) A study of famous journalists and journalistic writing, including analysis of the style, language and ideas of writers who have gone beyond basic reporting to break new ground. Requires a professional approach to journalistic writing.

WRIT 317 Techniques of Popularization (3) Techniques and approaches to making technical information clear and understandable to nontechnical audiences.

WRIT 318 Creative Writing Workshop: Poetry (3) In a workshop setting, students are introduced to a wide range of poems that serve as models for their own writing. This intensive reading, writing and feedback experience helps students deepen their imaginations and develop their craft as poets.

WRIT 319 Creative Writing Workshop: Fiction (3) Introduces students to the elements of fictional craft and gives them the opportunity to write their own short stories. Students study fiction by masterful writers to learn about language and form. Writing exercises encourage risk taking and originality while generating material to be developed into stories. Students submit their story drafts to the class for discussion.

WRIT 320 Writing for Managers & Executives (3) An overview of written communication in organizational settings, including memoranda, formal and informal correspondence, routine reports, proposals, performance appraisals and cost/benefit analysis.

WRIT 330 Writing, Editing & Publishing (3) An introduction to professional writing, editorial concepts and the publication process. Writing and editing for brochures, newsletters and magazines, with special emphasis on audience and purpose. Laboratory fee may be required.

WRIT 331 Public Relations Writing (3) Experience in preparing news releases and other promotional materials for print, electronic, online and other digital media. Students integrate writing formats, techniques and skills to engage and motivate target audiences.

WRIT 334/ADVT 334 Writing & Graphics (3) Exploration, through hands-on experience, of the relationship between visual and verbal communication. The basics of graphic design and production are introduced through projects integrating writing and design. Laboratory fee required.

WRIT 340 Internship in University Publications (1) The University publication as a laboratory. Practical experience in the creative process of producing newspapers, magazines and books through work on student publications and, where possible, on other publications of the University. Eligible for continuing studies grade; otherwise, grading: pass/fail.

WRIT 361 Writing for Digital Media (3) Informational and persuasive writing for electronic and digital media. Emphasizes the translation of information, ideas and experience into various contemporary one-way and interactive presentational formats.

WRIT 363/CMAT 363 Creative Writing Workshop: Screenwriting (3) Intensive writing experience for students interested in writing drama for television and film. Emphasizes characterization, dialogue and plot development as well as conventions of and script formats for television and film.

WRIT 370/ADVT 370 The Art of Advertising (3) Focuses on the creative and conceptual aspects of advertising. In addition to creating layouts and scripts for ads of their own, students examine past and present advertising campaigns in both print and electronic media.

WRIT 371/ADVT 371 Advertising: Writing & Design (3) Principles of verbal and visual communication in creating and executing advertising ideas. Evaluation of the strengths and limitations of the many forms available in persuasive communication. Advertising copy and design, with particular emphasis on writing.

WRIT 375 Graphic Design & Production (3) For students interested in further developing their visual communication skills. Approaches to visual problem-solving are discussed. Advanced graphic production is demonstrated. Students take problems from concept to production. Laboratory fee required. prerequisite: WRIT 334

WRIT 380 Syntax, Semantics & Style (3) Fundamentals of discourse analysis, addressing both structural and lexical elements in sentence construction. Survey of contemporary grammars, error analysis, sociolinguistic theories of language behaviors, editorial issues such as linguistic sensitivity, the influence of informal on formal usage and the appropriate domain of editorial policy.

WRIT 382 The Writer as Reader (3) This course approaches reading as a part of the writer's study of the craft. Emphasizing the distinctive ways that writers read, the course focuses on how a piece of writing is constructed by the author and understood by the reader. Students develop the analytic skills necessary to understand the choices other writers have made in their use of language and form.

WRIT 401 Publication & Performance (3) A seminar involving a creative project in a particular literary form to be undertaken by each student. Emphasis on exploring the relationships of writing and publications and on developing one's writing in specific publications contexts.

