

**UNIVERSITY OF  
BALTIMORE  
Undergraduate Catalog  
2019-20**



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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.**

**Information about graduate joint programs with the UB School of Law are included here, but for complete information about the law school's facilities, services, policies and academic programs, visit the UB School of Law [website](#).**

<b>Academic Calendar Fall 2019</b>				
	<b>15-Week Semester</b>	<b>10-Week Session</b>	<b>First 7-Week Session</b>	<b>Second 7-Week Session</b>
Session dates	Aug. 26-Dec. 15	Sept. 7-Nov. 15	Aug. 26-Oct. 13	Oct. 23-Dec. 13
Online registration open*	March 29-Sept. 3	March 29-Sept. 13	March 29-Aug. 30	March 29-Oct. 27
Tuition due	July 17	July 17	July 17	Oct. 22
<b><i>Tuition is due by 4 p.m.; if you do not pay or drop by this date, you will be considered registered and held responsible for any charges (whether or not you attend classes).</i></b>				
Last day to drop with 100 percent refund	Aug. 25	Sept. 6	Aug. 25	Oct. 22
Classes begin	Aug. 26	Sept. 7	Aug. 26	Oct. 23
<b><i>Aug. 31-Sept. 2: University closed for Labor Day holiday.</i></b>				
Late registration/change of schedule	Aug. 26-Sept. 3	Sept. 7-13	Aug. 26-30	Oct. 23-27
Last day to drop without a "W"	Sept. 3	Sept. 13	Aug. 30	Oct. 27
<b><i>Sep 3: Last day to apply for fall 2019 graduation</i></b>				
Midterm grade rosters open	Oct. 3	N/A	N/A	N/A
Midterm grades due	Oct. 13	N/A	N/A	N/A
Last day to drop with a "W"	Oct. 29	Oct. 20	Sept. 24	Nov. 21
<b><i>Nov. 27: UB School of Law day classes only; no undergraduate or graduate classes meet.</i></b>				
<b><i>Nov. 28-Dec. 1: University closed for Thanksgiving break.</i></b>				
Last day of classes	Dec. 8	Nov. 9	Oct. 13	Dec. 13
<a href="#">Exams exam schedule</a>	Dec. 9-15	<b>Exams are given the last day of class</b>		
Semester ends	Dec. 15	Nov. 15	Oct. 13	Dec. 13
Grade rosters open to faculty	Dec. 16	Nov. 10	Oct. 14	Dec. 14
Grades due	Jan. 3	Nov. 14	Oct. 17	Dec. 17
<b><i>Commencement ceremony: Dec. 16</i></b>				
<b><i>*Registration for currently serving members of any branch of the armed forces of the United States (including the National Guard and the military Reserves), veterans of any branch of the armed forces of the United States (including the National Guard and the military Reserves), online-only students, students attending the university on F-1 visas, undergraduates with 100+ credits and graduate students with 24+ credits opens three days prior to general online registration. Registration for undergraduates with 75+ credits and graduate students with 15+ credits opens two days prior to general online registration. Registration for undergraduates with 60+ credits and graduate students with 6+ credits opens the day before general online registration.</i></b>				

<b>Academic Calendar Winter 2020</b>	
Online registration opens to all students via MyUB	Nov. 7
Tuition due	Nov. 19
Last day to drop and receive 100 percent refund	Jan. 2
Classes begin	Jan. 3
Change of schedule period	Jan. 3-9
Last day to drop with a "W"	Jan. 14
<i>Jan. 20: University closed for Martin Luther King Jr. Day; no classes meet.</i>	
Last day of classes	Jan. 23

<b>Academic Calendar Spring 2020</b>				
	<b>15-Week Semester</b>	<b>10-Week Session</b>	<b>First 7-Week Session</b>	<b>Second 7-Week Session</b>
Session dates	Jan. 27- May 17	Feb. 1- April 11	Jan. 27- March 13	March 25-May 12
Registration open via MyUB	Nov. 1-Feb. 3	Nov. 5- Feb. 7	Nov. 1-Feb. 3	Nov. 4-March 30
Tuition due	Dec. 18	Dec. 18	Dec. 18	March 24
Last day to drop and receive 100 percent refund	Jan. 26	Jan. 31	Jan. 26	March 24
Classes begin	Jan. 27	Feb. 1	Jan. 27	March 25
Late registration/change of schedule	Jan. 27-Feb. 3	Feb. 1-3	Jan. 27-Feb. 3	March 25-30
<b><i>Feb. 5: Last day to apply for graduation.</i></b>				
Last day to drop without a "W"	Feb. 3	Feb. 3	Feb. 3	March 30
<b><i>March 15-22: Spring break; no classes meet.</i></b>				
Last day to drop with a "W"	April 9	March 10	Feb. 26	April 23
Last day of classes	May 10	April 11	March 13	May 12
Exams	May 11-17	<b>Exams are given the last day of class</b>		
Term ends	May 17	April 11	March 13	May 12
Grade rosters open to faculty	May 18	April 12	March 14	May 13
Grades due	May 23	April 17	March 17	May 18
<b><i>May 23: Commencement ceremony</i></b>				

<b>Academic Calendar Summer 2020</b>				
	<b>First 5 Weeks</b>	<b>Second 5 Weeks</b>	<b>8-Week Session</b>	<b>10-Week Session</b>
<b>Session dates</b>	June 7-July 2	July 13-Aug. 13	May 27-July 21	May 30-Aug. 8
<b>March 1: Registration opens for veterans, fully online and international students.</b>				
<b>March 4: Registration opens for all students.</b>				
Tuition due	May 31	July 12	May 26	May 29
Last day to drop and receive 100 percent refund	May 31	July 12	May 26	May 29
<b>May 25: University is closed for Memorial Day.</b>				
Classes begin	June 1	July 13	May 27	May 30
Add/drop period	June 1-4	July 13-16	May 27-June 2	May 30-June 5
Last day to drop without a "W"	June 4	July 16	June 2	June 5
<b>June 4: Last day to apply for summer graduation.</b>				
Last day to drop with a "W"	June 22	Aug. 3	July 2	July 10
<b>July 4-5: University closed for Independence Day.</b>				
Last day of classes	July 2	Aug. 13	July 21	Aug. 8
<b>Exams given the last day of classes</b>				
Grade rosters open	July 3	Aug. 14	July 22	Aug. 9
Grades due	July 7	Aug. 18	July 27	Aug. 14

# 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 50,000 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 15-to-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 90 percent of the full-time core faculty hold terminal degrees (e.g., Ph.D., J.D., D.B.A., D.P.A., Sc.D., 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 members 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 Robert L. Bogomolny 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 to 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 Patricia and Arthur Modell Performing Arts Center at the Lyric and Joseph Meyerhoff Symphony Hall. Also convenient to the University are the Walters Art Museum, the Washington Monument, the France-Merrick Performing Arts Center, the Baltimore Museum of Art, several theaters, and an array of other cultural and historical attractions. 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 the midtown neighborhood of 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 parklike setting on the corner of Mount Royal and Maryland avenues, is the center for numerous University-sponsored outdoor events and activities.

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. 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 UB School of Law, and the Yale Gordon College of Arts and Sciences, advising the faculty and administration on curricular and related matters.

## 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 is also recognized by the Maryland Higher Education Commission.

The Merrick School of Business is accredited by AACSB International—the Association to Advance Collegiate Schools of Business.

The Master of Public Administration degree is accredited by the Network of Schools of Public Policy, Affairs and Administration. The undergraduate B.S. in 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.

## **INFORMATION SECURITY**

The University takes the security of your information seriously and has resources dedicated for the protection of your data. These include technological controls and staff that are trained in information confidentiality, integrity, and availability of electronic data, resources and communications. The University will keep your data for as long as it is necessary to fulfill the purpose for which it was collected. The University may also keep data if it is necessary to fulfilling a legal obligation or demonstrating compliance with an applicable statute or regulation. Some data are considered part of a student's permanent University and academic record, and as such, they will be securely maintained in perpetuity.

Access to the University's enterprise information and learning management systems are restricted to authorized users and approved purposes as limited by the University of Baltimore Acceptable Use of Information Technology Resources, which may be found at [ubalt.edu/aup](http://ubalt.edu/aup). Violation of the policy will result in account deactivation. Unauthorized access to this computer is in violation of Maryland Annotated Code, Criminal Law Article §§ 8-606 and 7-302, and the Computer Fraud and Abuse Act, 18 U.S.C. §§ 1030 et seq., and could result in criminal and civil penalties. Users of these systems expressly agree to the monitoring and recording of all of their activities by the University of Baltimore. If such monitoring reveals possible evidence of criminal activity, system personnel may provide the evidence of such monitoring and recording to law enforcement officials. Users of these systems further acknowledge that all records, reports, email, software and other data generated by or residing upon this system are the property of the University of Baltimore (which is a constituent institution of the University System of Maryland and the entity of the state of Maryland) and may be used by the University of Baltimore for any purpose.

## **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 H. Mebane Turner 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 information about programs' facilities can be found on the UB website or by contacting the programs.

Additional University buildings and facilities include:

### **University of Baltimore Student Center**

21 W. Mt. Royal Ave.

Web: [ubalt.edu/studentcenter](http://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, panoramic city views, The Hive campus store, 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.

### **Robert L. Bogomolny Library**

1420 Maryland Ave.  
Tel: 410.837.4260  
Email: [library@ubalt.edu](mailto:library@ubalt.edu)  
Web: [ubalt.edu/library](http://ubalt.edu/library)

The library serves the UB community through a variety of services and programs, including personalized reference consultations, tutoring, writing consultations, peer coaching and instruction in research strategies. UB students have access to more than 10 million books and government documents through the University System of Maryland, more than 40,000 e-journals and 20,000 e-books, and reciprocal borrowing privileges with other Baltimore-area libraries. The library also maintains archival collections, including print, audio and video primary resources; current DVDs; leisure reading materials; and a gaming collection.

The Bogomolny 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 spaces, including quiet and collaborative study areas, computer workstations, presentation practice rooms, game design and graphics lab space, and leisure reading areas.

## **DIRECTIONS, PARKING AND TRANSPORTATION**

### **Directions**

Web: [ubalt.edu/directions](http://ubalt.edu/directions)

The University's main address is 1420 N. Charles St., Baltimore, MD 21201.

### **Parking**

Academic Center, Room 105  
1420 N. Charles St.  
Baltimore, MD 21201  
Tel: 410.837.5673  
Email: [parking@ubalt.edu](mailto:parking@ubalt.edu)  
Web: [ubalt.edu/parking](http://ubalt.edu/parking), [ubalt.edu/shuttle](http://ubalt.edu/shuttle)  
Hours: Monday–Thursday, 10 a.m.– 5:30 p.m., Friday, 10 a.m.– 2 p.m.

### **Public Transportation**

NextBus system: [nextbus.com](http://nextbus.com)

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 websites of the transit options listed above for directions and for more information on parking (including maps) and mass transportation in the Baltimore area.

## DIRECTORIES

Information for contacting offices, staff and faculty can be found via the search tool at the top of the University's home page at [ubalt.edu](http://ubalt.edu).

## ACADEMIC SUCCESS

Bogomolny Library  
Tel: 410.837.5383  
Fax: 410.837.6244  
Email: [library@ubalt.edu](mailto:library@ubalt.edu)  
Web: [ubalt.edu/success](http://ubalt.edu/success)

Academic Success programs support students' aspirations by clarifying and reinforcing what students learn in the classroom, as well as enhancing specific skills (math, writing, study skills, etc.). Services include tutoring, academic coaching, writing consultations and workshops.

## ALUMNI ASSOCIATION

UB Foundation Building  
1130 N. Charles St.  
Tel: 410.837.6131  
Email: [alumni@ubalt.edu](mailto:alumni@ubalt.edu)  
Web: [ubalt.edu/alumni](http://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 not a dues-based organization, and every student receives a lifetime membership upon graduation.

## CAMPUS CARD

Office of Campus Card Operations  
Academic Center, Room 105  
Tel: 410.837.6573  
Email: [beecard@ubalt.edu](mailto:beecard@ubalt.edu)  
Web: [ubalt.edu/beecard](http://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](mailto:campusrec@ubalt.edu)  
Web: [ubalt.edu/campusrec](http://ubalt.edu/campusrec)

Recreation Center Front Desk  
Tel: 410.837.5591

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 three major



programming areas—facilities, 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 INTERNSHIP CENTER**

UB Student Center, Room 306

Tel: 410.837.5449

Fax: 410.837.5566

Email: [careercenter@ubalt.edu](mailto:careercenter@ubalt.edu)

Web: [ubalt.edu/careercenter](http://ubalt.edu/careercenter)

The Career and Internship Center aims to help every student become an expert career manager through the use of the UB Career Cycle. Through a wide variety of services, including career coaching, professional workshops and events, job search resources, and employment connections, UB students can find tools and information to help them through every phase of their career development.

## **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, visit [ubalt.edu/editorialstyle](http://ubalt.edu/editorialstyle) and click on "UB Offices" in the index options.

## **COMPUTER LABS AND WIRELESS ACCESS**

Web: [ubalt.edu/ots](http://ubalt.edu/ots)

Office of Technology Services Call Center

Tel: 410.837.6262

Email: [callcenter@ubalt.edu](mailto:callcenter@ubalt.edu)

Computer Lab Help Desk

Tel: 410.837.5489

Email: [labassist@ubalt.edu](mailto: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 audiovisual support for campus events, smart classrooms, call center services, and administrative and academic applications.

For more information, including computer lab hours, visit [ubalt.edu/ots](http://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.

## **OFFICE OF DISABILITY AND ACCESS SERVICES**

Academic Center, Room 111

Tel: 410.837.4755

Fax: 410.837.4932

Email: [das@ubalt.edu](mailto:das@ubalt.edu)

Web: [ubalt.edu/das](http://ubalt.edu/das)

The Office of Disability and Access Services at the University of Baltimore works with students with various disabilities and some temporary impairments that substantially limit one or more major life activities. Office staff are available to answer questions concerning accommodations and services, and provide information about other resources on and off campus. Students who suspect they may have a disability but do not have the required documentation should contact the office for a consultation.

### **Recording Accommodations for Students with Disabilities**

Under the American with Disabilities Act, the University of Baltimore is required to provide reasonable and appropriate accommodations for students who are determined to be eligible for them. The Office of Disability and Access Services registers students for eligibility and can help students and faculty members ensure that appropriate accommodations are provided. Accommodations support students with disabilities both permanent and temporary.

One such accommodation is the ability to record a lecture as a form of note taking. There are software products available that can transcribe recordings, saving money and adding accuracy over traditional note takers. By law, students may only use such recordings and transcriptions for their own personal study use, and no part of that recording may be reproduced in any form. Students sign a release acknowledging they understand this restriction.

## **DIVERSITY AND CULTURE CENTER**

UB Student Center, Room 302

Tel: 410.837.5744

Fax: 410.837.5039

Email: [diversity@ubalt.edu](mailto:diversity@ubalt.edu)

Web: [ubalt.edu/diversity](http://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.

Our programs and services empower students to engage in dialogue, challenge barriers, and participate in educational activities that facilitate intercultural interaction, learning and competence.

## **FINANCIAL ASSISTANCE**

Office of Financial Aid

Academic Center, Room 123

Tel: 410.837.4763

Fax: 410.837.5493

Email: [financialaid@ubalt.edu](mailto:financialaid@ubalt.edu)

Web: [ubalt.edu/financialaid](http://ubalt.edu/financialaid)

The University of Baltimore recognizes the need for financial aid to help students meet the cost of higher education. Funds may be available in the form of grants and scholarships. Additional funds may be available in the form of employment and loans. Financial aid programs 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.

## HELEN P. DENIT HONORS PROGRAM

Office of the Helen P. Denit Honors Program

Academic Center 121

Tel: 410.837.6583

Email: [honorsprogram@ubalt.edu](mailto:honorsprogram@ubalt.edu)

Web: [ubalt.edu/honors](http://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 [website](#).

## HENRY AND RUTH BLAUSTEIN ROSENBERG CENTER FOR STUDENT INVOLVEMENT

UB Student Center, Room 002

Tel: 410.837.5417

Fax: 410.837.5431

Email: [csi@ubalt.edu](mailto:csi@ubalt.edu)

Web: [ubalt.edu/csi](http://ubalt.edu/csi)

The Henry and Ruth Blaustein Rosenberg Center for Student Involvement offers a range of experiences for every student at the University of Baltimore through student activities, student organizations and community engagement opportunities. The center supports more than 80 student organizations, including the Student Government Association, the Student Events Board, and cultural, religious, academic and social organizations that each contribute to the UB community. The center also oversees new student orientation and undergraduate and graduate commencement exercises. Through the center's programs, students are able to transition smoothly to life at UB, get involved, make new friends, gain valuable leadership skills and ensure a smooth college journey (all while having fun!).

## HOUSING

Web: [ubalt.edu/housing](http://ubalt.edu/housing)

While the University does not offer on-campus housing, there are many great housing options all around UB midtown. If you live near campus, you'll not only be steps from classes but also close to your friends and all the conveniences and luxuries city life provides.

Buildings near campus that are home to large numbers of UB students include the Varsity, Fitzgerald at UB Midtown, Sutton Place, Queen Anne Belvedere and the Professional Arts Building. For more information, visit [ubalt.edu/housing](http://ubalt.edu/housing).

## **INTERNATIONAL SERVICES**

Office of International Services  
Academic Center, Room 110  
Tel: 410.837.4756  
Fax: 410.837.6676  
Email: [intlservices@ubalt.edu](mailto:intlservices@ubalt.edu)

The Office of International Services provides advising and immigration support to international students and to academic departments and administrative offices that wish to host research. The office provides study abroad advising, supports UB's international academic initiatives, and conducts seminars on employment, orientation to the United States and to UB, and other topics of interest to the campus international community. The director manages the University's visa programs and ensures institutional compliance with federal regulations governing the enrollment of international students.

## **STUDENT ASSISTANCE PROGRAM (SAP)**

Office of Student Support  
Academic Center, Room 112  
Tel: 410.837.4755

The University of Baltimore provides a Student Assistance Program. The program provides registered UB students with confidential access to professional counselors 24 hours a day, 365 days per year, via phone, internet or in person. This means that all UB students—full time, part time, online, evening and weekend—can access support when needed.

In addition to personal counseling, licensed professionals are available to provide referrals, information and resources for a wide spectrum of matters, including family concerns, substance problems, legal and financial consultations, child care, and elder care, among others. Students also have access to a variety of online resources, including helpful articles, online training programs, and self-assessments on stress and health. In fact, these added benefits and services are available to registered UB students and their family members at no charge.

Students may access the SAP site directly through their [MyUB portal page](#) or by phone at 1.800.327.2251.

The Office of Student Support is also a good resource for information about self-care and wellness. The staff are available to help students better navigate the SAP site, answer questions and take care of any concerns.

## **OFFICE OF STUDENT SUPPORT**

Academic Center, Room 111 & 112  
Tel: 410.837.4755  
Fax: 410.837.4169  
Email: [studentsupport@ubalt.edu](mailto:studentsupport@ubalt.edu)  
Web: [ubalt.edu/studentsupport](http://ubalt.edu/studentsupport)

The Office of Student Support is committed to supporting UB students in the development of high standards of personal conduct, exploring positive decision-making strategies, practicing skills to constructively embrace challenges and overcome obstacles, and providing connections that influence success. The office is responsible for the student conduct process, disability and access services, mentorship, providing support to students facing difficult circumstances and helping students navigate University policy.

## **Community Standards**

Students are expected to conduct themselves in a manner consistent with University expectations, which are outlined in the Student Rights and Responsibilities Guide (located at [ubalt.edu/studenthandbook](http://ubalt.edu/studenthandbook)). The University has established policies and procedures that apply to all undergraduate, graduate, professional and visiting students, and to those individuals who are not enrolled for a current term but have been a student with the University. Students will be held accountable for their conduct at all times, including for actions that may have occurred before or after classes began, between academic terms, during periods of suspension or dismissal, and during their entire enrollment at the University, even if actions are discovered after the student graduates. The University reserves the right to discipline students or student groups for violations of policy regardless of where the misconduct occurs, whether on or off University premises. Potential Academic Integrity Policy and Code of Conduct violations are referred to the Office of Student Support and adjudicated in accordance with University procedures. The Office of Student Support is responsible for the oversight and facilitation of the adjudication process.

## **Academic Integrity Policy**

Academic honesty is essential to the University's mission of learning, scholarship and integrity. All members of our community share responsibilities for actively fostering academic honesty, actively discouraging academic dishonesty and engaging in ongoing discussion of activities that may violate the spirit of honesty. Incidents of alleged cheating, plagiarism, falsification or other acts of academic dishonesty will be taken seriously and addressed in accordance with the established procedures identified in the Academic Integrity Policy. People who are found to have violated this policy are subject to University sanctions. To review the University's Academic Integrity Policy, see [ubalt.edu/studenthandbook](http://ubalt.edu/studenthandbook).

## **Code of Conduct**

To create a positive University environment, it is important that community members are treated fairly, show respect and demonstrate appropriate behavior. As such, students are expected to maintain a high standard of conduct. Alleged incidents that violate the Code of Conduct or other University policies will be taken seriously and addressed in accordance with the established procedures identified in the Code of Conduct. People who are found to have violated these policies are subject to University sanctions. To review the University's Code of Conduct and other behavior policies, see [ubalt.edu/studenthandbook](http://ubalt.edu/studenthandbook).

## **OFF-CAMPUS PROGRAMS AT THE UNIVERSITIES AT SHADY GROVE**

Web: [ubalt.edu/shadygrove](http://ubalt.edu/shadygrove)

The University of Baltimore offers a selection of undergraduate, graduate and doctoral programs at the Universities at Shady Grove in Rockville, Maryland.

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 members 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 they may have differing fees based on their home campus. Scholarships are also available.

## THE BOB PARSONS VETERANS CENTER

UB Student Center, Room 303

Tel: 410.837.5909

Fax: 410.837.4313

Email: [veteranscenter@ubalt.edu](mailto:veteranscenter@ubalt.edu)

Web: [ubalt.edu/veteranscenter](http://ubalt.edu/veteranscenter)

The Bob Parsons Veterans Center is UB's hub for activities and services for military and veteran students and their families, offering programming that is targeted to military-affiliated students to enhance their academic and social experiences. The center offers a welcoming space consisting of a computer lab, lounge, conference room and kitchenette for military-affiliated students to use for studying and socializing outside of class. A professional staff is on hand to answer questions related to students' military benefits or status, be an advocate for the veteran student, and support the integration of the military-affiliated student into the University of Baltimore culture.

## UNIVERSITY OF BALTIMORE POLICE DEPARTMENT

Tel: 410.837.4444 - Emergencies

410.837.5520 - Lost and Found

410.837.5529 - Business Phone

Email: [ubpolicedepartment@ubalt.edu](mailto:ubpolicedepartment@ubalt.edu)

Web: [ubalt.edu/ubpolice](http://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 University of Baltimore Police Department is accredited by the Commission on Accreditation for Law Enforcement Agencies, an accomplishment that reflects how the department has met a highly regarded and broadly recognized set of professional standards.

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 built relationships with the Baltimore Police Department and other local law enforcement.

The department provides a number of services to the campus community, including compliance with the [Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act](#), safety awareness programs, the LiveSafe mobile app, 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 [ubalt.edu/ubpolice](http://ubalt.edu/ubpolice).

# TUITION AND FEES

Office of the Bursar

Tel: 410.837.4848

Email: [ubbursar@ubalt.edu](mailto:ubbursar@ubalt.edu)

Web: [ubalt.edu/bursar](http://ubalt.edu/bursar)

Information concerning tuition and fees, payment policies, refund schedules, waivers, third-party billing and more is available on the office's [website](#).

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.

## **Note for students receiving veteran's benefits:**

The University of Baltimore is in full compliance with the Veterans Benefits and Transitions Act of 2018. For students using either the Post 9/11 GI Bill (Chapter 33) or the Vocational Rehabilitation and Education benefits (Chapter 31), as long as a certification is submitted through the School Certifying Official (SCO) for the appropriate academic term, and the VA is delayed in making tuition payment, these students will be exempt from the following:

1. Late fees relating to unpaid tuition covered by the VA
2. Holds that prevent enrollment in classes in subsequent academic terms
3. Denial of any school resources
4. Being required to secure additional funding to pay tuition (loans, financial aid)

Failure to properly certify through the SCO may result in the denial of any of the above exemptions. The SCO can be contacted at [veterans@ubalt.edu](mailto:veterans@ubalt.edu).

# ADMISSION

## UNDERGRADUATE (FRESHMAN AND TRANSFER) ADMISSION

Office of Admission

Tel: 410.837.4777; 1.877.ApplyUB (toll free)

Fax: 410.837.4793

Email: [admission@ubalt.edu](mailto:admission@ubalt.edu)

Web: [ubalt.edu/admission](http://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 its undergraduate programs. Applications for admission for both freshman and transfer students are available by visiting [ubalt.edu/apply](http://ubalt.edu/apply) or by contacting the Office of Admission.

The Office of Admission at the University of Baltimore adheres to the Statement of Principles of Good Practice: NACAC's Code of Ethics and Professional Practices. Specifically, to avoid conflicts of interest and the appearance of unethical behavior, admission staff members are not compensated by commissions, bonuses or other incentive payments based on the number of students referred, recruited, admitted or enrolled, nor are they offered any reward or remuneration to influence admission, housing, scholarship, financial aid or enrollment decisions.

The application fee is \$35. Qualification for admission is determined without regard to race, color, religion, age, disability, sex, sexual orientation, gender identification or national origin.

## ADMISSION AS A FRESHMAN STUDENT

Selection for admission to the University of Baltimore for freshman students is based on 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 (AP) tests and high school completion test scores (i.e., GED or EDP) credentials. Applicants with 29 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 and a resume.

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, 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), 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 awards credit for 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 American College Testing (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; its 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 AND REQUIREMENTS FOR DEGREE-SEEKING STATUS**

There is a priority application deadline of April 1 for freshman admission for the fall semester. Applications received after this date will be considered if space remains available in the freshman class. Notification of admission usually is made within two weeks of review of the completed application. 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 Admission at 410.837.4777 or [admission@ubalt.edu](mailto:admission@ubalt.edu) for more information.

Applicants must:

- Complete and submit the online application for admission, which includes the Maryland in-state residency status form (to be filled out for consideration of in-state tuition rates).
- Pay the required \$35 application fee (nonrefundable).
- Submit official transcripts from all secondary/high schools and colleges attended. 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.
- To receive credit for AP, IB, military experience or other exams/credentials, official transcripts from the issuing agency are required.

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 for students admitted for fall. Requests may be emailed to an admission counselor and will be reviewed on an individual basis.

## **FRESHMAN ADMISSION FOR UNIQUE POPULATIONS**

### **Students Who Do Not Meet Stated High School Curriculum Requirements**

Students who have earned a high school diploma but have not satisfied the required math, English, science, social science, arts or other course requirements are still encouraged to apply. The university has the ability to waive these requirements for qualified students. This includes out-of-state students, students pursuing a degree via the Academic Common Market, or students who may have attended alternative or faith-based high schools.

### **Students from Unaccredited/Unapproved High Schools**

Freshman applicants for admission who are graduates of unaccredited/unapproved 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.

### **Students Who Have Been Out of School More Than Three Years**

Students who have earned a high school diploma (or equivalent) with a minimum GPA equivalent to a C or better but are more than three years beyond high school enrollment may be admitted by determination of the Admission Committee. This determination may be made by the evaluation of successful work experiences,

essay, portfolio assessment and/or placement testing. A resume and two letters of recommendation are required. An additional essay may be required as a part of this review.

### **Students with Proficiency-Based Standards, Standardized Examinations or Equivalency Diplomas**

Students who 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 were awarded a high school equivalency diploma by passing a standardized evaluation, such as the General Education Development (GED) test or the External Diploma Program (EDP).

The Admission Committee 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.

### **Home-Schooled Students**

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 Maryland 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.

## **ADMISSION AS A TRANSFER STUDENT**

Admission as a transfer student is open to those who have completed a minimum of 30 college credits. (Applicants with 29 or fewer college credits—those credits may all transfer in—will be evaluated for admission based on the freshmen admission criteria, including the SAT if the applicant graduated from high school within the past three years.) Applicants 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. All applicants who have completed an associate degree from a Maryland community college will be granted admission regardless of grade point average. If a student attends another institution post-associate degree, the cross-institutional cumulative grade point average will be considered for admission. Students transferring from an out-of-state or private institution 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.

International students who are currently studying on an F-1 visa will require a transfer of their individual Student and Exchange Visitor Information System record to the University of Baltimore. Upon being admitted to the program, they should contact the international office at their current school to arrange for



their record to be transferred. F-1 requirements stipulate that they must begin a new program of study within five months from the program end date currently listed on their valid form I-20.

## APPLICATION DEADLINES AND REQUIREMENTS FOR DEGREE-SEEKING STATUS

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, which includes the Maryland in-state residency status form (to be filled out for consideration of in-state tuition rates).
- Pay the required \$35 application fee (nonrefundable).
- Submit official transcripts from all colleges and universities previously attended. An official copy of each transcript should be sent directly from the issuing institution to the Office of Admission. 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 and a final transcript once all coursework has been completed. These transcripts are due within the first 30 days of the semester to which the student is admitted.
- To receive credit for AP, IB, military experience or other exams/credentials, official transcripts from the issuing agency are required.

International students residing outside of the U.S. at the time of applying should consider visa wait times and plan to apply at least six months prior to the start term in which they want to begin studying at UB.

## ADDITIONAL ADMISSION REQUIREMENTS

Both freshman and transfer students must meet these requirements for admission into select programs:

- B.A. in Philosophy, Law and Ethics: Admission into the program 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 3.35 cross-institutional cumulative grade point average.
- B.S. in Business Administration with a specialization in accounting: Admission into the program requires a minimum 2.5 cross-institutional cumulative grade point average.
- B.S. in Business Administration with a specialization in finance: Admission into the program requires a minimum 2.25 cross-institutional cumulative grade point average.
- B.S. in Forensic Studies: Admission in the program requires a minimum 2.75 cross-institutional cumulative grade point average. 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. Admission into the forensic science concentration requires a minimum 2.5 cumulative grade point average for the seven required science courses (see [forensic studies section](#)).
- B.S. in Health Systems Management: This program is available for transfer students only; admission requires a minimum of 56 credits.

For more information, please refer to the individual degree programs. Information on each program can be found at [ubalt.edu/majors](http://ubalt.edu/majors).

## READMISSION TO THE UNIVERSITY

Students who do not enroll at the University for more than two consecutive semesters, excluding summer and winter 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 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 Admission 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 wish to transfer course credit should arrange to submit an official transcript to the Office of Admission 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.

Students who wish to reapply to the University but were placed on academic suspension or probation must adhere to the readmission policy.

## TRANSFER ADMISSION FOR UNIQUE POPULATIONS

### 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, but students are encouraged to apply for admission as a nondegree student 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 Application for Nondegree Students (available at [ubalt.edu/admission/forms](http://ubalt.edu/admission/forms)).
- Pay the required \$35 application fee.
- As needed, an official transcript may be required to demonstrate satisfactory completion of any prerequisite coursework or skill level.

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. Coursework completed at UB as a nondegree student will not contribute to the 2.0 GPA and 24-credit-hour transfer admission requirement. 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. Nondegree students are not eligible for scholarships or financial aid.

## INTERINSTITUTIONAL STUDENTS

Undergraduates enrolled full time in a degree program at any of the University System of Maryland schools and who have attained at least sophomore status (30+ credits) are eligible to participate. Potential interinstitutional students must fill out an interinstitutional registration form in their home school's records office. Their home school's adviser and registrar must sign off before students can present the form to the University of Baltimore's Office of Records and Registration. Students must be in good academic standing at their home institution. Interinstitutional registration is available only for spring and fall semesters. No admission application is required; details on the interinstitutional 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 Records and Registration. Interinstitutional students are not eligible for scholarships or financial aid.

## 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 University System of Maryland (USM), or who is a part- or 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 interinstitutional registration procedures outlined above.

Applicants for visiting student status must:

- Complete and submit the Application for Visiting Students (available at [ubalt.edu/admission/forms](http://ubalt.edu/admission/forms)).
- Pay the required \$35 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. Visiting students are not eligible for scholarships or financial aid.

## SECOND BACHELOR'S DEGREE

Students who 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's 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 Admission.

A student with a bachelor's degree in criminal justice cannot be admitted into the B.S. in 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 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.



## 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 Policy](#). 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 or residency for tuition purposes by the Office of Admission and to the provision of immigration and visa services to applicants by the Office of Admission. 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 Office of Admission, 1420 N. Charles St., Baltimore, MD 21201-5779; fax: 410.837.4793; email: [admission@ubalt.edu](mailto:admission@ubalt.edu); website: [ubalt.edu/admission](http://ubalt.edu/admission):

- an undergraduate application form
- a \$35 application fee (nonrefundable)
- official transcripts sent directly by each secondary/high school (freshman applicants) and college or university (transfer applicants) previously attended
- an independent evaluation report of foreign transcripts by a U.S. credential evaluation service (course by course, for transfer applicants), if applicable (see [Foreign Transcripts](#) section); the transcript must be evaluated by a member of the National Association of Credential Evaluation Services
- evidence of English-language proficiency, if applicable
- a completed I-20 Request Form, DS-2019 Request Form or Nonimmigrant 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 Admission provides visa assistance to prospective, admitted and enrolled international students. The Form I-20 (Certificate of Eligibility for Nonimmigrant 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 Admission at 410.837.4777 or [admission@ubalt.edu](mailto:admission@ubalt.edu).

## ENGLISH-LANGUAGE PROFICIENCY POLICY

Applicants who are non-native speakers of English and have not earned a degree from a regionally accredited U.S. 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 Admission.

- **Test of English as a Foreign Language (TOEFL):** A score of 550 or higher on the paper-based test or 79 or higher on the internet-based test is required for undergraduate admission. TOEFL information is available at [toefl.org](http://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 admission. IELTS information is available at [ielts.org](https://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 courses.

## 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 in English by a UB-approved U.S. credentials evaluation service that is a member of the National Association of Credential Evaluation Services.

More information and appropriate forms may be obtained by visiting [ubalt.edu/international](https://ubalt.edu/international) or contacting the Office of Admission at 410.837.4777 or [admission@ubalt.edu](mailto:admission@ubalt.edu). The University may also require some applicants to provide additional documentation, such as syllabi and course descriptions.

## 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 Records and Registration. 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.

Many of the courses students transfer have already been equated with UB courses, making the transfer process as seamless as possible. However, transfer courses that have not been through the evaluation process are submitted to faculty subject matter experts for review, the result of which will equate the course with an existing UB course, designate the course as an unspecified elective or, in rare cases, determine that the course will not 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 students from institutions that do not have regional accreditation will be reviewed individually to determine the transferability, if any, of courses taken.
- 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<sup>24</sup>



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 Records and Registration at [transfercredit@ubalt.edu](mailto:transfercredit@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 or a graduation requirement, the student should follow the relevant process described in the section below. The third level of appeal for non-General Education/graduation requirement transfer of credit 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 postsecondary 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's General Education and Student Transfer Policies. (See the policies website at [ubalt.edu/policies](http://ubalt.edu/policies).) These conditions are as follows:

- Students who transfer from a Maryland public community college with an A.A. or A.S. 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 Maryland Higher Education Commission student transfer policies.
- Transfer students who need to take placement tests to be eligible to enroll in required lower-division 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-division 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 valid license in addition to their official transcripts. In addition, a maximum of 63 credits will be awarded/satisfied for

a valid registered nurse or radiologic technician license in combination with community college credits.

## **GENERAL EDUCATION AND GRADUATION REQUIREMENT TRANSFER CREDIT CHALLENGES**

### **Informal Process**

If an undergraduate student believes a course taken at another institution should satisfy a General Education requirement at UB but the UB transfer evaluation did not indicate that the course would meet a General Education requirement, the student may petition the matter informally to the assistant provost for undergraduate studies to discuss the concern. The student should request the meeting in writing (email is acceptable for this purpose) and keep a copy of the meeting request. All meeting requests must be made before the end of the student's first semester at UB; in the case of a student beginning a new program of study, the request must be made within the student's first semester of the new program of study.

Within 14 calendar days of receiving such a request, the assistant provost for undergraduate studies will set a time to consult informally with the student to discuss the student's concerns. Although this consultation will ideally be held in person, it may also take place by telephone or through email correspondence to accommodate both participants. If the student and the assistant provost are able to reach an agreement about how to address the student's concern during or as a result of the informal consultation, the matter will be considered resolved.

If a student requests a meeting but the assistant provost for undergraduate studies does not respond within 14 calendar days, or if the assistant provost is unavailable to consult in person, by phone or by email within that period, the student may proceed with the formal appeal process described below.

### **Formal Process**

If the student's concern about the General Education transfer credit has not been resolved through the informal consultation with the assistant provost for undergraduate studies, the student may present the matter in writing to the chair of the General Education Council of the University Faculty Senate. The council serves as the decision-maker for the request. If a council member has a conflict of interest with regard to the request, the president of the relevant faculty senate will designate an alternate, unbiased representative.

The student's written submission for appeal will:

- State that the consultation requirements of the informal process have been met.
- State clearly the reasons for requesting the General Education transfer credit approval.
- Contain documents, including a course syllabus and the catalog course description from the granting institution, to provide full details of each course for which General Education transfer credit is requested and was initially denied General Education transfer credit.

Within 30 calendar days after receiving a written request from a student, the council will render a written decision as to whether the transfer credit meets a General Education requirement. In the case of a request arriving during a period when the council is not in session (e.g., summer), the council will render a written decision within 30 calendar days after the first meeting of the next academic term when the council meets.

If an undergraduate student believes a course taken at another institution should satisfy a graduation requirement at UB but the UB transfer evaluation did not indicate that the course would meet a graduation requirement, the student may petition the matter informally to the assistant provost for undergraduate studies to discuss the concern. The student should request the meeting in writing (email is acceptable for this purpose) and keep a copy of the meeting request. All meeting requests must be made before the end of the student's first semester at UB; in the case of a student beginning a new program of study, the request must be made within the student's first semester of the new program of study. The assistant provost for undergraduate studies will consult informally with the student about whether the graduation requirement

might be considered to satisfy a graduation, General Education or major requirement and will refer the student to the appropriate person for further action.

If the student's concern about the graduation requirement has not been resolved through informal consultation with the program director, the student may present the matter in writing to the dean of the college or school. The dean or designee serves as the decision-maker for the request.

The student's written submission will:

- State that the consultation requirements of the informal process have been met.
- State clearly the reasons for requesting the graduation requirement transfer credit approval.
- Contain documents, including a course syllabus and the catalog course description from the granting institution, with full details of the course or courses for which graduation requirement transfer credit is requested.

Within 30 calendar days after receiving a written request from a student, the dean will render a written decision on whether the transfer credit meets a graduation requirement.

## **ARTSYS AND ARTICULATION AGREEMENTS**

Academic programs at Maryland's community colleges are articulated through the ARTSYS program, available online at [artsys.usmd.edu](http://artsys.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, COLLEGE-LEVEL EXAMINATION PROGRAM, IB, DEFENSE ACTIVITY FOR NONTRADITIONAL EDUCATION SUPPORT, 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 programs in the school/colleges participating in the prior learning award application and evaluation process. Only courses in the student's major or required coursework in a minor will not 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 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.



The University of Baltimore will award credit for AP scores of 3 or higher. For information regarding General Education equivalencies or lower-level elective equivalencies, visit [ubalt.edu/admission](http://ubalt.edu/admission) or contact the Office of Admission at 410.837.4777 or [admission@ubalt.edu](mailto: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**

UB awards 30 credits and sophomore standing to high school students who complete the full IB diploma. Each applicant's transcript will be reviewed by the Office of Records and Registration to determine how the 30 credits will be applied to the record of the student.

Students who have completed higher-level IB courses without completing the full diploma and have successfully completed the corresponding IB examinations may be entitled to credit at UB. Students should have official exam scores sent from the [International Baccalaureate Organization](http://InternationalBaccalaureateOrganization.org) to UB. The Office of Records and Registration will review exam scores and determine credits awarded.

Contact the Office of Admission at 410.837.4777 or [admission@ubalt.edu](mailto: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 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 Admission at 410.837.4777 or [admission@ubalt.edu](mailto: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.

To qualify for in-state tuition, a student must demonstrate that, for at least 12 consecutive months immediately prior to and including the last date available to register for courses in the semester/term for which the student seeks in-state tuition status, the student:

- Has continuously maintained his or her primary living quarters in Maryland.
- Has substantially all personal property, such as household effects, furniture and pets, in Maryland.
- Has paid Maryland income tax on all taxable income, including all taxable income earned outside of Maryland, and has filed a Maryland Resident Tax Return.
- Has registered all owned or leased motor vehicles in Maryland for at least 12 consecutive months, if previously registered in another state. Students who have lived in Maryland for at least 12 consecutive months but who have had their motor vehicle(s) registered in Maryland for less than 12 months will be deemed to have satisfied this requirement if they can show evidence that their owned or leased motor vehicle(s) was (were) registered in Maryland within 60 days after moving to the state.
- Has possessed a valid Maryland driver's license for at least 12 consecutive months, if previously licensed to drive in another state. Students who have lived in Maryland for at least 12 consecutive months but who have held a Maryland driver's license for less than 12 months will be deemed to have satisfied this requirement if they can show evidence that their driver's license was issued in Maryland within 60 days after moving to the state.

- Is currently registered to vote in Maryland, if previously registered to vote in another state (no time requirement).
- Receives no public assistance from a state other than the state of Maryland, or from a city, county or municipal agency other than one in Maryland.
- Has a legal ability under federal and Maryland law to live permanently and without interruption in Maryland.
- Has rebutted the presumption that he or she is in Maryland primarily to attend an educational institution, if the student's circumstances have raised the presumption

**Either of the following circumstances raises a presumption that the student is residing in the state of Maryland primarily for the purpose of attending an educational institution and, therefore, does not qualify for in-state status under this policy:**

- A student is attending school or living outside Maryland at the time of application for admission to a USM institution.
- A student is financially dependent on a person who is not a resident of Maryland. A student will be considered financially independent if the student provides 50 percent or more of his or her own living and educational expenses, and has not been claimed as a dependent on another person's most recent tax returns.

These criteria are guidelines of the factors considered in the determination of residency status. The above policy is subject to change without notification. Changed policies will be recorded in the Office of Admission and in the Office of Records and Registration. Admission residency applications and petitions for current students who wish to request a change of residency status are available at [ubalt.edu/admission/forms](http://ubalt.edu/admission/forms). The policy on student residency classification for admission and tuition purposes is approved by the Board of Regents of USM. The current policy can be found at [usmd.edu/regents/bylaws/SectionVIII/VIII270.html](http://usmd.edu/regents/bylaws/SectionVIII/VIII270.html).

Nonresident students may also temporarily qualify for in-state status if they are:

- A. a full-time or part-time (at least 50 percent) regular employee of USM or a USM institution
- B. the spouse or financially dependent child of a full-time or part-time (at least 50 percent) regular employee of USM or a USM institution
- C. an active duty member of the armed forces of the United States as defined in 38 U.S.C.A. § 101(10) as the United States Army, Navy, Marine Corps, Air Force and Coast Guard, including the Reserve components thereof, who is stationed in Maryland, resides in Maryland or is domiciled in Maryland, or his/her spouse or a financially dependent child of that active duty member: Spouses and children who qualify for exemptions under this provision will retain in-state status for tuition purposes as long as they are continuously enrolled, regardless of whether the active duty member's station assignment, residence or domicile remains in Maryland.
- D. a veteran of the armed forces of the United States who provides documentation that he or she was honorably discharged and currently resides or is domiciled in Maryland
- E. a veteran who lives in Maryland and was discharged from a period of at least 90 days of service in the active military, naval or air service less than three years before the date of the veteran's enrollment and is pursuing a course of education with educational assistance under the

Montgomery G.I. Bill (38 U.S.C. §3001) or the Post-9/11 G.I. Bill (38 U.S.C. §3301): A veteran so described will continue to retain in-state status if the veteran is enrolled prior to the expiration of the three-year period following discharge, is using educational benefits under either chapter 30 or chapter 33 of title 38 United States Code, and remains continuously enrolled (other than during regularly scheduled breaks between courses, semesters or terms) at the same school.

F. anyone who lives in Maryland and:

- 1) Is using transferred Post-9/11 G.I. Bill benefits (38 U.S.C. §3319) and enrolls within three years of the transferor's discharge or release from a period of at least 90 days of service in the active military, naval or air service.  
or
- 2) Is using transferred Post-9/11 G.I. Bill benefits (38 U.S.C. §3319) and the transferor is a member of the uniformed services who is serving on active duty.  
or
- 3) Is using benefits under the Marine Gunnery Sergeant John David Fry Scholarship (38 U.S.C. §3311(b)(9)).

An individual as described in F1 will continue to retain in-state status if the individual is enrolled prior to the expiration of the three-year period following the veteran's discharge, is using educational benefits under chapter 33 of title 38 of the United States Code, and remains continuously enrolled (other than during regularly scheduled breaks between courses, semesters or terms) at the same school.

- 4) Is a member of the Maryland National Guard, as defined in the Public Safety Article of the Maryland Annotated Code, who joined or subsequently serves in the Maryland National Guard to provide a critical military occupational skill or be a member of the Air Force Critical Specialty Code as determined by the National Guard.
- 5) For UMUC only, is a full-time active member of the armed forces of the United States on active duty or his/her spouse.

Requests for more information should be addressed to the Office of Admission (410.837.4777, [admission@ubalt.edu](mailto:admission@ubalt.edu)).

## **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:

- Have attended a public or nonpublic high school in Maryland for at least three academic years no earlier than the 2005-06 school year.
- 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.
- Have attended a community college in Maryland no earlier than the 2010 fall semester and met the requirements for the nonresident tuition exemption policy at the community college.
- Have received an associate degree from or achieved 60 credits at a Maryland community college.

- 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).
- 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
- 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 [ubalt.edu/admission/forms](http://ubalt.edu/admission/forms).

# 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. A professional staff of academic advisers is available in the College of Public Affairs, the Merrick School of Business, and 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 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 (unless they are transferring with under 24 credits and are admitted as freshmen). 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 83 or 84: Foundational Mathematics
- MATH 111: College Algebra
- MATH 113: Mathematics for Liberal Arts
- MATH 115: Introductory Statistics
- WRIT 100: Reading & Writing Processes for College Composition
- WRIT 101: College Composition
- WRIT 300: Composition & Research.

The University offers foundational courses for students who need additional support to be successful. 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.

New students who require one or more mathematics courses for their UB undergraduate degree may be exempted from the mathematics placement testing if they meet certain criteria:

- successful completion, with a grade of C or better, within the past three years of foundational/developmental mathematics equivalent to UB MATH 83 or 84: Foundational Mathematics at a previous institution of higher education  
**or**
- transfer into UB of college-level elective mathematics credit from either courses successfully completed at another institution of higher education or from CLEP  
**or**

- successful completion, with a grade of B or better, within the past three years of high school courses in calculus, precalculus, algebra II, trigonometry, geometry or statistics/statistical analysis  
**or**
- an SAT score in mathematics of 500 or higher, if the score is no more than three years old.

In all of the above cases, coursework taken at another institution will be evaluated by the mathematics coordinator or the director of the foundational mathematics program to determine if a student can be directly enrolled into credit-bearing mathematics or if a placement exam will be required. If a placement exam is required, the student may be placed into MATH 83 or 84.

Newly admitted students meet with their adviser to determine which credit-bearing mathematics course they will need (e.g., MATH 111, 113 or 115) prior to course registration. Students who enroll in a credit-bearing mathematics course and are not successful are required to repeat the credit-bearing course but do not need to take MATH 83 or 84 or another foundational course. Students may opt to do so.

### **Process Notes**

Students admitted to UB who meet the criteria listed above will have a developmental math exemption indicator placed on their student record. The developmental math exemption hold exempts the student from needing a placement test. The newly admitted students meet with their adviser to discuss their mathematics courses thus far and to determine which credit-bearing course they need according to program of study.

The mathematics program collects course descriptions on a regular and recurrent basis from feeder community colleges to determine which are comparable to MATH 83 or 84. All other courses are evaluated on a case-by-case basis.

## **ADVISING FOR FRESHMAN STUDENTS**

### **First-Year and Sophomore Success**

Academic Center, Room 209

Tel: 410.837.4186

Students entering the University as freshmen (with 0 to 23 college credits) are assigned an adviser in the Office of the Executive Vice President and Provost. Freshman students are required to meet with an adviser prior to registering for classes, when considering withdrawal from a class or making any other kind of schedule change, and when preparing to officially apply for a major field of study. For advising appointments, students should contact First-Year and Sophomore Success.

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. Students are required to declare a major by the time they have completed 45 credits. Students admitted as freshmen who have not completed their lower-division 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 permission of an adviser.

## **PLACEMENT FOR COURSES**

### **Placement for Lower-Division 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 a placement exam or meet appropriate prerequisites prior to registration and will be notified of testing dates. Transfer students who

have satisfied Maryland Higher Education Commission General Education Program requirements in composition and/or mathematics at another college or university are exempt from placement testing for lower-division 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-division General Education courses in writing and mathematics have been successfully completed. Transfer students who need to take placement tests should contact the Office of Transitions and Community Engagement at 410.837.4186 or 410.837.5915. Students with current documentation of disabilities will be eligible for accommodations, when appropriate. Placement scores are valid for two years in accordance with state guidelines.

### **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 Office of Transitions and Community Engagement, which will determine placement based on UB's current required scores.

### **Retest Policy**

Students are allowed one retest attempt for the mathematics placement test. A student may retest for mathematics no sooner than two weeks after the initial test date. During that time, students are encouraged to seek additional assistance and preparation through the Mathematics Learning Center.

### **Foundational Course Repeat Policy**

Students are required to earn a PS (C- or better) in any foundational course to progress into the next course. Students who do not earn a PS grade are allowed no more than a total of three attempts. Since MATH 83 or 84 grades are not computed into the GPA, students who repeat this course should not file repeat/replace course forms. 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, following a plan 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, excluding summer and winter sessions, must also reapply for admission.

# Registration

Office of Records and Registration

Tel: 410.837.4825

Fax: 410.837.4820

Email: [records@ubalt.edu](mailto:records@ubalt.edu)

Web: [ubalt.edu/records](http://ubalt.edu/records)

## SCHEDULE OF CLASSES

The schedule of classes, posted in the MyUB portal and as a PDF online at [ubalt.edu/records](http://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 they must withdraw from class(es) they do not wish to attend. 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 [ubalt.edu/bursar](http://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 may be held responsible for tuition and fees even if they never attend class.

In the event of a canceled class, students will be notified at the time of the cancellation via their University of Baltimore student email addresses. Canceled classes are automatically dropped from student schedules and may affect full-time/part-time classification, which in turn may affect financial aid awards.

## LATE REGISTRATION/ADD-DROP

Late registration and final schedule adjustments are allowed during the first week of the 15-week academic term. It is important to be aware that classes are in progress and that some academic work may have been missed.

The add period will extend for the first seven days of the semester. Afterward, a student may add a course only with the permission of the dean or the dean's designee representing the college or program offering the course.

The drop period will extend for the first seven days of the semester. A student dropping a course after the seven-day drop period and prior to the end of the withdrawal period will receive a W grade. The official dates of the late registration period are listed in the academic calendar for each semester.

The above policy relates to a standard 14-week semester with one week of finals. Please refer to the [full academic calendar](#) for late registration/add-drop dates for shortened sessions within the semester.

## **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. Notably, a student will be dropped from a class roster if the student does not participate in the class by the drop/add deadline. Participation is defined by the faculty member for the class delivery mode. If there is an emergency that prevents a student from participating in an online class or in a face-to-face class during the first week of class, the student should contact the professor and the Office of Records and Registration before the schedule adjustment period ends to discuss whether the student may be retained in the course or added after the class has started. Once the schedule adjustment period ends, however, the student remains on the course roll unless the student takes action to withdraw.

Students should be aware that they must withdraw from class(es) they do not wish to attend. 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 [ubalt.edu/bursar](http://ubalt.edu/bursar).

## **TRANSCRIPTS**

The transcript is the official record of a student's academic program. It is released only upon written authorization of the student or by an authorized directive from the judicial system. Students who have unpaid balances may have holds placed on their records, which prevent the release of transcripts and/or diplomas.

# Academic Policies

Office of Records and Registration

Tel: 410.837.4825

Fax: 410.837.4820

Email: [records@ubalt.edu](mailto:records@ubalt.edu)

Web: [ubalt.edu/records](http://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 or certificate student.

### Students Admitted as Freshmen

All students who have zero to 23 undergraduate credit hours of college-level courses will participate in First-Year 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 six 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.

## SATISFACTORY AND UNSATISFACTORY PROGRESS

**Please note:** These policies are for determining satisfactory academic progress. Visit [ubalt.edu/sap](http://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. 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 foundational 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:
  - Place into both foundational math and foundational writing courses.
  - Fail a foundational course.
  - 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 at least 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 bullet). For-credit courses taken elsewhere during the period of suspension may be applied to the academic program at UB with prior approval from the appropriate dean's representative if the student is suspended for academic reasons but may not be applied for UB credit if the student is suspended for other reasons. Should a student on academic suspension earn eligible credits at another institution, the grades earned in those courses will not be calculated into the UB GPA, nor will the repeat/replace policy be applied to any course taken elsewhere that is a direct equivalent of a UB course. Students who do not seek prior approval to take a course or courses at another institution are not guaranteed that the course or courses will transfer to the University of Baltimore.
- 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.
- A suspended student who has been away from the University for longer than two regular semesters 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 Records and Registration.

- 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 re-entry 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 Records and Registration.
- F-1 international students who have been suspended from a degree program should make an appointment with the Office of International Services to discuss how suspension affects their visa status in the U.S.

## GRADES

All students whose names appear 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 First-Year Experience and foundational 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:

<i>Grade</i>	<i>Quality Points</i>
<i>(per credit hour)</i>	
A	4.00
A-	3.67
B+	3.33
B	3.00
B-	2.67
C+	2.33
C	2.00
C-	1.67
D+	1.33
D	1.00
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 offered at the University of Baltimore as either satisfactory/unsatisfactory or pass/fail.

\*\* FA: failure due to absences—given if the instructor determines the student was verified as enrolled in the course but has insufficient attendance to pass the course. Insufficient attendance means the student stops attending/participating and misses 20 percent or more of a course (unexcused), or the student fails to meet a more restrictive policy set forth by the instructor in the course syllabus. Students are expected to participate in every class meeting and regularly participate, regardless of delivery method (online, face-to-face, hybrid).

\*\*\* 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:

<i>Grade</i>	<i>Quality Points</i>	<i>Explanation</i>
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)
NR	0	No grade recorded

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. For an I to be given, a petition form signed by the student, the instructor and the appropriate dean must be filed with the registrar before term grades are due. When the student completes the assignment, the faculty member assesses the work and submits a change of grade form 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 Records and Registration 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.
- The faculty member assigns the due date for the incomplete work.

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

An incomplete grade will not be considered prior to the official withdrawal deadline of each semester. After this date, an incomplete may be granted at the discretion of the instructor and the appropriate dean's office based on an unanticipated extenuating circumstance.

AU: audit—a registration status allowing students to attend a course without receiving credit. Both graduate and undergraduate students may audit courses. Audit units do not count toward full-time status, nor do audited courses count toward the determination of continuous enrollment. Registration for audit is at the course instructor's discretion, and the instructor is not obligated to grade audit coursework or provide additional support to a student taking a course for audit. Students may change registration in a course from credit to audit or vice versa no later than the last day to drop a course without a W grade. Audit does not count as a course repeat under the course repeat policy.

PS: pass—credit for successful completion of a credit-by-examination challenge course and/or courses offered at the University of Baltimore 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 that does not apply to the specific program in which a student is enrolled.

NR: no grade recorded—a temporary grade assigned by an administrator when a final grade has not or cannot be posted by the faculty member.

### **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 \(I\) 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., foundational 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 seven credit hours. Any exception to the designated course load must have the written approval of the dean.

F-1 international students are required to maintain a minimum of 12 credit hours per semester (full time). Only three credit hours toward the full-time requirement can be in distant education or online coursework.

## **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 GPA 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 by First-Year and Sophomore Success staff until successful entrance into a major.

A criminal conviction may prevent employment and/or licensure in certain professions. Students who have criminal convictions are responsible for understanding the requirements of their chosen major, graduate course of study, occupation for which their education program is intended and/or any certificate programs they begin. Catalogs and the UB website provide information on program requirements, and students may speak with advisers and program directors for clarification. State licensing board websites may also post criteria for licensing eligibility and may provide further details about career requirements.

## **CHANGE OF ACADEMIC PROGRAM**

If a student changes major, minor, concentration or specialization, the requirements are those in effect at the time the student becomes a degree candidate in the new major, minor, concentration 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 failing grade. Students are limited to three attempts to successfully complete a course.

A student may repeat a course one time in which he/she has received a grade below a C that was not a failing grade and receive financial aid for that second attempt. A third attempt is permitted at UB, but the attempt will not be eligible for financial aid.

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

Within an upper-division certificate program, a student may not repeat more than one class and earn the credential. If exceptional circumstances occur, the student may repeat a second course with the approval of the program director and the dean of the academic unit.

Within a major, a student may not repeat more than two upper-division courses within five years and earn a degree in the major. If exceptional circumstances occur, the student may appeal to the program director and the dean of the academic unit, and those two parties may approve an alternative.

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.

An undergraduate student may repeat and have a grade of C- or below replaced for an internship, a Merrick Business School Global Studies course, an independent study course or a Special Topics course up to two times, if the course to be attempted is found by the appropriate dean or his/her designee to be substantially equivalent to the repeated course's required work product, analysis, and research and writing requirements.

## 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 Records and Registration. 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 Records and Registration 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 prior to the completion of 60 percent of a term (e.g., through the end of the ninth week of the fall or spring semester, or through the fifth week of an eight-week 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 online using the MyUB portal. Students 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.

## **DROP FOR NONATTENDANCE BY DROP/ADD DATE**

A student will be dropped from a class roster if the student does not participate in the class by the drop/add deadline and the faculty member indicates in the electronic class roster that the student never attended. Participation is defined by the faculty member for the class delivery mode. If there is an emergency that prevents a student from participating in an online or face-to-face class during the first week of class, the student should contact the professor and the Office of Records and Registration before the schedule adjustment period ends to discuss whether the student may be retained in the course or added after the class has started.

Being dropped below full-time for nonattendance will significantly affect an F-1 international student's visa status and ability to remain in the U.S. In addition to contacting the professor of the course and the Office of Records and Registration, an F-1 international student who has been dropped due to nonattendance should contact the Office of International Services to discuss next steps for visa status.

## **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 that require a temporary interruption of studies. Under such circumstances, the student may be absent for as long as two consecutive semesters, excluding summer and winter sessions, without jeopardizing continuous enrollment status.

If a student feels that it is necessary to be absent for more than two consecutive semesters (excluding summer and winter sessions), 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 Records and Registration. 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, excluding summer and winter sessions, and 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 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.)

**International Students:** Students studying on an F-1 or J-1 visa should consult with the Office of International Services before taking a leave of absence. Visa requirements stipulate that a student engage in continuous study while in the U.S. unless eligible for a reduced course load, which must be authorized by a designated school official and printed on the student's I-20 document before withdrawing from courses.

## **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 Records and Registration.

## **INTERINSTITUTIONAL 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 USM 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 USM 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 Records and Registration.

### **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, students should see their adviser or contact the Office of Records and Registration. 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 XCs.

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 that are in effect 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, excluding summer and winter sessions, or longer, the student must reapply for admission and 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 that are in effect 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 the course requirements in effect at the time of original admission to the University of Baltimore, but the student will be governed, upon his/her return, according to the academic and administrative policies and procedures 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 Records and Registration.
- If a student's major or program of study is suspended by the university (beginning a review of up to three years before it is discontinued), currently enrolled students must be given the opportunity to satisfy degree requirements of the original, unexpired catalog as mandated by Code of Maryland Regulations [13B.02.03.03](#).

## APPLYING FOR GRADUATION

Students are responsible for application for graduation. They must file an application and pay the required fee at the beginning of the semester in which they expect 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. Students should resolve any outstanding problems prior to midsemester, at which time copies of their 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 Records and Registration 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.

## REUSE OF CREDITS

Up to 12 semester credit hours earned by a student at UB may be applied for up to three distinct UB credentials. Permission of a program director and/or a dean may be required, and continuous enrollment may also be required. For example, a student takes three graduate courses as part of an accelerated bachelor's to master's program and then also seeks to earn a postbaccalaureate certificate that consists of courses contained within the master's degree being pursued. That student may be able to use those nine credit hours for a B.S., M.S. or postbaccalaureate certificate.

## GRADUATION

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

- Fulfilled all General Education, UB undergraduate graduation and degree program 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 earn 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 at least 3.9, the student is awarded the bachelor's degree summa cum laude; with a cumulative average of at least 3.75 but less than 3.9, magna cum laude; and with a cumulative average of at least 3.5 but less than 3.75, 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 [ubalt.edu/honors](http://ubalt.edu/honors).

## ACCELERATED BACHELOR'S/MASTER'S PROGRAMS

Some graduate programs at the University provide accelerated pathways for exceptional undergraduate students of recognized academic ability and educational maturity. To qualify for an accelerated pathway at UB, students must have an undergraduate grade point average of at least 3.5, with at least 15 credits earned at UB, and be admissible to the graduate program to which they are applying for the accelerated option. The undergraduate GPA is calculated using all graded collegiate credits attempted at UB and other institutions over the past five years. At least 15 credits must be upper-division credits (300 level or above). Individual programs may require a certain number of credits to be upper-division credits in the major and for those credits to achieve a certain grade point average. Students should apply for the accelerated option prior to beginning the last 30 credits of their bachelor's degree so that if accepted, they may attempt the graduate credits during the last 30 credits of that degree. Students may not apply before they have successfully complete at least 75 credits, and the grade point average for acceptance will not

be calculated until at least 87 credits have been completed. Students interested in an accelerated option should consult with an adviser as soon as possible.

Students admitted to the accelerated option may earn up to 9 graduate credits within the last 30 credits of the bachelor's degree that may be applied to both the student's bachelor's and master's degrees if the student remains continuously enrolled. The program generally requires or advises that specific courses be taken for the 9 credits. The student must maintain a 3.5 grade point average in undergraduate courses and earn at least a 3.0 in the graduate courses to remain in the pathway. Programs may opt not to accept course credits toward the graduate degree if the student did not earn at least a 3.0 in the course. University of Baltimore students in an accelerated pathway pay undergraduate tuition rates for the graduate courses that are completed prior to completion of the bachelor's degree. (Students from other institutions who participate in an articulated bachelor's/master's accelerated program will pay the tuition rate identified in the articulation agreement.) Permission of the undergraduate and graduate program directors and of the assistant dean of the college where the program is located will be required as part of admission to the accelerated pathway.

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.

Unless otherwise indicated, students in accelerated tracks still apply to the graduate program prior to graduation; programs might waive some requirements (e.g., GMAT).

## **EARLY-ENTRY LAW**

UB undergraduates who were UB freshmen (as defined in this catalog), did not transfer away and are accepted as early-entry law students into the UB J.D. program will have the option to be charged undergraduate rates for the first fall semester and first spring semester in the J.D. program (fall-spring or spring-fall). The students may be full or part time. Students who accept this option may be eligible for federal and state undergraduate aid to cover the charges for that first fall and first spring; however, they will not be eligible for additional institutional aid for those two semesters.

Students who opt for the early-entry law undergraduate tuition option will be charged at the published J.D. rates for the remainder of their J.D. Institutional aid after the first fall and spring semesters will be calculated by the School of Law based on the current, at the time, awarding process.

For more information, see the descriptions of early-entry law options later in the catalog.

## **ELECTIVE GRADUATE CREDITS**

In certain programs, and only on a case-by-case basis, the undergraduate and graduate program directors may allow students with at least a 3.2 grade point average to take up to 6 graduate credits as elective undergraduate credits. These special permissions are not part of accelerated programs, and the credits may count only for undergraduate credit. Undergraduate tuition is charged.

## **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.

## **MAKEUP POLICY FOR FINAL EXAMS**

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

However, University policy dictates that makeup 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 makeup examination is given is up to the discretion of the individual faculty member.

## **ATTENDANCE**

Students are expected to attend classes regularly and participate regularly, regardless of delivery method (online, face-to-face, hybrid). 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 failing grade.

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 students to withdraw officially from any class that they cease to attend. Failure to do so will subject a student's records to a grade of FA. A student who stops attending/participating and misses 20 percent or more of a course (unexcused), or who fails to meet more a restrictive policy set forth by the instructor in the course syllabus will receive an FA.

## **ACADEMIC AND ADMINISTRATIVE APPEALS**

Students desiring to appeal an academic or administrative decision should consult the UB Policy Guide, found at [ubalt.edu/policies](http://ubalt.edu/policies).

## **THE UNIVERSITY OF BALTIMORE UNDERGRADUATE LEARNING GOALS**

Students at the University of Baltimore will:

- Apply strategies that enhance professional and personal competence. This set of skills is demonstrated by the ability to:
  - Recognize the implications of their financial and economic decisions.
  - Work in teams while filling different roles.
  - Use digital technology to communicate and investigate.
  - 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. This set of skills is demonstrated by the ability to:
  - Make informed choices regarding conflicting situations in their personal and public lives, and to foresee the consequences of these choices.
  - Recognize the importance of civic engagement in their personal lives and society.
  - Reflect on how one's own attitudes and beliefs are different from those of other cultures and communities.
  - 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. This set of skills is demonstrated by the ability to:
  - Make well-reasoned choices regarding conflicting situations in their personal and public lives, and to foresee the consequences of these choices.
  - Give well-supported reasons for deciding on right moral conduct in an interdependent group.
  - Apply an ethical decision-making process to social, workplace and personal dilemmas.
- Communicate effectively in various media. This set of skills is demonstrated by the ability to:
  - Express ideas and facts to others effectively in a variety of written, oral and visual formats.
  - Communicate in one-on-one and group settings.

- Make efficient use of information resources and technology for personal and professional communication.
- Comprehend, interpret and analyze texts.
- Think critically and creatively to solve problems and adapt to new environments. This skill is demonstrated by the ability to:
  - Generate and explore new questions.
  - Analyze complex issues and make informed decisions.
  - Synthesize information to arrive at reasoned conclusions.
  - Evaluate the logic, validity and relevance of data.
- Gather and evaluate information using scientific, quantitative, humanistic and aesthetic methods. 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. 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 REQUIREMENTS FOR UNDERGRADUATE STUDENTS

All undergraduate students at the University of Baltimore are required to meet General Education requirements; these requirements are consistent with the Code of Maryland Regulations. The mission of the University of Baltimore General Education program is to engage undergraduate students in the development of essential skills and competencies that will enable them to make knowledge work. Courses and experiential learning opportunities within this program prepare students 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 think systemically; and to negotiate divergent and competing perspectives. Spanning the lower division and upper division and featuring high-impact educational practices, the program offers all UB students an integrative experience that transcends individual majors and helps fulfill University-wide learning goals. All undergraduate students at the University of Baltimore are also required to meet graduation requirements.

All General Education courses must be completed with a grade of C- or better, except WRIT 300 and IDIS 302, which must be completed with a grade of C or better. The passing grade for upper-division General Education courses and graduation requirements is determined by the guidelines of the program under which the course is offered.

### Courses Meeting More Than One Requirement

Depending on the course, graduation requirement courses may also count toward General Education credits and/or credits in the major degree program. Students should consult with their adviser to be certain that they are meeting all graduation requirements to complete the degree program. Note that the following exceptions may apply:

- Under Maryland regulations, undergraduate students may not satisfy more than one General Education requirement with a single 3-credit course.

- Academic programs may have rules limiting application of courses in the major toward more than one requirement.

### Transfer Credit for General Education

Students may complete upper-division General Education requirements and graduation requirements by earning a C or higher in equivalent upper-division (300- or 400-level) courses at other institutions. Equivalency is determined by General Education leadership in consultation with the General Education Council. (Please see the [Transfer Students](#) section of this catalog.)

Students beginning in fall 2017 are required to meet General Education requirements and graduation requirements as follows:

### General Education Requirements (38 credits)

Students must meet credit requirements in each of the following General Education areas. UB courses that can be used to fulfill the requirements are indicated on the UB [General Education webpage](#); those lists are kept current, as additional courses may be added over time. In the online course descriptions, each course that may be used to satisfy a General Education requirement is designated using the following coding system. Some courses have prerequisites. Codes are in **BOLD**; numbers in parentheses represent number of required credits for that General Education area:

- **AH** Arts and Humanities (6)
- **AHE** Upper-Division Ethics (6)
- **SBS** Social and Behavioral Sciences (6)
- **MA** Mathematics (3)
- **COMP** English Composition (3)
- **UCOMP** Upper-Division Writing (3)
- **BPS** Biological and Physical Sciences Nonlab (3)
- **BPSL** Biological and Physical Sciences Lab (4)
- **ELECGE** General Education Electives (7).

### Graduation Requirements

Students must complete UB's graduation requirements in the following areas. Codes are in **BOLD**:

- Information Literacy (**IL**)
- Technological Fluency (**TF**)
- Oral Communication (**OC**)
- Global Awareness and Diverse Perspectives (**GD**)
- Capstone Experience.

UB courses that can be used to fulfill the requirements are indicated on the UB General Education webpage; those lists are kept current, as additional courses may be added over time.

Students beginning in fall 2016 and spring 2017, and students beginning prior to fall 2016 who have opted in to the new General Education program with adviser approval, are required to meet General Education requirements as follows:

- Arts and Humanities [**AH**] (6)
- Arts and Humanities - Ethics [**AHE**] (3)
- Social and Behavioral Sciences [**SBS**] (6)
- Biological and Physical Sciences [**BPS**] and [**BPSL**] (7)
- Mathematics [**MA**] (3)

- English Composition [**COMP**] and Upper-Division Writing [**UCOMP**] (6)
- General Education Electives [**ELECGE**] (7+).

UB courses that can be used to fulfill the requirements are indicated on the UB [General Education webpage](#); those lists are kept current, as additional courses may be added over time.

Students beginning between fall 2014 and spring 2016 are required to meet General Education requirements as follows:

- Quantitative and Qualitative Thinking (13)
- Critical Thinking and Ethical Reasoning (6)
- Communication (9)
- Global and Intercultural Knowledge (6)
- Humanistic and Aesthetic Thinking (6)
- Personal and Professional Skills (3).

UB courses that can be used to fulfill the requirements are indicated on the UB [General Education webpage](#); those lists are kept current, as additional courses may be added over time.

Students beginning before fall 2013 are required to meet General Education requirements as follows:

- Take each of these courses:
  - English Composition (3)
  - Mathematics (3)
  - Oral Communication (3)
  - Literature (3)
  - History **or** Philosophy (3)
  - Fine Arts (3)
  - Computer Literacy (3)
  - Social and Behavioral Science 1 (3)
  - Social and Behavioral Science 2 (3)
  - Biological and Physical Science
  - Laboratory course (4)
  - Nonlaboratory course (3).
- Complete these courses with a grade of C or better:
  - Advanced Expository Writing (WRIT 300, including prereqs)
  - Ethical Issues in Business and Society (IDIS 302).

For students in the College of Public Affairs and the Yale Gordon College of Arts and Sciences only, complete one of the following:

- World Cultures (IDIS 301)
- Arts and Ideas (IDIS 304) (required if no lower-level General Education course in fine arts).

UB courses that can be used to fulfill the requirements are indicated on the UB [General Education webpage](#); those lists are kept current, as additional courses may be added over time.

### **Policy on Course Substitution on the Basis of Disability**

The University of Baltimore, in keeping with Section 504 of the Rehabilitation Act of 1973 as amended (P.L. 93-112.P.L.93-516) and the American with Disabilities Act of 1990, provides the following process for students with documented disabilities to seek a course substitution for a General Education course, UB graduation requirement course or program elective.

Although a specific General Education course may be substituted based on an evaluation, the General Education requirement will remain. If a General Education course is substituted based on a disability, the General Education requirement must be fulfilled through one of the following methods to ensure General Education competencies are met:

1. oral or written test
2. portfolio
3. alternative course.

A General Education course, program elective or graduation requirement substitution will be considered on a case-by-case, individual basis. A substitution may be granted based on an evaluation of the student's inability to meet normal course requirements and when no adequate substitution can be established. Courses may not be substituted if that mediation would fundamentally alter the nature of the student's program of study. Approval of a substitution for General Education or a graduation requirement requires review of the relevant area definition, area student learning outcomes, the list of course requirements for that area and the program outcomes for the major the student wishes to pursue.

Any determination regarding essential course/program requirements is made after a reasonable deliberation by an individual(s) with relevant training, knowledge and experience in the subject area/course of study that includes a careful, thoughtful and rational review of the academic program, its requirements and available options/alternatives as essential requirements. Those making such decisions will be knowledgeable and informed about—or will make the decision based upon documentation received from a person who is knowledgeable and informed about—the nature of the applicant's/student's disability; the effect of that disability on the applicant's/student's performance in the program, including the consideration of academic requirements; and the existence of any modifications or auxiliary aids to assist the applicant/student in completing the program. The evaluation will include an interactive process with the applicant or student.

Thus, unless there is an unusual circumstance, the student's academic program director makes the decision about the substitution after conversation with the student, the student's adviser and the director of the Office of Disability and Access Services. The program director shares this decision with the office director, who in turn shares the information with the appropriate staff member(s) in the Office of Records and Registration to ensure that the degree audit is updated. If the program director has questions pertaining to the graduate requirement area student learning outcomes and an appropriate substitution, it is recommended that the director consult with the chair of the General Education Council.

A reasonable modification or adjustment that will enable the applicant/student to meet essential program requirements will be considered. However, substituting a specific course does not reduce the number of credits required for completion of a degree or program, nor does it change the need to fulfill UB graduation requirements. The full number of credits required by the program must be earned for graduation.

## **Process**

The following is provided as an outline of the steps to request a course substitution of a General Education course or program elective on the basis of a disability:

1. The student with the disability must be registered with the Office of Disability and Access Services prior to the first attempt/registration of the course in question and must have provided accurate documentation of the disability. This documentation must meet the criteria set forth by this office pertinent to the specific disability. Guidelines can be found on the office's website at [ubalt.edu/das](http://ubalt.edu/das). Additional information may be required.
2. It is recommended that students:

- a. Discuss concerns and plans with their academic adviser so it is understood how a General Education, graduation requirement or elective course substitution would impact the sought-after degree.
  - b. If they have an accommodation need that would prompt a substitution, contact the program director and copy the director of the Office of Disability and Access Services at [das@ubalt.edu](mailto:das@ubalt.edu).
  - c. Meet with the director of the Office of Disability and Access Services to discuss the impact of their disability on learning and possible accommodations. The director will review the current documentation and advise students on possible additional testing/documentation if necessary.
3. The student shall complete the UB Course Substitution Request form, which can be found in the college's dean's office, and submit it along with a detailed written statement that includes the rationale for the substitution and other relevant information, such as experiences with previous related coursework, whether the student met with the discipline representative (e.g., program director), what accommodations were discussed and why participation would still be limited in the class.
4. Upon receipt of the request and all required documentation, the director of the Office of Disability and Access Services shall convene a committee to review the request. The committee will consist of the director or a designee, the dean of the school/college or designee, a program director or designee from the student's academic program, and a faculty member from the content area/discipline of the course. The office director will inform the student in writing of the decision within 15 working days from the receipt of the request and the required documentation. The decision letter shall include information on the appeal procedure and timeline.
5. The student may appeal a negative decision to the assistant provost for undergraduate studies or designee. A written appeal must be received by the Office of the Executive Vice President and Provost within 180 days of receipt of the decision of the committee and the relevant documents. The appeal letter shall include a summary of the request and the sought-after remedy. It shall be sent along with a copy of the original request and the committee's decision letter to: Office of the Executive Vice President and Provost, AATTN: Asst. Provost for Undergraduate Studies, University of Baltimore, 1420 N. Charles St., Baltimore, MD 21201 or to [figade@ubalt.edu](mailto:figade@ubalt.edu). A decision shall be rendered within 12 business days of the receipt of the required appeal documents.

### **Course Substitution Deadlines**

Students requiring a substitution of coursework as a reasonable accommodation must request this accommodation according to the following deadlines:

- by the end of the fourth semester for students entering the University of Baltimore as a freshman or prior to declaring a major, whichever is first (in case a substitution presents problems for an intended major)
- by the end of the second semester for students entering the university as a transfer student or upon completion of 45 credits.

Relevant forms are available from the Office of Disability and Access Services.

## **FIRST-YEAR 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 First-Year Experience.

The work of First-Year 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, participate actively in the classroom and 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 and information literacy; a first-year seminar that provides a chance to practice academic success skills; 100- and 200-level courses in the majors or electives; and foundational courses in writing and mathematics.

Students who enter with 24 or fewer credits must complete IDIS 101: First-Year Seminar: Introduction to University Learning and INFO 110: Introduction to Information Literacy, and must participate in a First-Year Learning Community in the first semester.

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 First-Year Experience**

### Learning Communities

Learning communities are the centerpiece of the First-Year 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, interact more often and more deeply with faculty and staff, and, most importantly, 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 an academic adviser and in consultation with the learning community faculty members. However, choosing to drop a course may require the student to participate in another learning community.

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 their academic adviser.

### 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 develop 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.

#### 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

Roger E. Hartley, dean

Laura Wilson-Gentry, associate dean

Megan Manley, assistant dean for advising, enrollment and student success

Nikita Anderson, academic program coordinator

Tylis Cooper, academic program coordinator

Theresa Mina, academic program coordinator

Latrina Bowman, academic program coordinator

[ubalt.edu/cpa](http://ubalt.edu/cpa)

The College of Public Affairs awards certificates and bachelor's, master's and doctoral degrees 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 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, long-standing 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 policymakers in the Baltimore metropolitan area, 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 members 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.

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

Gabriela Wasileski, program director, B.S. in Criminal Justice  
Charles Tumosa, program director, B.S. in Forensic Studies, Certificate in Forensic Document Analysis  
Charles Tumosa, program director, Certificate in Crime Scene Investigation  
Heather Pfeifer, program director, M.S. in Criminal Justice  
Frank Xu, program director, M.S. in Forensic Science – High Technology Crime (Baltimore campus)  
Nima Zahadat, program director, M.S. in Forensic Science – High Technology Crime (Universities at Shady Grove)

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 in certificates in crime scene investigation and forensic document analysis, and to graduate programs leading to degrees in criminal justice, forensic science – high technology crime, and justice leadership and management. In addition, the school offers a graduate Trauma-Informed Certificate. In collaboration with the UB School of Law, the school also offers a dual-degree J.D./M.S. in Criminal Justice program. 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**

Tina DiFranco, executive director

Alan Weisman, program director, B.S. in Health Systems Management  
Amrita Shenoy, program co-director, M.S. in Health Systems Management  
Tiffany Parkman, program director, B.A. in Human Services Administration  
Bridal Pearson, program director, 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—into 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 offers graduate programs in health systems management and human services administration, as well as a postbaccalaureate Certificate in Health Systems Management.

- **School of Public and International Affairs**

Ivan Sascha Sheehan, executive director

Lorenda Naylor, program director, B.A. in Policy, Politics and International Affairs  
Jessica Sowa, program director, Master of Public Administration (M.P.A.)  
Jennica Larrison, program director, M.A. in Global Affairs and Human Security

Rae Tan, program director, M.S. in Negotiations and Conflict Management  
Jessica Sowa, program director, M.S. in Nonprofit Management and Social Entrepreneurship  
Aaron Wachhaus, 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 policy, politics and international affairs. It also offers graduate programs leading to a master's degree in public administration accredited by the Network of Schools of Public Policy, Affairs and Administration; master's degrees in negotiations and conflict management, global affairs and human security, and nonprofit management and social entrepreneurship; a doctoral degree in public administration; an M.P.A./J.D.; and an M.S. in Negotiations and Conflict Management/J.D. offered in collaboration with the UB School of Law.

## **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 work force 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 [ubalt.edu/schaefercenter](http://ubalt.edu/schaefercenter).

## **STUDENTS**

The approximately 1,450 men and women enrolled in the College of Public Affairs—slightly less than half of them in undergraduate programs—represent about 28 percent of the total University of Baltimore student population.

About 53 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, the Academic Center, and the H. Mebane Turner Learning Commons. The college shares the University of Baltimore's Robert L. Bogomolny Library and the Office of Technology Services 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.

- 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 Document Analysis (CERT)—This upper-division certificate is available to students in the School of Criminal Justice who have met the prerequisite requirements necessary to enroll in 400-level FSCS courses.
- 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.
- Policy, Politics and International Affairs (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.)

**Note:** See the [Academic Policies and Information](#) section below for descriptions of these programs in the above-listed alphabetical order.

## HELEN P. DENIT HONORS PROGRAM

Both faculty members and students in the College of Public Affairs actively participate in the Helen P. Denit Honors Program. See the [honors program](#) section or visit [ubalt.edu/honors](http://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 members 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 to 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 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 six credit hours at the graduate level; 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 to complete both degrees, 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 qualify for an accelerated pathway at UB, students must have an undergraduate grade point average of at least 3.5, with at least 15 credits earned at UB, and be admissible to the graduate program to which they are applying for the accelerated option. The undergraduate GPA is calculated using all graded collegiate credits attempted at UB and other institutions over the past five years. At least 15 credits must be upper-division credits (300 level or above). Individual programs may require a certain number of credits to be upper-division credits in the major and require students to achieve a certain grade point average for those credits. Students should apply for the accelerated option prior to beginning the

last 30 credits of their bachelor's degree so that if accepted, they may attempt the graduate credits during the last 30 credits of that degree. Students may not apply before they have successfully complete at least 75 credits, and the grade point average for acceptance will not be calculated until at least 87 credits have been completed. Students interested in an accelerated option should consult with an adviser as soon as possible.

To take advantage of the option, students need to submit an application, available in the deans' offices, for an accelerated bachelor's/master's program. The application has signature areas for the approval of the appropriate dean and of the graduate and undergraduate program directors. Students must elect to take advantage of the option prior to beginning the last 30 credits of their undergraduate degree.

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. They must also maintain a 3.5 undergraduate GPA and at least a 3.0 graduate GPA. 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 degree 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 Degree Programs**

- Criminal Justice (M.S.)
- Forensic Science–Cyber Investigation (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.)
- Nonprofit Management and Social Entrepreneurship (M.S.)
- Public Administration (M.P.A.)

### **Dual-Degree Programs**

- J.D./M.S. in Criminal Justice
- J.D./M.P.A.
- J.D./M.S. in Negotiations and Conflict Management

### **Graduate Certificate Program**

- Health Systems Management

- Trauma-Informed Certificate

## **LAW SCHOOL AUTOMATIC-ADMIT OPTION**

Students who graduate from a University of Baltimore undergraduate program with a cumulative cross-institutional grade point average of 3.5 or better as computed by the Credential Assembly Service and an LSAT score of 150 or better or a cumulative cross-institutional grade point average of 3.0 or better as computed by the Credential Assembly Service and an LSAT score of 152 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 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 admission 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](mailto:lawadmissions@ubalt.edu).

## **LAW SCHOOL EARLY-ENTRY OPTION**

Available to students enrolled in the B.S. in Criminal Justice and the B.A. in Policy, Politics and International Affairs 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 3.5 or better as computed by the Credential Assembly Service and an LSAT score of 150 or better or a cumulative cross-institutional grade point average of 3.0 or better and an LSAT score of 152 or better as computed by the Credential Assembly Service. 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 90-93 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 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 admission 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](mailto:lawadmissions@ubalt.edu).

For more detailed information about B.A. in Policy, Politics and International Affairs or the B.S. in Criminal Justice requirements, please consult with program adviser.

## 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 Admission. 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.

## COLLEGE OF PUBLIC AFFAIRS ACADEMIC 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 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 part time and more than 16 full time 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 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 111, to provide information and clarification about public affairs programs, policies and procedures.

Consistent and timely academic advising is strongly related to student success. To enhance the services the college provides to its students and to increase the likeliness for success and on-time degree completion, UB implemented mandatory milestone advising for all new undergraduate students beginning fall 2017.

Milestone advising is anchored by three specific touch points and aligned with the personal, professional and academic goals of students at those points:

- 45 credits: Advisers will work with students to further explore the declared major and connect students with support services, clubs and other campus groups to enhance the opportunity to be involved in the UB community.
- 60 credits: Advisers will work with students to prepare for internships, global field studies and other experiential learning opportunities. Students will also be reintroduced to the support services offered by the Career and Internship Center.
- 90 credits: Advisers will focus on the final steps to graduation and the options for postbachelor's degree completion. Students will learn more about the graduate degree programs at UB that fit with their goals.

Students who have reached these important milestones must meet with their advisers to discuss their next steps for registration, course scheduling and other key academic topics before they register for classes. Advisers will release the milestone advising service indicator on students' accounts at the conclusion of the advising meetings.

## **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.*

[ubalt.edu/crimescene](http://ubalt.edu/crimescene)

Charles Tumosa, program director

FACULTY: Tumosa

ADJUNCT FACULTY: Evert, Harvey, Hall, O'Dell, Wisner

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 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, fully document the crime scene using text and photography, record and collect evidence, maintain the scientific integrity of the evidence in addition to the legal chain of custody, and 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

## **B.S. IN CRIMINAL JUSTICE**

[ubalt.edu/criminology](http://ubalt.edu/criminology)

Gabriela Wasileski, program director

FACULTY: Cantora, Kinlock, Pfeifer, Ross, Seabrook, Stanley, Wasileski, Wright

The B.S. in Criminal Justice program 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 people planning criminal justice careers and those of people already in 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 corrections—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 preservice 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 graduation requirement by the successful completion of one of the following:

- CRJU 304 Criminal Justice Professional Studies (3)
- IDIS 110 Introduction to Information Literacy (3).

### **General Education Requirements**

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; gather, synthesize and critically evaluate information; make ethical and evidence-based decisions within real-world contexts; understand systems and think systemically; and 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 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)<sup>1\*</sup>  
CRJU 306 Criminological Perspectives (3)<sup>2</sup>  
CRJU 485 Advanced Criminal Justice Studies (3)

\*CRJU 304 satisfies the information literacy graduation requirement.

<sup>1</sup> Students must pass the upper-division writing placement test prior to enrolling in CRJU 304. This course must be taken within the first 18 credits in the major. Students who earn a B+ or better in WRIT 300 are exempt from taking CRJU 304 and will instead be required to take an additional 3-credit elective.

<sup>2</sup> Prerequisite of CRJU 200, completion of writing placement exam and a qualifying score of 300.

### **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 can also select up to 6 credits of 300- to 400-level forensic science courses. 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 DOCUMENT ANALYSIS, UPPER-DIVISION UNDERGRADUATE CERTIFICATE

A 12-credit certificate program is available in forensic document analysis. The certificate is designed for degreed students looking to change their career path or as continuing education for present criminal justice professionals without the academic credentials, and can provide an alternate path to forensic document analysis proficiency for those without science backgrounds.

### Certificate Requirements

FSCS 462	Introduction to Document Examination (3)
FSCS 464	Handwriting Analysis (3)
FSCS 480	Forensic Documentation (3)
FSCS 482	Moot Court and Trial Advocacy for Forensics (3)

## B.S. IN FORENSIC STUDIES

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.

[ubalt.edu/forensics](http://ubalt.edu/forensics)

Charles Tumosa, program director

FACULTY: Tumosa

ADJUNCT FACULTY: Buchanon, Copeland, Evert, Hall, Harvey, Jaeger, Lawder, Lilly, Lockard, Mabrey, Preller, Rene, Robinson, Rosenblatt, Southall, Wisner

The B.S. in 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 B.S. in Forensic Studies program from diverse backgrounds, contributing an array of skills and knowledge that enlivens the learning process. Students in the police science 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 B.S. in 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, INSS 100: Computer Information Systems or an equivalent transferable course; this course also fulfills a General Education requirement.

Special consideration may be given to other applicants whose GPA is at least 2.7 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 B.S. in Forensic 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.

### **Preregistration 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 CONCENTRATION**

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 2.7, meet the science requirements outlined here and 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 graduation requirement by the successful completion of:

- IDIS 110 Introduction to Information Literacy (3).