WRIT 407 Internship in Professional Writing (3) An opportunity for students to apply skills developed through coursework while gaining practical experience in writing and/or editing within a professional setting. Grading: pass/fail. Course is eligible for a continuing studies grade. prerequisites: senior status and consent of the program director

WRIT 430 Copy Editing & Document Design (3) An advanced technical and professional writing seminar in which each student presents a formal proposal and a major writing project for peer review and critiques other participants' work at all stages of the project development process.

WRIT 489 Directed Independent Study (1-3) In-depth consideration and completion of a special topic or project in writing. Each student works closely with a faculty member who helps to set goals, develop a course plan and guide progress. The project must be carefully planned and have approval of the instructor involved and the writing programs director.

WRIT 490 Thesis in Writing (3) Directed individual instruction in the writing of an original work. Each student works with a faculty director to guide his/her progress. The thesis must be of honors quality and must be approved by both the director and a second reader, one of whom is usually the program director or the division chair. Course is eligible for a continuing studies grade. prerequisite: 3.5 GPA and/or consent of the program director and the division chair

WRIT 493 Honors Seminar (3) An advanced interdisciplinary seminar that focuses on important books and issues and encourages independent thinking, clear presentation and an understanding of the concerns and methods of various disciplines. The course may be team taught; topic and instructor(s) may change from semester to semester. Course may be repeated for credit when topic changes. prerequisites: 3.3 GPA and permission of the Denit Honors Program director

WRIT 494 Honors Project (3-6) Directed individual instruction in an advanced project of the student's choice; the project must be academically related to this discipline. Each student works closely with a faculty director who guides his/her progress. The project must be of honors quality and must be finally approved by both the faculty director and a second faculty member. Course is eligible for a continuing studies grade. prerequisites: 3.3 GPA and permission of both the Denit Honors Program director and the faculty director

WRIT 497 Topics in Writing (3) Intensive exploration of topics in writing of mutual interest to students and faculty. Content varies according to the concurrent interests of faculty and students. The subject appears under the Topics heading in the class schedule. Course may be repeated for credit when the topic changes. prerequisite: none unless listed in the current class schedule

POLICIES

UNIVERSITY SYSTEM OF MARYLAND POLICY ON STUDENT CLASSIFICATION FOR ADMISSION AND TUITION PURPOSES

The policy on student classification for admission and tuition purposes is approved by the University System of Maryland Board of Regents. The current policy can be found at www.usmd.edu/regents/bylaws/SectionVIII/VIII270.html.

MARYLAND HIGHER EDUCATION COMMISSION GENERAL EDUCATION AND TRANSFER POLICIES

These policies apply only to public institutions of higher education and can be found online at www.dsd.state.md.us/comar/SearchTitle.aspx?scope=13B by entering the numbers listed below at the beginning of each section (e.g., 13B.06.01.02).

13B.06.01.02

.02 Definitions.

A. In this chapter, the following terms have the meanings indicated.

B. Terms defined.

 (1) "A.A. degree" means the Associate of Arts degree.

 (2) "A.A.S. degree" means the Associate of Applied Sciences degree.

 (3) "Arts" means courses that examine aesthetics and the development of the aesthetic form and explore the relationship between theory and practice. Courses in this area may include fine arts, performing and studio arts, appreciation of the arts, and history of the arts.

 (4) "A.S. degree" means the Associate of Sciences degree.

 (5) "Biological and physical sciences" means courses that examine living systems and the physical universe. They introduce students to the variety of methods used to collect, interpret, and apply scientific data, and to an understanding of the relationship between scientific theory and application.

 (6) "English composition courses" means courses that provide students with communication knowledge and skills appropriate to various writing situations, including intellectual inquiry and academic research.

 (7) "General education" means the foundation of the higher education curriculum providing a coherent intellectual experience for all students.

 (8) "General education program" means a program that is designed to:

(a) Introduce undergraduates to the fundamental knowledge, skills, and values that are essential to the study of academic disciplines;

(b) Encourage the pursuit of life-long learning; and

(c) Foster the development of educated members of the community and the world.

(9) "Humanities" means courses that examine the values and cultural heritage that establish the framework for inquiry into the meaning of life. Courses in the humanities may include the language, history, literature, and philosophy of Western and other cultures.

(10) "Mathematics" means courses that provide students with numerical, analytical, statistical, and problem-solving skills.

(11) "Native student" means a student whose initial college enrollment was at a given institution of higher education and who has not transferred to another institution of higher education since that initial enrollment.

(12) "Parallel program" means the program of study or courses at one institution of higher education which has comparable objectives as those at another higher education institution, for example, a transfer program in psychology in a community college is definable as a parallel program to a baccalaureate psychology program at a 4-year institution of higher education.

(13) "Receiving institution" means the institution of higher education at which a transfer student currently desires to enroll.

(14) "Recommended transfer program" means a planned program of courses, both general education and courses in the major, taken at a community college, which is applicable to a baccalaureate program at a receiving institution, and ordinarily the first 2 years of the baccalaureate degree.

(15) "Sending institution" means the institution of higher education of most recent previous enrollment by a transfer student at which transferable academic credit was earned.

(16) "Social and behavioral sciences" means courses that examine the psychology of individuals and the ways in which individuals, groups, or segments of society behave, function, and influence one another. The courses include, but are not limited to, subjects which focus on:

(a) History and cultural diversity;

(b) Concepts of groups, work, and political systems;

(c) Applications of qualitative and quantitative data to social issues; and

(d) Interdependence of individuals, society, and the physical environment.

(17) "Transfer student" means a student entering an institution for the first time having successfully completed a minimum of 12 semester hours at another institution which is applicable for credit at the institution the student is entering.

13B.06.01.02-1

.02-1 Admission of Transfer Students to Public Institutions.

A. Admission to Institutions.

(1) A student attending a public institution who has completed an A.A., A.A.S., or A.S. degree or who has completed 56 or more semester hours of credit, may not be denied direct transfer to another public institution if the student attained a cumulative grade point average of at least 2.0 on a 4.0 scale or its equivalent in parallel courses, except as provided in §A(4) of this regulation.

(2) A student attending a public institution who has not completed an A.A., A.A.S., or A.S. degree or who has completed fewer than 56 semester hours of credit, is eligible to transfer to a public institution regardless of the number of credit hours earned if the student:

(a) Satisfied the admission criteria of the receiving public institution as a high school senior; and

(b) Attained at least a cumulative grade point average of 2.0 on a 4.0 scale or its equivalent in parallel courses.

(3) A student attending a public institution who did not satisfy the admission criteria of a receiving public institution as a high school senior, but who has earned sufficient credits at a public institution to be classified by the receiving public institution as a sophomore, shall meet the stated admission criteria developed and published by the receiving public institution for transfer.

(4) If the number of students seeking admission exceeds the number that can be accommodated at a receiving public institution, admission decisions shall be:

(a) Based on criteria developed and published by the receiving public institution; and

(b) Made to provide fair and equal treatment for native and transfer students.

B. Admission to Programs.

(1) A receiving public institution may require higher performance standards for admission to some programs if the standards and criteria for admission to the program:

(a) Are developed and published by the receiving public institution; and

(b) Maintain fair and equal treatment for native and transfer students.

(2) If the number of students seeking admission exceeds the number that can be accommodated in a particular professional or specialized program, admission decisions shall be:

(a) Based on criteria developed and published by the receiving public institution; and

(b) Made to provide fair and equal treatment for native and transfer students.

(3) Courses taken at a public institution as part of a recommended transfer program leading toward a baccalaureate degree shall be applicable to related programs at a receiving public institution granting the baccalaureate degree.

C. Receiving Institution Program Responsibility.

(1) The faculty of a receiving public institution is responsible for development and determination of the program requirements in major fields of study for a baccalaureate degree, including courses in the major field of study taken in the lower division.

(2) A receiving public institution may set program requirements in major fields of study which simultaneously fulfill general education requirements.

(3) A receiving public institution, in developing lower division course work, shall exchange information with other public institutions to facilitate the transfer of credits into its programs.

13B.06.01.03

.03 General Education Requirements for Public Institutions.