### **General Education Requirements**

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; gather, synthesize and critically evaluate information; make ethical and evidence-based decisions within real-world contexts; understand systems and think systemically; and 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 (42-54 credits)**

#### **Core Courses (45 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 400	Laboratory Safety and Quality Assurance (3)
FSCS 403	Trace Evidence (4)
FSCS 404	Arson Investigation and Glass Analysis (4)
FSCS 405	Microscopy (4)
FSCS 407	Instrumental Analysis (4)
FSCS 409	Drug Analysis (4)
FSCS 410	Forensic Serology (4)
FSCS 456	Chemistry of Death (3)
FSCS 480	Forensic Documentation (3)
FSCS 482	Moot Court and Trial Advocacy for Forensics (3)
FSCS 487	Field Internship in Forensic Science (3)

#### **Major Electives (9 credits)**

To complete the forensic 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 440	Advanced Evidence Collection (3)
FSCS 454	Death Investigation (3)
FSCS 455	Homicide Investigation (3)
FSCS 460	Forensic Photography (3)

FSCS 462	Introduction to Document Examination (3)
FSCS 464	Handwriting Analysis (3)
FSCS 466	Instrumental Methods in Document Examination (3)
FSCS 484	Art and Forensics (3)
FSCS 497	Topics in Forensics (3)

#### *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 CONCENTRATION**

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 graduation requirement by the successful completion of:

- IDIS 110 Introduction to Information Literacy (3).

#### **General Education Requirements**

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; gather, synthesize and critically evaluate information; make ethical and evidence-based decisions within real-world contexts; understand systems and think systemically; and 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 (24 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.

CRJU 301	The Contemporary Criminal Justice System (3)
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)
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](#).

# B.A. IN POLICY, POLITICS AND INTERNATIONAL AFFAIRS

[ubalt.edu/policyandpolitics](http://ubalt.edu/policyandpolitics)

Lorenda A. Naylor, program director

FACULTY: Haynes, Gourrier, Larrison, Naylor, Thomas, Uzochukwu, Willis, Wyatt-Nichol

ADJUNCT FACULTY: Brown, McGrath, Nazelrod

The B.A. in Policy, Politics and International Affairs is administered through the School of Public and International Affairs. The program focuses on political institutions and processes, with applications to Maryland government and politics. Additionally, students interested in international affairs may pursue a track within the program. Students gain a strong foundation in government and public policy, and their role in society.

A major in policy, politics and international affairs 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, international affairs, campaign management and organizations that monitor political processes or seek to influence the content of public policy.

Policy, politics and international affairs 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 those entering the legal profession.

The B.A. in Policy, Politics and International Affairs program allows students flexibility to develop their individual interests while emphasizing 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, nongovernmental organizations, 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 Policy, Politics and International Affairs program will meet the University of Baltimore information literacy graduation requirement by the successful completion of one of the following:

- GVPP 408 Methods in Government and Public Policy (3)

- IDIS 110 Introduction to Information Literacy (3).

### **General Education Requirements**

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; gather, synthesize and critically evaluate information; make ethical and evidence-based decisions within real-world contexts; understand systems and think systemically; and 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 (42 credits)**

#### **Core Courses (18 credits)**

GVPP 201 American Government (3)

GVPP 210 Introduction to International Studies (3)\*

One course in economics beyond the General Education requirements or GVPP 315 Public Policy Analysis(3)

GVPP 408 Methods in Government and Public Policy (3)

GVPP 499 Senior Seminar (3)

GVPP 324 American Public Policy (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 326 Urban Politics and Public Policy (3)

GVPP 423 Public Budgeting and Personnel Administration (3)

GVPP 425 Administrative Law and Processes (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)

### International Affairs

GVPP 297	Special Topics in International Studies (3)
GVPP 385	World Politics (3)
GVPP 386	American Foreign Policy (3)
GVPP 481	Globalization (3)
GVPP 479	Special Topics in International Relations (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	Russia and China in World Affairs (3)
GVPP 489	International Organizations (3)

### Other Major Electives

GVPP 284	Politics in Comparative Perspective (3)
GVPP 297	Topics in Politics and Policy (3)
GVPP 382	Political Ideologies (3)
GVPP 384	Comparative Government (3)
GVPP 410	Race and Politics (3)*
GVPP 470/471	Individual Research (3)
GVPP 479	Special Topics in International Studies (3)
GVPP 480	Environmental Politics and Policy (3)
GVPP 482	Topics in Political Theory (3)
GVPP 483	African Politics, Culture and Society (3)
GVPP 490/491	Internship (3)
GVPP 493	Honors Seminar (3)
GVPP 497	Topics in Government and Public Policy (1-6)

\* satisfies global awareness and diverse perspectives graduation requirement

### General Electives

IDIS 101	First-Year Seminar: Introduction to University Learning (3) <i>freshmen only; transfer students replace this with a different elective</i>
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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 Global Affairs and Human Security program or the M.P.A. program. Contact the appropriate 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](#).

## **B.S. IN HEALTH SYSTEMS MANAGEMENT**

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. This program is also offered Saturdays at the Universities at Shady Grove.

[ubalt.edu/healthsystemsmanagement](http://ubalt.edu/healthsystemsmanagement)

Alan Weisman, program director

FACULTY: DiFranco, Gillingham, Y. Kang, Lyles, Molinari, Shenoy, Weisman

The B.S. in Health Systems Management program is housed in the School of Health and Human Services. It is offered in a face-to-face format Saturdays at the University of Baltimore campus and at the Rockville, Maryland, campus of the Universities at Shady Grove. Courses are offered in the fall, spring and summer semesters, online and 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 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 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. 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 to develop 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 B.S. in Health Systems Management program is offered on Saturdays and online, and some courses in other disciplines may also be taken online and during the week on 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 and radiologic technologists who are licensed in Maryland are awarded 60 transfer credits.

### **Admission Requirements**

Students applying to the B.S. in Health Systems Management program must have a minimum of 56 transferable credits. 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](#).

## **Information Literacy**

Students in the B.S. in Health Systems Management program will meet the University of Baltimore information literacy graduation requirement by the successful completion of one of the following:

- HSMG 300 Health Indicators
- IDIS 110 Introduction to Information Literacy.

## **General Education Requirements**

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; gather, synthesize and critically evaluate information; make ethical and evidence-based decisions within real-world contexts; understand systems and think systemically; and 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 376	Quantitative Methods for Health Care Managers (3)
HSMG 472	Introduction to Quality Performance and Improvement in Health Care (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 (3)
HSMG 303	Health Finance (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](#).

## **B.A. IN HUMAN SERVICES ADMINISTRATION**

[ubalt.edu/humanservicesadministration](http://ubalt.edu/humanservicesadministration)

Tiffany Parkman, program director

FACULTY: Edlins, Gillingham, Molinari, Parkman,

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 preprofessional career preparation.

Students with an associate degree in human services should find this program particularly appealing, but such associate degree programs are not a requirement for admission to this bachelor's degree program.

### **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 graduation requirement by the successful completion of one of the following:

- HSER 350 Social Research Methods for Human Services
- IDIS 110 Introduction to Information Literacy.

### **General Education Requirements**

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; gather, synthesize and critically evaluate information; make ethical and evidence-based decisions within real-world contexts; understand systems and think systemically; and 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) <i>(must be completed by preservice students who do not transfer to UB with college-level human services internship credits)</i>
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	Grassroots Strategies of Social Change in Human Services (3)
HSER 310	Family System Dynamics (3)
HSER 320	Gender and the Work Environment (3)
HSER 330	Human Services Delivery Systems and Diversity (3)*
HSER 360	Social Policy and the American Policy Process (3)
HSER 410	Ethics and Empathy for Public Servants (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)
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)

### **General Electives**

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

\* satisfies global awareness and diverse perspectives graduation requirement

### **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](#).

# MERRICK SCHOOL OF BUSINESS

Murray Dalziel, dean

Marilyn Oblak, associate dean

Kathea Smith, assistant dean, enrollment, academic affairs and student services

Web: [ubalt.edu/merrick](http://ubalt.edu/merrick)

## MISSION

The Merrick School of Business' mission is to use its urban education hub to offer practical, career-minded and globally engaged business education that inspires professional and entrepreneurial growth. Its students learn to make a positive impact from faculty members who develop compelling knowledge that influences communities, businesses, professions and scholars. The school's vision is to be known for serving students from deeply diverse backgrounds who become successful entrepreneurs and professionals.

The Merrick School of Business is an AACSB International-accredited school and was recognized by *U.S. News & World Report* as providing one of the nation's best undergraduate business programs and online MBA programs. The Merrick School of Business focuses on continuing a trajectory of academic excellence. The school continues its efforts to transform and empower students while remaining true to our legacy of serving nontraditional and first-generation college students.

## ORGANIZATION

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

- **Accounting, Economics and Finance**  
Phillip Korb, department chair
- **Information Systems and Decision Science**  
Danielle Fowler, department chair
- **Management and International Business**  
Lisa Stickney, department chair
- **Marketing and Entrepreneurship**  
Ven Sriram, department chair.

## ACCREDITATION

The Merrick School of Business is accredited by AACSB International, the accrediting body for schools of business. 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 900 students are enrolled in programs in the Merrick School of Business. The average age of undergraduate students is approximately 27. 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**

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

Our faculty members adhere to the high-quality standards of teaching mandated by AACSB International accreditation, and their teaching efforts consistently rate exceptionally high on internal measures of teaching excellence.

## **FACILITIES**

The Merrick School of Business 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 school’s 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 Center for Entrepreneurship and Innovation
- the Jacob France Institute.

## **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 and the B.S. in Information Systems and Technology Management programs. Such courses can transfer only if the prerequisites, content and requirements are equivalent to 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 scale) or higher in those courses. A maximum of 6 lower-level transfer credits may be applied to the accounting specialization.

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 the faculty to be equivalent to 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 Merrick 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 from the Merrick 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 Merrick 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 [ubalt.edu/merrickinternships](http://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.

## **MERRICK SCHOOL OF BUSINESS ACADEMIC ADVISING**

Merrick School of Business  
Tel: 410.837.4944

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. Academic advisement is available in the Merrick

Advising Center within the William H. Thumel Sr. Business Center, Room 142. The center offers day and evening hours. Scheduled appointments are recommended. To make an appointment, call 410.837.4944. Advisers provide information on Merrick School of Business programs, policies and procedures. Students 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 Merrick School of Business faculty members are also available to assist students in planning their academic program and 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 declaring a major
- students changing their program or specialization
- students on academic probation
- readmitted and reinstated students
- nondegree-seeking 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.

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. 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 who do not have access to campus will be advised electronically.

Consistent and timely academic advising is strongly related to student success. To enhance the services we provide to our students and to increase the likeliness for success and on-time degree completion, UB requires mandatory milestone advising for all new undergraduate students as of fall 2017.

Milestone advising is anchored by three specific touch points and aligned with the personal, professional and academic goals of students at those points:

- 45 credits: Advisers will work with students to further explore the declared major and connect students with support services, clubs and other campus groups to enhance the opportunity to be involved in the UB community.
- 60 credits: Advisers will work with students to prepare for internships, global field studies and other experiential learning opportunities. Students will also be reintroduced to the support services offered by the Career and Internship Center.
- 90 credits: Advisers will focus on the final steps to graduation and the options for postbachelor's degree completion. Students will learn more about the graduate degree programs at UB that fit with their goals.

Students who have reached these important milestones must meet with their advisers to discuss their next steps for registration, course scheduling and other key academic topics before they register for classes. Advisers will release the milestone advising service indicator on students' accounts at the conclusion of the advising meetings.

## **SATISFACTORY/UNSATISFACTORY PROGRESS**

A student who attempts 12 or more credits while enrolled in any Merrick School of Business program and earns a GPA of less than 2.0 will be placed 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 Admission.

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 to 18 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./MBA/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 Merrick 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 degrees. Those interested should discuss their options with their academic adviser.

To be eligible for the accelerated B.S./MBA/M.S., students must have an undergraduate grade point average of at least 3.5, with at least 15 credits earned at UB, and be admissible to the graduate program to which they are applying for the accelerated option. The undergraduate GPA is calculated using all graded collegiate credits attempted at UB and other institutions over the past five years. At least 15 credits must be upper-division credits (300 level or above). Individual programs may require a certain number of credits to be upper-division credits in the major and for those credits to achieve a certain grade point average. Students should apply for the accelerated option prior to beginning the last 30 credits of their bachelor's degree so that if accepted, they may attempt the graduate credits during the last 30

credits of that degree. Students may not apply before they have successfully complete at least 75 credits, and the grade point average for acceptance will not be calculated until at least 87 credits have been completed. Students interested in an accelerated option should consult with an adviser as soon as possible. To remain in the program once accepted, students must maintain a 3.5 GPA in their undergraduate coursework and a 3.0 GPA in their graduate coursework.

In applying for the program, students must secure the approval of the dean's representative, the undergraduate chair and the graduate chair involved, and develop an approved course plan prior to beginning the last 30 credits of their undergraduate degree. The application is on the UB website.

Courses taken in the accelerated B.S./MBA/M.S. will be determined by the Merrick 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./MBA/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 GMAT and a completed application. The completed 9 graduate credits may count toward any postbachelor's degree 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 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 admission 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](mailto: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 3.5 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 this option, students must complete the 90 undergraduate credits required for their degree and 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 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 admission 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 or 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](mailto:lawadmissions@ubalt.edu).

## HELEN P. DENIT HONORS PROGRAM

Visit [ubalt.edu/honors](http://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 members 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 degree 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
- 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

Kathea Smith, assistant dean, enrollment, academic affairs and student services

Michael Swaby-Rowe, manager, undergraduate advising

Imani Grant, academic adviser

Dawn Taylor, academic adviser

Shawnte Ware, academic adviser

- Business Administration (B.S.) with specializations in accounting, data analytics, entrepreneurship, entrepreneurship fellows, finance, general business, international business, management, human resource management, marketing, real estate and economic development, and risk management and insurance
- Information Systems and Technology Management (B.S.)

## CERTIFICATE PROGRAM

- Upper-Division Certificate in Accounting

## GRADUATE PROGRAMS

### Master's Degree Programs

- Master of Business Administration (MBA)
- Online Master of Business Administration (MBA)
- Accounting and Business Advisory Services (M.S.) (with Towson University)
- Online Accounting and Business Advisory Services (M.S.)
- Business-Finance (M.S.)
- Taxation (M.S.)

### Cooperative MBA Programs

- MBA/J.D. (with the University of Baltimore School of Law and the University of Maryland School of Law)
- MBA/M.S. in Nursing (with the University of Maryland School of Nursing)
- MBA/Pharm.D. (with the University of Maryland School of Pharmacy)

### Graduate Certificate Programs

- Accounting Fundamentals
- Business Fundamentals
- Business Valuation
- Government Financial Management
- Internal Audit Services
- Organizational Leadership

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

- Complete a minimum of 120 credits that satisfy Maryland Higher Education Commission 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 the 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

[ubalt.edu/bsba](http://ubalt.edu/bsba)

### Program Goals and Learning Objectives

The goal of the B.S. in Business Administration program 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 are 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 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 graduation requirements are noted with the corresponding courses.

### **University-Wide General Education Requirements**

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

### **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 Communications in Business ( <b>or</b> CMAT 201) (3) [CMAT/COMM/ELECGE]
ECON 200	The Economic Way of Thinking (3) [SOSC/Q&Q/SBS]
MATH 111	College Algebra (3) [MATH/Q&Q/MA]
MATH 115	Introductory Statistics (3) [MATH/Q&Q/MA]
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. may have completed most of the lower-division business core requirements.

ECON 308	Money and Banking (3)
FIN 331	Financial Management (3)
INSS 300	Management Information Systems (3) [COSC/CTEK/ELECGE] (GR-IL/TF)
MGMT 301	Management and Organizational Behavior (3)
MGMT 302	Global Business Environment (3) (GR-GD)
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) (GR-IL)
OPRE 315	Business Application of Decision Science (3)
MGMT 475	Strategic Management (3) (GR-CAP)

*This is the capstone course and is taken in a student's last semester.*

### **Specialization Requirements (15-21 credits)**

A specialization allows students to tailor their degree program to their advantage, perhaps by completing their B.S. with a sampling of specified courses across business disciplines with a general business specialization or by choosing one of eight defined specializations, providing in-depth knowledge in a particular area of business.

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 in-depth study. The number of business elective credits required for each specialization varies from 15 to 21 credits. The maximum number of lower-level (200-level) courses that can count toward a specialization is six.

### **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**

[ubalt.edu/generalbusiness](http://ubalt.edu/generalbusiness)

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**

[ubalt.edu/accounting](http://ubalt.edu/accounting)

FACULTY: Demarest, Korb, Pevzner, White, Williams

A maximum of 6 lower-level transfer credits, excluding ACCT 301: Intermediate Accounting I, may be applied to the accounting specialization. A minimum grade of C is required in ACCT 302: Intermediate Accounting II. ACCT 302 may not be given in transfer except on a case-by-case basis.

For prerequisites, refer to the individual listings in the online course descriptions, found at [ubalt.edu/coursedescriptions](http://ubalt.edu/coursedescriptions).

### **Upper-Division Business Core Requirements (28 credits)**

ECON 308	Money and Banking (3)
FIN 331	Financial Management (3)
INSS 300	Management Information Systems (3) [COSC/CTEK/ELECGE] (GR-IL/TF)

MGMT 301	Management and Organizational Behavior (3)
MGMT 302	Global Business Environment (3) (GR-GD)
MGMT 315	Human Resource Management (3)
MGMT 330	Personal and Professional Skills for Business (1)
MKTG 301	Marketing Management (3) (GR-IL)

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) (GR-CAP)

### **Accounting Specialization Requirements (27 credits)**

#### **Required Courses (21 credits)**

ACCT 301	Intermediate Accounting I (3)
ACCT 302	Intermediate Accounting II (3)
ACCT 306	Cost Accounting (3)
ACCT 310	Intermediate Accounting III (3)
	<i>This is the capstone course and is taken in the last semester.</i>
ACCT 401	Auditing (3)
ACCT 403	Advanced Financial Reporting (3)
ACCT 405	Income Taxation (3)

#### **Electives (6 credits)**

Chose two of any upper-division 3-credit accounting courses that are not required (ACCT 495 recommended).

## **COMPUTER INFORMATION SYSTEMS SPECIALIZATION**

FACULTY: Aggarwal, Fowler, Mirani, Scornavacca

**Effective fall 2018: No longer accepting applications to this program. Students interested in information systems-related programs should investigate the [specialization in data analytics](#) or the **B.S. in Information Systems and Technology Management program**.**

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.

## **DATA ANALYTICS SPECIALIZATION**

[ubalt.edu/dataanalytics](http://ubalt.edu/dataanalytics)

FACULTY: Aggarwal, Fowler, Mirani, Scornavacca

The data analytics specialization provides the student with skills necessary to analyze and interpret data in a variety of fields. Students receive instruction in a variety of areas, such as project management and business intelligence. Students may choose electives from several advanced courses in information systems. This specialization is designed for business majors desiring strong quantitative and technological skills.

### **Data Analytics Specialization Requirements (15 credits)**

For prerequisites, refer to the individual listings in the online course descriptions, found at [ubalt.edu/courseDescriptions](http://ubalt.edu/courseDescriptions).

#### **Required Courses (6 credits)**

INSS 310 Coding for Data Analytics (3)  
OPRE 320 Predictive Analytics (3)

#### **Electives (9 credits)**

*Three of the following:*

INSS 370 Project Management (3)  
INSS 406 Systems Analysis and Design (3)  
INSS 421 Design of Database Management Systems (3)  
INSS 422 Business Intelligence (3)  
INSS 495 Internship in Information Systems (3)  
INSS 497 Special Topics in Information Systems (3)  
INSS 499 Independent Study (3)

## **ENTREPRENEURSHIP SPECIALIZATION**

[ubalt.edu/entrepreneurship](http://ubalt.edu/entrepreneurship)

FACULTY: Lingelbach, Weiss, Sunwar

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 processes. 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 stand-alone 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 online course descriptions, found at [ubalt.edu/coursedescriptions](http://ubalt.edu/coursedescriptions).

#### **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)**

*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 PROGRAM (COHORT PROGRAM)**

[ubalt.edu/gazelles](http://ubalt.edu/gazelles)

FACULTY: Lingelbach, Weiss, Sunwar

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 members.

The Entrepreneurship Fellows Program is a two-year program with a 15-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. This specialization may be pursued as a minor by students outside of the Merrick School of Business.

Enrollment in the program is limited to students meeting admission standards. Please visit [ubalt.edu/merrick](http://ubalt.edu/merrick) for the most current information on admission and scholarship requirements.

#### **Required Courses (12 credits)**

ENTR 320	Opportunity Assessment and Development (3)
ENTR 390	Entrepreneurial Mentorship (1) (taken three times)
ENTR 490	Entrepreneurial Strategy (3)
FIN 430	Entrepreneurial Organization and Finance (3)

The cohort piece of the program is organized into four practicums. The practicums are taken in the following sequence:

1. Entrepreneurship Practicum One: Entrepreneurial Opportunities and Markets (4 credits)  
(taken fall semester of year one)  
ENTR 320 Opportunity Assessment and Development (3)

- ENTR 390 Entrepreneurship Mentorship (1)
2. Entrepreneurship Practicum Two: Human Capital in a New Venture (4 credits)  
(taken spring semester of year one)  
ENTR 390 Entrepreneurship Mentorship (1)  
MGMT 301 Management and Organizational Behavior (3)
  3. Entrepreneurship Practicum Three: Economics of New Venture Financing (4 credits)  
(taken fall semester of year two)  
ENTR 390 Entrepreneurship Mentorship (1)  
FIN 430 Entrepreneurial Organization and Finance (3)
  4. Entrepreneurship Practicum Four: Entrepreneurial Strategy (3 credits)  
ENTR 490 Entrepreneurial Strategy (3)

Students are also required to complete all remaining General Education and business core requirements.

## **FINANCE SPECIALIZATION**

[ubalt.edu/finance](http://ubalt.edu/finance)

FACULTY: Chen, 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 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 law school.

### **Finance Specialization Requirements (15 credits)**

For prerequisites, refer to the individual listings in the online course descriptions, found at [ubalt.edu/coursedescriptions](http://ubalt.edu/coursedescriptions).

#### **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)

#### **Elective (3 credits)**

*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**

[ubalt.edu/internationalbusiness](http://ubalt.edu/internationalbusiness)

FACULTY: Mersha, Pezeshkan, Sawhney, Sriram

The Merrick School of Business offers this interdisciplinary international business specialization in recognition of the increasing need for global awareness and expertise. Students first take MGMT 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 the Yale Gordon College of Arts and Sciences.

### **International Business Specialization Requirements (15 credits)**

For prerequisites, refer to the individual listings in the online course descriptions, found at [ubalt.edu/coursedescriptions](http://ubalt.edu/coursedescriptions).

#### **Required Courses (6 credits)**

ECON 409	International Economics (3)
MGMT 465	International Management (3)

#### **Electives (9 credits)**

*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). 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**

[ubalt.edu/management](http://ubalt.edu/management)

FACULTY: Adlakha, Bento, Carter, Mersha, Peters, Pezeshkan, Richardson, Siklar, Stickney, Wynne

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 work force diversity, and achieving objectives under a multitude of conditions in business and public enterprises. Clearly, the art and science of management are 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 online course descriptions, found at [ubalt.edu/courseDescriptions](http://ubalt.edu/courseDescriptions).

### **Required Course (3 credits)**

MGMT 465 International Management (3)

### **Electives (9 credits)**

*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 non-MGMT 300- or 400-level business course offered by the Merrick School of Business.

### **Human Resource Management Specialization Requirements (15 credits)**

For prerequisites, refer to the individual listings in the online course descriptions, found at [ubalt.edu/coursedescriptions](http://ubalt.edu/coursedescriptions).

#### **Required Courses (6 credits)**

MGMT 410      Employment Relations Law (3)  
MGMT 415      Compensation and Performance Management (3)

#### **Electives (9 credits)**

*Any three of the following:*

MGMT 400      Human Resource Analysis and Communications (3)  
MGMT 419      Seminar in Human Resource Management (3)  
MGMT 425      Employee and Labor Relations (3)  
MGMT 495      Internship in Management (3)  
MGMT 497      Special Topics in Management (3)

## **MARKETING SPECIALIZATION**

[ubalt.edu/marketing](http://ubalt.edu/marketing)

FACULTY: Pitta, Randhawa, 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, large corporations, and 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 online course descriptions, found at [ubalt.edu/coursedescriptions](http://ubalt.edu/coursedescriptions).

#### **Required Courses (6 credits)**

MKTG 410      Buyer Behavior and Market Analysis (3)  
MKTG 460      Advanced Marketing Management (3)

#### **Electives (9 credits)**

*Three of the following:*

MKTG 407      International Marketing (3)

MKTG 415	Marketing Communications and Digital Media (3)
MKTG 430	Personal Selling (3)
MKTG 440	Product Management (3)
MKTG 495	Internship in Marketing (3)
MKTG 497	Special Topics in Marketing (3)
MGMT 498	Global Field Study (3)

## **REAL ESTATE AND ECONOMIC DEVELOPMENT SPECIALIZATION**

[ubalt.edu/realestate](http://ubalt.edu/realestate)

FACULTY: Iyer, Yunus

The real estate and economic development specialization provides students with a background in the areas of jobs and economic growth, construction safety, and government, along with working in communities to create better living and work environments for their citizens. In this specialization, students receive a holistic business fundamentals education and in real estate theory and practice. Study includes property taxation, zoning, land use planning and government-assisted financing programs.

### **Real Estate and Economic Development Specialization Requirements (18 credits)**

For prerequisites, refer to the individual listings in the online course descriptions, found at [ubalt.edu/coursedescriptions](http://ubalt.edu/coursedescriptions).

#### **Required Courses (15 credits)**

ECON 312	Introduction to Economic Development (3)
REED 312	Real Estate Principles and Transactions (3)
REED 315	Real Estate Law (3)
REED 480	Property Management (3)
FIN 471	Real Estate Finance (3)
	<i>This is the real estate capstone.</i>

Elective (3 credits)

*Choose one of the following:*

REED 475	Real Estate Market Analysis (3)
FIN 470	Real Estate Investments (3)
CSCE 401	Community Economic Development (3)
MKTG 430	Personal Selling (3)
REED 495	Internship in Real Estate and Economic Development (3)
REED 497	Special Topics in REED (3)

## **RISK MANAGEMENT AND INSURANCE SPECIALIZATION**

[ubalt.edu/risk](http://ubalt.edu/risk)

FACULTY: Devitt

The risk management and insurance specialization provides students the skills and knowledge to engage in the risk management and insurance industry. Background skills in property and casualty insurance, risk management across the enterprise and risk control give students foundational knowledge in the field. Student have the option to choose between corporate risk management and healthcare risk management courses.

### **Risk Management and Insurance Specialization Requirements (15 credits)**

For prerequisites, refer to the individual listings in the online course descriptions, found at [ubalt.edu/coursedescriptions](http://ubalt.edu/coursedescriptions).

#### **Required Courses (9 credits)**

RMGT 301      Managing Property and Casualty Risk (3)  
FIN 420        Risk and Insurance (3)  
RMGT 475      Risk Management Across the Enterprise (3)

Elective (6 credits)—choose a track

*Choose two of the following in the corporate risk management track:*

RMGT 400      Risk Control and Mitigation  
INSS 370      Project Management  
FIN 300        Exce for Financial Analysis  
FIN 471        Real Estate Finance  
RMGT 495      Internship in Risk Management and Insurance  
RMGT 497      Special Topics in RMI

*Choose two of the following in the health care risk management track:*

HSMG 370      Overview of Health Care Delivery Systems  
HSMG 477      Health Care Law and Risk Management  
INSS 370      Project Management  
RMGT 495      Internship in Risk Management and Insurance  
RMGT 497      Special Topics in RMI

## **B.S. IN INFORMATION SYSTEMS AND TECHNOLOGY MANAGEMENT**

[ubalt.edu/istm](http://ubalt.edu/istm)

FACULTY: Aggarwal, Fowler, Guo, 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 B.S. 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:** Students will demonstrate proficiency in the key information systems technologies used in organizations.
- **Goal 2 - Understanding of the environment of information systems development and deployment:** Students will demonstrate their understanding of the managerial and organizational issues and practices surrounding information systems.
- **Goal 3 - Effective communication skills:** Students will demonstrate an acceptable level of written and oral communication skills.
- **Goal 4 - An ethical perspective:** Students will understand the importance of behaving ethically in their professional lives.
- **Goal 5 - 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**

See the [University-Wide Degree Requirements](#) for details regarding General Education requirements at the University of Baltimore. University-wide graduation requirements are noted with the corresponding courses.

### **Lower-Division Core Requirements (27 credits)**

ACCT 201	Introduction to Financial Accounting (3)
ACCT 202	Introduction to Managerial Accounting (3)
CMAT 303	Oral Communication in Business ( <b>or</b> CMAT 201) (3) [CMAT/COMM/ELECGE] (GR-OC)
ECON 200	The Economic Way of Thinking (3) [SOSC/Q&Q/SBS]
INSS 209	Introduction to Programming Language (3)*
INSS 225	Structural Programming Using Procedural Languages (3)*
MATH 111	College Algebra (3) [MATH/Q&Q/MA]

MATH 115      Introductory Statistics (3) [MATH/Q&Q/MA]  
OPRE 202      Statistical Data Analysis (3)

\* These courses may be replaced by six 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/ELECGE] (GR-IL/TF)  
MGMT 301      Management and Organizational Behavior (3)  
MGMT 330      Personal and Professional Skills for Business (1)  
OPRE 315      Business Applications of Decision Science (3)  
MGMT 302      Global Business Environment (3) (GR-GD)

*Select two of the following:*

FIN 331      Financial Management (3)  
MGMT 339      Process and Operations Management (3)  
MKTG 301      Marketing Management (3)  
MKTG 430      Personal Selling (3)

**Information Systems and Technology Management Requirements (24 credits)**

For prerequisites, refer to the individual listings in the online course descriptions, found at [ubalt.edu/coursedescriptions](http://ubalt.edu/coursedescriptions).

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) (GR-CAP)

*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: Iyer, Yunus

**Effective fall 2018: No new applications accepted for this program. Students interested in real estate and economic development should pursue the [B.S. in Business Administration specialization in real estate and economic development](#).**

Students in the B.S. in Real Estate and Economic Development program 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 analyzes, 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 students 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.

## **CONSTRUCTION MANAGEMENT SPECIALIZATION**

**Effective fall 2018: No new applications accepted for this program. Students seeking to transfer into this specialization should speak with an admission counselor or academic adviser.**

## **UPPER-DIVISION CERTIFICATE IN ACCOUNTING**

[ubalt.edu/cpaprep](http://ubalt.edu/cpaprep)

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 24 to 30 credits, depending upon whether students have previously taken the introductory accounting courses. Admission to this certificate requires a previously earned bachelor's degree. Students may transfer equivalent courses for ACCT 201 and ACCT 202 and a maximum of six credit hours of upper-division requirements with approval of the program director.

### **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 (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 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

Christine Spencer, dean

Deborah Kohl, associate dean

Ronald Castanzo, assistant dean for advising, enrollment management and student success  
[ubalt.edu/cas](http://ubalt.edu/cas)

## INNOVATION, DISCOVERY AND ENRICHMENT

The Yale Gordon College of Arts and Sciences awards bachelor's, master's and doctoral degrees, and postbaccalaureate and post-master's certificates that encourage innovation and discovery, and enrich the intellectual lives of the college's students and faculty members. 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 members 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, as well as 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.

- **Division of Applied Behavioral Sciences**

Sharon Glazer, division chair

Kristen Eysell, program director, B.A. in Psychology

Courtney Gasser, program director, M.S. in Applied Psychology, counseling psychology concentration

Thomas Mitchell, program director, M.S. in Applied Psychology, industrial and organizational psychology concentration

Educating students for life and for work, the Division of Applied Behavioral Sciences is committed to offering educational and professional programs of the highest quality to meet the emerging needs of students, the community and the region. The Division of Applied Behavioral Sciences offers an undergraduate program leading to a degree in psychology, an accelerated B.A./M.S. option and a graduate program leading to a degree in applied psychology, with specialization tracks in counseling psychology (offering practitioner and science specializations) and industrial and organizational psychology (offering unique study abroad opportunities). Additionally, the division 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**

Elizabeth Nix, division chair

Joshua Clark Davis, program director, B.A. in History

Joshua Kassner, program director, B.A. in Jurisprudence (not accepting new students)

Joshua Kassner, program director, B.A. in Philosophy, Law and Ethics

Michele Cotton, program director, M.A. in Legal 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 in philosophy, law and ethics, and a graduate program leading to a degree in legal studies. Special emphasis is given to the study of applied 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**

Bridget Blodgett, division chair

Giovanni Vincenti, program director, B.S. in Applied Information Technology, certificates in Computer Programming and Cybersecurity

Stanley Kemp, program director, B.A. in Environmental Sustainability

Sujan Shrestha, program director, B.S. in Simulation and Game Design

Kathryn Summers, program director, M.S. in Interaction Design and Information Architecture, certificates in Digital Media Production, Library Technologies and User Experience (UX) Design

Greg Walsh, program director, D.S. in Information and Interaction Design

Focusing on three of the increasingly important science, technology and mathematics (STEM) disciplines and meeting the work force 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 simulation and game design. 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 upper-division undergraduate certificates in computer programming and cybersecurity, as well as postbachelor's certificates in digital media production, user experience design and library technologies.

- **Klein Family School of Communications Design**

Stephanie Gibson, division chair

Julie Simon, program director, B.A. in Digital Communication

Jane Delury, program director, B.A. in English

Ian Power, program director, B.A. in Integrated Arts

Diedre Badejo, program director, B.A. in Interdisciplinary Studies

Betsy Boyd, program director, M.F.A. in Creative Writing & Publishing Arts

Amy Pointer, program director, M.F.A. in Integrated Design, M.A. in Integrated Design and Certificate in Digital Communication

Making ideas public—that's how the Klein Family School of Communications Design defines its mission. Its programs start conversations: between creativity and pragmatism, between traditional humanities and our technology-focused world, between the practical and the ideal. The school promotes learning as both a key to and a function of life, with programs that explore the connection between art and commerce, words and images, and old and new media. The school offers undergraduate programs leading to degrees in digital communication, integrated arts, English and interdisciplinary studies. Graduate degrees include an M.A. in Integrated Design, an M.F.A. in Creative Writing & Publishing Arts, an M.F.A. in Integrated Design and a Certificate in Digital Communication.

## STUDENTS

The approximately 1,165 men and women enrolled in the Yale Gordon College of Arts and Sciences—about two-thirds of them in undergraduate programs—represent about one quarter 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 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 and practitioners 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, the Academic Center, and the Liberal Arts and Policy Building. The college shares the University of Baltimore's Robert L. Bogomolny Library and the Office of Technology Services 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 second floor of the Academic Center North 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, audio/video studio production and postproduction editing. Laboratories include high-end Apple 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 postproduction; 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 and an environmental sciences lab with state-of-the-art facilities (a designated Biosafety Level 2 research facility) that supports both faculty and student research projects. The information security lab provides students with access to networking hardware, including network switches, firewalls, intrusion detection systems and VPN servers. The UB User Research Lab, a high-tech teaching and research laboratory specializing in human-centered research studies, provides an environment for understanding the user experience in various contexts; provides user research services to academic researchers, graduate students and businesses; and contributes valuable research findings to the professional and user research community. The UB Game Lab and the Digital Whimsy Lab support research in game development and user experience; provide space for collaborative, industry-standard prototyping and group design; and support knowledge-based applied research using immersive, visualization and interactive game technology.

## **UNDERGRADUATE PROGRAMS**

### **Degree Programs**

- Applied Information Technology (B.S.)
- Digital Communication (B.A.)
- English (B.A., with specializations in literature & culture; creative writing; professional writing, editing & publishing; and applied rhetoric)
- Environmental Sustainability (B.A.)

- History (B.A.)
- Integrated Arts (B.A.)
- Interdisciplinary Studies (B.A.)
- Jurisprudence (B.A.)
- Philosophy, Law and Ethics (B.A.)
- Psychology (B.A.)
- Simulation and Game Design (B.S.)

## Upper-Division Certificate Programs

- Computer Programming
- Cybersecurity

**Note:** Descriptions of these programs follow academic policies and information in the above-listed alphabetical order.

## HELEN P. DENIT HONORS PROGRAM

Both faculty members 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 [ubalt.edu/honors](http://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 63 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 members 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 to 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 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 six 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 to complete both degrees, 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 and their adviser.

To qualify for an accelerated pathway at UB, students must have an undergraduate grade point average of at least 3.5, with at least 15 credits earned at UB, and be admissible to the graduate program to which they are applying for the accelerated option. The undergraduate GPA is calculated using all graded collegiate credits attempted at UB and other institutions over the past five years. At least 15 credits must be upper-division credits (300 level or above). Individual programs may require a certain number of credits to be upper-division credits in the major and for those credits to achieve a certain grade point average. Students should apply for the accelerated option prior to beginning the last 30 credits of their bachelor's degree so that if accepted, they may attempt the graduate credits during the last 30 credits of that degree. Students may not apply before they have successfully completed at least 75 credits, and the grade point average for acceptance will not be calculated until at least 87 credits have been completed. Students interested in an accelerated option should consult with an adviser as soon as possible. Permission of the undergraduate and graduate program directors and of the dean of the college (or designee) will be required as part of admission application to the accelerated pathway. (The application is on the UB website.)

Students admitted to the accelerated option may earn up to 9 graduate credits within the last 30 credits of the bachelor's degree that may be applied to both the student's bachelor's and master's degrees if the student remains continuously enrolled. 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. The student must maintain a 3.5 grade point average in undergraduate courses and earn at least a 3.0 in the graduate courses to remain in the pathway. Programs may opt not to accept course credits toward the graduate degree if the student did not earn at least a 3.0 in the course.

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. with concentrations in counseling psychology and in industrial and organizational psychology)
- Creative Writing & Publishing Arts (M.F.A.)
- Integrated Design (M.A.)
- Integrated Design (M.F.A.)
- Interaction Design and Information Architecture (M.S.)
- Legal Studies (M.A.)

### **Graduate Certificate Programs**

- Digital Communication
- Digital Media Production
- Library Technologies
- Professional Counseling Studies
- User Experience (UX) Design

## **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 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 admission 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](mailto:lawadmissions@ubalt.edu).

## LAW SCHOOL EARLY-ENTRY OPTION

Available to students enrolled in the B.A. in History, the B.A. in Jurisprudence or the B.A. in Philosophy, Law and Ethics 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 3.5 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 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 admission 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](mailto:lawadmissions@ubalt.edu).

For more detailed information about B.A. in History program requirements, see the [program description](#). For B.A. in Jurisprudence program requirements, see the [program description](#). For B.A. in Philosophy, Law and Ethics program 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 Admission. 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 Yale Gordon College of Arts and Sciences offers an independent study course that is described in the online course description, found at [ubalt.edu/coursedescriptions](http://ubalt.edu/coursedescriptions). Students must obtain permission of their program director and the supervising faculty member before registering for an independent study course.

## YALE GORDON COLLEGE OF ARTS AND SCIENCES ACADEMIC 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 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.

Consistent and timely academic advising is strongly related to student success. To enhance the services the college provides to its students and increase the likeliness for success and on-time degree completion, UB implemented mandatory milestone advising for all new undergraduate students beginning in fall 2017.

Milestone advising is anchored by three specific touch points and aligned with the personal, professional and academic goals of students at those points. The touch points are:

- 45 credits: Advisers work with students to further explore the declared major and connect students with support services, clubs and other campus groups to enhance the opportunity to be involved in the UB community.
- 60 credits: Advisers work with students to prepare for internships, global field studies and other experiential learning opportunities. Students will also be reintroduced to the support services offered by the Career and Internship Center.
- 90 credits: Advisers focus on the final steps to graduation and the options for postbachelor's degree completion. Students learn more about the graduate degree programs at UB that fit their goals.

Students who have reached these important milestones must meet with their advisers to discuss their next steps for registration, course scheduling and other key academic topics before they register for classes. Advisers will release the milestone advising service indicator on students' accounts at the conclusion of the advising meetings.

In any case, Yale Gordon College of Arts and Sciences students are ultimately responsible for reviewing the requirements for their chosen degree program and seeking clarification from a program director or adviser if necessary.

In addition, continuing students who must obtain advisement and a departmental and/or dean's office signature before registering are:

- students declaring a major
- students changing their major program or specialization/track
- 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 7 credits during a summer session (permission from the Office of the Dean required; please see [Semester Load](#) section of the catalog)
- students requesting to take a course at another college or university.

## **B.S. IN APPLIED INFORMATION TECHNOLOGY**

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. Visit [ubalt.edu/ait](http://ubalt.edu/ait) for more information.

Giovanni Vincenti, program director

FACULTY: Ketel, Vincenti

ADJUNCT FACULTY: Abakaev, Brown, Denner, Faulkner, Lazarek, Leach, Mayfield, Suter

In the B.S. in Applied Information Technology program, you'll explore networking, developing desktop and server-based applications, and building and supporting websites, learning cutting-edge IT technologies at a much deeper level than that of traditional IT certification training.

While earning an IT certification is not a requirement of this program, we encourage you to do so in conjunction with your degree. You should be able to complete at least one major IT certification by the time you graduate from the program.

In this program, students will:

- Gain a working knowledge of computer networks.
- Learn how to develop information technology security solutions.
- Solve problems using current programming languages.
- Learn how to administer operating systems.
- Implement relational databases that support web-based applications.

### **Facilities**

The Division of Science, Information Arts and Technologies maintains several PC labs supporting programming, network administration and information security.

### **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 the successful completion of one of the following:

- COSC 324 Designing for Humans (3)
- INFO 110 Introduction to Information Literacy (3).

### **General Education Requirements (38 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; gather, synthesize and critically evaluate information; make ethical and evidence-based decisions within real-world contexts; understand systems and think systemically; and 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 (69 credits)**

#### **Applied Information Technology Core (39 Credits)**

COSC 151	Computer Programming I (3)
COSC 155	Internet Technologies: Mastering the Basics (3)
COSC 210	Computer Hardware/Software Support (3)
COSC 212	Introduction to Linux (3)
COSC 251	Computer Programming II (3)
COSC 310	Fundamentals of Computer Networks (3)
COSC 324	Designing for Humans (3)
COSC 332	Fundamentals of Computer Security (3)
COSC 351	Object-Oriented Programming (3)
COSC 356	Database Systems (3)
COSC 401	The TCP/IP Protocol Suite (3)
COSC 461	IT Project Management (3)

*and one of the following:*

COSC 312	Administering and Supporting a Network Operating System (3)
COSC 412	Unix/Linux Administration (3)

#### **Capstone (3 credits)**

COSC 490	Practicum in Information Technology (3)
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#### **Math Requirements (9 credits)**

MATH 201	Calculus I (3)
MATH 303	Applied Probability and Statistics (3)
MATH 321	Mathematical Structure for Information Technology (3)

#### **Tracks (18 credits)**

Choose one of the following two tracks:

##### **Application Development and Programming**

COSC 434	Web and Database Security (3)
COSC 451	Object-Oriented Analysis and Design (3)
COSC 453	Advanced Web Development (3)
COSC 456	Advanced Database Systems (3)
COSC 457	Mobile Applications Programming (3)

*One of the following:*

COSC 432	Information Assurance and Security (3)
COSC 433	Network Security (3)

COSC 435 Digital Forensics for Information Technology (3)

### **Information Security and Assurance**

COSC 430 Legal Issues in High Technology Crime (3)  
COSC 432 Information Assurance (3)  
COSC 433 Network Security (3)  
COSC 434 Web and Database Security (3)  
COSC 435 Digital Forensics for Information Technology (3)

*One of the following:*

COSC 453 Advanced Web Development (3)  
COSC 456 Advanced Database Systems (3)  
COSC 457 Mobile Applications Programming (3)

### **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](#).

## **B.A. IN DIGITAL COMMUNICATION**

Julie Simon, program director

FACULTY: Fountain, Gibson, Keohane, Leyva, Meikle, Pointer, Rhee, Simon, Yarrison

ADJUNCT FACULTY: P. Kopelke, Munchel, Patschke

The Digital Communication program—housed in the Klein Family School of Communications Design—leads to a B.A. 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 seven-course specialization.

### **Facilities**

Klein Family School of Communications Design facilities include state-of-the-art Apple laboratories in the Liberal Arts and Policy Building. Students have access to digital cameras and audio recorders; industry-standard software for graphic design, web design, animation, and image creation, correction and manipulation; and audio and video postproduction studios.

### **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 the successful completion of one of the following:

- CMAT 353 Research Methods in Digital Communication
- INFO 110 Introduction to Information Literacy.