A. While public institutions have the autonomy to design their general education program to meet their unique needs and mission, that program shall conform to the definitions and common standards in this chapter. A public institution shall satisfy the general education requirement by:

(1) Requiring each program leading to the A.A. or A.S. degree to include not less than 30 and not more than 36 semester hours, and each baccalaureate degree program to include not less than 40 and not more than 46 semester hours of required core courses, with the core requiring, at a minimum, course work in each of the following five areas:

(a) Arts and humanities,

(b) Social and behavioral sciences,

(c) Biological and physical sciences,

(d) Mathematics, and

(e) English composition; or

(2) Conforming with COMAR 13B.02.02.16D(2)(b)-----(c).

B. Each core course used to satisfy the distribution requirements of §A(1) of this regulation shall carry at least 3 semester hours.

C. General education programs of public institutions shall require at least:

    (1) One course in each of two disciplines in arts and humanities;

    (2) One course in each of two disciplines in social and behavioral sciences;

    (3) Two science courses, at least one of which shall be a laboratory course;

    (4) One course in mathematics at or above the level of college algebra; and

    (5) One course in English composition.

D. Interdisciplinary and Emerging Issues.

    (1) In addition to the five required areas in §A of this regulation, a public institution may include up to 8 semester hours in a sixth category that addresses emerging issues that institutions have identified as essential to a full program of general education for their students. These courses may:

        (a) Be integrated into other general education courses or may be presented as separate courses; and

        (b) Include courses that:

            (i) Provide an interdisciplinary examination of issues across the five areas, or

            (ii) Address other categories of knowledge, skills, and values that lie outside of the five areas.

    (2) Public institutions may not include the courses in this section in a general education program unless they provide academic content and rigor equivalent to the areas in §A(1) of this regulation.

E. General education programs leading to the A.A.S. degree shall include at least 20 semester hours from the same course list designated by the sending institution for the A.A. and A.S. degrees. The A.A.S. degree shall include at least one 3-semester-hour course from each of the five areas listed in §A(1) of this regulation.

F. A course in a discipline listed in more than one of the areas of general education may be applied only to one area of general education.

G. A public institution may allow a speech communication or foreign language course to be part of the arts and humanities category.

H. Composition and literature courses may be placed in the arts and humanities area if literature is included as part of the content of the course.

I. Public institutions may not include physical education skills courses as part of the general education requirements.

J. General education courses shall reflect current scholarship in the discipline and provide reference to theoretical frameworks and methods of inquiry appropriate to academic disciplines.

K. Courses that are theoretical may include applications, but all applications courses shall include theoretical components if they are to be included as meeting general education requirements.

L. Public institutions may incorporate knowledge and skills involving the use of quantitative data, effective writing, information retrieval, and information literacy when possible in the general education program.

M. Notwithstanding §A(1) of this regulation, a public 4-year institution may require 48 semester hours of required core courses if courses upon which the institution's curriculum is based carry 4 semester hours.

N. Public institutions shall develop systems to ensure that courses approved for inclusion on the list of general education courses are designed and assessed to comply with the requirements of this chapter.

13B.06.01.04
.04 Transfer of General Education Credit.

A. A student transferring to one public institution from another public institution shall receive general education credit for work completed at the student's sending institution as provided by this chapter.

B. A completed general education program shall transfer without further review or approval by the receiving institution and without the need for a course-by-course match.

C. Courses that are defined as general education by one institution shall transfer as general education even if the receiving institution does not have that specific course or has not designated that course as general education.

D. The receiving institution shall give lower-division general education credits to a transferring student who has taken any part of the lower-division general education credits described in Regulation .03 of this chapter at a public institution for any general education courses successfully completed at the sending institution.

E. Except as provided in Regulation .03M of this chapter, a receiving institution may not require a transfer student who has completed the requisite number of general education credits at any public college or university to take, as a condition of graduation, more than 10-16 additional semester hours of general education and specific courses required of all students at the receiving institution, with the total number not to exceed 46 semester hours. This provision does not relieve students of the obligation to complete specific academic program requirements or course prerequisites required by a receiving institution.

F. A sending institution shall designate on or with the student transcript those courses that have met its general education requirements, as well as indicate whether the student has completed the general education program.

G. A.A.S. Degrees.

(1) While there may be variance in the numbers of hours of general education required for A.A., A.S., and A.A.S. degrees at a given institution, the courses identified as meeting general education requirements for all degrees shall come from the same general education course list and exclude technical or career courses.