### **General Education Requirements (38 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; gather, synthesize and critically evaluate information; make ethical and evidence-based decisions within real-world contexts; understand systems and think systemically; and 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 353	Research Methods in Digital Communication (3)
CMAT 342	The Rhetoric for 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:\**

ENGL 321	Argument & Persuasion (3)
ENGL 322	Techniques of Popularization (3)
ENGL 323	Writing, Editing & Publishing (3)
ENGL 324	Public Relations Writing (3)
ENGL 325	Introduction to Journalism (3)

- ENGL 326 Writing for Digital Media (3)  
 ENGL 390 Syntax, Semantics & Style (3)

*Additional advanced writing options for students already accepted into the M.A. in Integrated Design program:*

- PBDS 603 Editorial Style (3)  
 PBDS 604 Writing for the Marketplace (3)  
 PBDS 605 Public & Private Language (3)  
 PBDS 611 The Craft of Popularization (3)  
 PBDS 691 The Art of the Interview (3)  
 PBDS 692 Writing for Digital Environments (3)

*One of the following background and ideas courses:\**

- ENGL 337 Great Plays (3)  
 ENGL 338 Modern Drama (3)  
 ENGL 341 American Literature to 1900 (3)  
 ENGL 344 American Literature Since 1900 (3)  
 ENGL 346 The American Dream (3)  
 ENGL 348 Multiethnic American Literature (3)  
 ENGL 350 Topics in African American Literature (3)  
 ENGL 351 Ancient Mythology & Modern Myth (3)  
 ENGL 354 Love in Literature (3)  
 ENGL 361 The Hero & the Quest (3)  
 ENGL 364 Shakespeare: Kings, Knaves & Fools (3)  
 ENGL 365 Shakespeare: Love, Myth & Metamorphosis (3)  
 ENGL 391 Topics in Language & Society (3)  
 ENGL 450 The Great Moderns (3)  
 CMAT 371 Mass Media & Society (3)  
 CMAT 381 News & Documentary (3)

*\*counts as either B&I (Background & Ideas) or advanced writing or area of focus credit*

### **Upper-Division Areas of Focus (21 credits)**

Choose seven courses from the following list(s). Students may take 300- to 400-level classes from one area for a more specialized degree or from many areas for a more generalized experience. Courses to be determined by the student and her/his adviser, based on entrance qualifications and career objectives.

### **Media Design and Production**

Students are highly encouraged to take a mix of first- and second-level courses. Two courses at the second level are recommended.

#### First-Level Courses

- CMAT/  
 ENGL 333 Media Genres (3)  
 CMAT 357 Principles of Design (prereq: Computer Graphics Competency\*\*)(3)  
 CMAT 358 Digital Design (prereq: Computer Graphics Competency\*\*) (3)  
 CMAT 364 Digital Photography (prereq: CMAT 212 or equivalent) (3)  
 CMAT 366 Producing Sound Portraits (3)  
 CMAT 368 Photojournalism (3)  
 CMAT 369 Digital Video (3)

CMAT 392 Media Branding (prereq: Computer Graphics Competency\*\*) (3)

#### Second-Level Courses

CMAT 456 Motion Graphics (prereq: CMAT 357, CMAT 358) (3)  
CMAT 457 Advanced Print Design (prereq: CMAT 357) (3)  
CMAT 458 Project Management (3)  
CMAT 459 Print Production (prereq: CMAT 357) (3)  
CMAT 459 Advanced Digital Design (prereq: CMAT 358) (3)  
CMAT 374 Magazine Design (prereq: CMAT 357, CMAT 358) (3)  
CMAT 469 Advanced Digital Video (prereq: CMAT 369) (3)  
COSC 402 Interactive Narrative (prereq: COSC 320) (3)

[Advanced PBDS courses by permission]

#### **Digital Theory and Culture**

CMAT/

ENGL 333 Media Genres (3)  
CMAT 371 Mass Media & Society (3)  
CMAT 381 Representing Reality: News & Documentary (3)  
CMAT 392 Media Branding (prereq: CMAT 212) (3)  
CMAT 453 Media and Community (3)  
CMAT 475 Media Criticism (3)  
ENGL 325 Introduction to Journalism (3)  
ENGL 332 Literature & Film (3)  
ENGL 391 Topics in Language & Society (3)  
ENGL 392 The Archaeology of Language (3)  
ENGL 395 Narrative Discourse (3)  
GVPP 362 Media and Government (3)

[Advanced PBDS courses by permission]

#### **Public Relations**

CMAT 303 Oral Communication in Business (3)  
CMAT 320 Argumentation & Debate (3)  
CMAT/  
ENGL 333 Media Genres (3)  
CMAT 371 Mass Media & Society (3)  
CMAT 369 Video Production (3)  
CMAT 357 Principles of Design (prereq: Computer Graphics Competency\*\*) (3)  
CMAT 358 Digital Design (prereq: Computer Graphics Competency\*\*) (3)  
CMAT 368 Photojournalism (3)  
CMAT 391 Public Relations Strategies (3)  
CMAT 392 Media Branding (prereq: CMAT 212) (3)  
CMAT 458 Project Management (3) **or** ENTR 300: The Entrepreneurial Experience  
ENGL 321 Argument & Persuasion (3)  
ENGL 322 Techniques of Popularization (3)  
ENGL 323 Writing, Editing & Publishing (3)  
ENGL 324 Public Relations Writing (3)  
ENGL 325 Introduction to Journalism (3)  
ENGL 326 Writing for Digital Media (3)  
ENGL 390 Syntax, Semantics & Style (3)

ENGL 391 Topics in Language & Society (3)  
 ENGL 393 Topics in Advertising (3)  
 ENGL 392 Archaeology of Language (3)  
 ENGL 402 Copy Editing & Document Design (3)  
 MGMT 300 Organizational Behavior (3)  
 MGMT 305 Managing Human Resources (3)  
 MKTG 301 Marketing Management (3)  
 MKTG 430 Personal Selling (3)  
 MKTG 410 Buyer Behavior (3)  
 MKTG 415 Marketing Communication & Digital Media (3)  
 INSS 401 Internet and Business (3)  
 [Advanced PBDS courses by permission]

### **Media Writing**

ENGL 321 Argument & Persuasion (3)  
 ENGL 322 Techniques of Popularization (3)  
 ENGL 323 Writing, Editing & Publishing (3)  
 ENGL 324 Public Relations Writing (3)  
 ENGL 325 Introduction to Journalism (3)  
 ENGL 326 Writing for Digital Media (3)  
 ENGL 330 Legal Writing & Rhetoric (3)  
 ENGL 363 Creative Writing Workshop: Screenwriting (3)  
 ENGL 386 Creative Writing Workshop: Journalism (3)  
 ENGL 390 Syntax, Semantics & Style (3)  
 ENGL 391 Topics in Language & Society (3)  
 ENGL 392 Archaeology of Language (3)  
 COSC 402 Interactive Narrative (prereq: COSC 320) (3)

### **Other Electives (applies to all groupings)**

CMAT 407 Internship (3)  
 CMAT 489 Directed Independent Study (3)  
 CMAT 490 Honors Project (3)  
 CMAT 493 Honors Seminar (3)  
 CMAT 497 Special Topics in Communication (3)

You also need to complete the professional attendance and computer graphics competency requirements, as indicated below.

\*\* suggested courses for pre-majors

### **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:

- the 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 Integrated 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](#)

## **B.A. IN ENGLISH**

[ubalt.edu/english](http://ubalt.edu/english)

Jane Delury, program director

FACULTY: Badejo, Boyd, Delury, Leyva, Meikle, Watkins, Winik, Yarrison, Zeleny

The B.A. in English program is housed in the Klein Family School of Communications Design. Students majoring in English choose from three specializations: literature & culture; professional writing, editing & publishing; and creative writing. The applied rhetoric specialization is no longer accepting students. Sharing a core of six courses, all specializations emphasize the development of the critical thinking and communication skills that are necessary for success in the world of work and in the pursuit of advanced degrees. The major prepares its students for positions in publishing and communications—media production, graphic design, electronic publishing, content writing and 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, *Skelter*; and the University newspaper, the *UB Post*.

### **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 the successful completion of one of the following:

- ENGL 498 Seminar in English
- INFO 110 Introduction to Information Literacy.

### **General Education Requirements (38 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, as well as gather, synthesize and critically evaluate information; make ethical and evidence-based decisions within real-world contexts; understand systems and think systemically; and 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 (42 credits)**

#### **Core Courses (24 credits)**

ENGL 301 Introduction to English Studies (3)  
ENGL 498 Seminar in English (3)

*One of the following multiethnic or women's literature courses (3):*

ENGL 313 Worlds Beyond the West (3)  
ENGL 319 Topics in International Literature (3)  
ENGL 348 Multiethnic American Literature (3)  
ENGL 349 American Identities: Explorations in the Past & Present (3)  
ENGL 350 Topics in African American Literature (3)  
ENGL 360 Major Authors (if appropriate topic, approved by semester) (3)  
ENGL 371 Women's Literary History (3)  
ENGL 372 Topics in Women's Literature (3)  
ENGL 374 Austen, the Brontes & Woolf: Rooms of Their Own (3)  
ENGL 400 Literature in Society (3)  
ENGL 497 Topics in Literature (if appropriate topic, approved by semester) (3)

*One of the following period and context courses (3):*

ENGL 311 Wells of the Past: Classical Foundations (3)  
ENGL 341 American Literature to 1900 (3)  
ENGL 342 Melville, Poe & Whitman: American Voyagers (3)  
ENGL 344 American Literature Since 1900 (3)  
ENGL 346 The American Dream (3)  
ENGL 360 Major Authors (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)

*One of the following (3):*

ENGL 364	Shakespeare: Kings, Knaves & Fools (3)
ENGL 365	Shakespeare: Love, Myth & Metamorphosis (3)

*One of the following (3):*

ENGL 392	The Archaeology of Language (3)
ENGL 395	Understanding Narrative (3)

*Two additional 300- or 400-level ARTS, CMAT or ENGL courses (6)*

### **Specializations (18 credits)**

Students complete one of the following specializations.

## **LITERATURE & CULTURE SPECIALIZATION**

The literature & culture specialization fosters the development of critical thinking and interpretive skills through the study of literary works, aesthetics and historical perspectives from around the world.

### **Required (12)**

- ENGL 397 Literary Theory & Interpretation (3)
- Two additional period and context courses (6)
- One additional multiethnic/women's literature course (3)

*One of the following British literature courses (3):*

ENGL 358	Tolkien: Master of Fantasy (3)
ENGL 360	Major Authors (if appropriate topic, approved by semester) (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 374	Austen, the Brontes & Woolf: Rooms of Their Own (3)
ENGL 421	The Elizabethan Renaissance: In the Green World
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 497	Topics in Literature (if appropriate topic, approved by semester) (3)

*One of the following American literature courses (3):*

ENGL 338	Modern Drama (3)
ENGL 341	American Literature to 1900 (3)
ENGL 342	Melville, Poe & Whitman: American Voyagers (3)

ENGL 344	American Literature Since 1900 (3)
ENGL 346	The American Dream (3)
ENGL 348	Multiethnic American Literature (3)
ENGL 349	American Identities: Explorations in the Past & Present (3)
ENGL 350	Topics in African American Literature (3)
ENGL 360	Major Authors (if appropriate topic, approved by semester) (3)
ENGL 497	Topics in Literature (if appropriate topic, approved by semester) (3)

## PROFESSIONAL WRITING, EDITING & PUBLISHING SPECIALIZATION

The professional writing, editing & publishing specialization concentrates on the in-demand editing, writing and publishing skills valued in almost every academic, governmental, nonprofit and business setting. 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—students develop a repertoire of skills. An internship 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.

### Required (12)

CMAT 211	Computer Graphics: Publishing (3)
ENGL 323	Writing, Editing & Publishing (3)
ENGL 390	Syntax, Semantics & Style (3)
ENGL 402	Copy Editing & Document Design (3)

### *Two of the following (6):*

ENGL 322	Techniques of Popularization (3)
ENGL 325	Introduction to Journalism (3)
ENGL 330	Legal Rhetoric & Writing (3)
ENGL 326	Writing for Digital Media (3)
ENGL 324	Public Relations Writing (3)
ENGL 321	Argument & Persuasion (3)
ENGL 407	Internship in Professional Writing <b>or</b> ENGL 408: Internship in University Publications (1-3)

## CREATIVE WRITING SPECIALIZATION

The creative writing specialization nurtures and refines creativity across multiple genres, with particular attention to the importance of audience and to the editing process. 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 ENGL 401: Publication & Performance course, all majors collaborate in editing and producing the University's literary magazine, *Skelter*.

### *Required (3):*

ENGL 401	Publication & Performance (3)
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### *Two of the following (6):*

ENGL 315	The Short Story (3)
ENGL 316	Modern Poetry (3)
ENGL 317	The Novel (3)
ENGL 320	Contemporary Literature (3)

ENGL 332	Literature & Film (3)
ENGL 338	Modern Drama (3)

*Three of the following (9):*

ENGL 363	Creative Writing Workshop: Screenwriting (3)
ENGL 387	Creative Writing Workshop: Memoir (3)
ENGL 386	Creative Writing Workshop: Creative Journalism (3)
ENGL 382	Creative Writing Workshop: Poetry (3)
ENGL 383	Creative Writing Workshop: Fiction (3)
ENGL 385	Creative Writing Workshop: Playwriting (3)
ENGL 388	Creative Writing Workshop: Special Topics (3)

## **APPLIED RHETORIC SPECIALIZATION**

The applied rhetoric specialization develops the skills necessary for professions in law, communications and business by promoting the analysis of language and the interdisciplinary study of literature, writing, popular culture and communications.

### **Required (3)**

CMAT 342	The Rhetoric of Digital Communication (3)
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*One of the following (3):*

ENGL 392	The Archaeology of Language (3)
ENGL 395	Understanding Narrative (3)

*Take one to complete the core courses and one to complete this specialization.*

*Two of the following (6):*

ENGL 356	Literature & Law (3)
ENGL 400	Literature in Society (3)
ENGL 321	Argument & Persuasion (3)
ENGL 330	Legal Writing & Rhetoric (3)

*Two of the following (6):*

CMAT 352	Media Literacy (3)
CMAT 371	Mass Media & Society (3)
ENGL 331	Popular Genres (3)
ENGL 333	Media Genres (3)

### **General Electives**

IDIS 101	First-Year Seminar: Introduction to University Learning (3) <i>freshmen only; transfer students replace this with a different elective</i>
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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 Integrated Design or the M.F.A. in Creative Writing & Publishing Arts. 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](#).

## **B.A. IN ENVIRONMENTAL SUSTAINABILITY**

[ubalt.edu/environmental](http://ubalt.edu/environmental)

Stanley Kemp, program director

FACULTY: Castanzo, Haynes, Kassner, Kemp, Kohl, Pecher, Porter

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 local ecosystems, such as the Chesapeake Bay. Students also study the effects of urban center growth on ecosystem services humans require and focus on the concept of sustainable development. In recognition of the key role technology plays in environmental sustainability, students also have the opportunity to participate in interdisciplinary courses offered in collaboration with the college's Applied Information Technology program.

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. Cultural heritage preservation is a significant component of the program.

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, and natural resource preservation and protection for government and nonprofit sectors.

### **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 science research and teaching laboratory contains equipment and materials that allow environmental science faculty members and students to investigate local ecosystems at molecular, microscopic and organismal levels. The newest facilities addition is the mesocosm experimental and teaching lab on the basement floor of the H. Mebane Turner Learning Commons building.

### **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](#).

## **Graduation Requirements**

Students in the B.A. in Environmental Sustainability program will meet the University of Baltimore [standard graduation requirements](#) by the successful completion of the following courses in the program:

- Global awareness and diverse perspectives (GD): ANTH 110: Cultural Anthropology
- Information Literacy (IL): ENVS 221: Science of the Environment
- Oral Communication (OC): ANTH 365: Human Population Dynamics
- Technological Fluency (TF): ENVS 300: Greater Baltimore Urban Ecosystems: Field Investigations.

## **General Education Requirements (38 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; gather, synthesize and critically evaluate information; make ethical and evidence-based decisions within real-world contexts; understand systems and think systemically; and negotiate divergent and competing perspectives.

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

## **Environmental Sustainability Program Requirements (61 credits)**

Note that 16-19 credits of the Environmental Sustainability 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)*
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#### 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 (3 credits)

PHSC 101 Earth in Focus (3)\*

### Environmental Science (15 credits)

ENVS 221 Science of the Environment (4)\*

ENVS 285 Environmental Chemistry (4)

ENVS 300 Greater Baltimore Urban Ecosystems: Field Investigations (4)

ENVS 375 Molecular Genetics and Biotechnology in Society (4)

ENVS 420 Research Seminar in Environmental Science (2)

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.

## **Anthropology track — *suspended; no longer admitting new students***

### **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](#).

## **B.A. IN HISTORY**

[ubalt.edu/history](http://ubalt.edu/history)

Joshua Clark Davis, program director

FACULTY: Davis, Hudgins, Nix, Yi

ADJUNCT FACULTY: Trumpbour

The B.A. in History program is administered through the Division of Legal, Ethical and Historical Studies. The program provides students with a broad background in the global and American past. 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 the successful completion of one of the following:

- HIST 295      The Historian's Toolkit (3)
- INFO 110      Introduction to Information Literacy (3).

### **General Education Requirements (38 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; gather, synthesize and critically evaluate information; make ethical and evidence-based decisions within real-world contexts; understand systems and think systemically; and 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 (36 credits)**

These requirements must be completed with a grade of C or better for students to qualify for graduation.

#### **Core Courses (6 credits)**

HIST 295      The Historian's Toolkit (3)  
HIST 495      Senior Seminar in History (3)

#### **Major Requirements (30 credits)**

*Two of the following courses (6 credits):*

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 123 World History of Art (3)

*One of the remaining courses above or one of the following courses (3 credits):*

- HIST 197 Conflicts in History (3)  
 HIST 204 African American History to 1865  
 HIST 205 African American History Since 1865  
 HIST 240 Everyday Lives (3)  
 HIST 290 Great Issues in History (3)

*Four of the following courses:*

**Topics in American History (12 credits)**

- HIST 308 History of American Business (3)  
 HIST 325 Prisons and Police in U.S. History (3)  
 HIST 340 American Legal History (3)  
 HIST 350 History of U.S. Foreign Relations (3)  
 HIST 364 Civil Rights in U.S. History  
 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 385 U.S. Women's History (3)  
 HIST 395 Introduction to Historiography  
 HIST 396 Introduction to Public History  
 HIST 420 America Since 1940 (3)  
 HIST 434 American Constitutional History (3)  
 HIST 468 American Political History (3)  
 HIST 482 Introduction to Historical Preservation (3)  
 HIST 496 Seminar in Public History (3)

*Three of the following courses:*

**Topics in the History of the Wider World (9 credits)**

- HIST 310 Ancient Civilizations (3)  
 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 324 Modern China (3)  
 HIST 326 Modern Japan (3)  
 HIST 328 Modern Korea (3)  
 HIST 331 English Law to 1689 (3)  
 HIST 332 English Law Since 1689 (3)  
 HIST 354 History of Germany (3)  
 HIST 440 History of Common Law (3)  
 HIST 466 History of Africa (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 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)

### **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](#).

### **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 the successful completion of one of the following:

- HIST 295 The Historian's Toolkit (3)
- INFO 110 Introduction to Information Literacy (3).

### **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; gather, synthesize and critically evaluate information; make ethical and evidence-based decisions within real-world contexts; understand systems and think systemically; and 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 (9 credits)**

- HIST 295      The Historian's Toolkit (3)
- HIST 495      Senior Seminar in History (3)

*And one of the following legal history courses:*

- HIST 331      English Law to 1689 (3)
- HIST 332      English Law Since 1689 (3)
- HIST 340      American Legal History (3)
- HIST 434      American Constitutional History (3)
- HIST 440      History of Common Law (3)
- HIST 438      Great Trials in History (3)
- HIST 497      Special Topics in History (only if legal topic is covered here) (3)

#### **Major Electives (15 credits)**

*Any five HIST courses of 300-level or higher with advisement from the program director*

Complete as many courses as necessary from any discipline to fulfill your 93-credit requirement to complete the Law School Early-Entry Option.

### **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 396      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)

### General Electives

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

## B.A. IN INTEGRATED ARTS

[ubalt.edu/integratedarts](http://ubalt.edu/integratedarts)

Ian Power, program director

FACULTY: Delury, Leyva, Oldenburg, Pointer, Simon, Watkins, Yarrison, Zeleny

ADJUNCT FACULTY: Eide, Jones, McCallum, Stroupe

The 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, arts presenting and arts management. Students concentrate in one or more art forms that interests them most—whether it be visual art, music, theater, design, creative writing, filmmaking, etc. 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 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 the successful completion of:

- INFO 110 Introduction to Information Literacy (3).

Transfer students should take both ARTS 201 and WRIT 300 to satisfy the information literacy requirement.

### **General Education Requirements (38 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; gather, synthesize and critically evaluate information; make ethical and evidence-based decisions within real-world contexts; understand systems and think systemically; and 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 & 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 297 Topics in the Arts I (3)  
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 3D Graphics (3)  
COSC 410 3D Modeling (3)  
COSC 414 Audio in Games (3)

CMAT 334/ ENGL 334	Oral Interpretation of Literature (3)
ENGL 215	Introduction to Creative Writing (3)
WRIT 363/ CMAT 363	Creative Writing Workshop: Screenwriting (3)
ENGL 382	Creative Writing Workshop: Poetry (3)
ENGL 383	Creative Writing Workshop: Fiction (3)
ENGL 385	Creative Writing Workshop: Playwriting (3)
ENGL 387	Creative Writing Workshop: Memoir (3)
ENGL 388	Creative Writing Workshop: Special Topics (3)
ENGL 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 297	Topics in the Arts I (if appropriate topic, approved by semester) (3)
ARTS 304	Arts & Ideas (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)
most ENGL/literature courses	

### **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 301 Management and Organizational Behavior (3)  
MGMT 315 Human Resource Management (3)  
MKTG 301 Marketing Management (3)  
MKTG 415 Marketing Communication (3)  
MKTG 460 Advanced Marketing Management (3)  
any advanced management course

### **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)

### **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](#).

## **B.A. IN INTERDISCIPLINARY STUDIES**

[ubalt.edu/interdisciplinary](http://ubalt.edu/interdisciplinary)

T. Harper, program director (fall 2019); Diedre Badejo, program director (spring 2020)

ADVISORY BOARD AND AFFILIATED FACULTY: faculty and staff members across the Yale Gordon College of Arts and Sciences, the College of Public Affairs, and the Merrick School of Business

The B.A. in Interdisciplinary Studies program, the University's DIY major, 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.

Transfer students who seek to major in interdisciplinary studies work closely with the academic adviser to align their transfer credits with applicable prerequisites and coursework in their selected areas of concentration. Students transferring with an A.A. should meet with their academic adviser to see how their transfer credits will apply to the IDIS program requirements.

The program also includes an honors track that allows greater opportunity for students to create an individualized major, working closely with a B.A. in Interdisciplinary Studies program 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 Interdisciplinary Studies and honors program directors 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 101, 301 and 302. 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 [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 the successful completion of:

- INFO 110 Introduction to Information Literacy (3).

### **General Education Requirements (38 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; gather, synthesize and critically evaluate information; make ethical and evidence-based decisions within real-world contexts; understand systems and think systemically; and 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)

### **Capstone Portfolio (3 credits)**

IDIS 497 Interdisciplinary Studies Portfolio (3)

Students in this capstone course practice articulating their individualized major to prospective employers, graduate schools and others by developing resumes, cover letters and a polished portfolio that represents their work as interdisciplinary majors.

### **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 and from disciplines not offered at the University of Baltimore with the approval of the program director. At least one of the three areas of concentration must be an arts and sciences discipline.

### **General Electives**

Students who plan to major in interdisciplinary studies are strongly advised to use these elective credits to fulfill all introductory and premajor 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](#).

## **B.A. IN JURISPRUDENCE (no longer accepting new students)**

[ubalt.edu/jurisprudence](http://ubalt.edu/jurisprudence)

*Please note that this program is no longer accepting new majors effective fall 2019. The Jurisprudence program has merged with another major to become the program in Philosophy, Law and Ethics. See the listing for [Philosophy, Law and Ethics \(B.A.\)](#).*

Josh Kassner, program director

FACULTY: Guy, Scalet

The B.A. in Jurisprudence program is a selective, interdisciplinary academic program designed for students who are serious about their studies, many of whom go on to law school, graduate school, public service or law-related careers in the private sector. Students in this major examine topics related to law and legal theory through a core set of philosophy classes, as well as history, literature, government and public policy, and other interdisciplinary classes. Students strengthen decision-making, analytic thinking and writing, problem-solving and leadership skills. This major reflects the commitments of many universities in the United States and abroad: to create a flexible and interdisciplinary course of study in the humanities and social sciences that focuses on different aspects of law for students interested in law-related careers. At UB, the jurisprudence major emphasizes an applied liberal arts approach to understanding the law, which also serves as excellent preprofessional preparation for careers in the law and law-related fields. The program is administered by the B.A. in Philosophy, Law and Ethics program through the Division of Legal, Ethical and Historical Studies.

Qualified students may seek early admission to the UB 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 and the program-specific admission requirement of a cross-institutional cumulative GPA of 3.0 or better. This requirement applies to students admitted under freshman standards and transfer students.

Applicants who do not meet this criterion for admission to the Jurisprudence program but 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 3.0, they may petition for a change of major to the B.A. in 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 have taken any particular course of study, but all jurisprudence majors must meet any course requirements for the B.A. in Jurisprudence program 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 [ubalt.edu/prelaw](http://ubalt.edu/prelaw)) and 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 the successful completion of:

- INFO 110 Introduction to Information Literacy (3).

## General Education Requirements (38 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; gather, synthesize and critically evaluate information; make ethical and evidence-based decisions within real-world contexts; understand systems and think systemically; and 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. Students may substitute a paralegal degree for the foundational electives with the permission of the program director.

### **Advanced Electives (36 credits)**

Please contact the B.A. in Jurisprudence program academic coordinator for the most recent list of courses that satisfy each category, as course options and availability change across years. Courses may also 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 (3)
JPLA 496	Internship (3)

### **General Electives**

IDIS 101	First-Year Seminar: Introduction to University Learning (3) <i>freshmen only; transfer students replace this with a different elective</i>
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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 B.A. in Jurisprudence program academic coordinator 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](#).

### **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. Please meet with the Jurisprudence program academic coordinator for the major requirements through the early-entry option.

## **B.A. IN PHILOSOPHY, LAW AND ETHICS)**

[ubalt.edu/philosophy](http://ubalt.edu/philosophy)

Josh Kassner, program director

FACULTY: Guy, Scalet

The philosophy, law, and ethics (PLE) major is a selective interdisciplinary major with a core of philosophy courses designed to prepare students for law school, graduate school, and a range of leadership positions in the public and private sectors. Students will find a highly flexible and transfer-friendly curriculum that can be adapted to the interests of each student. The program includes government and history courses, and an area of concentration outside of philosophy. The flexibility of the major is particularly helpful for students

interested in the early-entry law school program. The major also includes a distinctive honors track in coordination with the Helen P. Denit Honors Program. See below for more information on each of these opportunities.

PLE joins leading trends in higher education, with similar programs across the United States and abroad, whether as philosophy, politics and economics; philosophy, politics and law; or UB's own distinctive PLE program. Classes are academically challenging, diverse and enriching. Taught by highly qualified UB faculty members, core classes pose fundamental questions about the nature of ethics, law, politics and justice, and integrate learning across the disciplines.

Through rigorous philosophy coursework, students strengthen essential leadership skills, including critical and analytical thinking, effective writing, problem-solving, decision-making and oral communication. There is ample opportunity for interaction with professors outside the classroom and personalized academic advising. The program provides options for community college transfers, high school graduates and those returning to school after years in the workforce.

PLE majors study great works of philosophy and social science, and debate and write about important local, national and global controversies. Students report time and again that they love the dynamic classroom interactions. Classes are also supported by co-curricular activities sponsored by the Hoffberger Center for Professional Ethics. The major requirements are designed to broaden a student's exposure to and engagement with ideas, policy debates, and important topics in public, personal and professional life.

In consultation with a faculty adviser, students majoring in PLE choose one of five concentrations: student-designed; philosophy and public affairs; philosophy, economics and business; philosophy, sustainability and the environment; or applied ethics and professional life (see below).

### **ADMISSION REQUIREMENTS**

PLE is a selective major that grants admission to all qualified applicants. Applicants must meet the University's general admission requirements and the program-specific admission requirement of a cross-institutional cumulative GPA of 3.0 or better. This requirement applies to students admitted under freshman standards and transfer students.

Applicants who do not meet this criterion for admission to PLE program but meet requirements for undergraduate admission or for choosing an academic major may select another major. If, after the time of first admission to UB, students earn a 3.0 GPA at UB, they may petition for a change of major to the B.A. in PLE. See the [Academic Policies](#) section of this catalog.

Transfer students are not required to have majored in any particular field of study or have taken any particular courses prior to admission to the program.

Applicants who are interested in the 93-credit Law School Early-Entry Option are advised to read UB School of Law requirements for this option (see [www.ubalt.edu/prelaw](http://www.ubalt.edu/prelaw)) and seek advising regarding their current standing and progress toward meeting these requirements.

All students are required to meet with a PLE academic adviser as part of the process of declaring the major.

### **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 can meet the University of Baltimore information literacy requirement by successful completion of any of the following:

- IDIS 110 Introduction to Information Literacy (3)
- PHIL 100 Introduction to Philosophy (3)
- PHIL 140 Contemporary Moral Issues (3).

### **General Education Requirements (38 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; gather, synthesize and critically evaluate information; make ethical and evidence-based decisions within real-world contexts; understand systems and think systemically; and negotiate divergent and competing perspectives. For these reasons, the University of Baltimore's General Education requirements are designed to provide each graduate with a liberal arts education to enable UB graduates to flourish in a changing world. See the [University-Wide Degree Requirements](#) for details regarding General Education requirements at the University of Baltimore.

### **Philosophy, Law, and Ethics Program Requirements (48 credits)**

#### **Overall Structure of Major**

The curriculum emphasizes interdisciplinary training throughout. All PLE students take two courses each in philosophy, history and government. Students next select an area of concentration that includes additional philosophy classes and a focused subfield outside of philosophy. The major culminates with a PLE capstone project. Students can draw from any major, minor or other coursework at UB for their academic subfield, either through the student-designed concentration or one of four other PLE concentrations, as listed below. Students meet directly with a faculty adviser to select the choice of concentration and discuss academic plans.

#### **Core Requirements (21 credits)**

The following credits are required:

*\*One 100-level philosophy course. Choose one:*

- PHIL 100 Introduction to Philosophy (3)
- PHIL 140 Contemporary Moral Issues (3)
- PHIL 150 Critical Thinking and Arguments (3)

*\*One history of philosophy course. Choose one:*

- PHIL 317 Ancient Philosophy (3)
- PHIL 319 Modern Philosophy (3)
- PHIL 320 20th-Century Philosophy (3)
- PHIL 321 Philosophers That Changed the World (3)

*\*Any two upper division history courses (300- or 400-level)*

*\*Any two upper division government and public policy courses (300- or 400-level)*

*\*One capstone course:*

- PHIL 499 Capstone in Philosophy, Law and Ethics (3)

In addition, students select one of the following concentrations listed below. Please contact the PLE program academic adviser for the most recent list of courses that satisfy each category, as course options

and availability change across years. Courses may also be substituted with the permission of the program director. The PLE major also includes an experiential learning requirement across all concentrations that can be satisfied in one of many ways. See the program director for details.

### **Student-Designed Concentration (27 credits)**

The student-designed track allows students to integrate their core study of philosophy with a subfield drawn from any major, minor or other coursework at the University of Baltimore, under the direction of a faculty adviser. This concentration offers the most flexible curriculum. In addition, this concentration is designed for students who enroll in the PLE early-entry law program, as it offers the most seamless transition to law school.

#### Required Courses (27 credits)

Five 200- to 400-level philosophy courses, at least one of which must be 400-level (15)

Four electives from a chosen subfield, drawing on any major, minor or other coursework at UB other than philosophy; student identifies a course of interdisciplinary study approved by a PLE academic adviser (12)

### **Philosophy and Public Policy Concentration (27 credits)**

#### Philosophy Courses (9 credits)

*Three of the following:*

- PHIL 250 Social and Political Philosophy (3)
- PHIL 280 Environmental Ethics (3)
- PHIL 302 Philosophy of Community (3)
- PHIL 470 Philosophy and American Society (3)
- PHIL 480 Philosophy, Law and Current Events (3)
- PHIL 490 Theories of Justice (3)
- PHIL 496 International Law and Morality (3)

#### Required Courses (18 credits)

Two additional 200- to 400-level philosophy courses, at least one of which must be 400-level (6)

Four elective courses in public affairs; must be approved by a PLE academic adviser (12)

### **Philosophy, Economics and Business Concentration (27 credits)**

#### Philosophy Courses Related to Economics and Business (6 credits)

*Two of the following:*

- PHIL 250 Social and Political Philosophy (3)
- PHIL 280 Environmental Ethics (3)
- PHIL 460 Moral Leadership and the Pursuit of Excellence (3)
- PHIL 490 Theories of Justice (3)

#### Required Courses (21 credits)

Three additional 200- to 400-level philosophy courses, at least one of which must be 400-level (9)

Four elective courses in business or economics; must be approved by a PLE academic adviser (12)

### **Philosophy, Sustainability and the Environment Concentration (27 credits)**

#### Philosophy Courses Related to Sustainability and the Environment (9 credits)

*Three of the following:*

- PHIL 250 Social and Political Philosophy (3)
- PHIL 309 Eastern Religions (3)

- PHIL 419 The World's Religions in America (3)
- PHIL 490 Theories of Justice (3)
- PHIL 496 International Law and Morality (3)

Required Courses (18 credits)

- PHIL 280 Environmental Ethics (3)

Two additional 200- to 400-level philosophy courses, at least one of which must be 400-level (6)  
 Three elective courses in sustainability and the environment; must be approved by a PLE academic adviser (9)

**Applied Ethics and Professional Life Concentration (27 credits)**

Philosophy Courses Related to Ethics and Professional Life (9 credits)

*Three of the following:*

- PHIL 250 Social and Political Philosophy (3)
- PHIL 301 Ethics (3)
- PHIL 305 Professional Ethics in Human Services (3)
- PHIL 460 Moral Leadership and the Pursuit of Excellence (3)
- PHIL 480 Philosophy, Law and Current Events (3)
- PHIL 490 Theories of Justice (3)
- PHIL 495 Existentialism (3)

*Required Courses (18 credits)*

Two additional 200- to 400-level philosophy courses, at least one of which must be 400-level (6)  
 Four elective courses in professional development, other than philosophy courses; must be approved by a PLE academic adviser (12)

**Philosophy Courses Available for Any Concentration**

- PHIL 101 Introduction to Philosophy (3)
- PHIL 140 Contemporary Moral Issues (3)
- PHIL 150 Critical Thinking and Arguments (3)
- PHIL 200 The Nature and Purpose of Law (3)
- PHIL 250 Social and Political Philosophy (3)
- PHIL 280 Environmental Ethics (3)
- PHIL 301 Ethics (3)
- PHIL 302 Philosophy of Community (3)
- PHIL 305 Professional Ethics in the Human Services (3)
- PHIL 309 Eastern Religions (3)
- PHIL 316 Logic of Language (3)
- PHIL 317 Ancient Philosophy (3)
- PHIL 319 Modern Philosophy (3)
- PHIL 320 20th-Century Philosophy (3)
- PHIL 321 Philosophers that Changed the World (3)
- PHIL 322 God, Philosophy and Religion (3)
- PHIL 419 The World's Religions in America (3)
- PHIL 460 Moral Leadership and the Pursuit of Excellence (3)
- PHIL 470 Philosophy and American Society (3)
- PHIL 480 Philosophy, Law and Current Events (3)
- PHIL 490 Theories of Justice (3)

- PHIL 492 Independent Study (1-6)
- PHIL 493 Honors Seminar (3)
- PHIL 494 Honors Project (1-6)
- PHIL 495 Existentialism (3)
- PHIL 496 International Law and Morality (3)
- PHIL 497 Special Topics in Philosophy (3)
- PHIL 498 Internship in Philosophy, Law and Ethics (1-3)
- PHIL 499 Capstone in Philosophy, Law and Ethics (3)

Please check with the program director for course availability for any given semester.

### **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 PLE program academic coordinator 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](#).

### **Law School Early-Entry Option**

Many students pursue philosophy coursework as preparation for law school. Nationally, students who study philosophy are among the highest performers on the LSAT, the test used as a primary determinant of a prospective student's candidacy for law school. At UB, most undergraduate students who enter UB law school have studied philosophy. UB offers a unique opportunity for qualified students to seek early admission to the School of Law upon completion of 93 credits through the Law School Early-Entry Option. Qualified students can then earn 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. PLE students interested in the early-entry program should speak with their academic adviser and program director about this option.

### **Honors Track**

The PLE major includes a PLE honors track for those with a minimum 3.5 GPA and who are already members of the Helen P. Denit Honors Program. The PLE honors track is designed to provide an enhanced educational experience, including further opportunities to develop leadership skills. Students who graduate from this honors track receive special designation on their transcripts and at graduation for their achievement. Requirements include at least 12 credit of upper-division enhanced coursework, successful completion of an experiential learning requirement, and participation in the Hoffberger Center for Professional Ethics and/or Philosophy Club. For more information, please see the program director.

## **B.A. IN PSYCHOLOGY**

[ubalt.edu/psychology](http://ubalt.edu/psychology)

Kristen Eyssell, program director

FACULTY: Donahue, Eyssell, Farley, Frederick, Gasparini, Gasser, Glazer, Manapragada, Mitchell, Shaffer, Sohelian

ADJUNCT FACULTY: Harvey, Mowrer

The B.A. in Psychology program is housed in 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 build skills necessary for careers in psychology and related fields. Faculty members have a wide variety of research interests and professional skills in counseling, behavioral neuroscience, social psychology, cognitive psychology, industrial/organizational psychology, and research methods and data analysis. As part of the program, all students complete a signature capstone experience under the direction of a faculty member, either an in-depth, student-generated research project or a psychology-based internship. In addition, undergraduate students and faculty members frequently engage in collaborative research teams in the Wagman Applied Psychology Laboratory. The undergraduate program sponsors a local chapter of Psi Chi, the international honor society in psychology.

### **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 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 the successful completion of one of the following:

- INFO 110 Introduction to Information Literacy (3)
- PSYC 200 Introduction to Professional Practices (3)
- PSYC 308 Research Methods and Statistics I (3)
- PSYC 309 Research Methods and Statistics II (3).

### **General Education Requirements (38 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; gather, synthesize and critically evaluate information; make ethical and evidence-based decisions within real-world contexts; understand systems and think systemically; and 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 or PSYC 205: Human Development.

### **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 365 Psychology of Gender (3)  
PSYC 435 Cross-Cultural Psychology (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 PSYC 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)  
PSYC 230 Behavior Modification in Applied Settings (3)  
PSYC 240 Educational Psychology (3)  
PSYC 270 Positive Psychology (3)  
PSYC 297 Topics in Psychology (3)  
PSYC 305 Multicultural 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  
PSYC 403 Training and Development (3)

PSYC 404	Organizational Consulting (3)
PSYC 405	Tests and Measurements (3)
PSYC 413	Psychopathology (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) <i>freshmen only; transfer students replace this with a different elective</i>
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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](#).

## B.S. IN SIMULATION AND GAME DESIGN

[ubalt.edu/games](http://ubalt.edu/games)

This transfer program is also offered on weekdays at the Universities at Shady Grove.

Sujan Shrestha, program director

FACULTY: Blodgett, Cahn, T. Harper, Oldenburg, Shrestha, Summers, Walsh

ADJUNCT FACULTY: Coughlin, Falcone, Hill, McDonough, Owens, Pizza, Sauchuk, Satzinger, Schall, Thomas

The B.S. in Simulation and Game Design program 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 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 two 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 3D 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 3D skills and requires

visual artistic talent. Admission into the technical art track requires the student to submit a portfolio of work for review. The program adviser will provide submission requirements.

- **Coding and Development:** This area of specialization is ideal for students who want to improve their scripting and logic skills in preparation for a career as a game developer, turning ideas into functional videogames and simulations. Whether students have a ton of ideas that they do not yet have the coding skills to implement or are advanced coders who want to take their skills to the next level, this program will help students advance their capabilities and make them an asset to their team.

### **Facilities**

The Division of Science, Information Arts and Technologies maintains several computer labs supporting programming, network administration, information security, 3D graphics and computer game development for game consoles, desktop and laptop computers, and mobile devices.

### **Admission Requirements**

Students applying to the program at the Universities at Shady Grove must have a minimum of 60 transferable credits. 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 [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 the successful completion of one of the following:

- COSC 324 Designing for Humans (3)
- INFO 110 Introduction to Information Literacy (3).

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 introductory game design theory and application (COSC 150: Introduction to Game Design)
- a college-level course in standard publishing technologies for the web, such as HTML/CSS (COSC 155: Internet Technologies: Mastering the Basics)
- a college-level course in 2D graphics or digital imaging (COSC 160: Graphics for Game Design or CMAT 212: Computer Graphics: Imaging)
- a college-level course in scripting for interaction design (COSC 250: Game Scripting)
- a college-level course in 3D modeling and/or animation (COSC 260: Introduction to 3D Graphics).

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 Universities at Shady Grove, you must have a minimum of 60 transferable credits and 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; gather, synthesize and critically evaluate

information; make ethical and evidence-based decisions within real-world contexts; understand systems and think systemically; and 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 3D Graphics (3)
COSC 315	Programming for Interactive Design (3)**
COSC 320	Game Concept and Design (3)
COSC 324	Designing for Humans (3)
COSC 370	Level Design (3)
COSC 405	The Business of Game Development (3)
COSC 440	Frontiers of Game Design (3)

\* CMAT 212: Computer Graphics: Imaging may substitute as an equivalent course.

\*\* Transfer students who have taken a college course in C# programming may substitute COSC 351: Object-Oriented Programming, a course in the Java programming language.

*One of the following games criticism courses:*

COSC 390	Game Journalism
COSC 402	Interactive Narrative
COSC 407	Social Media and Games
COSC 408	History of Video Games

*One of the following serious games courses:*

COSC 330	Games for Learning
COSC 477	Community-Focused Game Design

#### **Content Tracks (15 credits)**

Students complete one of the following tracks.

##### **Technical Art**

COSC 380	Advanced Topics in Art and Animation (3)
COSC 410	Intermediate 3D Art and Production (3)
COSC 420	Advanced 3D Art and Production (3)
COSC 469	Game Development Project I (3)
COSC 470	Game Development Project II (3)

##### **Coding and Development**

COSC 415	Coding Tools for Designers (3)
COSC 418	Design of Multiplayer Games (3)
COSC 445	Practical Game Programming (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 nine 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](#).

## UPPER-DIVISION CERTIFICATE IN COMPUTER PROGRAMMING

[ubalt.edu/computerprogramming](http://ubalt.edu/computerprogramming)

Giovanni Vincenti, faculty contact

This 12-credit, four-course undergraduate certificate program for students with a minimum of 60 transferable credits provides the fundamental skills necessary to enter the field of computer programming, leverage computer programming one's chosen profession, or pursue graduate study in computing and technology, without having to complete a full degree program. This program can be completed in one year or less.

This certificate is ideal if you:

- Have a different undergraduate degree and are interested in entering the field of computer programming.
- Are interested in pursuing graduate study in computer programming but do not have a background in computing.

**Course Code**

Computer science (COSC). Descriptions and prerequisites for individual courses are detailed in this catalog.

**Upper-Division Certificate Requirements**

Applied information technology majors are not eligible for this upper-division certificate.

**Certificate Requirements (12 credits)**

**Required Courses (9 credits)**

COSC 350 Fundamentals of Computer Programming

COSC 351 Object-Oriented Programming  
COSC 356 Database Systems **or** INSS 421 Design of Database Systems

**Elective Courses (3 credits)**

*Choose one of the following:*

COSC 451 Object-Oriented Analysis and Design **or** INSS 406 System Analysis and Logical Design  
COSC 453 Advanced Web Development  
COSC 457 Mobile Applications Development  
COSC 499 Independent Study  
MATH 321 Mathematical Structure for Information Technology

## UPPER-DIVISION CERTIFICATE IN CYBERSECURITY

[ubalt.edu/cybersecuritycertificate](http://ubalt.edu/cybersecuritycertificate)

Giovanni Vincenti, faculty contact

This 12-credit, four-course undergraduate certificate program for students with a minimum of 60 transferable credits provides the fundamental skills necessary to enter the field of cybersecurity or pursue graduate study in cybersecurity, without having to complete a full degree program. This program can be completed in one year or less.