(2) An A.A.S. student who transfers into a receiving institution with fewer than the total number of general education credits designated by the receiving institution shall complete the difference in credits according to the distribution as designated by the receiving institution. Except as provided in Regulation .03M of this chapter, the total general education credits for baccalaureate degree-granting public receiving institutions may not exceed 46 semester hours.

H. Student Responsibilities. A student is held:

(1) Accountable for the loss of credits that:

(a) Result from changes in the student's selection of the major program of study,

(b) Were earned for remedial course work, or

(c) Exceed the total course credits accepted in transfer as allowed by this chapter; and

(2) Responsible for meeting all requirements of the academic program of the receiving institution.

13B.06.01.06

.06 Academic Success and General Well-Being of Transfer Students.

A. Sending Institutions.

(1) Community colleges shall encourage their students to complete the associate degree or to complete 56 hours in a recommended transfer program which includes both general education courses and courses applicable toward the program at the receiving institution.

(2) Community college students are encouraged to choose as early as possible the institution and program into which they expect to transfer.

(3) The sending institution shall:

(a) Provide to community college students information about the specific transferability of courses at 4-year colleges;

(b) Transmit information about transfer students who are capable of honors work or independent study to the receiving institution; and

(c) Promptly supply the receiving institution with all the required documents if the student has met all financial and other obligations of the sending institution for transfer.

B. Receiving Institutions.

(1) Admission requirements and curriculum prerequisites shall be stated explicitly in institutional publications.

(2) A receiving institution shall admit transfer students from newly established public colleges that are functioning with the approval of the Maryland Higher Education Commission on the same basis as applicants from regionally accredited colleges.

(3) A receiving institution shall evaluate the transcript of a degree-seeking transfer student as expeditiously as possible, and notify the student of the results not later than mid-semester of the student's first semester of enrollment at the receiving institution, if all official transcripts have been received at least 15 working days before mid-semester. The receiving institution shall inform a student of the courses which are acceptable for transfer credit and the courses which are applicable to the student's intended program of study.

(4) A receiving institution shall give a transfer student the option of satisfying institutional graduation requirements that were in effect at the receiving institution at the time the student enrolled as a freshman at the sending institution. In the case of major requirements, a transfer student may satisfy the major requirements in effect at the time when the student was identifiable as pursuing the recommended transfer program at the sending institution. These conditions are applicable to a student who has been continuously enrolled at the sending institution.

13B.06.01.08
.08 Transfer Mediation Committee.
A. There is a Transfer Mediation Committee, appointed by the Secretary, which is representative of the public 4-year colleges and universities and the community colleges.

B. Sending and receiving institutions that disagree on the transferability of general education courses as defined by this chapter shall submit their disagreements to the Transfer Mediation Committee. The Transfer Mediation Committee shall address general questions regarding existing or past courses only, not individual student cases, and shall also address questions raised by institutions about the acceptability of new general education courses. As appropriate, the Committee shall consult with faculty on curricular issues.

C. The findings of the Transfer Mediation Committee are considered binding on both parties.

13B.06.01.09

.09 Appeal Process.

A. Notice of Denial of Transfer Credit by a Receiving Institution.

> (1) Except as provided in §A(2) of this regulation, a receiving institution shall inform a transfer student in writing of the denial of transfer credit not later than mid-semester of the transfer student's first semester, if all official transcripts have been received at least 15 working days before mid-semester.

> (2) If transcripts are submitted after 15 working days before mid-semester of a student's first semester, the receiving institution shall inform the student of credit denied within 20 working days of receipt of the official transcript.

> (3) A receiving institution shall include in the notice of denial of transfer credit:

>> (a) A statement of the student's right to appeal; and

>> (b) A notification that the appeal process is available in the institution's catalog.

> (4) The statement of the student's right to appeal the denial shall include notice of the time limitations in §B of this regulation.

B. A student believing that the receiving institution has denied the student transfer credits in violation of this chapter may initiate an appeal by contacting the receiving institution's transfer coordinator or other responsible official of the receiving institution within 20 working days of receiving notice of the denial of credit.