This certificate is ideal if you:

- Have a different undergraduate degree and are interested in entering the field of cybersecurity.
- Are interested in pursuing graduate study in cybersecurity but do not have a background in computing.

**Course Code**

Computer science (COSC). Descriptions and prerequisites for individual courses are detailed in this catalog.

**Upper-Division Certificate Requirements**

Applied information technology majors are not eligible for this upper-division certificate.

**Certificate Requirements (12 credits)**

**Required Courses (6 credits)**

COSC 310 Fundamentals of Computer Networks  
COSC 332 Fundamentals of Computer Security

**Elective Courses (6 credits)**

*Choose two of the following:*

COSC 432 Information Assurance  
COSC 433 Network Security  
COSC 434 Web and Database Security  
COSC 435 Digital Forensics for Information Technology  
COSC 499 Independent Study

# ACADEMIC MINORS

[ubalt.edu/minors](http://ubalt.edu/minors)

## APPLIED RHETORIC MINOR (15 credits) – No longer accepting new students

Jane Delury, faculty contact

This minor is a perfect fit for you if you are preparing for law school or are in such majors as jurisprudence and criminal justice. This minor is ideal for students interested in developing the close reading and communication skills needed for professions in law, communication and business.

### Requirements and Guidelines

- This minor requires students to have completed at least 24 credits with a minimum cumulative grade point average of 2.0.
- Students may use a maximum of 6 credits to satisfy both major (degree) and minor requirements.
- Students must earn at least a C (2.0) in each course they apply to the minor.

### Applied Rhetoric Course Requirements (15 credits total)

ENGL 392      The Archaeology of Language (3)  
ENGL 395      Understanding Narrative (3)

*One of the following:*

CMAT 342      The Rhetoric of Digital Communication (3)  
CMAT 352      Media Literacy (3)  
CMAT 371      Mass Media & Society (3)

*Two of the following:*

ENGL 321      Argument & Persuasion (3)  
ENGL 330      Legal Writing & Rhetoric (3)  
ENGL 331      Popular Genres (3)  
ENGL 333      Media Genres (3)  
ENGL 356      Literature & Law (3)  
ENGL 400      Literature in Society (3)

## CREATIVE WRITING MINOR (15 credits)

Jane Delury, faculty contact

Cultivate a creative life while you focus on your career-oriented major. This minor allows you to produce original works of fiction, nonfiction, poetry and other genres as you develop your imagination and hone your writing, editorial and analytical skills.

### Requirements and Guidelines

- This minor requires students to have completed at least 24 credits with a minimum cumulative grade point average of 2.0.
- Students may use a maximum of 6 credits to satisfy both major (degree) and minor requirements.
- Students must earn at least a C (2.0) in each course they apply to the minor.

### **Minor Requirement (3 credits)**

WRIT 215 Introduction to Creative Writing (3)

*Two of the following (6):*

ENGL 315 The Short Story (3)  
ENGL 316 Modern Poetry (3)  
ENGL 317 The Novel (3)  
ENGL 320 Contemporary Literature (3)  
ENGL 332 Literature & Film (3)  
ENGL 338 Modern Drama (3)

*Three of the following (9):*

ENGL 363 Creative Writing Workshop: Screenwriting (3)  
ENGL 387 Creative Writing Workshop: Memoir (3)  
ENGL 386 Creative Writing Workshop: Creative Journalism (3)  
ENGL 382 Creative Writing Workshop: Poetry (3)  
ENGL 383 Creative Writing Workshop: Fiction (3)  
ENGL 385 Creative Writing Workshop: Playwriting (3)  
ENGL 388 Creative Writing Workshop: Special Topics (3)

### **HISTORY MINOR (15 credits)**

Joshua Clark Davis, faculty contact

#### **Requirements and Guidelines**

Complete at least 15 credits of history courses with a minimum cumulative grade point average of 2.0.

Students may use a maximum of 6 credits to satisfy both major (degree) and minor requirements.

Transfer students may transfer as many as 6 credits into the minor but must take a minimum of 9 credits toward the minor at UB. Students must earn at least a C (2.0) in each course they apply to the minor.

#### **History Minor Requirements (15 credits)**

*History core requirement (3 credits):*

HIST 295 The Historian's Toolkit (3)

*Choose two of the following (6 credits):*

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)

*Complete both of the following (6 credits):*

one 200-level or higher HIST course (must be 3 credits)  
one 400-level or higher HIST course (must be 3 credits).

**History majors are not eligible for this minor.**

## **LITERATURE & CULTURE MINOR (15 credits)**

Jane Delury, faculty contact

Take time away from your textbooks for great literature. Supplement your major by developing strong reading and analytical skills while also engaging with a variety of interesting and challenging literary works.

### **Requirements and Guidelines**

- This minor requires students to have completed at least 24 credits with a minimum cumulative grade point average of 2.0.
- Students may use a maximum of 6 credits to satisfy both major (degree) and minor requirements.
- Students must earn at least a C (2.0) in each course they apply to the minor.

### **Minor Requirement (3)**

ENGL 397      Literary Theory & Interpretation (3)

*Two of the following period and context courses (6):*

ENGL 311      Wells of the Past: Classical Foundations (3)  
ENGL 341      American Literature to 1900 (3)  
ENGL 342      Melville, Poe & Whitman: American Voyagers (3)  
ENGL 344      American Literature Since 1900 (3)  
ENGL 346      The American Dream (3)  
ENGL 360      Major Authors (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)

### **Electives (6)**

*Two 300- or 400-level ENGL courses (WRIT/writing courses may not be used)*

## **MOBILE APPLICATION DEVELOPMENT MINOR**

Giovanni Vincenti, faculty contact

The importance our phones and tablets play in our daily lives is increasing exponentially every year. This minor will give you the foundations in programming that are essential to developing mobile applications

for smartphones and tablets, preparing you to thrive in today's technology-driven job market. You will work with Java-based technologies to create Android applications, learning skills that can easily and quickly be ported to other platforms, such as iOS.

### **Requirements**

Applied information technology majors are not eligible for this minor.

### **Minor Requirements (15 credits)**

COSC 151	Computer Programming I (3)
COSC 251	Computer Programming II (3)
COSC 324	Designing for Humans (3)
COSC 351	Object-Oriented Programming (3)
COSC 457	Mobile Application Development (3)

## **PHILOSOPHY MINOR**

Josh Kassner, faculty contact

Philosophy courses are excellent preparation for law, business and many other professions. These courses develop analytic thinking, clear and concise writing, strong communication skills, and openness to different ways of looking at the world—all of which help students become more successful in their careers, no matter the field. Students are exposed to civil discourse; write about important local, national and global ideas; and study great works of philosophy and social science. Classes emphasize dynamic interaction for addressing big questions, such as, What sort of life should I seek? What makes laws and a social system just or unjust? Are there reasoned ways to sort through the fundamental questions that matter to me most? The philosophy minor can integrate with any major on campus, encouraging both depth and practical applications related to your major area of study.

The philosophy minor is administered by the Philosophy program through the Division of Legal, Ethical and Historical Studies. In addition, the interdisciplinary B.A. program in Philosophy, Law and Ethics (PLE) allows students additional study of philosophy while choosing a concentration in a subfield outside of philosophy. Please see the catalog listing for PLE for more information about this program.

### **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 three philosophy elective courses at the 200 level or higher, only one of which can be a 200-level course, and one **must** be a 400-level course. In addition, students must earn, across the

courses that make up their minor (required and elective), at least 9 credits toward the minor with courses at the 300 or 400 level.

## **POPULAR CULTURE MINOR (15 credits)**

Julie Simon, faculty contact

Students are immersed in rapidly evolving, far-reaching expressions of shared cultures. The construction of self, groups, 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**

Digital communication majors are not eligible for this minor.

### **Minor Requirements (15 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/  
ENGL 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)  
Special topics courses, as appropriate

## PROFESSIONAL WRITING, EDITING & PUBLISHING MINOR (15 credits)

Jane Delury, faculty contact

Perfect your writing for whatever career you choose. This minor allows you to supplement your major by developing strong communications and writing skills in a range of media and genres.

### Requirements and Guidelines

- This minor requires students to have completed at least 24 credits with a minimum cumulative grade point average of 2.0.
- Students may use a maximum of 6 credits to satisfy both major (degree) and minor requirements.
- Students must earn at least a C (2.0) in each course they apply to the minor.

### Minor Requirements (6)

ENGL 323 Writing, Editing & Publishing (3)  
ENGL 390 Syntax, Semantics & Style (3)

*Three of the following (9):*

CMAT 211 Computer Graphics: Publishing (3)  
CMAT 374 Magazine Design (3)  
ENGL 321 Argument & Persuasion (3)  
ENGL 386 Creative Writing Workshop: Creative Journalism  
ENGL 322 Techniques of Popularization (3)  
ENGL 324 Public Relations Writing (3)  
ENGL 325 Introduction to Journalism (3)  
ENGL 326 Writing for Digital Media (3)  
ENGL 402 Copy Editing & Document Design (3)

## SECURITY AND NETWORK ADMINISTRATION MINOR

Giovanni Vincenti, 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.

### Minor Requirements

Applied information technology majors are not eligible for this minor.

### Minor Requirements (18 credits)

### Required Courses (12 credits)

- COSC 210 Computer Hardware/Software Support (3)
- COSC 310 Fundamentals of Computer Networks (3)
- COSC 332 Fundamentals of Computer Security (3)
- COSC 430 Legal Issues in High-Technology Crime (3)

**Electives (6 credits)**

*Two of the following:*

- 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)
- COSC 435 Digital Forensics for Information Technology (3)

## **WEB DEVELOPMENT MINOR**

Giovanni Vincenti, faculty contact

In a society driven by internet-based technologies, the ability to create and maintain websites is essential in any domain. This minor will give students the foundations in programming that are essential to professional excellence all around the world. Topics discussed will include HTML, JavaScript, CSS, PHP, Python, Java and MySQL, giving students skills in the most popular programming technologies in today's economy.

### **Minor Requirements**

Applied information technology majors are not eligible for this minor.

### **Minor Requirements (18 credits)**

- COSC 151 Computer Programming I (3)
- COSC 155 Internet Technologies: Mastering the Basics (3)
- COSC 251 Computer Programming II (3)
- COSC 324 Designing for Humans (3)
- COSC 351 Object-Oriented Programming (3)
- COSC 453 Advanced Web Development (3)

## COURSE DESCRIPTIONS

### Identifying General Education Courses

In the online [Course Descriptions](#), 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

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.

# ADDITIONAL STATE AND UB 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 [usmd.edu/regents/bylaws/SectionVIII/VIII270.html](http://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 [mhec.maryland.gov](http://mhec.maryland.gov).

### 13B.06.01.02

*.02 Definitions.*

A. In this chapter, the following terms have the meanings indicated.

B. Terms Defined.

- (1) "A.A." means the Associate of Arts.
- (2) "A.A.S." means the Associate of Applied Sciences.
- (3) "A.A.T." means the Associate of Arts in Teaching.
- (4) "A.F.A." means the Associate of Fine Arts.
- (5) "Arts" means courses that examine aesthetics and the development of the aesthetic form and explore the relationship between theory and practice.
- (6) "A.S. " means the Associate of Sciences.
- (7) "A.S.E." means the Associate of Science in Engineering.
- (8) "Associate degree" includes an:
  - (a) A.A.
  - (b) A.S.
  - (c) A.A.S.
  - (d) A.A.T.
  - (e) A.F.A.

(f) A.S.E.

(9) "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.

(10) "Cumulative grade point average" means the average of grades received for completed coursework at all institutions attended.

(11) "English composition courses" means courses that provide students with communication knowledge and skills appropriate to various writing situations, including intellectual inquiry and academic research.

(12) "General education" means the foundation of the higher-education curriculum providing a coherent intellectual experience for all students.

(13) "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 lifelong learning.

(c) Foster the development of educated members of the community and the world.

(14) "Humanities" means courses that examine the values and cultural heritage that establish the framework for inquiry into the meaning of life.

(15) "Mathematics" means courses that provide students with numerical, analytical, statistical and problem-solving skills.

(16) "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.

(17) "Parallel program" means the program of study or courses at one institution of higher education that has parallel courses and 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 four-year institution of higher education.

(18) "Receiving institution" means the institution of higher education at which a transfer student currently desires to enroll.

(19) "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 half of the baccalaureate degree.

(20) "Reverse transfer" means a process whereby credits that a student earns at any public senior higher-education institution in the state toward a bachelor's degree are transferrable to any community college in the state for credit toward an associate degree.

(21) "Sending institution" means the institution of higher education of most recent previous enrollment by a transfer student at which transferable academic credit was earned.

(22) "Social and behavioral sciences" means courses that are concerned with the examination of society and the relationships among people within a society.

(23) "Transfer student" means a student entering an institution for the first time having successfully completed a minimum of 12 semester hours at another institution that are 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) Subject to §B of this regulation, a student attending a public institution who has completed an associate degree or who has completed 60 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 at the sending institution, except as provided in §A(4) of this regulation.

(2) Subject to §B of this regulation, a student attending a public institution who has not completed an associate degree or who has completed fewer than 60 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.

(b) Attained at least a cumulative grade point average of 2.0 on a 4.0 scale or its equivalent at the sending institution.

(3) Subject to §B of this regulation, 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 on the institution's website.

(b) Made to provide fair and equal treatment for native and transfer students.

#### **B. Admission to Programs.**

(1) A receiving public institution may require additional program admission requirements to some programs if the standards and criteria for admission to the program:

(a) Are developed and published by the receiving public institution.

(b) Maintain fair and equal treatment for native and transfer students.

(2) 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 coursework, shall exchange information with other public institutions to facilitate the transfer of credits into its programs.

(4) A receiving public institution shall ensure that any changes to program standards and criteria for admission and the transfer of credits maintain the fair and equal treatment of native and transfer students, and are communicated in a timely manner.

### **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, and incorporate the general education knowledge and skills required by the Middle States Commission on Higher Education's Standards for Accreditation. No later than Aug. 1, 2017, a public institution shall satisfy the general education requirement by:

(1) Requiring each program leading to the A.A. or A.S. to include not less than 28 and not more than 36 semester hours, and each baccalaureate degree program to include not less than 38 and not more than 46 semester hours of required core courses, with the core requiring, at a minimum, coursework in each of the following five areas:

(a) Arts and humanities

(b) Social and behavioral sciences

(c) Biological and physical sciences

(d) Mathematics

(e) English composition.

(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 three semester hours.

C. General education programs of public institutions shall require at least:

(1) Two courses in arts and humanities

(2) Two courses in social and behavioral sciences

(3) Two science courses, at least one of which shall be a laboratory course

(4) One course in mathematics, having performance expectations demonstrating a level of mathematical maturity beyond the Maryland College and Career Ready Standards in Mathematics (including problem-solving skills, and mathematical concepts and techniques that can be applied in the student's program of study)

(5) One course in English composition, completed with a grade of C- or better.

D. Institution-Specific Requirements.

(1) In addition to the five required areas in §A of this regulation, a public institution may include up to eight semester hours in coursework outside the five areas. These courses may be integrated into other general education courses or may be presented as separate courses. Examples include but are not limited to health, diversity and computer literacy.

(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. shall include at least 18 semester hours from the same course list designated by the sending institution for the A.A. and A.S.. The A.A.S. shall include at least one three-semester-hour course from each of the five areas listed in §A(1) of this regulation

#### **13B.06.01.04**

*.04 Transfer of General Education Credit.*

A. Transfer of Credit to Another Public Institution.

(1) Credit earned at any public institution in the state is transferable to any other public institution if the:

(a) Credit is from a college or university parallel course or program.

(b) Grades in the block of courses transferred average 2.0 or higher.

(c) Acceptance of the credit is consistent with the policies of the receiving institution governing native students following the same program.

(2) If a native student's "D" grade in a specific course is acceptable in a program, then a "D" earned by a transfer student in the same course at a sending institution is also acceptable in the program. Conversely, if a native student is required to earn a grade of "C" or better in a required course, the transfer student shall also be required to earn a grade of "C" or better to meet the same requirement.

#### B. Credit Earned in or Transferred from a Community College.

(1) Except as provided in §B(5) of this regulation, at least 60 credits but not more than 70 credits of general education, elective and major courses that a student earns at any community college in the state toward an Associate of Art or an Associate of Science shall be transferrable to any public senior higher-education institution in the state for credit toward a bachelor's degree.

(2) To be transferrable, a credit shall have been earned in accordance with the student's degree plan.

(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 the receiving public institution granting the degree if successfully completed in accordance with the receiving institution's policies governing native students in the same program.

(4) Students earning an A.A.S. or A.F.A. shall have their credits evaluated in a manner that maximizes the transfer of articulated and elective credit.

(5) A community college and a public senior higher-education institution may provide in an articulation agreement for the transfer of credits in addition to credits transferred under §B(1) of this regulation.

#### C. Nontraditional Credit.

(1) The assignment of credit for AP, CLEP or other nationally recognized standardized examination scores presented by transfer students is determined according to the same standards that apply to native students in the receiving institution, and the assignment shall be consistent with the state minimum requirements.

(2) Transfer of credit from the following areas shall be consistent with COMAR 13B.02.02. and shall be evaluated by the receiving institution on a course-by-course basis according to the same standards that apply to native students at the receiving institution:

(a) Technical courses from career programs

(b) Course credit awarded through articulation agreements with other segments or agencies, which should be developed in collaboration with all public institutions, including course credit awarded by articulation with Maryland public secondary schools

(c) Credit awarded for clinical practice or cooperative education experiences

(d) Credit awarded for life and work experiences

(e) Credit awarded for training, coursework or education through the military.

(3) The basis for the awarding of the credit shall be indicated on the student's transcript by the receiving institution.

(4) The receiving institution shall inform a transfer student of the procedures for validation of coursework for which there is no clear equivalency. Examples of validation procedures include American Council on Education (ACE) recommendations, portfolio assessment, credit through challenge, examinations and satisfactory completion of the next course in sequence in the academic area.

(5) The receiving baccalaureate degree-granting institution shall use validation procedures when a transferring student successfully completes a course at the lower-division level that the receiving institution offers at the upper-division level. The validated credits earned for the course shall be substituted for the upper-division course.

#### D. Program Articulation

(1) Recommended transfer programs shall be developed through collaboration between the sending and receiving institutions. A recommended transfer program represents an agreement between the two institutions that allows students aspiring to the baccalaureate degree to plan for seamless transfer. These programs constitute freshman/sophomore level coursework to be taken at the community college in fulfillment of the receiving institution's lower-division coursework requirement.

(2) Recommended transfer programs in effect at the time that this regulation takes effect, which conform to this chapter, may be retained.

#### E. Reverse Transfer of Credit

(1) Subject to §E(2) of this regulation, a community college shall accept for reverse transfer any credits that an individual earned at a public senior institution up to 45 credits. Credits in excess of 45 credits may be accepted in accordance with the community college's policy.

(2) To be eligible for the transfer of credit under §E(1) of this regulation, a student shall have completed at least 15 credits at the community college to which the credits are transferred.

(3) Community colleges and public senior institutions shall develop a process to identify students eligible for reverse transfer at no cost to the student.

#### F. Transfer of General Education Credit

(1) 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.

(2) 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.

(3) 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.

(4) A Maryland community college shall accept 28-36 credits of general education as specified in Regulation .03(C) of this chapter as completion of the general education requirements at the community college, without further review or the need for a course-by-course match.

(5) 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.

(6) 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 10-18 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.

(7) Each public 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.

(8) Associate Degrees.

(a) While there may be variance in the numbers of hours of general education required for associate 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.

(b) A student possessing an associate degree 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 credits.

(9) Student Responsibilities. A student is held:

(a) Accountable for the loss of credits that:

(i) result from changes in the student's selection of the major program of study

(ii) were earned for remedial coursework

(iii) exceed the total course credits accepted in transfer as allowed by this chapter.

(b) Responsible for meeting all requirements of the academic program of the receiving institution.

**13B.06.01.05**

*.05 Academic Success and General Well-Being of Transfer Students.*

A. Sending Institutions.

(1) Community colleges shall encourage their students to complete the associate degree in a recommended transfer program that 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 and programs to four-year colleges.

(b) Transmit information about transfer students who are capable of honors work or independent study to the receiving institution.

(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 or transcripts of a degree-seeking transfer student as expeditiously as possible, and notify the student of the results within 20 working days of the receipt of all official transcripts. The receiving institution shall inform a student of the courses that are acceptable for transfer credit and the courses that are applicable to the student's intended program of study.

(4) A transfer student shall be provided the same opportunity as a native student to pursue the program and degree requirements that were in effect at the time that the student enrolled at the sending institution provided they have been continuously enrolled and otherwise meet the same requirements of the native student.

**13B.06.01.06**

*.06 Programmatic Currency*

A. Maryland public institutions shall collaborate to develop and provide to students current and accurate information on transferable programs and courses.

B. Upon approval of new baccalaureate programs, recommended transfer programs shall be developed with each community college.

C. When considering curricular changes, institutions shall notify each other of the proposed changes that might affect transfer students. An appropriate mechanism shall be created to ensure that both two-year and four-year public colleges provide input or comments to the institution proposing the change. Sufficient lead time shall be provided to effect the change with minimum disruption. Transfer students are not required to repeat equivalent coursework successfully completed at a community college.

**13B.06.01.07**

*.07 Transfer Mediation Committee.*

A. Sending and receiving institutions that disagree on the transferability of general education courses as defined by this chapter shall submit their disagreements to the secretary, who shall appoint a Transfer Mediation Committee to adjudicate the disagreement. Members appointed to the Transfer Mediation Committee shall be representative of the public four-year colleges and universities and the community colleges.

B. The Transfer Mediation Committee shall address general education issues at the course or curricular level, not individual student cases. 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.06.01.08**

*.08 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 midsemester of the transfer student's first semester, if all official transcripts have been received at least 15 working days before midsemester.

(2) If transcripts are submitted after 15 working days before midsemester 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

(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.

(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.

A. Report by Receiving Institution.

(1) A receiving institution shall report annually the progress of students who transfer from two-year and four-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 for 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

### UB Policy Guide

A variety of policies pertaining to the University and not exclusively to students can be found in the online Policy Guide at [ubalt.edu/policies/](http://ubalt.edu/policies/).

### Privacy

The University complies with the requirements of the Federal Educational Rights and Privacy Act (FERPA), 34CFR Part 99, and 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, address, campus email, major and, if applicable, minor field of study, level (freshman, sophomore, etc.), enrollment status, participation in officially recognized activities and sports, dates of attendance, degrees and awards sought and/or 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 Records and Registration 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 Records and Registration and, in some cases as applicable, the Office of Financial Aid (including veterans' affairs), the Office 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 [ubalt.edu/ferpa](http://ubalt.edu/ferpa).

**Please note:** The University of Baltimore has the right to the use and reproduction of photographs taken of students while they are enrolled, for present and future use in University publications and marketing efforts, without compensation to the student. A student who does not wish to have a photo used must submit a signed statement to the Office of Records and Registration before the first Friday of each semester.

### **Emergency Closing Policy**

A. Consistent with USM 170.0 VI-12.00-Policy on Emergency Conditions: Cancellation of Classes and Release of Employees, the University president has the authority to cancel or otherwise modify class and work schedules because of emergency conditions that may arise because of inclement weather, fire, power failure, civil disorder or other unusual circumstances that may endanger students or employees.

B. Safety is always the No. 1 priority relative to opening or closing announcements, and UB administration endeavors to make those announcements in a timely fashion. Decisions to open or close during emergency conditions are taken seriously and made after appropriate consultations with administrative units, governmental agencies or other experts pertaining to the emergency at hand.

For example, weather in the mid-Atlantic region is unpredictable and variable across the area: Snow totals can range from 1 inch in the west to 11 inches in the south and east. The decision to close or delay during periods of inclement weather is not taken lightly; local and regional forecasts are consulted, and the condition of state roads, as reported by the Maryland Department of Transportation, the Maryland Transportation Authority, the Maryland State Police and the Baltimore City Office of Emergency Management, are evaluated prior to making a decision about modifying class and work schedules. Moreover, announcements of other area colleges and universities about their own plans are also reviewed and discussed by administrators. In addition, conditions involving the safety and availability of University parking facilities and the condition of the streets adjacent to the University are assessed. Administrators recognize that weather conditions 20 miles west of UB could be quite different than conditions at the campus. Nevertheless, the final decision rests with the University's goal of accommodating as many of its campus members as possible on a given day.

Our hope is that all of our students, faculty members and staff members will use their own best judgment about the relative safety of their commute during inclement weather and other emergencies. That is UB's primary concern. When there is a weather emergency or other crisis, faculty members will discuss with their students ways to make up for missed classes or assignments.

C. This policy applies seven days per week.

D. Decisions to cancel or otherwise modify class and work schedules because of emergency conditions will be made by the University president after consulting with the executive vice president and provost, the senior vice president for administration and finance, and the chief of police.

E. University administrators understand the importance of making every effort to decide, in a timely fashion, whether to cancel or otherwise modify class and work schedules as the result of weather or other emergency events.

F. **Official** University closing announcements can only be found at:

- the University's text messaging system
- the University's email system
- the University's webpage
- emergency notification line at 410.837.4201.

G. When the main campus of UB is closed, online classes will proceed as scheduled unless otherwise indicated by the instructor. Students are expected to communicate with their instructors if a campus closing prevents them from meeting a deadline or participating in class activities.

H. Instructors should indicate on their course syllabus any special instructions for emergencies.

I. Instructors are responsible for making up work as needed to assure the integrity of the credit hours associated with the course. A range of options are available for doing so, including using online tools such as a University learning management system.

J. Closing notifications shall also be posted to the following organizations. Campus members are reminded that announcements in the media are NOT official notifications. See “F” above for official list of notification sources. Notifications include but are not limited to:

1. Baltimore-area radio and TV stations: WBAL Radio 11 (1090 AM/ 97.9 FM), WCAO/WXYV (600 AM/103 FM), WLIF (101.9 FM), WCBM (680 AM), WMIX (106.5 FM), WQSR (102.7 FM), WFSI (107.9 FM-Annapolis), WBAL-TV (11), WJZ-TV (13), WMAR-TV (2) and WBFF-FOX TV (45)
2. Washington-area radio and TV stations WTOP (1500 AM/103.5 FM), WGMS (104.1 FM) and WTTG-FOX TV (5).

K. Essential personnel are expected to report when the University is closed due to emergencies. Be guided by the directions of your supervisors.

L. Staff and faculty members with questions about this protocol should request clarification from their immediate supervisors or the Office of Human Resources.

M. The USG facility is not included in this closing policy, as USG has its own emergency closing policy; USG follows the closing decision of the University of Maryland, College Park.

N. The University does not make announcements about individual department or program activities.

1. Departments wishing to communicate cancellation information about specific activities are encouraged to set up their own notification systems, such as recorded telephone messages or telephone trees.
2. Off-campus groups having business or events on campus should be informed by their on-campus contacts how cancellation information will be disseminated and develop their own notification system.

## **NONDISCRIMINATION AND SEXUAL MISCONDUCT**

### **Nondiscrimination Policy**

The University of Baltimore (“UB” or “University”) does not discriminate on the basis of—and prohibits discrimination against any member of the University community on the basis of—sex, gender, race, religion, age, disability, national origin, ethnicity, sexual orientation, gender identity or other legally protected characteristics in its policies, programs, activities or employment practices; this includes inquiries regarding Title IX of the Education Amendments of 1972 as amended (“Title IX”), Title VII of the Civil Rights Act of 1964 and Section 504 of the Rehabilitation Act of 1973. Inquiries or complaints regarding sexual misconduct and other gender-based discrimination, including pregnancy, sexual orientation and gender identity, should be directed immediately to the Title IX coordinator, Anita Harewood, vice president, Office of Government and Community Relations, Academic Center, Room 336, phone: 410.837.4533, [T9@ubalt.edu](mailto:T9@ubalt.edu); to the dean of students, Office of Student Support, Academic

Center, Room 112, phone: 410.837.4755, [studentsupport@ubalt.edu](mailto:studentsupport@ubalt.edu); or to the assistant vice president, Office of Human Resources, Charles Royal Building, Third Floor, 410.837.5410, [sreed@ubalt.edu](mailto:sreed@ubalt.edu). Sexual misconduct and other gender-based discrimination reports will be handled under the following policy and procedures: [ubalt.edu/policies/administrative/II-7.1.pdf](http://ubalt.edu/policies/administrative/II-7.1.pdf).

Inquiries or complaints regarding other forms of discrimination, such as complaints of discrimination on the basis of race, religion, age, disability, national origin, ethnicity or other legally protected characteristics, should be directed immediately to the following offices:

- For inquiries or complaints against students, contact the Office of Student Support, Academic Center, Room 112, 1420 N. Charles St., 410.837.4755 [studentsupport@ubalt.edu](mailto:studentsupport@ubalt.edu)
- For inquiries or complaints against faculty or staff members, contact the Office of Human Resources, 1319 N. Charles Street, Charles Royal Building, 3rd Floor, 410.837.5410.

### **Sexual Misconduct**

In accordance with Title IX, the University of Baltimore is committed to creating a university setting that is safe from sexual misconduct, including sexual and gender-based harassment, sexual violence, dating violence, domestic violence, sexual exploitation and sexual intimidation. The University actively seeks to prevent issues of sexual misconduct by educating and providing resources to raise awareness of these issues, and recognize, respond and provide support to those who have experienced sexual harassment and/or been the victim of a sexual offense. For complete information, please visit [ubalt.edu/titleix](http://ubalt.edu/titleix).

## **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 Office of Disability and Access Services. This documentation is required whether the condition is permanent or temporary (broken leg, etc.).

A student's documentation should 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 Disability and Access Services Staff staff for all students seeking accommodations. This includes undergraduate, graduate and law students. This documentation will be retained by the office and is not part of the student's permanent academic record. These records will remain in the office'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.

## **BEREAVEMENT POLICY**

The University of Baltimore recognizes that students may experience the death of a loved one during the course of an academic term. To promote the general mental health of University of Baltimore students, this policy provides a formal process to allow grieving students the opportunity to be available for their families during times of death and grief.

This policy is not seen as a substitute for good communication between students and their faculty members around missed classes or assignments, but rather as a complement to that communication to assist students when they are grieving.

### **Definitions:**

- a) Bereavement leave here refers to those days a student may miss classes or assignments because the student is using the Bereavement Policy.
- b) Calendar days include all days of the week, including weekends.

- c) Group work is a formal assignment in a course that involves the grieving student and at least one other student in the completion of the assignment.
- d) Missed academic work includes any assignments or tests in a course that a student would ordinarily be submitting or participating in were the student not using the Bereavement Policy.
- e) Significant relationships can include but are not limited to the following:
  - uncle(s) or aunt(s)
  - cousin(s)
  - niece(s) or nephew(s)
  - legal in-law(s)
  - grandparent(s)
  - step-relation individual(s)
  - child(ren) or individual(s) for whom the mourner had legal guardianship
  - parent(s) or legal guardian(s)
  - sibling(s)
  - spouse or domestic partner.
- f) Travel days will be calendar days.

With appropriate notification as described in this policy, students who opt to use the Bereavement Policy will be permitted up to five calendar days of absence from classes and/or examinations to mourn the loss of an individual with whom they have a significant relationship.

With appropriate notification and permission as described in this policy, a student who has opted to use the Bereavement Policy may have up to two more calendar days excused from class or examination for travel related to the bereavement process. Travel days may be allowed for such trips as going to the home of the deceased, the family home of the student grieving and/or the location of the funeral/services. Students opting to use the Bereavement Policy can appeal to the professor and/or Office of Student Support and dean of students if more travel days are needed. These requests will be handled on a case-by-case basis.

Unexcused absences already prescribed in a course syllabus should not be used in congruence with the Bereavement Policy.

The student who is mourning should be given a reasonable amount of days to make up any missed academic work.

The assignments a student missed while on bereavement leave should not be subject to deduction in scoring, as long as they are completed in a reasonable, extended period of allotted time. The student is responsible for working with the professor to make up these assignments.

Students who opt to use this policy must be in communication with their professor(s) about their missed assignments by the time they return to campus from bereavement leave.

## **NOTIFICATION**

A student opting to use the Bereavement Policy must immediately notify via email the dean of students and his or her current course instructors if he or she will be taking bereavement leave. Notification must be made at the beginning of the mourning period (that is, within the first 24 hours, which counts as the first calendar day of the bereavement period).

If the student is engaged in class group work or on any class team, she/he must also notify at least one member of her/his team as soon as the student knows she/he will be taking bereavement leave.

Students using the Bereavement Policy must provide proof of death for the individual(s) who is/are being mourned. Proof of the individual(s) death(s) should be submitted to the dean of students within 14

calendar days from start of the bereavement leave. Failure to provide documentation will result in the absences being considered unexcused.

Documentation of the death or funeral service attended should suffice as evidence of the death. Documentation can include but is not limited to:

- an obituary
- a copy of death certificate
- program from funeral/services
- signed letter of funeral service from the funeral home.

If there are any disputes between faculty members and students when using this policy, the dean of students will be responsible for providing adjudication on the matter. The University of Baltimore's Counseling Center is available to assist students and provide counseling services if so desired by the student.

## **IMMUNIZATION AND HEALTH RECORD POLICY**

The University of Baltimore does not have mandatory immunization requirements, nor does it require students to submit health records. However, the University strongly encourages all students and other members of the University community to work with their health care provider to be sure they are up to date on all appropriate immunizations, specifically:

- measles, mumps and rubella
- tetanus, diphtheria and pertussis
- meningococcal (meningitis).

## **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 outlined in the University's Student Handbook, found online at [ubalt.edu/studenthandbook](http://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 Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act requires that colleges and universities publish and distribute an annual security report. This report includes campus crime statistics for the previous three years, policy statements concerning crime reporting, access to campus facilities, enforcement and arrest authority of campus police, crime prevention, and procedures to be followed in sexual assault offenses. The act also provides for timely notice to the campus of crimes considered serious and continuous threats to safety, as well as emergency response procedures. Also, the act requires the maintenance of a public crime log of all reported crimes. You may view and download this document by visiting [ubalt.edu/ubpolice](http://ubalt.edu/ubpolice). You may also obtain a paper copy of the report at the UB Police Department, located in the Charles Royal Building, Room 200.

## **WAIVER OF TUITION FOR SENIOR CITIZENS OF THE STATE OF MARYLAND**

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 or older, who is retired, whose chief income is derived from retirement benefits and who is not employed full time.

Seniors 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 seniors 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.

Senior citizens 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 2019-20 University of Baltimore Undergraduate Catalog outlines the University’s undergraduate programs, courses, policies and procedures that were in effect as of June 30, 2019. Subsequent changes to policies and procedures 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.

# FACULTY AND ADMINISTRATION

Faculty profiles, which include degrees earned and teaching and research interests, can be found in alphabetical order linked from the following websites:

- [Yale Gordon College of Arts and Sciences](#)
- [Merrick School of Business](#)
- [College of Public Affairs](#)
- [UB School of Law](#)

## UNIVERSITY SYSTEM OF MARYLAND BOARD OF REGENTS

The University of Baltimore is a constituent university of the University System of Maryland. The USM is governed by a Board of Regents, whose 17 members are appointed by the governor ([usmd.edu/regents/members/](http://usmd.edu/regents/members/)). The chancellor of the USM is Robert Caret.

## UB ADMINISTRATION

Kurt L. Schmoke, President  
J.D., Harvard University  
Diploma, Social Anthropology, Oxford University  
B.A., Yale University

Darlene B. Smith, Executive Vice President and Provost  
Ph.D., University of Maryland, College Park  
MBA, University of Baltimore  
B.S., University of Baltimore  
A.A., Anne Arundel Community College

Beth Amyot, Vice President of Administration and Finance  
MBA, West Virginia University  
B.S., West Virginia University

Catherine Andersen, Vice Provost  
Ph.D., Indiana University  
M.S., Hofstra University  
B.S., Ohio University

David F. Bobart, Vice President for Technology and Chief Information Officer  
B.A., The Johns Hopkins University

Anita Harewood, Vice President for Government and Public Affairs  
J.D., Georgetown University Law Center  
B.S., University of Maryland, College Park

Theresa Silanskis, Vice President for Institutional Advancement  
M.P.A., University of Baltimore  
B.A., Saint Mary's College of Maryland

Christine Spencer, Dean, Yale Gordon College of Arts and Sciences  
Sc.D., Harvard University, School of Public Health  
S.M., Harvard University, School of Public Health  
B.A., Bard College

Murray M. Dalziel, Dean, Merrick School of Business  
Ph.D., Harvard University  
M.A., University of Edinburgh

Ronald Weich, Dean, School of Law  
J.D., Harvard University  
B.A., Columbia University

Roger Hartley, Dean, College of Public Affairs  
Ph.D., University of Georgia  
M.A., University of Georgia  
B.S., Indiana University Bloomington

# COURSE DESCRIPTIONS

## ACCT

### ACCT 201 INTRODUCTION TO FINANCIAL ACCOUNTING (3.00)

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 (3.00)

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 (3.00)

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 with a minimum grade of C.

### ACCT 302 INTERMEDIATE ACCOUNTING II (3.00)

This class is the second course of the three semester sequence of intermediate financial accounting. This course focuses on issues related to the reporting and analysis of financial accounting information. The objective in this course is to examine in detail (with an emphasis on both the "what" and the "why") the following financial topics: 1) Operational Assets 2) Time value of money 3) Bonds and long term notes 4) Leases 5) Employee benefits and pensions. Prerequisite: ACCT301 or equivalent with a minimum grade of C.

### ACCT 306 COST ACCOUNTING (3.00)

A study of cost behavior, overhead cost -allocations, 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 with minimum grade of C.

### ACCT 310 INTERMED ACCOUNTING III (3.00)

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. Topics include shareholders' equity, investments, income taxes, earnings per share, accounting changes, error analysis, and statement of cash flows. Prerequisite: ACCT 302 or equivalent with a minimum grade of C. [CAP]

### ACCT 317 ACCOUNTING INFORMATION SYSTEMS (3.00)

A study of fundamental accounting system concepts, the utilization of accounting system technology to establish security and controls, accounting system development, documentation and data base implementation and the internal controls of accounting information. Projects use AIS applications on the revenue, expense, production and payroll cycles.

### ACCT 401 AUDITING (3.00)

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 non assurance services. Prerequisites: Acct 302 with a minimum grade of C / Merrick School of Business student or by permission of the instructor.

### ACCT 402 SEMINAR IN ASSURANCE SERVICES (3.00)

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 (3.00)

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 multi national enterprises. Prerequisite: ACCT 302 or equivalent with a minimum grade of C.

#### ACCT 404 ADVANCED COST ACCOUNTING (3.00)

An advanced study of the concepts of process cost accounting, cost behavior, overhead cost allocations, cost system design, activity based costing and control systems. Emphasis is on case study analysis and other practical applications of cost accounting practices to various business enterprises. Prerequisite: ACCT 306 or equivalent

#### ACCT 405 INCOME TAXATION (3.00)

A study and analysis of the federal income tax structure with emphasis upon the taxation of individuals. Topics include income determination, deductions, property transactions, credits, 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 (3.00)

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. Also introduces gift and estate taxes and income taxation of estates and trusts. Prerequisite: ACCT 405 or equivalent.

#### ACCT 411 SEMINAR IN ACCOUNTING (3.00)

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 B . Merrick School of Business student, or by permission of the instructor.

#### ACCT 412 INTRODUCTION TO FORENSIC ACCOUNTING (3.00)

Provides an overview of the field of forensic accounting, focusing on the roles, responsibilities and requirements of a forensic accountant in both litigation and fraud engagements. Examines basic litigation and fraud examination theory, identifies financial fraud schemes, explores the legal framework for damages and fraud and damage assessments and methodologies, and reviews earning management and financial reporting fraud. Other topics include computer forensics and corporate governance and ethics. Actual litigation and fraud cases are used to highlight the evolving roles of forensic accounting.

#### ACCT 413 ETHICAL ISSUES IN ACCOUNTING (3.00)

Considers business ethics issues within an accounting context from a multiple stakeholder perspective. Ethical theories, codes of ethics relevant to accountants, corporate governance and professional and corporate social responsibility are covered. The course emphasizes the application of concepts such as professionalism, integrity, independence and objectivity to individual decision making.

#### ACCT 414 FEDERAL AND STATE GOVERNMENT ACCOUNTING (3.00)

The course covers the basics of federal, state and local (municipal) accounting with particular focus on fund accounting and issues specific to the accounting by the US Federal Government. The course coverage will roughly approximate the curriculum of Part II and III of Exam II of Certified Government Financial Manager examination.

#### ACCT 420 LAW, REGULATION AND PROFESSIONAL RESPONSIBILITIES (3.00)

The course provides rigorous overview of theoretical and practical aspects of Law, Regulation, and Professional Responsibilities for Certified Public Accountants. The course covers legal issues pertaining to agency, contracts, debtor creditor relationships, securities and employment law. The course also covers ethical and professional standards for certified public accountants.

#### ACCT 435 FINANCIAL STATEMENT ANALYSIS (3.00)

Explores theoretical and conceptual foundations of generally accepted accounting principles. Integrates U.S. generally accepted accounting principles to develop students' understanding of financial statement analysis. Case materials and financial statements of U.S. and international companies are incorporated. Topics include standard setting, financial statement presentation issues, measurement issues (including fair value accounting) and classification and recognition issues.

#### ACCT 493 HONORS SEMINAR (3.00)

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 PROJ/THESIS (3.00 6.00)

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. prerequisite: 3.3 GPA and permission of both the Denit Honors Program director and the faculty director

#### ACCT 495 ACCOUNTING INTERNSHIP (3.00)

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 nine semester hours of accounting with a minimum GPA of 3.0. Completion of MGMT 330 or permission of the instructor. Permission of the instructor is required.

#### ACCT 497 SPECIAL TOPIC: (3.00)

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 202 or equivalent with a grade of C or better or instructor permission.

#### ACCT 499 INDEPENDENT STUDY: ACCOUNTING (1.00 3.00)

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, refer to the Merrick School of Business Independent Study Policy.

#### ACCT 505 ACCOUNTING ESSENTIALS (1.50)

Introduces students to the basics of corporate financial reporting and financial statement analysis from the manager's perspective. Emphasizes the analysis of financial statements and provides an overview of U.S. Generally Accepted Accounting Principles (GAAP) and International Financial Reporting Standards (IFRS) rules for most critical accounting items. prerequisite: graduate standing

#### ACCT 510 INTERMEDIATE ACCOUNTING I (3.00)

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 505 or equivalent.

#### ACCT 511 INTERMEDIATE ACCOUNTING II (3.00)

This course focuses on issues related to the reporting and analysis of financial accounting information. The objective in this course is to examine in detail (with an emphasis on both the "what" and the "why") the following financial topics: 1) Operational Assets 2) Time value of money 3) Bonds and long term notes 4) Leases 5) Employee benefits and pensions. Prerequisite: ACCT 510 or equivalent

#### ACCT 512 AUDITING (3.00)

A study of generally accepted auditing standards with emphasis on professional standards, planning, internal control, audit evidence, audit sampling and standard reports for the various attestation functions. Prerequisite: ACCT 505 or equivalent

#### ACCT 513 INTERMEDIATE ACCOUNTING III (3.00)

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. Topics include shareholders' equity, investments, income taxes, earnings per share, accounting changes, error analysis, and statement of cash flows. Prerequisite: Completed or concurrent enrollment in ACCT 511.

#### ACCT 514 FUNDAMENTALS OF INCOME TAXATION (3.00)

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 505 or equivalent.

#### ACCT 601 FORENSIC ACCOUNTING PRINCIPLES (3.00)

Provides an overview of the field of forensic accounting, focusing on the roles, responsibilities and requirements of a forensic accountant in both litigation and fraud engagements. Examines basic litigation and fraud examination theory, identifies financial fraud schemes, explores the legal framework for damages and fraud and damage assessments and methodologies, and reviews earning management and financial reporting fraud. Other topics include computer forensics and corporate governance and ethics. Actual litigation and fraud cases are used to highlight the evolving roles of forensic accounting. ACCT 505 or equivalent.

#### ACCT 602 DISSECTING FINANCIAL STATEMENT (3.00)

Students learn how to review, detect and investigate possible financial statement concerns of publicly and privately held businesses, as well as those of nonprofit organizations and family businesses. Topics include legal elements of financial statement fraud, management's and auditors' responsibilities, improper revenue/sales recognition, inadequate disclosure of related party transactions, improper asset valuation, improper deferral of costs and expenses, financial statement red flags and inadequacies in management's discussion and analysis. Students learn how to detect and investigate possible financial statement problems by addressing such factors as off balance sheet activity, liquidity, financial performance indicators, unreported intangibles and lease auditing. Prerequisite: ACCT 505 or equivalent.

#### ACCT 603 INVESTIGATIVE ACCOUNTING AND FRAUD EXAMINATION (3.00)

Topics include the in depth review of sophisticated fraud schemes, how fraudulent conduct can be deterred, how allegations of fraud should be investigated and resolved, the recovery of assets, methods of writing effective reports and complying with SAS 82 and other fraud standards. Fraud and investigation topics cover acts of skimming, cash larceny, check tampering, register disbursement schemes, billing schemes, payroll and expense reimbursement schemes, improper accounting of inventory and other assets, corruption, bribery, conflicts of interest, security fraud, insurance fraud, anti terrorist financing and money laundering. Prerequisite: ACCT 505 or equivalent.

#### ACCT 604 LITIGATION SUPPORT (3.00)

Addresses the relationship between the forensic accounting professional and the litigation process in which he or she may play a role. Specifically, this course covers the litigation process, the legal

framework for damages and fraud, damage assessment methodologies, issues related to the presentation of evidence through expert testimony, practices used in supporting divorce cases and basic rules of evidence as they apply to forensic accountants. Prerequisite: ACCT 505 or equivalent.

#### ACCT 605 PERFORMANCE MANAGEMENT AND ACCOUNTING CONTROLS (3.00)

Focuses on how managers can use accounting information in the budgeting process to assist them in planning, controlling and making decisions. Introduces students to internal controls, corporate governance and enterprise risk management. Prerequisites: ACCT 505 or equivalent.

#### ACCT 624 FINANCE AND ACCOUNTING ANALYTICS (3.00)

This course focuses on applying cutting edge analytics techniques to examine "big data" in finance, accounting, and auditing. Students will acquire working knowledge of common financial data analytics software packages (e.g. SAS, Tableau, and IDEA). The course will heavily emphasize using data analytics techniques in solving common finance, accounting and auditing problems through using data preparation, data visualization and analysis techniques. Prerequisite: ACCT 512 or equivalent or permission of program director.

#### ACCT 635 FINANCIAL STATEMENT ANALYSIS (3.00)

Explores theoretical and conceptual foundations of generally accepted accounting principles. Integrates U.S. generally accepted accounting principles to develop students' understanding of financial statement analysis. Case materials and financial statements of U.S. and international companies are incorporated. Topics include standard setting, financial statement presentation issues, measurement issues (including fair value accounting) and classification and recognition issues. Prerequisite: ACCT 505 or equivalent

#### ACCT 650 LAW, REGULATION AND PROFESSIONAL RESPONSIBILITIES (3.00)

The course provides rigorous overview of theoretical and practical aspects of Law, Regulation, and Professional Responsibilities for Certified Public Accountants. The course covers legal issues pertaining to agency, contracts, debtor creditor relationships, securities and employment law. The course also covers ethical and professional standards for certified public accountants.

#### ACCT 655 TAX POLICY (3.00)

Explores the evolution and structure of the federal income tax system from a public policy perspective. Focus is placed on legal, economic, social and practical considerations. Alternatives, including current legislative proposals, are considered. Students prepare a research paper on a topic related to tax policy.

#### ACCT 680 TAXATION OF ENTITIES (3.00)

Covers federal income taxation of corporations, partnerships, estates and trusts as well as the taxation of gifts and estates. Analysis includes consideration of the sources of tax law, weight or authority, ethical issues, planning and administrative procedures. prerequisite: ACCT 405 or equivalent

#### ACCT 701 ACCOUNTING ETHICS (3.00)

Considers business ethics issues within an accounting context from a multiple stakeholder perspective. Ethical theories, codes of ethics relevant to accountants, corporate governance and professional and corporate social responsibility are covered. The course emphasizes the application of concepts such as professionalism, integrity, independence and objectivity to individual decision making.

#### ACCT 702 FEDERAL AND STATE GOVERNMENT ACCOUNTING (3.00)

This course covers the basic of federal, state and local (municipal) accounting with particular focus on fund accounting and issues specific to the accounting by the US Federal Government. The course coverage will roughly approximate the curriculum of Parts II and III of Exam II of Certified Government Financial Manager examination.

#### ACCT 720 STRATEGIC PROFITABILITY ANALYSIS (3.00)

Applies current business tools and techniques to the understanding of what factors drive profitability, including financial as well as risk, quality, and social responsibility factors.

**ACCT 740 ADVANCED TOPICS IN ASSURANCE SERVICES (3.00)**

A study of the application of generally accepted auditing standards to auditing practice issues, of academic and practitioner research, of internal auditing, of EDP auditing and of governmental auditing issues. prerequisite: ACCT 512 or equivalent

**ACCT 752 TOPICS IN ACCOUNTING SYSTEMS (3.00)**

A study of fundamental accounting system concepts, the utilization of accounting system technology to establish security and controls, accounting system development, documentation and data base implementation and the internal controls of accounting information. Projects use AIS applications on the revenue, expense, production and payroll cycles. Prerequisite: ACCT 505 or equivalent

**ACCT 755 ADVANCED FINANCIAL REPORTING ISSUES (3.00)**

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. Graduate equivalent of ACCT 403. prerequisite: ACCT 511 or equivalent.

**ACCT 761 ACCOUNTING FOR HEALTH CARE ORGANIZATIONS (3.00)**

Covers financial reporting, analysis and strategy principles applied to for profit and not for profit health care organizations. Financial and managerial accounting issues related to strategic decision making are emphasized. Review of the authoritative health care accounting literature, overview of the health care accounting environment, issues in revenue and expense recognition, balance sheet valuations, budgetary control systems, cost accounting, performance measurement, and the financial implications of third party payment systems and managed care arrangements. prerequisite: ACCT 505

**ACCT 762 ACCOUNTING FOR MEDICARE REGULATION (3.00)**

Focuses on principles and applications of Medicare payment systems and rate regulation for health care providers, emphasizing understanding the Medicare system, developing the technical skills required to identify and research problems in Medicare payments, isolating relevant regulatory issues and developing documentary support and arguments for proposed solutions to problems in health care payment claims. Topics include Medicare and the American health care system, Part A hospital insurance benefits, Part B supplementary medical insurance benefits, exclusions from coverage, fraud and abuse, physician self referral, payments rules, cost reports, claims and appeals, and managed care plans. prerequisite: ACCT 505 or equivalent

**ACCT 770 SEMINAR IN CURRENT TOPICS IN ACCOUNTING (3.00)**

A study of current developments and contemporary problems in accounting. Topics vary from year to year. A significant writing and research experience is provided. prerequisite: ACCT 511 or equivalent

**ACCT 780 SUSTAINABILITY ACCOUNTING (3.00)**

Sustainability accounting concerns the process of identifying, measuring and reporting the entities' impact on the planet with a focus mainly on the environmental impact. Determining how different entities affect the environment, measuring that impact and deciding what, how and to whom to report this impact are all part of this course. The course will cover topics dealing with greenhouse gas emission, trading and sustainability investing. prerequisite: ACCT 605

**ACCT 792 SPECIAL TOPICS IN ACCOUNTING (1.50)**

Specialized topics in accounting, allowing flexibility for both the changing developments in accounting and the educational needs of students. Exact topics and prerequisite structure appear in the schedule of classes. prerequisite: ACCT 605

**ACCT 795 GRADUATE ACCOUNTING INTERNSHIP (3.00)**

Students will attain professional accounting experience and work on assigned projects within a workplace accounting environment. Requirements include a work supervisor evaluation, a journal detailing the work experience, and a self assessment of the student's internship experience. Prerequisite: Admission to

the MS in Accounting and Business Advisory Services Program and permission of the graduate director of the accounting program.

#### ACCT 797 SPECIAL TOPICS IN ACCOUNTING (3.00)

Specialized topics in accounting, allowing flexibility for both the changing developments in accounting and the educational needs of students. Exact topics and prerequisite structure appear in the schedule of classes. prerequisite: ACCT 605

#### ACCT 799 INDIVIDUAL RESEARCH (3.00)

prerequisites: approval of accounting instructor, department chair and academic adviser

## **ANTH**

#### ANTH 110 CULTURAL ANTHROPOLOGY (3.00)

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] [SBS] [GD]

#### ANTH 115 HUMAN ORIGINS (3.00)

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] [SBS]

#### ANTH 201 INTRODUCTION TO ARCHAEOLOGY (3.00)

Introduction to the basic theories, methods and kinds of data that archaeologists use to study the lives of people who lived in the past, including their natural environments, material cultures, foodways and socioeconomic systems. Students are introduced to the use of anthropological archaeology in the investigation of ancient peoples of the Old and New Worlds, as well as people of the recent past and how their lives were affected by European imperialism, institutionalized racism and the global capitalist system. [SOSC]

#### ANTH 202 INTRODUCTION TO ARCHAEOLOGY LABORATORY (1.00)

Emphasis is placed on hands on experience in archaeology through the study of artifacts in the laboratory, the application of archaeological methods in the field and the analysis of archaeological data using computer statistics packages and geographic information systems software. Students take the important concepts and theories of archaeology and learn how to apply them in academic research. This course has ANTH 201 as a co requisite. \$65 LAB FEE REQUIRED

#### ANTH 222 HUMAN ENVIRONMENTAL ADAPTATIONS (3.00)

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 (4.00)

Provides in depth exposure to the methods used by anthropological archaeologists as they learn about past cultures and disseminate the knowledge they obtain, including field survey, excavation, artifact analysis, quantitative techniques, reporting, and literature review. Subject matter is conveyed to students in the form of lectures, discussion of case studies, and hands on laboratory exercises. Lab fees required. Prerequisites :None

**ANTH 295 HISTORICAL ARCHAEOLOGY (3.00)**

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. Prerequisites: None. [SOSC] [QQT] [GIK] [SBS]

**ANTH 320 FORENSIC ANTHROPOLOGY (4.00)**

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. Prerequisite: None [IL]

**ANTH 365 HUMAN POPULATION DYNAMICS (3.00)**

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. [OC]

**ANTH 410 CULTURAL RESOURCE MANAGEMENT (3.00)**

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 CRM as it relates to archaeology form an important component of coursework. Prerequisite: None

**ANTH 440 ANTHROPOLOGICAL THEORY (3.00)**

This course 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. Prerequisites: None

**ANTH 488 SPECIAL TOPICS IN ANTHROPOLOGY (3.00)**

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. Prerequisite: None

**ANTH 490 INTERNSHIP IN CULTURAL RESOURCE MANAGEMENT (3.00 4.00)**

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. Pre requisite: None

**ANTH 499 SPECIAL PROJECTS IN ANTHROPOLOGY (3.00)**

This capstone experience for Applied Anthropology majors involves the implementation of a research project under the supervision of a faculty member. The work may include primary research, a review paper, or another type of scholarly research product. This course is eligible for a continuing studies grade. Prerequisite: Permission of Program Chair.

## **APPL**

**APPL 601 THE BIOLOGICAL BASIS OF BEHAVIOR (3.00)**

Surveys the current knowledge of the structure and function of the nervous system, with an emphasis on how this information contributes to understanding behavior and mental processes. Introduces

neuroscience and demonstrates how different types of information are integrated in this interdisciplinary field. Students gain insight into how biochemical, anatomical, and physiological approaches contribute to the understanding of behavior and clinical phenomena. Addresses multicultural and social justice advocacy considerations. Lab fee required. Prerequisite: only open to the following majors: M.S. in Applied Psychology or Certificate in Professional Counseling Studies; other majors may take this course with departmental permission only.

#### APPL 602 PROFESSIONAL IDENTITY, ETHICS, AND LEGAL ISSUES IN THE PRACTICE OF COUNSELING AND PSYCHOLOGY (3.00)

Focuses on the development of professional identity, pathways to credentialing and licensure and legal and ethical issues in professional counseling and psychology. Students examine professional organizations, credentialing bodies and the ethical codes relevant to the practice of counseling and psychology. Emphasis on ethical standards of the American Counseling Association and resolution of ethical dilemmas through the application of an ethical decision making model. Addresses multicultural and social justice advocacy considerations. Prerequisite: only open to the following majors: M.S. in Applied Psychology or Certificate in Professional Counseling Studies; other majors may take this course with departmental permission only.

#### APPL 603 LEARNING AND COGNITION (3.00)

Emphasizes the study of the major theories and models of human learning from the perspectives of both behaviorism and cognitive science. Includes an experiential overview of how people acquire, store and use information. Theoretical and empirical information is applied to the understanding of human behavior in a wide variety of settings. Address multicultural and social justice advocacy consideration as they relate to issues in human learning. Prerequisite: only open to the following majors: M.S. in Applied Psychology or Certificate in Professional Counseling Studies; other majors may take this course with departmental permission only.

#### APPL 604 INTERVIEWING (3.00)

The interview as an informational, research and clinical tool. Interview formats and their construction, as well as the skills required for their utilization, are reviewed. The relationship of the interview to other information gathering procedures is considered. Lab fee required. Prerequisite: This course is open only to the following majors: Applied Psychology or Certificate in Professional Counseling Studies. Other majors may take this course with departmental permission only.

#### APPL 605 ADVANCED THEORIES OF PERSONALITY AND COUNSELING (3.00)

An advanced exploration of theories regarding personality and counseling. Includes discussion of treatment implications and research related to each theory or therapy. Addresses multicultural and social justice advocacy considerations. Prerequisite: only open to the following majors: M.S. in Applied Psychology or Certificate in Professional Counseling Studies; other majors may take this course with departmental permission only.

#### APPL 606 BASIC COUNSELING TECHNIQUES (3.00)

An overview of the basic skills and techniques required for conducting counseling sessions, including multicultural and social justice considerations. Explores listening skills, relationship building, intake and ongoing assessment, etc. Basically experiential in nature, with students engaging in self reflective activities, practicing and evaluating counseling styles and abilities and participating in varied classroom activities such as mock counseling role plays and/or interviews. Lab fee required. Prerequisite: APPL 605 or permission of instructor; only open to the following majors: M.S. in Applied Psychology or Certificate in Professional Counseling Studies; other majors may take this course with departmental permission only.

#### APPL 607 BEHAVIORAL MEDICINE (3.00)

Examination of theory and practice in the field of behavioral medicine, emphasizing the role of mind body interaction in physical health and illness as well as approaches to prevention, diagnosis and treatment of physical disease and psychophysiological dysfunction. Topics include doctor patient communication, specific physical conditions, modification of health behavior and coping strategies. Prerequisite: This

course is open only to the following majors: Applied Psychology or Certificate in Professional Counseling Studies. Other majors may take this course with departmental permission only.

#### APPL 608 APPLIED ASSESSMENT PROCEDURES (3.00)

An exploration of current procedures employed in the evaluation of behavior within the context of multicultural and social justice factors. Focuses on the observation and interpretation of behavioral information and its relationship to choice of assessment procedures. Reviews representative measures of intellectual ability, achievement, aptitude, personality and psychological motor functioning. Lab fee required. Prerequisite: only open to the following majors: M.S. in Applied Psychology or Certificate in Professional Counseling Studies; other majors may take this course with departmental permission only.

#### APPL 609 OCCUPATIONAL STRESS AND HEALTH PSYCHOLOGY (3.00)

Survey of the organizational environment that affects cognitive processes and subsequent physiological, psychological and behavioral responses affecting individual and organizational performance. Topics include the role of the person, such as biology and personality; the role of the organization, such as workplace climate and work roles; and different types of individual and organizational stress management interventions that contribute to individuals' health and well being. Prerequisite: This course is open only to the following majors: Applied Psychology or Certificate in Professional Counseling Studies. Other majors may take this course with departmental permission only.

#### APPL 610 PSYCHOPATHOLOGY AND DIAGNOSIS (3.00)

Examines issues in the epidemiology, diagnosis, and treatment of psychiatric disorders. Major attention is given to changing applied and theoretical perspectives in the light of contemporary research methodologies and findings. Addresses ethical, multicultural and social justice advocacy considerations in relation to psychiatric classification and diagnosis. Prerequisite: only open to the following majors: M.S. in Applied Psychology or Certificate in Professional Counseling Studies; other majors may take this course with departmental permission only.

#### APPL 612 HUMAN RELATIONS (3.00)

Examination of human interactions in work settings that impact individual mental health and organizational health and productivity. Emphasis on preventing and intervening to reduce stress, frustration, conflict and violence, sexual harassment and other social problems in the workplace by applying research in emotional intelligence, personality, social perception, communication, persuasion and teamwork. Prerequisite: This course is open only to the following majors: Applied Psychology or Certificate in Professional Counseling Studies. Other majors may take this course with departmental permission only.

#### APPL 613 HUMAN DEVELOPMENT (3.00)

Survey of the biological, psychological and social changes that accompany the developmental process. Includes a study of the physical, intellectual, emotional and social development of the individual from conception to death. Addresses multicultural and social justice advocacy considerations. Prerequisite: only open to the following majors: M.S. in Applied Psychology or Certificate in Professional Counseling Studies; other majors may take this course with departmental permission only.

#### APPL 614 COMMUNITY PSYCHOLOGY (3.00)

Provides an introduction to the central concepts, strategies, findings and values of community psychology to help students develop broader perspectives on individual and community functioning and well being. Explores the interdependence of individuals and their communities and environments, with foci on social issues and policies, underserved and marginalized groups, social justice and social change, and prevention of social and mental health problems. Emphasizes research and interventions at the level of small groups, organizations, institutions and communities to reduce stress, enhance quality of life, prevent emotional and behavioral disorders, and empower individuals and their communities. Prerequisite: only open to the following majors: M.S. in Applied Psychology or Certificate in Professional Counseling Studies; other majors may take this course with departmental permission only.

#### APPL 615 COGNITIVE AND PSYCHOLOGICAL FOUNDATIONS (3.00)

Covers material for three competency areas within the basic fields of psychology that are considered essential at the master's level. Topics include biological bases of behavior, learning theories and cognition. Prerequisite: This course is open only to the following majors: Applied Psychology or Certificate in Professional Counseling Studies. Other majors may take this course with departmental permission only.

#### APPL 616 ADVANCED TREATMENT TECHNIQUES (3.00)

Examines the application of theoretically and empirically based change strategies in mental health counseling. Surveys several theoretical approaches to a variety of clinical problems, with an emphasis on empirically supported principles of change. Multicultural and social justice advocacy considerations in the application of behavioral change strategies are addressed. Includes applications to both children and adults. Prerequisites: APPL 605 and APPL 606. This course is open only to the following majors: M.S. in Applied Psychology or Certificate in Professional Counseling Studies; other majors may take this course with departmental permission only.

#### APPL 617 PERSONALITY ASSESSMENT (3.00)

Examines the rationale, psychometric properties and utility of some of the major personality assessments in use today within the context of multicultural and social justice considerations. Focuses primarily on objective measures of personality, but projective measures are introduced. Emphasis is given to the professional, ethical and cultural competency responsibilities associated with the assessment process and to administration and interpretation procedures. Lab fee required. Prerequisites: APPL 610 and APPL 608 or satisfactory completion of undergraduate Tests and Measurements course; only open to the following majors: M.S. in Applied Psychology or Certificate in Professional Counseling Studies; other majors may take this course with departmental permission only.

#### APPL 618 INTELLECTUAL ASSESSMENT (3.00)

Examines the theoretical background, rationale and validity of the major assessments of intellectual abilities currently in use. Emphasizes the professional, ethical, multicultural and social justice responsibilities associated with the assessment process, and to administration and interpretation procedures. Lab fee required. Prerequisites: APPL 610 and APPL 608 or satisfactory completion of undergraduate Tests and Measurements course; open only to the following majors: M.S. in Applied Psychology or Certificate in Professional Counseling Studies; other majors may take this course with departmental permission only.

#### APPL 619 PSYCHOLOGICAL ASSESSMENT (3.00)

Examines the rationale and validity of the more predominant intelligence tests, projective measures, interest inventories and personality measures currently in use. Focus also includes professional and ethical responsibilities associated with the assessment process and provides familiarity with administration and interpretation procedures. Lab fee required. Prerequisites: APPL 610 and either APPL 608 or undergraduate Tests and Measurements course. This course is open only to the following majors: Applied Psychology or Certificate in Professional Counseling Studies. Other majors may take this course with departmental permission only.

#### APPL 620 INTRODUCTION TO CLINICAL NEUROPSYCHOLOGY (3.00)

Survey of basic clinical neuropsychology, focusing on the psychometric foundations of different diagnoses based on the clinical presentation of human brain dysfunction. Discusses cognitive, behavioral, emotional and social symptoms of the major neuropsychological disorders. Issues of assessment in impaired populations are addressed, including the provision of effective psychological services to the neuropsychologically impaired individual. Prerequisite: This course is open only to the following majors: Applied Psychology or Certificate in Professional Counseling Studies. Other majors may take this course with departmental permission only.

#### APPL 621 SUBSTANCE ABUSE COUNSELING (3.00)

Provides a review of current literature regarding the etiology, psychology, risk factors and social phenomena associated with substance (including alcohol) use and related disorders. Emphasizes evidence based contemporary and traditional treatment methods employed by outpatient clinics and

inpatient units. Addresses issues related to ethical, multicultural and social justice advocacy considerations in the treatment of substance use disorders. Lab fee required. Prerequisite: APPL 606; only open to the following majors: M.S. in Applied Psychology or Certificate in Professional Counseling Studies; other majors may take this course with departmental permission only.

#### APPL 622 GROUP COUNSELING (3.00)

An introduction to the theory and practice of group psychotherapy, including consideration of history and theory as well as practical considerations and clinical techniques. Explores ethical considerations for therapists who lead groups. Addresses multicultural and social justice advocacy considerations. Incorporates an experiential component into the class periods. Lab fee required. Prerequisite: APPL 606; only open to the following majors: M.S. in Applied Psychology or Certificate in Professional Counseling Studies; other majors may take this course with departmental permission only.

#### APPL 623 CAREER COUNSELING (3.00)

Introduces the primary theories that explain how individuals make career choices and the specific strategies the counselor can use to help the client make informed career choices. Students gain exposure to specific instruments designed to assist in career decisions. Addresses multicultural and social justice considerations in career counseling. Lab fee required. Prerequisite: APPL 606; only open to the following majors: M.S. in Applied Psychology or Certificate in Professional Counseling Studies; other majors may take this course with departmental permission only.

#### APPL 624 PSYCHOLOGY AND THE LAW (3.00)

Application of the fundamental principles of psychology to facets of the legal system, including an overview of the field as well as specialized topics such as competency, commitment, psychology of juries and the psychology of evidence. Emphasis on current newsworthy topics as well as on rapidly changing controversial issues and ethical considerations. Prerequisite: This course is open only to the following majors: Applied Psychology or Certificate in Professional Counseling Studies. Other majors may take this course with departmental permission only.

#### APPL 625 MULTICULTURAL COUNSELING (3.00)

Explores the impact of social phenomena, such as privilege and oppression, on cultural group membership and human development. Topics include race, ethnicity, gender, gender identity, sexual orientation, ability status, age, national origin, religion, socioeconomic status and language. Examines multicultural counseling relationships and research, as well as social justice advocacy considerations for the practicing therapist. Self reflection and experiential exercises raise awareness of self as a cultural being. Course knowledge is applied to out of class experiences as well as to psychological assessment, case conceptualization and treatment planning. Lab fee required. Prerequisites: APPL 605 and APPL 606; only open to the following majors: M.S. in Applied Psychology or Certificate in Professional Counseling Studies; other majors may take this course with departmental permission only.

#### APPL 626 FAMILY THERAPY (3.00)

Presents an overview of various family therapy theories and techniques, including systems theory and family life cycle development. Explores the integration of these techniques into the therapy process with couples and families. Special attention is given to specific issues such as the impact of race, culture and gender on a family therapeutic intervention. Prerequisite: APPL 606; only open to the following majors: M.S. in Applied Psychology or Certificate in Professional Counseling Studies; other majors may take this course with departmental permission only.

#### APPL 627 CHILD AND ADOLESCENT THERAPY (3.00)

Provides an understanding of the psychological disorders of childhood and adolescence. Covers the assessment, diagnosis and treatment of a broad range of disorders that typically arise in childhood or adolescence and examines the factors that contribute to their development. Addresses multicultural and social justice advocacy considerations in working with children and adolescents. Prerequisite: APPL 606; only open to the following majors: M.S. in Applied Psychology or Certificate in Professional Counseling Studies; other majors may take this course with departmental permission only.

#### APPL 628 COLLEGE COUNSELING (3.00)

Provides an understanding of the issues and psychological problems of college students and how those issues and problems are treated in the college setting. Covers the assessment and treatment of disorders that characterize young adulthood and the core knowledge and skills of college counselors, and provides an orientation to college and university counseling centers. Addresses multicultural and social justice advocacy considerations for working with college students in a university setting. Prerequisites: APPL 602, APPL 606 and APPL 610; only open to the following majors: M.S. in Applied Psychology or Certificate in Professional Counseling Studies; other majors may take this course with departmental permission only.

#### APPL 629 SPECIAL TOPIC: TOPICS IN COUNSELING (3.00)

Theoretical assumptions, techniques and effectiveness of interventions associated with behavioral and psychological problems of the aged, alcoholics, sexual deviants, criminal offenders and/or problems encountered in marriage and family situations. Specific topic may vary from semester to semester. May be repeated for credit as course topic changes. Lab fee may be required. prerequisites: to be determined by instructor Prerequisite: This course is open only to the following majors: Applied Psychology or Certificate in Professional Counseling Studies. Other majors may take this course with departmental permission only.

#### APPL 631 INTERMEDIATE STATISTICS FOR BEHAVIORAL SCIENCE (3.00)

The logic of hypothesis testing and assumptions underlying its use are the framework for studying analysis of variance and covariance and multiple regression. These tools are learned in the context of application to psychological research. Students learn to complete statistical analyses using a microcomputer statistical package and to interpret the results. Prerequisite: This course is open only to the following majors: Applied Psychology or Certificate in Professional Counseling Studies. Other majors may take this course with departmental permission only.

#### APPL 632 RESEARCH METHODS FOR APPLIED PSYCHOLOGY (3.00)

Builds on the fundamentals of research design and on knowledge of basic statistical techniques to provide a broad overview of the major research methods of applied psychological research. Students learn to frame inquiries and problems as research questions. The relative merits and drawbacks of the major research methods are explored. Students develop a research proposal to investigate an applied research question. Prerequisite: APPL 631. This course is open only to the following majors: Applied Psychology or Certificate in Professional Counseling Studies. Other majors may take this course with departmental permission only

#### APPL 633 RESEARCH AND EVALUATION (3.00)

Surveys methods used to investigate questions and acquire knowledge in counseling and psychology, and provides students with the skills necessary to critically evaluate counseling and clinical research literature. Topics include principles and techniques of qualitative and quantitative models; needs assessment; program evaluation; ethical, multicultural and social justice considerations in the research process; and the role of the mental health counselor as a knowledgeable research consumer. Prerequisite: only open to the following majors: M.S. in Applied Psychology or Certificate in Professional Counseling Studies; other majors may take this course with departmental permission only.

#### APPL 635 PROGRAM EVALUATION (3.00)

Study of the theories, constructs and analytical skills needed to develop, implement and evaluate organizational programs and policies. Emphasis is on the research methods used to measure and track programs and their outcomes over time. prerequisites: APPL 631 and 632 or permission of program director. Applied Psychology or Certificate in Professional Counseling Studies.

#### APPL 639 SPECIAL TOPICS: APPLIED STATISTICS (3.00)

Study of one major statistical topic, such as multivariate statistics, structural equation modeling, meta analysis, analysis of ordinal and categorical variables or nonparametric statistical techniques. Offered when student demand is sufficient and matches instructor interests. Topic may vary from semester to

semester. May be repeated for credit as course topic changes. Prerequisites: APPL 631, APPL 632 and permission of instructor. Applied Psychology or Certificate in Professional Counseling Studies.

#### APPL 641 ORGANIZATIONAL PSYCHOLOGY (3.00)

Studies how principal theories and empirical findings from research in organizational psychology are used to improve employee performance and satisfaction. Emphasizes the interactive effects of situational and individual difference variables as they influence organizational behavior. Overview includes motivation, leadership, employee morale, group dynamics and interpersonal communication. Students apply theoretical and empirical findings to solutions of work related problems in case studies. Lab fee may be required. Prerequisite: This course is open only to the following majors: Applied Psychology or Certificate in Professional Counseling Studies. Other majors may take this course with departmental permission only.

#### APPL 642 MOTIVATION, SATISFACTION AND LEADERSHIP (3.00)

Critical and in depth examination of the research evidence for theories of leadership and job satisfaction. Using motivation as a central concept, students gain an understanding of how group dynamics and personal, environmental and cultural factors influence organizational behaviors. Students work in teams to solve performance related problems presented in case studies. Lab fee may be required. Prerequisite: APPL 641 or approval of program director. This course is open only to the following majors: Applied Psychology or Certificate in Professional Counseling Studies. Other majors may take this course with departmental permission only.

#### APPL 643 ADVANCED SOCIAL PSYCHOLOGY (3.00)

Survey of the theoretical positions, research methodology and current findings seeking to explain how interpersonal interactions affect individual and group behavior. Consideration is given to such constructs as attitudes, attributions and cooperation. Prerequisite: This course is open only to the following majors: Applied Psychology or Certificate in Professional Counseling Studies. Other majors may take this course with departmental permission only.

#### APPL 644 PERSONNEL PSYCHOLOGY (3.00)

Overview of the area of personnel psychology. Topics include job analysis, personnel selection and placement, training and development and performance appraisal. Special attention to measurement procedures involved in personnel selection and performance appraisal. Equal employment opportunity laws and their effect on personnel practices are discussed. Lab fee may be required. Prerequisite: This course is open only to the following majors: Applied Psychology or Certificate in Professional Counseling Studies. Other majors may take this course with departmental permission only.

#### APPL 645 PERSONNEL ASSESSMENT (3.00)

Application of the technical material learned in Personnel Psychology related to assessment techniques used to select, promote and evaluate personnel. Hands on experience with these methods, including development of the most common ones. Assessment techniques discussed may include ability tests, personality and honesty tests, drug testing, work samples, interviews, training and evaluation forms and performance appraisals. Students go through the process of developing surveys for attitude assessment. Lab fee required. Prerequisite: APPL 644 or permission of instructor. This course is open only to the following majors: Applied Psychology or Certificate in Professional Counseling Studies. Other majors may take this course with departmental permission only.

#### APPL 646 EMPLOYMENT LAW IN HUMAN RESOURCE MANAGEMENT (3.00)

Review and analysis of federal laws and their application to human resource management (including employee selection, promotion, performance appraisals, discipline, termination, compensation, benefits and safety). Covers EEO, Affirmative Action, Civil Rights Acts, Americans with Disabilities Act and other antidiscriminatory legislation, as well as FLSA and OSHA. Examines legal issues such as privacy, sexual harassment, drug testing and employees' rights versus employers' rights. Addresses strategies for creating policy and legal concerns in a context of organizational behavior and motivation theories. Prerequisite: This course is open only to the following majors: Applied Psychology or Certificate in Professional Counseling Studies. Other majors may take this course with departmental permission only.

#### APPL 647 TRAINING AND ORGANIZATIONAL DEVELOPMENT (3.00)

Theory, findings and methods relating to how an organization ensures that its employees are equipped to accomplish its mission. Students learn about techniques to assess and implement organizational change. Through hands on activities, they learn to develop and implement programs such as skills training, team building and management development. Prerequisite: This course is open only to the following majors: Applied Psychology or Certificate in Professional Counseling Studies. Other majors may take this course with departmental permission only.

#### APPL 648 EMPLOYEE SELECTION (3.00)

Examines testing and decision theory, legality and societal issues involved in matching individual knowledge, skills, abilities and other characteristics with organizational needs. Discussions include employment interviews, cognitive abilities testing, integrity and substance abuse testing, personality measures, biographical data and other procedures. Lab fee may be required. prerequisite: APPL 644. This course is open only to the following majors: Applied Psychology or Certificate in Professional Counseling Studies. Other majors may take this course with departmental permission only.

#### APPL 649 SPECIAL TOPICS: INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY (3.00)

Studies a topic of industrial/organizational psychology of mutual interest to students and faculty that is not currently part of course offerings. Topic may vary. May be repeated for credit as course topic changes. Lab fee may be required.

Prerequisite: This course is open only to the following majors: Applied Psychology or Certificate in Professional Counseling Studies. Other majors may take this course with departmental permission only.

#### APPL 650 WORK GROUPS IN ORGANIZATIONS (3.00)

Study of group dynamics in the context of organizations, focusing on the predominant psychological theories and research findings that explain the formation and development of work groups. Emphasis on learning how effective strategies and techniques can be used to enhance teamwork in organizations. Prerequisite: This course is open only to the following majors: Applied Psychology or Certificate in Professional Counseling Studies. Other majors may take this course with departmental permission only.

#### APPL 651 JOB ANALYSIS (3.00)

Survey of job analysis methodology and issues using experiential projects. Includes tools used in conducting a job analysis: data gathering techniques, legal and technical standards and the Occupational Information Network. Emphasis is on variation in approach dependent on subsequent application of the results. Prerequisite: This course is open only to the following majors: Applied Psychology or Certificate in Professional Counseling Studies. Other majors may take this course with departmental permission only.

#### APPL 652 ORGANIZATIONAL THEORY AND DEVELOPMENT (3.00)

Survey of organizational theory and techniques used in organizational development. Topics include organizational structure and communication, sources of power, organizational culture, Lewin's Change Model, Action Research and Schein's Process Change. Prerequisite: This course is open only to the following majors: Applied Psychology or Certificate in Professional Counseling Studies. Other majors may take this course with departmental permission only.

#### APPL 653 CONSULTING SKILLS (3.00)

Focuses on the essential skills and abilities needed for successful consulting to organizations. Topics include business development, project management, cost estimation and report writing. Emphasizes learning techniques used for successful group presentations and developing skills for effective oral and written communication. Prerequisite: This course is open only to the following majors: Applied Psychology or Certificate in Professional Counseling Studies. Other majors may take this course with departmental permission only.

#### APPL 654 SURVEY DEVELOPMENT AND IMPLEMENTATION (3.00)

How to plan, design and implement surveys to assess organizational characteristics. Emphasizes how to collect and analyze survey data and present findings to the organization.

Prerequisite: This course is open only to the following majors: Applied Psychology or Certificate in Professional Counseling Studies. Other majors may take this course with departmental permission only.

#### APPL 655 PRACTICAL APPLICATIONS IN I/O PSYCHOLOGY (3.00)

An opportunity to practice real world application of the competencies acquired in the degree program. Students propose solutions to simulated or actual challenges faced by organizations and demonstrate their ability to integrate and apply broad knowledge of personnel and organizational psychology.

Prerequisites: APPL 632, 642, 645 and 651. This course is open only to the following majors: Applied Psychology or Certificate in Professional Counseling Studies. Other majors may take this course with departmental permission only.

#### APPL 657 PERSONALITY AT WORK (3.00)

A study of the role that personality plays in an organizational setting. Examines the construct of personality as it relates to job performance and to interpersonal relations at work. Focuses primarily on recent theory, research and findings on the effectiveness of personality in selection with an emphasis on response distortion issues. Students complete several self report inventories to gain a personal view of how someone with his or her profile would be expected to behave in various work environments.

Prerequisite: This course is open only to the following majors: Applied Psychology or Certificate in Professional Counseling Studies. Other majors may take this course with departmental permission only.

#### APPL 658 CHANGE MANAGEMENT (3.00)

Theory, findings and methods relating to how organizations manage and mismanage change. Students learn about techniques to assess and implement organizational change. Through hands on activities, they learn to develop and implement change management programs, including skills training and team building. Prerequisite: This course is open only to the following majors: Applied Psychology or Certificate in Professional Counseling Studies. Other majors may take this course with departmental permission only.

#### APPL 659 CROSS CULTURAL ORGANIZATIONAL PSYCHOLOGY (3.00)

Examines topics in organizational psychology from a cross cultural lens, focusing on portability of Western based theories and practices to other cultures. Topics include cultural values, methodological equivalences, intercultural training, group processes, organizational justice, work family issues, leadership, negotiations, acculturation and expatriation/repatriation. Prerequisite: APPL 641 or permission from instructor. This course is open only to the following majors: Applied Psychology or Certificate in Professional Counseling Studies. Other majors may take this course with departmental permission only.

#### APPL 661 DEATH, DYING, LOSS AND GRIEF (3.00)

Models of adjustment to loss and their application to counseling individuals and groups who have experienced significant loss through death, illness and injury, divorce and major life transitions. Emphasis on issues related to death and dying (including social, psychological and cultural factors that influence grieving). Also explores significant loss areas to which grief intervention perspectives and techniques can be applied. Prerequisite: This course is open only to the following majors: Applied Psychology or Certificate in Professional Counseling Studies. Other majors may take this course with departmental permission only.

#### APPL 662 TREATMENT OF TRAUMA (3.00)

Exposes students to the current approaches to treatment of trauma being used by clinicians. Emphasizes the development and application of skills in conducting empirically supported therapy for trauma related conditions. Addresses issues in the ethical assessment and treatment of trauma related conditions, including multicultural and social justice advocacy considerations. Lab fee required. Prerequisites: APPL 605, APPL 606 and APPL 610; only open to the following majors; M.S. in Applied Psychology or Certificate in Professional Counseling Studies; other majors may take this course with departmental permission only.

#### APPL 663 TREATMENT OF DEPRESSIVE DISORDERS (3.00)

Provides students with knowledge and skills in current evidence based approaches to treatment of depressive disorders, as well as disorders that frequently co occur with depression (e.g., anxiety, substance use, personality disorders). Emphasizes cognitive and cognitive behavioral treatments, though other theoretical approaches are noted. Addresses ethical, multicultural and social justice advocacy considerations in the assessment and treatment of depression. Lab fee may be required. Prerequisites: APPL 605, APPL 606 and APPL 610; only open to the following majors: M.S. in Applied Psychology or Certificate in Professional Counseling Studies; other majors may take this course with departmental permission only.

#### APPL 664 GEROPSYCHOLOGY: PSYCHOSOCIAL FACTORS (3.00)

Survey of the empirical data and theoretical formulations relating to the psychosocial concomitants of aging. Consideration of the interactional effects of individual, familial, social and cultural variables as they influence successful adaptation to later life. Prerequisite: This course is open only to the following majors: Applied Psychology or Certificate in Professional Counseling Studies. Other majors may take this course with departmental permission only.

#### APPL 665 CLINICAL SUPERVISION (3.00)

Provides didactic preparation in clinical supervision knowledge and skills. Emphasizes ethics, multiculturalism, social justice advocacy, supervisory relationship dynamics, models of supervision, modes of evaluation, supervision research and tools to conduct effective clinical supervision with counselor trainees. Lab fee required. Prerequisite: two semesters of APPL 703 or APPL 708 and permission of the instructor; only open to the following majors: M.S. in Applied Psychology or Certificate in Professional Counseling Studies; other majors may take this course with departmental permission only.

#### APPL 666 TREATMENT OF ANXIETY DISORDERS (3.00)

Provides students with a theoretical and empirical understanding of the development, maintenance and current evidence based treatment of anxiety and related disorders, including cultural and social justice considerations. Emphasizes behavioral and cognitive behavioral treatments, although other theoretical approaches are discussed as well. Lab fee required. Prerequisites: APPL 605, APPL 606, and APPL 610; only open to the following majors; M.S. in Applied Psychology or Certificate in Professional Counseling Studies; other majors may take this course with departmental permission only.

#### APPL 700 SPECIAL TOPICS: APPLIED PSYCHOLOGY (3.00)

Readings and discussions of topics in applied psychology. Topic may vary. May be repeated for credit as course topic changes. Lab fee may be required. prerequisites: determined by instructor. Prerequisite: This course is open only to the following majors: Applied Psychology or Certificate in Professional Counseling Studies. Other majors may take this course with departmental permission only.

#### APPL 701 SEMINAR IN APPLIED PSYCHOLOGY (3.00)

Readings and discussions of research studies and theoretical papers in areas of special interest to seminar participants. prerequisite: completion of 15 hours of Applied Psychology core courses : This course is open only to the following majors: Applied Psychology or Certificate in Professional Counseling Studies. Other majors may take this course with departmental permission only

#### APPL 702 FIELD EXPERIENCE (1.00 3.00)

Supervised prior to practicum experience at a setting that supports preparation for a career in counseling or industrial/organizational psychology. Not a clinical experience. To earn 1 credit, a student spends approximately 60 hours at the site and provides a journal of the experience for the supervising faculty member. The requirements are agreed to in writing prior to registration by the student, supervising faculty member and on site supervisor. A maximum of 3 credits may be applied to the degree. Course is NOT eligible for a continuing studies grade and does NOT count as part of the 60 credits required to qualify for certification by the State Board of Professional Counselors. Pass/fail grading. prerequisite: prior approval (See above.) Prerequisite: This course is open only to the following majors: Applied Psychology or Certificate in Professional Counseling Studies. Other majors may take this course with departmental permission only.

#### APPL 703 PRACTICUM IN COUNSELING (3.00)

Experience in the application of: behavioral change methods and skills, ethical and legal requirements, and multicultural competence and social justice advocacy in a clinical or counseling setting. The student 1) functions as a professional under the supervision and guidance of an on site counselor, and 2) attends scheduled group supervision meetings on campus several times during the course of the semester. Students must complete arrangements for the experience with the practicum coordinator in the semester preceding enrollment. Lab fee required. A maximum of 6 credits may be applied toward the degree. Eligible for continuing studies grade. Prerequisites: permission of instructor prior to registration and APPL 602, 605, 606 and 610; only open to the following majors: M.S. in Applied Psychology or Certificate in Professional Counseling Studies; other majors may take this course with departmental permission only.

#### APPL 704 PRACTICUM IN RESEARCH (3.00)

Supervised participation in experimental studies designed by either the student or an individual approved by the instructor. A maximum of 6 credits may be applied toward the degree. Eligible for continuing studies grade. prerequisites: APPL 631 and APPL 632 or equivalent and approval of instructor. This course is open only to the following majors: Applied Psychology or Certificate in Professional Counseling Studies. Other majors may take this course with departmental permission only.

#### APPL 705 PRACTICUM IN ASSESSMENT (3.00)

Supervised experience in the use of assessment procedures in situations relevant to student interest and vocational goals. Students spend the equivalent of one day per week at an approved training site. A maximum of 6 credits may be applied toward the degree. prerequisites: APPL 606 and APPL 619 or APPL 645 or other appropriate coursework in assessment and approval of instructor. Applied Psychology or Certificate in Professional Counseling Studies. Other majors may take this course with departmental permission only.

#### APPL 706 PRACTICUM IN APPLIED PSYCHOLOGY (3.00)

An opportunity to gain practical experience in the application of psychology at various work settings. The work and/or field research is designed and mutually agreed upon by the student, the practicum coordinator and the workplace supervisor. Includes regular on campus meetings. Enrollment may be limited by availability of settings. Student must complete arrangements for the experience with the practicum coordinator in the semester preceding enrollment. A maximum of 6 credits may be applied to the degree. Eligible for continuing studies grade. prerequisites: permission of instructor (prior to registration) and coursework deemed pertinent to project by practicum coordinator. Prerequisite: This course is open only to the following majors: Applied Psychology or Certificate in Professional Counseling Studies. Other majors may take this course with departmental permission only.

#### APPL 707 PRACTICUM IN INDUSTRIAL /ORGANIZATIONAL PSYCHOLOGY (1.00 4.00)

Supervised participation in field research in applied job settings. Hands on experience with I/O work assignments is performed and evaluated. The work and/or field research is designed by the student or senior personnel and should enhance a student's vita/resume. Government, industry, public/community service or other settings may be generated by the instructor or the student. Setting and research/job duties must be proposed and agreed upon in writing by the student, the instructor and an authorized representative from the organization. To the extent that settings/positions must be generated by the instructor, enrollment is limited according to availability. A maximum of 6 credits may be applied toward the degree. Eligible for continuing studies grade. prerequisite: permission of instructor. Prerequisite: This course is open only to the following majors: Applied Psychology or Certificate in Professional Counseling Studies. Other majors may take this course with departmental permission only.