C. Response by Receiving Institution.

> (1) A receiving institution shall:

>> (a) Establish expeditious and simplified procedures governing the appeal of a denial of transfer of credit; and

>> (b) Respond to a student's appeal within 10 working days.

(2) An institution may either grant or deny an appeal. The institution's reasons for denying the appeal shall be consistent with this chapter and conveyed to the student in written form.

(3) Unless a student appeals to the sending institution, the written decision in §C(2) of this regulation constitutes the receiving institution's final decision and is not subject to appeal.

D. Appeal to Sending Institution.
(1) If a student has been denied transfer credit after an appeal to the receiving institution, the student may request the sending institution to intercede on the student's behalf by contacting the transfer coordinator of the sending institution.

(2) A student shall make an appeal to the sending institution within 10 working days of having received the decision of the receiving institution.

E. Consultation Between Sending and Receiving Institutions.
(1) Representatives of the two institutions shall have 15 working days to resolve the issues involved in an appeal.

(2) As a result of a consultation in this section, the receiving institution may affirm, modify, or reverse its earlier decision.

(3) The receiving institution shall inform a student in writing of the result of the consultation.

(4) The decision arising out of a consultation constitutes the final decision of the receiving institution and is not subject to appeal.

13B.06.01.10
.10 Periodic Review.
A. Report by Receiving Institution.
(1) A receiving institution shall report annually the progress of students who transfer from 2-year and 4-year institutions within the State to each community college and to the Secretary of the Maryland Higher Education Commission.

(2) An annual report shall include ongoing reports on the subsequent academic success of enrolled transfer students, including graduation rates, by major subject areas.

(3) A receiving institution shall include in the reports comparable information on the progress of native students.

B. Transfer Coordinator. A public institution of higher education shall designate a transfer coordinator, who serves as a resource person to transfer students at either the sending or receiving campus. The transfer coordinator is responsible for overseeing the application of the policies and procedures outlined in this chapter and interpreting transfer policies to the individual student and to the institution.

C. The Maryland Higher Education Commission shall establish a permanent Student Transfer Advisory Committee that meets regularly to review transfer issues and recommend policy changes as needed. The Student Transfer Advisory Committee shall address issues of interpretation and implementation of this chapter.

UNIVERSITY OF BALTIMORE POLICIES
Privacy
The University complies with the requirements of the Federal Educational Rights and Privacy Act (FERPA), 34CFR Part 99, and of the Maryland Public Information Act, State Government Article 10-162. In compliance with these acts, the University will only release without a student's signature that information that is so designated as directory information. Directory information is defined as the student's name, hometown, major field of study, participation in officially recognized activities and sports, dates of attendance, degrees and awards received, and the most recent previous educational institution attended.

The Maryland Public Information Act requires the University to provide directories of its students upon request. Students who do not wish to have directory information released are required to submit that request by filing a Request to Withhold Directory Information form in the Office of the University Registrar prior to the start of each semester.

FERPA provides students with the opportunity to review information contained in their educational records. Offices where students' educational records are kept include the Office of the University Registrar and, in some cases as applicable, the Office of Financial Aid (including veterans affairs), the Offices of Admission, the Office of Law Admissions and the offices of the academic deans. Students who wish to review their records may do so by making an appointment with the appropriate head of the office housing that record.

For additional information about student privacy, visit www.ubalt.edu/ferpa.

Nondiscrimination Policy
The University of Baltimore does not discriminate on the basis of race, religion, age, color, national origin, sex, sexual orientation or disability in its programs, activities or employment practices. Information about inquiries is listed in the University's *Student Policies and Procedures Handbook*, found online at www.ubalt.edu/studenthandbook.

Accessibility to Students With Disabilities Policy
It is the policy of the University of Baltimore to provide reasonable accommodations for students with disabilities. To provide academic adjustments, proper documentation is required and must be presented to the Center for Educational Access. This documentation is required whether the condition is permanent or temporary (broken leg, etc.)