#### APPL 708 INTERNSHIP IN COUNSELING (1.00 3.00)

Builds upon APPL 703 Practicum in Counseling, allowing students to practice and further integrate counseling skills, ethical and legal requirements, and multicultural competence and social justice advocacy in clinical or counseling settings. Students accrue at least 100 hours of supervised clinical experience for each credits taken. Students must complete arrangements for the experience with the practicum coordinator in the semester preceding enrollment. Lab fee required. Prerequisites: APPL 703 and permission of program director; only open to the following majors: M.S. in Applied Psychology or

Certificate in Professional Counseling Studies; other majors may take this course with departmental permission only.

#### APPL 779 DIRECTED STUDY IN APPLIED PSYCHOLOGY (1.00 3.00)

The pursuit of independent work under the supervision of a faculty member. This work should relate to a topic not covered by the regular department offerings and may provide a basis for entrance into courses with special prerequisites. The student writes a proposal that is approved by the supervising faculty member and the graduate program director prior to registration. Prerequisites: completion of required core and approval prior to registration. Pass/fail grading. Eligible for continuing studies (CS) grade. Prerequisite: This course is open only to the following majors: Applied Psychology or Certificate in Professional Counseling Studies. Other majors may take this course with departmental permission only.

#### APPL 789 RESEARCH PROPOSAL DEVELOPMENT (3.00)

Independent study in which the student develops a proposal for research founded in the literature and practice of applied psychology. The student must have the requisite skills for bringing the proposal to completion. The end product of the course is a research proposal that may be presented to the division as a thesis proposal. Course is NOT eligible for continuing studies grade. Pass/fail grading. Prerequisite: This course is open only to the following majors: Applied Psychology or Certificate in Professional Counseling Studies. Other majors may take this course with departmental permission only.

#### APPL 798 CONTINUOUS ENROLLMENT (1.00)

Provides continuing faculty direction, academic support services and enrollment services for students who have completed all course requirements for the degree but have not completed a thesis or final project. Students continue the independent work leading to finishing the thesis or final project that is significantly under way. Course may be repeated for credit as needed. Eligible for continuing studies (CS) grade; otherwise grading is pass/fail. Prerequisite: This course is open only to the following majors: Applied Psychology or Certificate in Professional Counseling Studies. Other majors may take this course with departmental permission only.

#### APPL 799 THESIS IN APPLIED PSYCHOLOGY (3.00 6.00)

An independent and original research effort, supervised closely by full time faculty. It should be founded in the literature of applied psychology. The student is expected to demonstrate an ability to formulate research questions as testable hypotheses, to analyze data using appropriate research methods and design and statistical tools, and to present the entire work in a well written document using APA style. The number of credits is determined when the proposal is approved. Eligible for continuing studies (CS) grade; otherwise grading is pass/fail. Prerequisite: This course is open only to the following majors: Applied Psychology or Certificate in Professional Counseling Studies. Other majors may take this course with departmental permission only.

#### APPL 801 STATISTICS FOR ASSESSMENT AND EVALUATION I (3.00)

An advanced course covering statistics common to field research, including partial and semi partial correlation, ANCOVA, and multiple regression, and statistics used with dichotomous dependent variables, including logistic regression and nonparametric procedures (e.g., Chi square, Cohen's Kappa, Fisher Exact test, Wilcoxon's Matched Pairs Signed Rank Test). Exams and projects involve examples of field assessment with an emphasis on interpreting results calculated using SPSS. Prerequisite: This course is open only to the following majors: Applied Psychology or Certificate in Professional Counseling Studies. Other majors may take this course with departmental permission only.

#### APPL 802 STATISTICS FOR ASSESSMENT AND EVALUATION II (3.00)

An advanced course covering multivariate statistical procedures, including factor analysis, MANOVA and MANCOVA, discriminant analysis, confirmatory factor analysis and causal modeling. Exams and projects involve examples of field assessment with an emphasis on interpreting results calculated via SPSS. Prerequisite: APPL 801.

#### APPL 803 MEASUREMENT THEORY (3.00)

An advanced course in psychometrics that focuses on understanding the internal structure of scales used primarily for measuring abilities, personality traits, interests, values, and attitudes. Emphasis is on scale construction based on True Score Theory, Generalizability Theory, and Item Response Theory. This course assumes the understanding of reliability, validity, and scaling models. Prerequisite: This course is open only to the following majors: Applied Psychology or Certificate in Professional Counseling Studies. Other majors may take this course with departmental permission only.

#### APPL 804 ORGANIZATIONAL THEORY AND DEVELOPMENT (3.00)

Survey of organizational theory and techniques used in Organizational Development. Topics include organizational structure and communication, sources of power, organizational culture, Lewin's Change Model, Action Research, and Schein's Process Change. Prerequisite: This course is open only to the following majors: Applied Psychology or Certificate in Professional Counseling Studies. Other majors may take this course with departmental permission only.

#### APPL 805 CONSULTING SKILLS (3.00)

Focuses on the essential skills and abilities needed for successful consulting to organizations. Topics include business development, project management, cost estimation, and report writing. Emphasizes learning techniques used for successful group presentation andPrerequisite: This course is open only to the following majors: Applied Psychology or Certificate in Professional Counseling Studies. Other majors may take this course with departmental permission only. developing skills for effective oral and written communications.

#### APPL 806 SURVEY DEVELOPMENT AND IMPLEMENTATION (3.00)

Students learn how to plan, design, and implement surveys to assess organizational characteristics. Emphasis placed on how to collect, analyze survey data, and present findings to the organization. Prerequisite: This course is open only to the following majors: Applied Psychology or Certificate in Professional Counseling Studies. Other majors may take this course with departmental permission only.

#### APPL 807 EXAMINATION CONSTRUCTION (3.00)

An advanced course that develops skills in constructing examinations (primarily written) for employment and educational testing. Measurement theory is reviewed through data analysis projects that involve calculating estimates of reliability and validity, item difficulty and item discrimination, criterion referencing, methods for setting cutoff scores, cross validation, and jack knife procedures Prerequisite: This course is open only to the following majors: Applied Psychology or Certificate in Professional Counseling Studies. Other majors may take this course with departmental permission only.

#### APPL 810 QUALITATIVE RESEARCH METHODS (3.00)

Focuses on the predominant techniques for designing, collecting, and analyzing qualitative data. Various methods of data collection such as naturalistic observation, informal interviewing, in depth immersion (ethnography), and focus groups are studied. Covers topics relating to content analysis, coding responses, ethical issues and comparing qualitative and quantitative measures. Prerequisite: This course is open only to the following majors: Applied Psychology or Certificate in Professional Counseling Studies. Other majors may take this course with departmental permission only.

#### APPL 811 INDIVIDUAL ASSESSMENT (3.00)

Focuses on assessing, interpreting, and communicating individuals' work related characteristics, primarily for the purpose of staffing (hiring, promotion), development (competency building, rehabilitation, -employee counseling), and career planning. Skills in testing and interviewing are learned for the purpose of evaluating ability, personality, aptitude, and interest characteristics. Students are familiarized with standardized measures used in employment settings and learn to administer evaluate, and report results to employees and managers. Prerequisite: This course is open only to the following majors: Applied Psychology or Certificate in Professional Counseling Studies. Other majors may take this course with departmental permission only.

#### APPL 812 GROUP PROCESS AND PROCEDURES (3.00)

A study of the interpersonal interaction and task interdependence of work groups in organizations. Focus is on theory and research concerning group dynamics and teams, drawing from social psychology, organizational psychology, sociology, and organizational behavior. Topics include group leadership, motivation, interpersonal influence, group effectiveness, conformity, conflict, role behavior, and group decision making. Prerequisite: This course is open only to the following majors: Applied Psychology or Certificate in Professional Counseling Studies. Other majors may take this course with departmental permission only.

#### APPL 813 PERFORMANCE APPRAISAL AND MANAGEMENT (3.00)

A review of techniques for assessing and improving individual and group work performance. Topics include performance appraisal systems, assessment centers, structured interviews, and performance feedback and motivation. Prerequisite: This course is open only to the following majors: Applied Psychology or Certificate in Professional Counseling Studies. Other majors may take this course with departmental permission only.

#### APPL 830 SPECIAL TOPICS IN ORGANIZATIONAL DEVELOPMENT (3.00)

A course based upon faculty expertise and student interest. Representative topics include: Behavioral Prevention, The Mental Health Setting, Cross cultural Issues, Organizational Culture and Learning, Change Models. Prerequisite: This course is open only to the following majors: Applied Psychology or Certificate in Professional Counseling Studies. Other majors may take this course with departmental permission only.

#### APPL 840 SPECIAL TOPICS IN PROGRAM EVALUATION (3.00)

Advanced topics in program evaluation methodology. Topic to be selected based on student interest. Representative topics include: Measuring Efficacy of Therapy Outcome, Time Series Designs and Methods, Evaluation of Programs in an Elementary School Setting. Prerequisite: This course is open only to the following majors: Applied Psychology or Certificate in Professional Counseling Studies. Other majors may take this course with departmental permission only.

#### APPL 850 SPECIAL TOPICS IN ASSESSMENT (3.00)

Topical areas of interest to students relating to issues in assessment. Representative topics include: Legal and Ethical Issues in Testing, Cognitive Biases in Performance Appraisals and Interviewing, Assessment of Non Verbal Behaviors, Computerized Data Collection, and Development of Assessment Centers. Prerequisite: This course is open only to the following majors: Applied Psychology or Certificate in Professional Counseling Studies. Other majors may take this course with departmental permission only.

#### APPL 897 PRACTICUM IN APPLIED ASSESSMENT (3.00)

Supervised practicum experience with applied projects in public or private sector organizations. Emphasis on the development and implementation of an assessment instrument and feedback of findings to the organization. Projects will vary on a semester basis. Proposal writing and presentation skills will also be covered. Prerequisite: APPL 806 Survey Development & Implementation or consent of instructor. Prerequisite: This course is open only to the following majors: Applied Psychology or Certificate in Professional Counseling Studies. Other majors may take this course with departmental permission only.

#### APPL 899 DOCTORAL PROJECT (3.00 6.00)

An independent and original applied empirical research project that addresses an existing problem or opportunity in an organization. It must be founded in the literature and theory of applied psychology. The student is expected to demonstrate the ability to formulate a researchable question and test it in a field setting. The student is supervised closely by a full time faculty member. A report of the project in APA style must be submitted to the project committee for approval. Prerequisite: This course is open only to the following majors: Applied Psychology or Certificate in Professional Counseling Studies. Other majors may take this course with departmental permission only.

## ARTS

**ARTS 101 MUSIC AND ARTS AS CRAFT (3.00)**

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] [AH]

**ARTS 121 WORLD MUSIC (3.00)**

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] [AH] [GD]

**ARTS 201 THE ARTS IN SOCIETY (3.00)**

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] [AH] [IL]

**ARTS 202 TECHNOLOGY IN THE ARTS (3.00)**

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. [TF]

**ARTS 230 THE ART OF FILM (3.00)**

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 297 TOPICS IN THE ARTS I (3.00)**

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. Course may be repeated for credit when topic changes. Laboratory fee may be required. [ART] [HAT] [AH]

**ARTS 298 TOPICS IN THE ARTS II (3.00)**

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. Course may be repeated for credit when topic changes. Laboratory fee may be required.

**ARTS 304 ARTS AND IDEAS (3.00)**

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] [AH]

**ARTS 351 THE BUSINESS OF BEING AN ARTIST (3.00)**

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 (3.00)**

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 or INTA Program Director Permission

#### ARTS 397 TOPICS IN INTEGRATED ARTS (3.00)

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 398 SPECIAL TOPICS IN INTEGRATED ARTS (3.00)

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. Laboratory fee may be required. Prerequisite: none unless listed in the class schedule.

#### ARTS 475 INTERNSHIP IN INTEGRATED ARTS (3.00)

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 (3.00)

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 [CAP]

#### ARTS 489 INDEPENDENT STUDY IN ARTS MANAGEMENT (3.00)

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 (3.00)

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: 3.5 GPA credit when topic changes. prerequisites: 3.5 GPA and permission of the Denit Honors Program director

#### ARTS 494 HONORS PROJECT (3.00)

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: honors standing, 3.5 GPA and permission of both the Denit Honors Program director and the faculty director.

#### ARTS 497 SPECIAL TOPICS IN INTEGRATED ARTS (3.00)

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. Laboratory fee may be required. Prerequisite: none unless listed in the class schedule.

## **BIOL**

#### BIOL 101 HUMANKIND AND THE BIOLOGICAL WORLD (3.00)

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] [BPS]

### **BIOL 111 HUMAN BIOLOGY WITH LAB (4.00)**

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] [BPSL]

### **BIOL 121 FUNDAMENTALS OF BIOLOGY WITH LAB (4.00)**

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] [BPSL]

## **BULA**

### **BULA 151 BUSINESS LAW I (3.00)**

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 (3.00)**

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

## **CHEM**

### **CHEM 101 CHEMISTRY AND THE MODERN WORLD (3.00)**

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] [BPS]

## **CMAT**

### **CMAT 130 BALTIMORE IN THE MEDIA (3.00)**

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] [AH]

### **CMAT 201 COMMUNICATING EFFECTIVELY (3.00)**

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] [ELECGE] [OC]

### **CMAT 207 PRACTICUM IN COMMUNICATION (3.00)**

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. Note: This course does not satisfy the corporate communication internship requirement. prerequisite: permission of the program director

**CMAT 211 COMPUTER GRAPHICS: PUBLISHING (3.00)**

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 (3.00)**

Introduction to photographic and vector based software. Students process photographs and create vector graphics for web and print distribution. Laboratory fee required. prerequisite: working knowledge of MacOS

**CMAT 215 INTRODUCTION TO DESIGN (3.00)**

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] [HAT] [AH]

**CMAT 216 HISTORY OF GRAPHIC DESIGN (3.00)**

Introduction to the history of graphic design. Addresses the difference between art and design and the roles both play in design's evolution. Areas of emphasis include historical periods, key movements, typography, significant events and pre eminent designers [ART] [HAT] [AH]

**CMAT 231 DECODING MEDIA (3.00)**

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] [HAT] [AH]

**CMAT 271 INTERPRETING POP CULTURE (3.00)**

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] [HAT] [AH]

**CMAT 296 TOPICS IN SPEECH COMMUNICATION (3.00)**

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] [ELECGE]

**CMAT 297 TOPICS IN DIGITAL COMMUNICATION (3.00)**

Intensive exploration of a specific topic related to digital communication or media studies. The topic studied appears under that name in the course registration schedule. Lab fee may be required. [AH]

**CMAT 300 PUBLIC SPEAKING (3.00)**

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 (3.00)**

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] [ELECGE]

**CMAT 320 ARGUMENTATION, DEBATE AND SOCIETY (3.00)**

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 MEDIA GENRES (3.00)**

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 ORAL INTERPRETATION OF LITERATURE (3.00)**

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 340 SURVEY OF DIGITAL COMMUNICATION (3.00)**

Organizations, consumers, and private individuals are flocking to digital communication, leaving traditional media behind. Through case studies, investigation, and projects, this course will examine the strengths and weaknesses of, differences between, and societal consequences of old and new media.

Prerequisite: None

**CMAT 342 THE RHETORIC OF DIGITAL COMMUNICATION (3.00)**

Overview of principles, strategies, and techniques for intentional communication that occurs within particular contexts and that influence communication choices. These include audience analysis, information transfer, persuasion, and associated ethical considerations. Special attention to changes from traditional to electronic to digital media. Prerequisite: None

**CMAT 352 MEDIA LITERACY (3.00)**

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 (3.00)**

Introduction to strategies, techniques, and tools useful in communication research. Students will gain experience finding and evaluating sources, identifying theoretical frameworks, and understanding the strengths, weaknesses, and applications of various research methodologies. Prerequisite: WRIT 300. [IL]

**CMAT 355 COMMUNICATION THEORY AND LEARNING (3.00)**

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 (3.00)**

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. Prerequisite: Digital Communication computer graphic competency requirement. Laboratory Fee Required.

**CMAT 358 DIGITAL DESIGN (3.00)**

Introduction to interactive design principles, fundamental Web development concepts, and standards based design practices that underlie digital design production for websites. Emphasis will be on how to create, manipulate, and prepare HTML and CSS based web pages, designing effective site interfaces, appropriate typography and image use for the web, structural and content planning, the website development process and workflow, and increasing usability and functionality for enhanced user

experience on the Web. Prerequisite : Digital Communication computer graphics competency requirement. Laboratory Fee [TF]

#### CMAT 359 PRINT PRODUCTION (3.00)

Processes and strategies for moving work from the designer's screen to the printer and finally to the audience. The course will examine 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 will learn to write print specifications and weigh the strengths and weaknesses of different printers and printing process. Laboratory Fee. Prerequisite : None

#### CMAT 363 CREATIVE WRITING WORKSHOP: SCREENWRITING (3.00)

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 (3.00)

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 (3.00)

Introduction to the art and craft of audio production. Students will 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 (3.00)

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 (3.00)

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 AND SOCIETY (3.00)

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 381 REPRESENTING REALITY: NEWS AND DOCUMENTARY (3.00)

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 (3.00)

Students will 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, as well as media mix and dealing with clients. Special attentions will be given to maximizing visibility via social media. Prerequisite: None

#### CMAT 392 MEDIA BRANDING (3.00)

In depth exploration of marketing and brand identity. Students explore successful historic and current campaigns, scrutinize media outlets for best brand penetration, and create and present their own brand identity campaign. Special emphasis is on digital and global marketing through social media. Prerequisite: Computer Graphics Competency Requirement.

#### CMAT 407 INTERNSHIP IN COMMUNICATION (3.00)

Students apply skills and knowledge from coursework to jobs in the field of corporate 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 (3.00)

Development of communication technologies, from mechanical, electrical, and wired to digital, wireless, and interactive. The course will keep 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. [TF]

#### CMAT 453 MEDIA AND COMMUNITY (3.00)

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 454 MAGAZINE DESIGN (3.00)

A study of design strategies, techniques, and decisions for company, trade, mass market (consumer), print and digital magazines. The course also examines the contributions of each department and relationships among major staff positions. Students will conceive of, and design, a new print or digital magazine. Prerequisite: CMAT 357 Principles of Design. Laboratory fee required.

#### CMAT 456 MOTION GRAPHICS (3.00)

The conceptualization and production of time based graphic design. After studying the fundamentals of interactivity, students learn to integrate graphic design, sound, and animation, develop prototypes and examine various interactive software tools. Application of problem solving techniques to the corporate environment and media presentations. Laboratory fee required.

#### CMAT 457 ADVANCED PRINT DESIGN (3.00)

An advanced design course emphasizing the integration of typography and images in a series of projects of moderate and increasing complexity. Building on the foundation learned in CMAT 357, this course will focus on critical thinking and execution of ideas for a variety of audiences. Prerequisite: CMAT 357. Laboratory Fee.

#### CMAT 458 PROJECT MANAGEMENT (3.00)

An upper level introduction to the skills and concepts necessary for the administration of a communications department or creating a freelance business. Topics include creation of 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 wiring a business plan.

#### CMAT 459 ADVANCED DIGITAL DESIGN (3.00)

This course builds upon the skills and fundamental Web design concepts introduced in CMAT 358 Digital Design. Studentw will learn advanced standards techniques and design skills and strategies for building complex websites and mobile applications. prerequisite : CMAT 358 Digital Design. Laboratory Fee.

#### CMAT 469 ADVANCED AUDIO VIDEO PRODUCTION (3.00)

Advanced techniques and experience in planning, producing, and editing audio and video presentations. Prerequisite: CMAT 369 or the equivalent; or permission of the instructor Laboratory fee.

### CMAT 475 MEDIA CRITICISM (3.00)

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 (3.00)

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 (3.00)

Capstone experience for digital communication majors. Students will complete a theoretical or applied project in their declared area of specialization and will include the product itself, appropriate documentation, and a reflective essay. Students will present the work to the faculty and other students in the major. They will also develop portfolios of their work and professional resumes. Prerequisite: Completion of the Digital Communications core ( or to be simultaneously enrolled in final core classes), senior status and permission from program director . Laboratory fee may apply. [CAP]

### CMAT 489 DIRECTED INDEPENDENT STUDY (3.00)

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: (3.00)

An advanced interdisciplinary seminar that focuses on important books and issues, 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: 3.5 GPA and permission of the Honors Director.

### CMAT 494 HONORS PROJECT (3.00 6.00)

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: 3.5 GPA and permission of both the Denit Honors Program director and the faculty director

### CMAT 497 SPECIAL TOPICS IN COMMUNICATIONS (3.00)

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

## CNCM

### CNCM 102 GLOBAL CONFLICT (3.00)

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 will include student simulations of international conflict negotiations. Prerequisite: None. [SOSC] [GIK] [QQT] [SBS]

**CNCM 297 SPECIAL TOPICS IN NEGOTIATIONS AND CONFLICT MANAGEMENT (3.00)**  
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. Prerequisite: Depends on course topic and level of difficulty.

**CNCM 340 COMMUNITY CONFLICT: CAUSES, SOURCES, SOLUTIONS (3.00)**  
Understanding and addressing conflict is critical to community success. This course will study the nature of social conflict, from interpersonal to community wide. Students will consider sources of conflict; ways in which conflicts develop, escalate, and deescalate; conflict styles, strategies, and tactics; and options for managing conflict. This course will also have an experiential component which will allow students to develop their own conflict management skills. Prerequisite: None

**CNCM 440 TERRORISM, COUNTERTERRORISM AND CONFLICT MANAGEMENT (3.00)**  
This course provides an introduction to current scholarship on terrorism and counterterrorism. Students will explore cutting edge debates that highlight the need for sophisticated conflict analysis in the post 9 11 world. Readings, research, reports, films, discussion and debate, case studies, simulations and other class exercises will all be 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, engage in conflict and, in some cases, resolve their conflicts. Prerequisites: None

**CNCM 497 SPECIAL TOPICS IN CONFLICT MANAGEMENT (3.00)**  
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.

**CNCM 504 THE CONFLICT MANAGEMENT PROFESSION (3.00)**  
Explores the diverse activities, roles and tasks of those who work in the conflict management profession. Introduces reflective practice to assist individuals, families, neighborhoods, organizations, regulatory bodies, and social and ethnic groups to take constructive steps toward managing, resolving or transforming conflict situations. Students start understanding and exploring where and how they would like to connect with conflict management as a profession.

**CNCM 506 UNDERSTANDING AND ASSESSING CONFLICT (3.00)**  
Introduces theories of conflict and different perspectives used to understand and assess conflict. Various views of conflict, conflict escalation and resolution are studied, utilizing insights from a range of disciplines including psychology, sociology, communications, cultural studies and law.

**CNCM 508 APPROACHES TO MANAGING CONFLICT/METHODS OF DISPUTE RESOLUTION (3.00)**  
Introduces various approaches to managing conflict and explores the differences among approaches based on domination, compromise and integration. Covers various methods of dispute resolution, including litigation, negotiation, mediation and arbitration.

**CNCM 510 RESEARCH METHODS (3.00)**  
Introduces various methods of research in the social sciences, law and the humanities that students will encounter in the field of conflict studies. Also enables students to utilize a variety of systems of citation and reference.

**CNCM 513 NEGOTIATIONS: THEORY AND PRACTICE (3.00)**  
Introduces the theory and practice of negotiations and explores various models of negotiation and bargaining, highlighting similarities and differences in the models and methods of negotiation. Covers various stages of negotiation, from pre negotiation to negotiation proper to post settlement negotiation, and emphasizes the development of skills through the use of role plays to enable the student to apply theory to cases.

### CNCM 515 MEDIATION:THEORY AND PRACTICE (3.00)

Introduces the theory and practice of mediation and explores various models of the mediation process as well as diverging views concerning the role of the mediator. Key issues include neutrality and bias on the part of the mediator, confidentiality, codes of ethics for mediators and the current status of legislation concerning the qualifications and licensing of mediators. Students develop and practice mediation skills by acting as mediators in various scenarios that illustrate the process of mediation.

### CNCM 519 ADVANCED MEDIATION SKILLS (3.00)

Provides students with the opportunity to develop the advanced skills necessary to function as a mediator in the context of a particular model of mediation. prerequisite: CNCM 515 highly recommended

### CNCM 620 SPECIAL TOPICS: (3.00)

Explores topics in the field of negotiations and conflict management. Topics vary according to student interest and faculty member specialization. Course may be repeated for credit when topic differs. prerequisites (if any): to be determined by instructor

### CNCM 710 TERRORISM & COUNTERTERRORISM (3.00)

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. prerequisite:none

### CNCM 730 ORGANIZATIONAL CONFLICT AND CONFLICT MANAGEMENT SYSTEMS (3.00)

Examines the nature of conflict as it occurs in organizations, how conflict can function both destructively and constructively in that context, and the history of how conflict has traditionally been viewed and managed in organizational contexts. Also considers the theory underlying the creation of integrated conflict management systems in organizations, the nature of such systems and how they are developed, designed and evaluated.

### CNCM 740 ETHNIC & CULTURAL FACTORS OF CONFLICT (3.00)

Explores the roles played by ethnicity, race, religion and culture in the generation, resolution and conduct of conflicts within and between groups. Examines physical and symbolic markers of difference to understand both why groups differentiate themselves from one another and how mechanisms such as skin color, religious affiliation, ethnic background or cultural traditions can provide the grist for conflict or the grease that promotes resolution. Primary analysis is based on the examination of cases relevant to the different issues underlying these conflicts. prerequisite: CNCM 506 or permission of instructor

### CNCM 790 INTERNSHIP (3.00)

Gives students a clinical, hands on experience to support both their classroom learning and their career goals. Provides the opportunity to use and further develop applied conflict management skills, apply theory and research skills to the practice environment and network with conflict management professionals. Eligible for continuing studies (CS) grade; otherwise grading is pass/fail. prerequisite: completion of a minimum of 30 credits required for degree program

### CNCM 798 CAPSTONE SEMINAR (3.00)

A highly interactive seminar that guides students in completing their capstone research projects and presenting their research to the broader university community. Students will prepare an analytical research paper that integrates learning from the program courses, internship experiences, and other activities pertinent to their chosen research focus and unique interests in the program.

## COSC

### COSC 100 INTRODUCTION TO COMPUTER TECHNOLOGIES (3.00)

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] [ELECGE] [TF]

### COSC 150 INTRODUCTION TO GAME DESIGN (3.00)

Covers beginning concepts in game studies, theory and non digital game design. Topics will be applied to the production of game and simulation development projects. Note: Additional lab time outside of class may be required to complete course projects. Lab fee required. [AH]

### COSC 151 COMPUTER PROGRAMMING I (3.00)

A fundamental programming course focused on developing computational skills in problem solving, algorithm development and program design, and principles of good programming. Topics include program flowcharting, pseudo coding, input / output techniques, control structures, data types, modularization, procedures and file handling. A high level programming language will be introduced and used throughout the course to supplement the theoretical foundations. prerequisite: none [TF]

### COSC 155 INTERNET TECHNOLOGIES: MASTERING THE BASICS (3.00)

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. [TF]

### COSC 160 GRAPHICS FOR GAME DESIGN (3.00)

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 210 COMPUTER HARDWARE / SOFTWARE SUPPORT (3.00)

Introduces students to the architecture and hardware components of modern computing systems such as PCs, servers and portable/mobile devices. Topics include hardware components and peripherals, installation, configuration and upgrading, diagnosing and troubleshooting, safety and preventive maintenance, portable systems, installation and optimization of system software, and basic networking. Course materials also prepare students for the vendor neutral CompTIA A+ industry certification exam. Lab fee required. Prerequisite: None

### COSC 212 INTRODUCTION TO LINUX (3.00)

Provides the conceptual knowledge and hands on skills necessary to work with the current distributions of the Linux operating system. Topics include open source software, Linux installation and system software, common commands, tools and utilities, file systems management, basic administration, process management, network and service configurations, application installation and writing of simple shell scripts. Course materials prepare students for the vendor neutral CompTIA Linux + industry certification exam. Lab fee required. Prerequisite: None

### COSC 250 GAME SCRIPTING (3.00)

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 COSC150: 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 251 COMPUTER PROGRAMMING II (3.00)

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 Java, C#, or C++, while developing problem solving and algorithm design skills. Lab fee required. prerequisite: COSC 151 or equivalent

#### COSC 260 INTRODUCTION TO 3D GRAPHICS (3.00)

Introduces students to modeling, texturing, lighting, rendering and simple animation using industry standard tools. Provides a foundation for further work with sophisticated 3 D imaging tools. Additional lab time outside of class may be required to complete course projects. Lab fee required. prerequisite: COSC 160, CMAT 212 or equivalent.

#### COSC 297 TOPICS IN COMPUTER SCIENCE (3.00)

Explores issues, concepts and methods in computer science. Content varies depending upon the interest of faculty and students Course may be repeated when topic changes.

#### COSC 310 FUNDAMENTALS OF COMPUTER NETWORKS (3.00)

An introduction to computer networks, including network operating system concepts. Topics include network components, layered network architectures, topologies, network protocols, Ethernet, wireless transmission, local area networks, wide area networks, switching and routing, network configuration and troubleshooting. Course also prepares students for CompTIA's Network+ certification exam. Lab Fee required. Prerequisite : COSC 210 or equivalent

#### COSC 312 ADMINISTERING AND SUPPORTING A NETWORK OPERATING SYSTEM (3.00)

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 (3.00)

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. Prerequisite: COSC 250 or equivalent and Simulation and Game Design major.

#### COSC 320 GAME CONCEPT AND DESIGN (3.00)

An advanced exploration of the practice of game design. Students learn both game design theory and best practices to build an understanding of how gameplay is constructed and shaped. Develop practical game creation experience through rapid prototyping exercises, theoretical design problem solving, and semester long guided design projects. Lab fee required. Prerequisite: COSC 150 [GD]

#### COSC 324 DESIGNING FOR HUMANS (3.00)

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. [IL]

#### COSC 330 GAMES FOR LEARNING (3.00)

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 150 or equivalent, by permission of the program director

#### COSC 332 FUNDAMENTALS OF COMPUTER SECURITY (3.00)

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. Prerequisite: COSC 210 or equivalent. [GD]

#### COSC 350 FUNDAMENTALS OF COMPUTER PROGRAMMING (3.00)

Provides an introduction to internet technologies that generate dynamic web pages, such as HTML, CSS, and JavaScript. Teaches fundamental concepts and design strategies of object oriented programming using a language such as Java, C++, or C#. Serves as a foundational course for the Upper Division Certificate in Computer Programming. Lab fee required. Prerequisite: admission to the Upper Division Certificate in Computer Programming or permission of the Applied Information Technology program director

#### COSC 351 OBJECT ORIENTED PROGRAMMING (3.00)

Introduces abstract data types, as well as generic classes and methods, complexity and algorithms. It also focuses on the design and implementation of object oriented data structures. The course is based on an object oriented programming language such as Java, C#, or C++. Proficiency in an object oriented programming language is required. Lab fee required. prerequisite: COSC 251 or equivalent . [TF]

#### COSC 356 DATABASE SYSTEMS (3.00)

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 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 (3.00)

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 150, COSC 250, and COSC 260 or their equivalents

#### COSC 380 ADVANCED TOPICS IN ART AND ANIMATION (3.00)

Focuses on the development of 2D art and animation skills, and their application to real time simulations and games. Projects creatively apply an advanced understanding of traditional 2D art and animation techniques to the creation of portfolio quality work. Students develop a sensibility and vocabulary to critique 2D art and animation. NOTE: Additional lab time outside of class may be required to complete course projects.

#### COSC 390 GAME JOURNALISM (3.00)

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 150 and WRIT 300

#### COSC 401 THE TCP/IP PROTOCOL SUITE (3.00)

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 310

#### COSC 402 INTERACTIVE NARRATIVE (3.00)

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. prerequisites: COSC 150 and WRIT 300

#### COSC 405 THE BUSINESS OF GAME DEVELOPMENT (3.00)

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 (3.00)

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. Prerequisites: COSC 320 and WRIT 300

#### COSC 408 HISTORY OF VIDEO GAMES (3.00)

This course 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. We will be examining these transformations in terms of art, narrative, graphics, audio and game mechanics. Throughout the course, we will position these trends within the cultural roles games have played and speculate on the future of the form. Lab fee required. Prerequisite: COSC 150 and WRIT 300

#### COSC 410 INTERMEDIATE 3D ART AND PRODUCTION (3.00)

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 (3.00)

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. prerequisite: COSC 212, COSC 251 and MATH 201.

#### COSC 414 AUDIO INTEGRATION IN GAMES AND SIMULATIONS (3.00)

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 CODING TOOLS FOR DESIGNERS (3.00)

Teaches programmers to create modular tools for other team members, including non programming game designers. Tools may consist of components, shaders, macros, level editors and other augmentations for game engines. Programmers apply design knowledge to analyze and develop for a

specialized set of end user needs. Through an iterative development process, students apply solid principles of user interaction design to create tools that are intuitive. Prerequisite: COSC 315

#### COSC 418 DESIGN OF MULTIPLAYER GAMES (3.00)

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. Prerequisite: COSC 250

#### COSC 420 ADVANCED 3D ART AND PRODUCTION (3.00)

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. Prerequisite: COSC 260 and COSC 410 or their equivalents

#### COSC 424 INTERACTION DESIGN FOR GAMES (3.00)

Advances a student's knowledge of game software design by examining interaction and interface design concepts as they relate to game design. Introduces students to human computer interaction concepts pertaining to game design through the examination of input devices, on screen displays, feedback to the user, and usability research. Students demonstrate their knowledge by generating game interfaces and interaction design that involves developing and user testing a prototype game during the semester. Lab Fee Required. prerequisite: COSC 324

#### COSC 430 LEGAL ISSUES IN HIGH TECHNOLOGY CRIME (3.00)

Examines the general regulations, general and computer related law, and ethics and business policies, associated with high technology crime. Areas of major focus include description of legal issues facing management and administration, traditional search and seizure as well as privacy issues, manager and supervisor responsibilities, criminal issues and definitions, chain of custody and ethical considerations. Problem oriented course that focuses on applying the holdings of cases and analyses of statutes to different criminal fact patterns. prerequisite : none

#### COSC 432 INFORMATION ASSURANCE (3.00)

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 310 and COSC 332

#### COSC 433 NETWORK SECURITY (3.00)

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 310 and COSC 332

#### COSC 434 WEB AND DATABASE SECURITY (3.00)

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 systems such as e commerce security, security problems in data warehousing and data mining are introduced. Lab fee required. Pre requisite: COSC 155, COSC 332, and COSC 356.

#### COSC 435 DIGITAL FORENSICS FOR INFORMATION TECHNOLOGY (3.00)

Introduces students to computer forensics and investigation and examines the digital footprints left behind by the use or misuse of computer systems and networks. Exposes students to current techniques, tools and best practice in securing, collecting, processing, examining and presenting digital evidence. Lab fee required. prerequisite: COSC 310 and COSC 332.

#### COSC 440 FRONTIERS OF GAME DESIGN (3.00)

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 250 or COSC 315 or equivalent, and Simulation and Digital Entertainment (SDE) major.

#### COSC 445 PRACTICAL GAME PROGRAMMING (3.00)

Builds upon existing knowledge students have acquired to introduce production environment programming concepts and habits. Examines common programming techniques used in a business environment including program modeling, unit testing, and advanced programming patterns. The course will take an application based approach to understanding the fundamental problems of working in a complex programming environment which requires teamwork and integration of code across multiple levels. Prerequisite: COSC 315

#### COSC 450 SGD INTERNSHIP (3.00)

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 451 OBJECT ORIENTED ANALYSIS AND DESIGN (3.00)

Presents concepts and techniques in the development of robust design models and of applications of the United Modeling Language to fundamental object oriented analysis and design concepts, including architecture, objects, classes, components, relationships, and supporting diagrams. Lab fee required. Prerequisite: COSC 351

#### COSC 452 INTERNSHIP IN SIMULATION AND DIGITAL ENTERTAINMENT: PRODUCTION AND DESIGN (3.00)

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 (3.00)

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 456 ADVANCED DATABASE SYSTEMS (3.00)

Covers advanced topics in database systems, intended to help students understand storage and indexes, query processing and optimization, transaction management, concurrency control, database

administration and security, data warehousing concepts, OLAP and data mining, and distributed database and replication. Lab fee required. prerequisite: COSC 356

#### COSC 457 MOBILE APPLICATIONS PROGRAMMING (3.00)

Introduces students to mobile application programming and provides an understanding of the underlying wireless architecture and infrastructure in native environments. Discusses various aspects of mobile applications and design patterns, and students gain hands on development experience with at least one mobile platform. Lab fee required. prerequisite: COSC 351 or equivalent.

#### COSC 460 GAMES, SIMULATIONS, AND SOCIETY (3.00)

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 461 IT PROJECT MANAGEMENT (3.00)

Introduces the concepts and practices associated with IT project management and helps students understand how successful IT projects are effectively managed so that projects are completed on time, within budget and meeting customer's needs. Teaches students the key processes, from project initiation to project closure. Students gain working experience with the latest versions of the most popular project management software and tools available to project managers. Lab fee required. prerequisites: none

#### COSC 469 GAME DEVELOPMENT PROJECT I (3.00)

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 Game Design major with senior status, COSC 320, COSC 260 and COSC 250. pre or corequisite: COSC 155 [CAP]

#### COSC 470 GAME DEVELOPMENT PROJECT II (3.00)

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 presented publicly at the end of the course. Lab fee required. prerequisite: COSC 469 and Simulation and Game Design major with senior status. [OC] [CAP]

#### COSC 477 COMMUNITY FOCUSED GAME DESIGN (3.00)

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 150

#### COSC 480 INTERNSHIP IN APPLIED INFORMATION TECHNOLOGY (3.00 4.00)

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.

#### COSC 481 UNDERGRADUATE RESEARCH EXPERIENCE (1.00 4.00)

Preparation of a work of original research or a substantial IT project displaying practical knowledge of relevant research. Each student develops a substantial thesis project that incorporates innovative approaches to technology based problems. Eligible for continuing studies (CS) grade. Lab fee required. Prerequisites: five courses (15 credits) within the AIT major at any level and approval of the instructor.

### COSC 490 PRACTICUM IN INFORMATION TECHNOLOGY (3.00)

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 461 and at least 3 courses in the student's chosen track [OC] [CAP]

### COSC 493 HONORS SEMINAR (3.00)

An advanced interdisciplinary seminar that focuses on important books and issues, 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: 3.5 GPA and permission of the Honors Director

### COSC 494 HONORS PROJECT (3.00 6.00)

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: 3.5 GPA and permission of both the Denit Honors Program director and the faculty director

### COSC 497 TOPICS IN COMPUTER SCIENCE (3.00)

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 (1.00 3.00)

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

### COSC 789 SPECIAL TOPICS IN COMPUTER SCIENCE (3.00)

One or more specific topics in computer science or its applications may be studied by advanced students. Topics arise from mutual interests of faculty and students. May be repeated if topic differs. Lab fee required.

### COSC 790 INDEPENDENT STUDY (1.00 3.00)

Problem solving project, programming project and/or independent research in some aspect of computer science. The topic and number of credits vary with individual student interest and the extent of study. Prior to registration, students submit a written proposal with the consent and advice of a full time faculty member, who approves it and agrees to supervise the study. Lab fee required.

## CRJU

### CRJU 200 CRIMINAL JUSTICE (3.00)

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. Prerequisite: None. [SOSC] [QQT] [GIK] [SBS]

### CRJU 220 POLICE AND SOCIETY (3.00)

This course is an overview, designed to examine law enforcement service delivery at the local, state and federal levels of government. Special emphasis will be placed upon 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. Prerequisite: Not Applicable

#### CRJU 300 CRIMINAL JUSTICE ETHICS (3.00)

Examines ethical and moral values and professional responsibilities and decision making as they pertain to the criminal justice system. Recognize characteristics of an ethical system and ethical frameworks for various criminal justice organizations. Explores ethical implications of discretionary power and various policy issues. Analyzes ethical dilemmas and ethical conduct versus misconduct. Course is not considered a substitute for IDIS 302.

#### CRJU 301 THE CONTEMPORARY CRIMINAL JUSTICE SYSTEM (3.00)

A critical analysis of the contemporary criminal justice system. Political, economic, and societal contexts provide the framework for an examination of system wide issues, current problems, and challenges facing the criminal justice system. Prerequisite: CRJU 200 or equivalent.

#### CRJU 302 CRIMINAL JUSTICE RESEARCH METHODS (3.00)

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.

#### CRJU 304 CJ PROFESSIONAL STUDIES (3.00)

Assists students with criminal justice database technologies and with writing and research skills specific to the field of criminal justice. 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 and course must be taken within the first 18 credits of the major.

SCJ students who earn a B+ or better in WRIT 300 are exempt from taking CRJU 304. Students who are exempt will instead be required to take an additional 3 credit elective. [IL]

#### CRJU 306 CRIMINOLOGICAL PERSPECTIVES (3.00)

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.

#### CRJU 311 SOCIAL JUSTICE (3.00)

#### CRJU 320 POLICE ADMINISTRATION (3.00)

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 upon the behavioral science approach to supervising and managing police personnel.

#### CRJU 330 CRIMINAL LAW (3.00)

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.

#### CRJU 334 CRIMINAL PROCEDURES (3.00)

This course is designed to present 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 Criminal Justice or equivalent.

#### CRJU 341 CORRECTIONAL PERSPECTIVES (3.00)

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.

### CRJU 390 VICTIMOLOGY (3.00)

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 301.

### CRJU 392 THE TRAUMA OF VICTIMIZATION (3.00)

Provides the foundation for understanding the trauma of victimization; examines the impact of trauma and describes the short and long term effects of trauma; and explains how past trauma can lead to ongoing problem behaviors. Develops skills and increases awareness of the necessary core competencies in trauma informed services and administration. prerequisite: none

### CRJU 394 MULTI DISCIPLINARY PERSPECTIVES ON INTERPERSONAL VIOLENCE (3.00)

Examines the complicated nature and dynamics of interpersonal violence. Presents a general overview of interpersonal violence, such as definitions, characteristics, and theoretical models; and various sources of data on interpersonal violence and measurement issues. Provides the historical development and evolution of the multidisciplinary response to interpersonal violence including law enforcement response, specialized courts, and treatment programs; civil actions; and the role of community and human service agencies. Current issues and innovations related to interpersonal violence are integrates throughout the course. prerequisite: none

### CRJU 396 CONTEMPORARY ISSUES FOR VICTIMS OF CRIME (3.00)

Analysis of crime and social reaction from the point of view of those who are offended, the crime victims. The course focuses on the relatively recent emphasis on how crime creates problems for those victimized by criminals and analysis of whole populations victimized by persons known to them. Analysis of contemporary issues relating to crime victimization as they have evolved based on legal, political, and social changes. prerequisite: none

### CRJU 398 BEST PRACTICES FOR VICTIM SERVICES (3.00)

Introduces the emerging field of victim services in context with the underlying legal structure of victims' rights. The system of victim services both within the criminal justice system and through other allied professions are examined. Best practices in victim assistance programs from law enforcement through the courts and corrections systems to financial remedies, community based advocacy, and treatment and support services are also reviews. prerequisite: none

### CRJU 400 A DIALOGUE WITH A VICTIM (3.00)

Provides a critical and in depth review of some of the communication barriers criminal justice personnel will encounter when interacting with victims and witnesses in the course of an investigation. Particular attention is spent critically examining the competing narratives (e.g., individual, professional, personal, cultural) that often present when interviewing a victim/ witness, and how those narratives can impede the flow of communication and the investigative process. Strategies to reduce these obstacles are explored. Prerequisite: None

### CRJU 404 COMPARATIVE CRIMINAL JUSTICE (3.00)

Examines comparative criminal justice: how different societies around the world practice criminal justice relative to practices in the United States. Multi-disciplinary approach considers the economic, governmental, geographical, and social situations in the selected countries. Prerequisite CRJU 301 [GD]

### CRJU 406 POLITICAL TERRORISM (3.00)

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. The course then looks at the changes that have occurred since. Prerequisite: CRJU 301

### CRJU 408 CRIME AND DELINQUENCY PREVENTION (3.00)

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 SPEC PROBS IN POLICING (3.00)

Issues and problems in policing a free society. The role and -function of the police, the effects of -contemporary police practices, the -exercise and control of police power. Examination of current problems and proposals for reform Prerequisite: CRJU 301

#### CRJU 430 JUVENILE JUSTICE (3.00)

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.