A student's documentation must be current and must include a diagnosis, recommendations for reasonable and appropriate accommodations and information regarding how the disability impacts the student in an educational setting. This documentation will be reviewed by Center for Educational Access staff for all students seeking accommodations. This includes undergraduate, graduate and law students. This documentation will be retained by the Center for Educational Access and is not part of the student's

permanent academic record. These records will remain in the center's suite for the duration of the student's academic career and are kept confidential. After a period of seven inactive years, the documentation will be destroyed unless the student requests that it be returned.

Drug and Alcohol Policy
As a member of the University System of Maryland, the University of Baltimore complies fully with the Maryland Drug and Alcohol Abuse Control Plan.

Except where permitted by law, the use, possession, sale, distribution and condition of being under the influence of controlled or illegal substances while on University premises is strictly prohibited.

The use of alcoholic beverages is permitted only in designated areas on campus and provided that such use is in conformity with all applicable alcoholic beverage laws and with the specific University regulations as set forth in the University's *Student Policies and Procedures Handbook*, found online at www.ubalt.edu/studenthandbook.

Violations of laws and University regulations regarding the use of controlled/illegal substances and alcohol will be subject to prosecution through both civil authorities and the campus judicial system. The range of University penalties shall include, but not be limited to, disciplinary reprimand, loss of privilege, probation, suspension and expulsion.

No-Smoking Policy
Smoking can be hazardous to health for smokers and nonsmokers alike. It can contribute to heart attack, stroke, high blood pressure, emphysema and several forms of cancer. The University of Baltimore has taken positive steps toward providing for all employees and students a smoke-free environment in which smoking is prohibited within all University buildings. This no-smoking policy stresses compliance on the part of employees and students. While it is best to rely on common courtesy for colleagues and classmates to ensure the success of this policy, the University is prepared to enforce it with formal sanctions. Visitors who refuse to comply with this policy will be required to leave University premises.

Clery Policy
The University of Baltimore, in compliance with the Clery Act, requires all students applying for admission to the institution to answer a series of "yes/no" questions which help identify students who may pose a potential threat to the campus and its students if allowed to enroll. If students answer "yes" to any of these questions, they must provide further explanation regarding the situation. The dean of students is responsible for making all decisions related to these applications as well as the procedures for reviewing these applications. Providing false information on any of these questions may result in a student's expulsion from the University.

Golden I.D.
It is the policy of the University System of Maryland to extend special privileges, where practicable, to senior citizens who are residents of the state of Maryland and are enrolled in one of its institutions. The term "senior citizen" includes any individual who is 60 years of age or older, who is retired, whose chief income is derived from retirement benefits and who is not employed full time.

Senior citizens enrolled at the University of Baltimore are issued Golden I.D. cards by the registrar. They receive, on a space-available basis, waivers of tuition for not more than three undergraduate or graduate (not law) courses per semester or term. These students are afforded all services available to regularly enrolled students, as they pay all other fees. Subject to certain conditions, privileges extended to University Golden I.D. card holders from other USM institutions include waiver of tuition for undergraduate and graduate courses, use of the libraries and other privileges as determined by individual institutions.

Holders of Golden I.D. cards at other USM institutions are afforded the following privileges at the University of Baltimore:

- the use of the libraries (subject to restrictions during examination periods)

- admission to all nonticketed public lectures and performances

- discount tickets (subject to restrictions) for events sponsored by the Center for Student Involvement

- eligibility to join, for a fee, Campus Recreation and Wellness.

Catalog Use and Information

This *2013-15 University of Baltimore Undergraduate Catalog* outlines the University's undergraduate programs, courses, policies and procedures that were in effect as of June 30, 2013. Subsequent changes to courses, programs, policies, procedures, faculty, staff and facilities may cause certain information in this catalog to become outdated. Hence, this catalog is not to be construed by the student as a contract, except in terms of the policy titled Catalog Under Which Students Graduate (as detailed in the Academic Policies section) and in terms of the student's compliance with all current policies and procedures of the University.

UB students are informed of changes or additions to academic and financial policies that may affect them through announcements by email or on appropriate University websites and, in some cases, through mail correspondence or separately printed posters, bulletins, notices or other communication vehicles.

The University of Baltimore reserves the right to make policy and program changes as necessary. Students are urged to review all University-produced correspondence, class schedules, mailings, posters and other literature to keep fully informed.

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