#### CRJU 432 CRIMINAL COURTS (3.00)

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 441 SPECIAL PROBLEMS IN CORRECTION (3.00)

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 (3.00)

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 445 THE INSIDE OUT PRISON EXCHANGE PROGRAM (3.00)

Inside Out brings "outside" students college undergraduates and graduates, particularly those pursuing careers in criminal justice and related fields together with "inside" students incarcerated men and women to study as peers behind prison walls. The semester long course provides a trans formative experience that allows the outside students to contextualize and rethink what they have learned in the classroom, gaining insights that will help them pursue the work of creating an effective, humane, restorative criminal justice system. prerequisites: none

#### CRJU 451 MINORITIES, CRIME AND JUSTICE (3.00)

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 dsparity, disproportionality and discrimination within the criminal justice system.

#### CRJU 454 CRIMINAL BEHAVIOR (3.00)

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. CRJU 454 may be repeated for credit when the topic changes. Prerequisite: CRJU 301

#### CRJU 456 DRUGS AND CRIME (3.00)

An examination of various topics and issues relating drugs and crime in the United States. This course explores social, legal, medical, and political factors, as well as changes in attitudes that contribute to drug use and policy. Prominent drugs crime issues and projections for the future are included. Prerequisite: CRJU 301 Social Justice in the Urban Community

#### CRJU 464 CRIMINAL JUSTICE ISSUES (3.00)

An examination of a selected topic or issue, such as women and criminal justice, private security, cirminal justice legislation, or ethical issues. The topic studied will appear in the Schedule of Classes. CRJU 464

may be repeated for credit when the topic changes. Prerequisite: CRJU 301 Social Justice in the Urban Community

#### CRJU 485 ADVANCED CRIMINAL JUSTICE STUDIES (3.00)

The senior level -capstone experience. The focus is multi disciplinary, 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, 302, 304,306, and MATH 115. [CAP]

#### CRJU 490 CRIMINAL JUSTICE INTERNSHIP (3.00)

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 emphasized. Prerequisite: CRJU 301, senior status, and consent of instructor. This course may be taken for a continuing studies (CS) grade.

#### CRJU 493 HONORS SEMINAR (3.00)

An advanced interdisciplinary seminar that focuses on important books and issues, 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 Honors Director.

#### CRJU 494 HONORS PROJECT (3.00 6.00)

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 CS grade. Prerequisite: Honors standing, a 3.3 gpa. and permission of both the Honors Program Director and the faculty director.

#### CRJU 498 DIRECTED INDEPENDENT STUDIES (1.00 3.00)

Designed to provide credit for a student who wants to pursue independent work under the supervision of a staff member. Prerequisite: Consent of the instructor. Eligible for Continuing Studies (CS) grade.

#### CRJU 499 SENIOR THESIS (3.00 6.00)

#### CRJU 501 PROFESSIONAL SKILLS IN CRIMINAL JUSTICE (3.00)

Focuses on professional skills that will prepare students for graduate level coursework and for future employment. Includes navigating criminal justice databases, interpreting empirical research, writing in a technical style, creating an effective PowerPoint document and strengthening oral presentation skills. Relies on a combination of group and individual exercises in both traditional lecture format and hands on workshops to address each skill set. Pass/fail grading; to earn a passing grade, students must earn a B or better in this course.

#### CRJU 600 ETHICAL ISSUE IN CRIMINAL JUSTICE (3.00)

Examines ethical and moral values and professional responsibilities and decision making as they pertain to the criminal justice system. Recognize characteristics of an ethical system and ethical frameworks for various criminal justice organizations. Explores ethical implications of discretionary power and various policy issues. Analyzes ethical dilemmas and ethical conduct versus misconduct.

#### CRJU 601 CRIME AND POLICY DEVELOPMENT (3.00)

Addresses the issue of how crime is measured in the United States and discusses why certain crimes capture the attention of lawmakers and the public more than do others. Examines why lawmakers have adopted certain responses to address crime and critically evaluates whether such strategies are effective in reducing crimes. Students research best practices within the field and are introduced to different analytical techniques to evaluate quantitative crime data. Prerequisites: None

### CRJU 602 RESEARCH TECHNIQUES IN CRIMINAL JUSTICE (3.00)

Provides knowledge of and experience with the methods used in studying social science problems. Emphasis is on research, designs and instruments and policy implications. Critical and analytical skills are developed for use in future research and proposal writing. This course is a prerequisite for CRJU 603.

### CRJU 603 CRIMINAL JUSTICE STATISTICS (3.00)

Introduces students to the relevance and importance of statistics in studying criminal justice problems. Explores different types of data, data management techniques and different statistical methods to aid in the preparation of agency and formal research reports. Required for all criminal justice students.

### CRJU 604 RESEARCH ANALYSIS FOR CRIMINAL JUSTICE (3.00)

Methods and techniques of research and research design, conducting and assessing research in criminal justice agency management environment; translation of research findings to policy; informational resources readily available to the agency manager. Designed to prepare students to gather decision relevant information.

### CRJU 605 GRADUATE INTERNSHIP (3.00)

Students will work 120 hours in a selected agency, institution or office within the criminal justice field, and will complete classroom work that focuses on career development and management skills. Required of all students. ( Note: Students who are currently working in the criminal justice field may be waived from this course at the discretion of the program director. Students who are waived must then complete an extra elective.) Prerequisite: Permission of program director.

### CRJU 606 CONTEMPORARY CRIMINAL COURT ISSUES (3.00)

In depth analysis of selected current issues pertaining to criminal court systems. Focuses on the current research literature and considers the operational consequences of alternative responses to the issues discussed.

### CRJU 610 ADMINISTRATION OF JUSTICE (3.00)

Analysis of the major conceptions of justice and the ways these conceptions affect the manner in which social and legal systems are constituted. Examines theoretical perspectives with a view to understanding the relationships between various institutions and the administration of justice. Presents a comparative and historical focus on local, national and international systems of justice.

### CRJU 611 CONTEMPORARY ISSUES IN CORRECTIONS (3.00)

In depth analysis of the contemporary structure of the correctional system in the United States. Evaluates the system's issues in managing and supervising a growing offender population. Explores the latest research on best practice for institutional and community correctional programming.

### CRJU 615 INSIDE OUT PRISON EXCHANGE PROGRAM (3.00)

Inside Out brings "outside" students college undergraduates and graduates. particularly those pursuing careers in criminal justice and related fields together with "inside" students incarcerated men and women to study as peers behind prison walls. The semester long course provides a transformative experience that allows the outside students to contextualize and rethink what they have learned in the classroom, gaining insights that will help them pursue the work of creating an effective, humane, restorative criminal justice system.

### CRJU 620 MANAGEMENT AND SUPERVISION IN CRIMINAL JUSTICE (3.00)

Examines the foundational concepts of management and supervision as applied in criminal justice organizations. Explores organization and policy planning, budgeting, forecasting, human resources, and policy implementation. Emphasis is placed on issues relating to effective management and supervision in criminal justice. Topics covered include managing budgets and strategies on project management, supervising and managing personnel and staff development, setting clear performance goals, and building internal and external partnerships and community relationships to support the mission of an organization.

**CRJU 626 PROFESSIONAL COMMUNICATIONS IN CRIMINAL JUSTICE (3.00)**

Examines strategies and techniques used to obtain information in a variety of situations, to differentiate between interview and interrogation, to interact with diverse populations, to communicate with the media and to analyze information for consideration as evidence. Explores how the use of appropriate communications techniques and procedures leads to effective leadership, management and supervision within the criminal justice system. prerequisite: none

**CRJU 631 CONTEMPORARY ISSUES IN POLICING (3.00)**

Examines the social and political contexts of policing in contemporary society and evaluates current issues law enforcement faces when dealing with crime control, prevention, and maintenance of order. Explores the latest research on the effect of police policies, programs and practices.

**CRJU 632 POLICING SPECIAL POPULATIONS (3.00)**

Examines the research literature related to the special populations and groups of people that the police organization is mandated to manage based on statutory law, operating policies and procedures, and tradition and custom. Helps students understand how and why police intervene in the way that they do with some subgroups within the broader population.

**CRJU 633 RACE/ETHNICITY AND GENDER ISSUES IN CRIMINAL JUSTICE (3.00)**

Examines the research literature related to the impact of race/ethnicity and gender issues on the delivery of services within the Criminal Justice system. Analyzes how an offender or victim's race/ethnicity or gender may directly or indirectly influence decision making at every point of the justice process, and explores the specific challenges the system faces in effectively addressing the needs of diverse populations.

**CRJU 635 CONTEMPORARY ISSUES IN JUVENILE DELINQUENCY (3.00)**

Discusses the role of demographics, developmental issues, family, school, peers and individual roles in youth behavior. Analyzes the major studies and theoretical foundations of juvenile delinquency and identifies and analyzes the current solutions implemented at both system and community levels. Reviews best practices in the control and prevention of juvenile delinquency.

**CRJU 636 INFORMATION AND TECHNOLOGY IN CRIMINAL JUSTICE (3.00)**

Explores how information is developed and processed into data informed decision making and policy. Analyze how to translate data information into knowledge. Presents a variety of criminal justice data information sources to provide an understanding of how data outcomes drive decision making in the criminal justice system. Engage in more informed strategic and tactical planning and decision making using data systems, data management and data analysis techniques. prerequisite: none

**CRJU 640 MANAGING POLICE ORGANIZATIONS (3.00)**

Application of managerial and administrative practices to police agencies. Emphasis on executive processes, including planning, decision making, implementation and evaluation, structuring discretion, providing leadership and dealing with corruption and other abuses. An examination of the role of the police administrator in the community and the governmental structure.

**CRJU 642 MANAGING CORRECTIONAL ORGANIZATIONS (3.00)**

Application of managerial and administrative practices to correctional agencies, focusing on the particular problems encountered in managing such agencies. Emphasis is on executive processes, including planning, decision making, implementation and evaluation. Problems specific to secure facilities, probation, parole and community corrections are considered.

**CRJU 666 POLITICS, LEGISLATION AND THE MEDIA IN CRIMINAL JUSTICE (3.00)**

Examines the influence and process of politics on the criminal justice system, the legislative process and how legislation is enacted, and general policy making procedures. Includes analysis of the evolution of a crime problem and how it transforms into law, policy and practice and how politics and the media influence perceptions and reactions to criminal behavior that may lead to successful legislative outcomes. Explores the design and implementation of future forecasting models, guided by law and policy, specific

to the criminal justice process and offers a problem oriented approach to effective lobbying and utilization of media resources in policy making. prerequisite: none.

#### CRJU 676 SYSTEMS AND APPLICATIONS IN CRIMINAL JUSTICE (3.00)

Students diagnose and analyze real world crime related issues and problems in the criminal justice system. Examines decision making techniques used in time sensitive situations and crisis management. Offers a problem oriented approach to effective leadership and management within the criminal justice system. prerequisite: none.

#### CRJU 680 FOUNDATIONS & IMPACT OF TRAUMA (3.00)

Provides the foundation for understanding trauma and post traumatic stress disorder in adults and children; examines the impact of trauma as well as describing the short and long term effects of trauma; and explains how past trauma can lead to ongoing problem behaviors. Develops skills and increases awareness of the necessary core competencies in trauma informed services and administration. Also, provides an understanding of the impact and manifestation of vicarious traumatization and compassion fatigue on professionals. prerequisite: none

#### CRJU 682 TRAUMA INFORMED ORGANIZATIONS (3.00)

Provides an understanding of how the impact of trauma can manifest behaviorally and may be elicited by normal interactions found within criminal justice system settings, and describes how to use trauma informed responses to reduce the intensity of difficult or dangerous situations. Explains how trauma informed criminal justice system responses can help to avoid re traumatizing individuals, increase safety, and reduce future involvement in the system. Explains the benefits of capacity building among partners cross systems to link individuals to trauma informed services and treatment as a means to increase an individual's ability to recover. prerequisite: none

#### CRJU 684 RESPONDING TO TRAUMA (3.00)

Provides an understanding of trauma symptoms and the needs of trauma survivors; describes approaches for engaging individuals with histories of trauma; describes client-centered communication and interviewing skills for working with trauma; examines tools to identify and screen for trauma and mental health disorders to facilitate early intervention and treatment referrals. Increases knowledge of trauma-specific services, community resources, and self-care methods for reducing symptoms of vicarious trauma and burn out. prerequisite: none

#### CRJU 685 ISSUES IN FORENSICS INVESTIGATION (3.00)

Explores investigative theory and issues of forensic investigations. Examines the use of forensic science to various statutory offenses, solving crimes, and legal proceedings. Presents current issues in forensic investigations and analyzes its impact on the processing of criminal law and administration of justice. Chain of command in evidence preservation and the validity of forensic evidence in criminal proceedings are emphasized throughout the course. prerequisites: none

#### CRJU 686 TRAUMA INTERVENTIONS AND BEST PRACTICES (3.00)

Examines evidence based trauma interventions and emerging areas of best practices; describes the different models and techniques currently used with different populations and discusses their effectiveness. Examines how culture and ethnicity influence the experience and effects the treatment of trauma. prerequisite: none

#### CRJU 688 SUBSTANCE ABUSE, MENTAL HEALTH, AND THE CRIMINAL JUSTICE SYSTEM (3.00)

The course focuses on how and why individuals with mental health (MH) and/or substance abuse (SA) problems become involved in the criminal justice system, and on how the criminal justice and public health systems respond to that involvement. Topics include law enforcement responses, court based strategies, mental health/substance abuse problems and corrections, community supervision of individuals with mental illness/substance abuse problems, and unique challenges associated with veteran, female, and juvenile populations.

#### CRJU 702 CONTEMPORARY ISSUES FOR VICTIMS OF CRIME (3.00)

Analysis of crime and social reaction from the point of view of the offended. Focuses on the relatively recent emphasis on how crime creates problems for those victimized by criminals and analysis of whole populations victimized by persons known to them. Includes an analysis of the idea of restitution.

#### CRJU 703 SEMINAR IN CRIMINAL JUSTICE (3.00)

Seminar devoted to a particular topic related to research, theory and/or applications in criminal justice. Sample topics include qualitative research in criminal justice, community crime prevention and juvenile justice history. May be repeated for credit when the topic changes. no prerequisite unless listed in schedule of classes

#### CRJU 704 BEST PRACTICES IN VICTIM SERVICES (3.00)

Introduces the emerging field of victim services in context with the underlying legal structure of crime victims' rights. The impact of the legal structure of crime victims' rights has influenced both formal and informal responses to crime victims needs. A thorough analysis of the system of services, both with the criminal justice system and through other allied professions, is examined. Best practices in victim assistance programs from law enforcement through the courts and corrections systems to financial remedies, community based advocacy, and treatment and support services are also examined. Prerequisite: None

#### CRJU 705 A DIALOGUE WITH A VICTIM (3.00)

Provides a critical and in depth review of some of the communication barriers criminal justice personnel encounter when interacting with victims and witnesses in the course of an investigation. Critically examines competing narratives (e.g., individual, professional, personal, cultural) often present when interviewing a victim/witness and how these narratives can impede communication flow and the investigative process. Explore strategies to reduce these obstacles. Prerequisite: None.

#### CRJU 707 COMMUNITY CORRECTIONS (3.00)

Analysis of the types, procedures, problems, theories and evaluation of supervision of adults and juveniles in the various forms of community based corrections. Students will be responsible for understanding classic and contemporary research on this subject matter.

#### CRJU 708 LEADERSHIP DEVELOPMENT IN CRIMINAL JUSTICE (3.00)

Integrates evolving perspectives in leadership, principles of criminal justice administration, and relevant technological innovations and applications. Studies the influence of leadership as it relates to criminal justice organizational culture, governing bodies, strategic planning, succession planning, diversity and globalization. Prerequisite: None.

#### CRJU 710 ADVANCED CRIMINOLOGY: THEORY TO PRACTICE (3.00)

Discusses classical and contemporary theories of criminal behavior and investigates how political, economic and social factors can cause paradigmatic shifts in how theory is both developed and applied in the real world. Students explore how theories are evaluated empirically and learn to develop and critique contemporary crime prevention and control policies by applying different theoretical models.

#### CRJU 712 COMPARATIVE CRIMINAL JUSTICE (3.00)

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, geographical, and social situations in the selected countries.

#### CRJU 713 SEMINAR IN JUDICIAL ADMINISTRATION (3.00)

Evaluation of management problems relating to courts and the role of court functions and personnel.

#### CRJU 715 STUDIES/READING IN CRIMINAL JUSTICE (1.00 3.00)

Designed to give the graduate student academic flexibility. Eligible for continuing studies grades. prerequisite: permission of program director

#### CRJU 718 LEADERSHIP IN PUBLIC SAFETY ORGANIZATIONS (3.00)

As the issues facing today's public safety organizations become more diverse, so too does complexity of their missions. Leadership in an organizational context requires knowledge of the organization's functioning, its culture, and the situations in which decisions are shaped and made individually or collectively. This course provides a historical and contemporary overview of the relationship of leadership and organizations relevant to public safety. Students examine the process of organizational leadership through the lens of complexity leadership theory, and identify components of that process within public safety organizations that can develop them into more adaptive systems. Students will examine real public safety leadership and organizational issues and problems from a bureaucratic organizational perspective, and discover way to resolve them while applying theory to practical situations. This course allows students to identify and evaluate contemporary leadership issues in today's complex public safety system.

#### CRJU 722 STRATEGIC AND CRISIS MANAGEMENT IN CRIMINAL JUSTICE ORGANIZATIONS (3.00)

Examines strategic and crisis management methodologies and tactics employed in criminal justice organizations. Provides foundational skills and financial literacy for managing resources and personnel while managing competing priorities. Identifies conflict management and resolution strategies in justice leadership. Explores the cultural, ethical, social and political effects on organizational management. Discusses the nature and impact of external forces on criminal justice management and leadership and an understanding of the need for organizational change. Prerequisites: none

#### CRJU 725 FUNDAMENTALS OF GEOGRAPHIC INFORMATION SCIENCE AND SYSTEMS (3.00)

Provides students with foundational knowledge in both geographic information science and Systems that will allow them to better understand and think critically about the role of "place and space" and to engage in the routine use of basic GIS technology in their studies and workplace. Students will learn to use ESRI's ArcGIS to create maps and analyze geo data and relationships, and to present their results to others. prerequisites: none.

#### CRJU 730 CONTEMPORARY ISSUES IN CRIMINAL JUSTICE (3.00)

Examines contemporary issues pertaining to the criminal justice system. Explores the newest research and its impact on laws, policy, and practices. Evaluates the current issues in leading and managing the various complex agencies within the criminal justice system. Prerequisites: none

#### CRJU 742 MANAGING CORREC ORG (3.00)

#### CRJU 777 CAPSTONE IN CRIMINAL JUSTICE (3.00)

Capstone course offers students an opportunity to demonstrate their mastery of knowledge in the fields of criminology and criminal justice, gained while working toward completion of the graduate degree. Course is designed to be an integrative experience in which students combine their knowledge of criminological theory and of justice policy with practical skills to develop a comprehensive approach to planned change. Prerequisite: CRJU 601, 602, 603, 610, 708 and 710.

#### CRJU 798 CONTINUOUS ENROLLMENT (1.00)

Provides continuing faculty direction, academic support services and enrollment services for students who have completed all course requirements for the degree but have not completed a thesis or final project. Students continue the independent work leading to finishing the thesis or final project that is significantly under way. Course may be repeated for credit as needed. Eligible for continuing studies (CS) grade; otherwise grading is pass/fail. prerequisite: completion of all course requirements for degree program

#### CRJU 799 THESIS (3.00 6.00)

Supervised preparation of an original work displaying research and writing skills. 6 hours, plus defense. Students may register for 3 hours in each of two semesters or 6 hours in one semester. Eligible for continuing studies (CS) grade; otherwise grading is pass/fail. prerequisite: permission of program director

## CSCE

### CSCE 100 URBAN SOLUTIONS (3.00)

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] [SBS]

### CSCE 200 UNDERSTANDING COMMUNITY (3.00)

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] [GIK] [CTE] [SBS]

### CSCE 297 TOPICS IN COMMUNITY STUDIES (1.00 3.00)

Exploration of topics in Community Studies or Civic Engagement. the actual topic of the course will appear in the schedule of classes. Prerequisite: Depends on course topic and level of difficulty.

### CSCE 300 COMMUNITY CASE STUDIES (3.00)

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 (3.00)

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 FUNDRAISING AND GRANT WRITING (3.00)

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 (3.00)

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. Prerequisite: None.

### CSCE 311 SOCIAL AWARENESS AND ETHICAL RESPONSIBILITY (3.00)

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 position 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. Prerequisite: None

### CSCE 315 COMMUNITY ORGANIZATIONS IN A DIGITAL WORLD (3.00)

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. Prerequisite: None.

### CSCE 400 NONPROFIT MANAGEMENT (3.00)

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 (3.00)

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 (3.00)

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. Prerequisite: None.

### CSCE 481 COMMUNITY ENGAGEMENT EXPERIENCE (3.00)

Provides students with the opportunity to become involved in the work of a community organization. The goal of the course is to provide students with a community engagement experience for up to 120 hours. Writing assignments and reflection activities required. Prerequisite: CSCE 200, 300, and 306.

### CSCE 482 CAPSTONE SEMINAR (3.00)

Focuses on the integration of concepts and ideas drawn from each of the core course requirements. Each student develops an original capstone project based on a real world problem/ solution in collaboration with a community organization. The capstone project will be designed in consultation with the CSCE program director. Permission of program director required. Prereq: CSCE 200, 300, 301, 302, 306, 311, 315, 400, 412, and 481.

### CSCE 492 INDEPENDENT STUDY (3.00)

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 (3.00)

An advanced interdisciplinary seminar that focuses on important books and issues, 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: 3.5 GPA and permission of the Honors Director.

#### CSCE 494 HONORS PROJECT (3.00 6.00)

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 3.5 GPA and permission of both the Denit Honors Program director and the faculty director

#### CSCE 497 SPECIAL TOPICS IN COMMUNITY STUDIES AND CIVIL ENGAGEMENT (3.00)

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.

## **CWPA**

#### CWPA 610 INTRODUCTION TO PUBLICATIONS SOFTWARE (3.00)

An introduction to graphics and visual communication principles. This course covers the manipulation of graphic form to convey meaning, strategies for idea generation and development of unique concepts, and the designer's role as visual storyteller. Students explore fundamental design principles through digital visual communication projects.

#### CWPA 620 CREATIVITY: WAYS OF SEEING (3.00)

Exploration of the creative process, relationships between written and visual expression, sources of inspiration and forms of publishing. Through a series of weekly projects, design experiments and innovative models, students develop new ways of seeing and deepen their understanding of creative expression. Team taught by a creative writer and a book artist or graphic designer, the course offers a collaborative setting that acknowledges important connections between form and function, materials and subject, and tradition and innovation. Lab fee required.

#### CWPA 622 FICTION WORKSHOP (3.00)

Exploration of the uses and values of narrative. Combines practice in writing narratives with analysis of the nature and methods of narrative art.

#### CWPA 623 POETRY WORKSHOP (3.00)

An opportunity to write poetry in a workshop setting. Students write a new poem every week and experiment with a variety of styles, from traditional forms to free verse and spoken word. Students read and study poems by contemporary authors and critique one another's work in order to develop their sense of craft.

#### CWPA 626 LITERARY NONFICTION WORKSHOP (3.00)

Experimentation in writing various kinds of nonfiction, such as personal essays, travel essays, profiles, culture criticism, memoirs and essay reviews. Focus is on the use of literary techniques within the context of the form's traditions and contemporary innovations.

#### CWPA 627 MEMOIR WORKSHOP (3.00)

An opportunity to write a memoir. Students read and study memoirs by contemporary authors to become more familiar with the many possibilities available to writers working in this form. Focus is on issues relevant to the writing of memoir, including craft and techniques, memory and truth telling, and interior and exterior significance.

#### CWPA 628 SCREENWRITING (3.00)

Students analyze and write entertainment oriented scripts for television and film. Emphasizes plot and character development, dialogue, writing for the eye and the ear and following industry script and program conventions.

#### CWPA 651 TYPE AND DESIGN FOR CREATIVE WRITERS (3.00)

Exploration of the fundamentals of typographic form and function with specific application to literary publishing. The course examines type design and family classification of type and their characteristics as well as organization of visual space and other basic design principles. Lab fee required. prerequisite: knowledge of Adobe InDesign and Photoshop

#### CWPA 720 ADVANCED WRITING WORKSHOP (3.00)

Encourages the thoughtful analysis of craft and language in published works to help students develop as writers. Students see their manuscripts through the drafting process, from idea to revision. Through in person and online workshops, students provide critical feedback on the fiction, poetry and creative nonfiction of their peers. Student establish a set of creative goals for themselves, propose a research project based on those goals, and present the results of their project to their classmates.

#### CWPA 752 CREATIVE WRITING: SPECIAL TOPICS (3.00)

Intensive exploration of topics in creative writing of special interest to faculty and students. Content varies according to specific interests and trends in creative writing. Possible topics include narrative poetry, gothic or romance novels and stories, detective and mystery fiction and marketing small press books. Specific topic is listed in the schedule of classes. Course may be repeated for credit when topic changes. Lab fee may be required.

#### CWPA 753 PUBLISHING ARTS: SPECIAL TOPICS (3) (3.00)

Intensive exploration of topics in print publishing, electronic publishing and book arts of special interest to faculty and students. Content varies according to specific interests and trends in publishing arts. Specific topic is listed in the schedule of classes. Course may be repeated for credit when topic changes. Lab fee may be required.

#### CWPA 761 TEACHING WRITING (3.00)

This course will teach students how to teach writing. It will focus on pedagogical strategies, course planning, and classroom management, and will introduce students to the theory and scholarly debates surrounding these topics. The course will accomplish its goals through readings, discussion, and applied and experiential learning. Prerequisite: None.

#### CWPA 775 INTERNSHIP (3.00)

Direct experience working in the field of creative writing. Internship opportunities include working for presses, literary agencies, publishers and literary arts organizations, as well as teaching. Eligible for continuing studies grade. May be repeated for credit if the internship is different. Prerequisite: Permission of program director

#### CWPA 778 INDEPENDENT STUDY IN PUBLISHING ARTS (1.00 3.00)

Production project in an area related to the M.F.A. in Creative Writing & Publishing Arts program. Topics vary with individual student interest. Lab fee required. prerequisite: permission of program director

#### CWPA 779 INDEPENDENT STUDY IN CREATIVE WRITING (1.00 3.00)

Research or writing in an area related to the M.F.A. in Creative Writing & Publishing Arts program. Topics vary with individual student interest. prerequisite: permission of program director

#### CWPA 780 BOOK ARTS (3.00)

Hands on course in which students produce a variety of small literary publications. They serve as editors and designers as well as writers. Also introduces students to book arts, teaching book structure, construction and binding. Lab fee required.

#### CWPA 781 ELECTRONIC PUBLISHING (3.00)

Exploration of ways for creative writers to write and publish on the Web. Students analyze electronic literary publications, write and produce their own literary Web publications and gain an understanding of the opportunities available to them in electronic publishing. Lab fee required.

#### CWPA 782 CREATING THE JOURNAL (3.00)

Exploration of processes involved in creating a print journal, from choosing manuscripts to designing and publishing. As a result of participating in the editing process, students gain insight into their own writing, develop their own aesthetic and see how editors make selections. Lab fee required.

#### CWPA 783 PRINT PUBLISHING (3.00)

How to place creative writing for publication. Topics range from writing a cover letter to finding agents to handling rejection. Students work independently, analyze current print and online publications and develop an extensive and annotated list of appropriate places for their work to appear. Before manuscripts are submitted for publication, they are critiqued by the class.

#### CWPA 786 EXPERIMENTAL FORMS (3.00)

Examination of selected works that challenge our conventional assumptions about language and form. Emphasis on new forms that re imagine traditional genres of writing and blur the boundaries between poetry, fiction and nonfiction. Students explore possibilities for appropriating and subverting conventional uses of language as well as mixing and creating new forms in their own writing.

#### CWPA 787 SEMINAR IN LITERATURE AND WRITING (3.00)

Combining traditional scholarship and creative writing, the course begins with a close study of a seminal literary work or group of works, to be chosen by the instructor. Students explore the nature of these texts per se and how they relate to both current and past literature and to the students' own work. A final written project integrates original research and the creative interpretation of the ideas developed from reading and discussion.

#### CWPA 788 INTERNATIONAL WRITING WORKSHOP (3.00)

Focuses on reading the work of writers from around the world, most of it in translation. At the same time, students will explore new subjects and approaches to their own writing. Prerequisite: None

#### CWPA 796 MFA THESIS I (3.00)

Opportunity to focus intensively on creative writing in a particular genre. Students may revise and edit previously written work as well as create new work, aimed at publication. In addition to expanding and refining their own work, students critique each other's work. A substantial essay focusing on another writer's work or on a topic related to their interests and concerns as writers is also required. prerequisite: two writing workshops in the same genre and permission of the program director

#### CWPA 797 THESIS II: WRITING (3.00)

Second semester of two semester thesis sequence. Entering with a completed or nearly completed manuscript written while in the program, students revise and complete their manuscript and prepare it for publication. In addition, they act as peer advisers to one another and are responsible for providing in depth critiques of each other's work. Prerequisite: All other required courses for the M.F.A. in Creative Writing & Publishing Arts except CWPA 795 seminar in Creative Writing & Publishing Arts, which is taken concurrently, and permission of the program director.

#### CWPA 798 THESIS III: DESIGN (3.00)

Capstone course for the M.F.A. in Creative Writing & Publishing Arts. Entering the course with a completed or nearly completed manuscript written while in the program, students design and produce a publication consisting of their own original work. In a seminar setting, they act as peer advisers to one another and are responsible for providing in depth critiques of each other's work. The course revisits and re examines concepts introduced in earlier courses. prerequisite: all other required courses for the M.F.A. in Creative Writing & Publishing Arts and permission of the program director

## DESN

### DESN 615 INTEGRATED DESIGN STUDIO I: PRINCIPLES (3.00)

An intensive studio experience addressing visual perception and the principles of design through readings on visual theory. Using primary texts, students explore design principles from key historic, psychological, abstract and artistic points of view. Students complete a major project in their area of specialization. Lab fee required.

### DESN 616 INTEGRATED DESIGN STUDIO II: TYPOGRAPHY (3.00)

An intensive, multilayered studio experience focused on the study of typography at the micro level. Students discuss both classical and contemporary typographic principles based on class and individual reading and research. Students render a typeface design over the course of the semester. Lab fee required. prerequisite: PBDS 645 or equivalent

### DESN 617 CREATIVE CONCEPTS (3.00)

Exploration of creative processes and strategies for generating effective visual and verbal ideas. Analysis of creative solutions in various publications supplements practice in applying problem solving techniques. Lab fee may be required.

### DESN 723 THEORY OF VISUAL COMMUNICATION (3.00)

Examines the fundamental characteristics that differentiate visual images from other modes of communication and considers ways that visual elements convey meaning in isolation and in combination. Students study real world cases to better understand how theoretical concepts and constructs are used to solve communication problems.

### DESN 791 PRACTICUM IN INTEGRATED DESIGN (3.00)

Students apply skills and knowledge from coursework to high level internships. Students interested in careers as professional designers work in design firms and related organizations; students interested in college teaching careers teach classes under faculty supervision. Eligible for continuing studies (CS) grade. prerequisites: permission of program director and all M.F.A. in Integrated Design coursework except DESN 793 and DESN 797

### DESN 793 PROSEMINAR IN INTEGRATED DESIGN (3.00)

Provides an overview of proposal development and design research in integrated design anchored in the literature and practice of the field. Students develop the requisite skills for bringing the proposal to completion. The course culminates in a research proposal that may be presented to the division as a thesis proposal. prerequisites: M.F.A. candidacy and permission of program director

### DESN 797 INTEGRATED DESIGN THESIS (6.00)

Independent and original design project supervised by one or more faculty members. Product reflects an understanding of graphic design principles and demonstrates excellence in conceptualizing and executing design solutions to communication problems. Finished work is reviewed by a faculty committee. Pass/fail grading. Eligible for continuing studies (CS) grade. Lab fee required. prerequisites: all other M.F.A. in Integrated Design coursework and program director's approval of thesis topic prior to registration

### DESN 798 CONTINUOUS ENROLLMENT (1.00)

Provides continuing faculty direction, academic support services and enrollment services for students who have completed all course requirements for the degree but have not completed a thesis or final project. Students continue the independent work leading to finishing the thesis or final project that is significantly under way. Course may be repeated for credit as needed. Eligible for continuing studies (CS) grade; otherwise grading is pass/fail. Lab fee required. Prerequisite: Completion of all course requirements and candidacy for the degree program.

## ECON

### ECON 100 ECONOMICS OF CONTEMPORARY ISSUES (3.00)

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] [GIK] [SBS]

#### ECON 200 THE ECONOMIC WAY OF THINKING (3.00)

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] [QQT] [SBS]

#### ECON 305 MANAGERIAL ECONOMICS (3.00)

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. Prerequisite: ECON 200, or three hours of micro or macro economics , ACCT 202, and OPRE 202

#### ECON 308 MONEY AND BANKING (3.00)

Money and Banking focuses on financial markets and their interaction with the stability and growth of the U.S. economy. The course will be useful for all undergraduate business majors and will encourage a sound understanding and appreciation of topics frequently cited in the business press.

#### ECON 312 INTRODUCTION TO ECONOMIC DEVELOPMENT (3.00)

This course introduces students to local economic development from the perspective of the real estate industry and economic development professionals. Students will become familiar with theoretical frameworks of urban economies including theories of the location of economic activity and the principles of urban economic development, housing, transportation, poverty, and unemployment and municipal finance. Students are also exposed to economic development finance including the fundamentals of bond finance, tax increment financing, among others. Students will learn specific techniques in assessing local economies for business attraction and retention strategies such as location quotients, shift share analysis and input output analysis. While there is no formal pre requisite, previous coursework in economics is recommended. [GD]

#### ECON 409 INTERNATIONAL ECONOMICS (3.00)

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 (3.00)

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 PROJ/THESIS (3.00 6.00)

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 (3.00)

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 six additional hours of economics.

#### ECON 499

##### INDEPENDENT STUDY: ECONOMICS (1.00 3.00)

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.

#### ECON 505 MICRO ECONOMICS (1.50)

Covers comparative advantage, supply and demand, elasticity, opportunity cost, competition and monopoly, and externalities. Emphasizes understanding concepts that are useful in making effective choices in a variety of economic and managerial situations. prerequisite: graduate standing

#### ECON 506 MACRO ECONOMICS (1.50)

Covers economic growth, monetary and fiscal policy, inflation and unemployment. Emphasizes understanding concepts, such as Federal Reserve policy, that are useful for managerial decision making. prerequisite: graduate standing

#### ECON 605 BUSINESS AND PUBLIC POLICY IN A GLOBAL ECONOMY (1.50)

This course uses an economic framework to analyze and evaluate public policy issues that may affect businesses. Ethical and managerial implications are integrated. Applications of the framework include globalization, environmental, and health care issues. prerequisite: ECON 505 and ECON 506

#### ECON 650 BUSINESS ECONOMICS (3.00)

Applies macro , micro and global economic theory, drawing on analytical techniques and other business areas, to understand the financial environment of the firm. Based on an understanding of market behavior, the course examines global competitiveness, regulation and pricing. Attention then turns toward the impact of global and macroeconomic forces acting on organizations. Students will be expected to demonstrate analytical skills in solving real world problems, with an emphasis on the financial conduct and structure of the firm. prerequisites: ECON 505,ECON 506 and OPRE 505, OPRE 506

#### ECON 720 INTERNATIONAL ECONOMICS AND FINANCE (3.00)

Covers the framework of international economics and finance. Topics covered include classical trade theory, balance of payment, models of open economy, export and import economic policies and trade performance, foreign exchange markets, currency options and futures markets, international money markets and capital markets. Specific application will be made to European, Asian and Latin American markets. prerequisite: ECON 505 and ECON 506

#### ECON 741 SPORTS ECONOMICS (3.00)

The sports world offers a unique arena to illustrate many important economic concepts because incentives affect the behavior of individuals in the sport industry players, managers, owners, and fans just like they affect behavior in any other industry. This course will allow you to study sports and the sports industry using the models found in economics. This course is loosely organized according to the fields of industrial organization, public finance, and labor economics to allow for an investigation of many of the issues that regularly come up in sports. Topics include league makeup, stadium financing, team location, competitive balance,and incentive structures. Prerequisite: ECON 605

#### ECON 765 THE HEALTH SERVICES SYSTEMS (3.00)

An overview of the U.S. health care system, including health care as a product and the role of all stakeholders: patients, physicians, staff, hospitals, insurers, employers and the government. Topics include the impact of cost containment and competition on management within hospitals and on physician hospital relations; alternate delivery systems (HMOs, PPOs); multiunit systems; what makes health care different from standard economic markets; health care marketing; health insurance, including (a) uninsured/uncompensated care and (b) poorly informed but heavily insured customers; a larger not for

profit sector and heavy government involvement; and legal aspects of health care, including social, moral and ethical issues. prerequisite: ECON 505 and ECON 506

#### ECON 792 SPECIAL TOPICS IN ECONOMIC MANAGEMENT (1.50)

Specialized topics in economics allowing flexibility for both the changing developments in business and the educational needs of students. Topic areas may include econometrics, entrepreneurship or organizational architecture. Exact listing of topics and prerequisites may be listed in schedule of classes. prerequisite: ECON 504 or area approval

#### ECON 797 SPECIAL TOPICS IN ECONOMIC MANAGEMENT (3.00)

Specialized topics in economics allowing flexibility for both the changing developments in business and the educational needs of students. Topic areas may include econometrics, entrepreneurship or organizational architecture. Exact listing of topics and prerequisites may be listed in schedule of classes. prerequisite: ECON 504 or area approval

#### ECON 799 INDIVIDUAL RESEARCH (1.00 3.00)

Individual research in an area of interest to the student. The expectation is that work equivalent to a regular graduate course will be completed. Formal paper(s) will be written under the supervision of a full time faculty member. prerequisites: approval of both an economics faculty member and the department chair

## ENGL

#### ENGL 200 THE EXPERIENCE OF LITERATURE (3.00)

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] [AH]

#### ENGL 211 POPULAR WRITING (3.00)

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. [COM] [AH]

#### ENGL 215 INTRODUCTION TO CREATIVE WRITING (3.00)

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. [COM] [AH]

#### ENGL 250 EXPLORING LITERATURE (3.00)

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] [AH]

#### ENGL 296 TOPICS IN WRITING (3.00)

Intensive exploration of topics in writing. The topic for study appears in the class schedule. Course may be repeated for credit when topic changes.

#### ENGL 297 TOPICS IN ENGLISH (3.00)

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] [AH]

#### ENGL 301 INTRODUCTION TO ENGLISH STUDIES (3.00)

Provides a foundation for the English Major and introduces students to English studies through the exploration of fundamental questions related to reading, writing, and the interpretation of texts. Covers creative, professional, and critical writing; basic literary analysis; and cultural and historical timelines. Emphasizes development of students' critical thinking and written and oral communication skills. Prerequisite: none. [GD]

#### ENGL 311 WELLS OF THE PAST: CLASSICAL FOUNDATIONS (3.00)

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. [HAT] [AH]

#### ENGL 313 WORLDS BEYOND THE WEST (3.00)

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. [HAT] [AH]

#### ENGL 315 THE SHORT STORY (3.00)

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. [HAT] [AH]

#### ENGL 316 MODERN POETRY (3.00)

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. [HAT] [AH]

#### ENGL 317 THE NOVEL (3.00)

Historical overview of the development of the genre of the novel from the 18th to the 21st centuries. Focus on the development of narrative strategies and the role of the novel in the literary marketplace. [HAT] [AH]

#### ENGL 319 TOPICS IN INTERNATIONAL LITERATURE (3.00)

Readings in global fiction, poetry, and prose. May focus on the literature of one particular region/ country or offer a broader comparative study. May be repeated for credit when the topic changes.

#### ENGL 320 CONTEMPORARY LITERATURE (3.00)

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. [HAT] [AH]

#### ENGL 321 ARGUMENT AND PERSUASION (3.00)

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.

#### ENGL 322 TECHNIQUES OF POPULARIZATION (3.00)

Techniques and approaches to making technical information clear and understandable to nontechnical audiences. Applicable for students in English, Writing and Digital Communications, as well as those preparing to work in business, law, and other technical and professional fields.

#### ENGL 323 WRITING, EDITING AND PUBLISHING (3.00)

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.

#### ENGL 324 PUBLIC RELATIONS WRITING (3.00)

Experience in preparing news releases and other promotional materials for print, electronic, online, and other digital media. Students will integrate writing formats, techniques, and skills to engage and motivate target audiences.

#### ENGL 325 INTRODUCTION TO JOURNALISM (3.00)

An introduction to journalistic writing and overview of trends and developments in the field. Students will learn to research, write, and present various kinds of basic news stories for traditional and digital media. Throughout the course, they will consider the civic, social, and ethical responsibilities of the profession. Prerequisite: none

#### ENGL 326 WRITING FOR DIGITAL MEDIA (3.00)

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.

#### ENGL 329 TOPICS IN ADVERTISING (3.00)

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. May be repeated for credit when the topic changes.

#### ENGL 330 LEGAL WRITING & RHETORIC (3.00)

Introduces students to the theory and practice of legal discourse by exploring the history of legal rhetoric and learning strategies for reading, writing, and interpreting legal texts. Covers rhetorical conventions, arguments, and analysis; consideration of specific legal audiences and historical exigencies for cases; elements of case briefs, judicial opinions, and legal scholarships; standards for legal research and citation; and special quirks of legal writing. Emphasis is on developments of students' analytical thinking and written communication skills. Prerequisites: none.

#### ENGL 331 POPULAR GENRES (3.00)

A genre based approach to one or more popular forms of literature, such as graphic novels, mystery, science fiction, fantasy, or chick lit. Focus on the relationships between the genre and the contexts surrounding its production. May be repeated for credit when the topic changes. Prerequisite: none. [HAT] [AH]

#### ENGL 332 LITERATURE AND FILM (3.00)

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. [HAT] [AH]

#### ENGL 333 MEDIA GENRES (3.00)

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. [HAT] [AH]

#### ENGL 334 ORAL INTERPRETATION OF LITERATURE (3.00)

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. [HAT] [AH]

#### ENGL 335 CHILDREN'S LITERATURE (3.00)

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. [HAT] [AH]

#### ENGL 336 YOUNG ADULT LITERATURE AND CULTURE (3.00)

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 [HAT] [AH]

**ENGL 337 GREAT PLAYS (3.00)**

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 (3.00)**

The drama of the 20th century, with emphasis on contemporary movements and innovations. [HAT] [AH]

**ENGL 341 AMERICAN LITERATURE TO 1900 (3.00)**

A critical and historical study of representative 18th and 19th Century American authors and movements, including Romanticism, Realism, Naturalism.

**ENGL 342 MELVILLE , POE, AND WHITMAN: AMERICAN VOYAGERS (3.00)**

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 LITERATURE SINCE 1900 (3.00)**

A critical and historical study of the ideas, structure, and themes of major American novels,drama, poetry and short stories of the 20th and 21st centuries [HAT]

**ENGL 346 THE AMERICAN DREAM (3.00)**

The continuing cycle of faith and doubt in the brave new world of America, with particular attention to the writers of America's maturity. [HAT]

**ENGL 348 MULTI ETHNIC AMERICAN LITERATURE (3.00)**

A survey of the diversity of the literature of the Americas, focusing on indigenous or nonwhite populations, with an emphasis on cultural traditions and exchanges. [HAT]

**ENGL 349 AMERICAN IDENTITIES: EXPLORATIONS IN THE PAST AND PRESENT (3.00)**

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. [HAT] [AH]

**ENGL 350 TOPICS IN AFRICAN AMERICAN LITERATURE (3.00)**

Introduces major genres of the African American literary canon: folktale, slave narrative, activist poetry, political essay, short story, and novel. Broaches themes such as bondage, religion, racism, morality, national identity, abolitionism, and group aesthetics. Explores texts from major writers spanning the 18th through the early 20th century (Harlem Renaissance and realism of the early to mid twentieth century). Prerequisite: none [HAT] [AH]

**ENGL 351 ANCIENCT MYTH: PARADIGMS AND TRANSFORMATIONS (3.00)**

An introduction to classical mythology as well as other ancient literatures and mythographies along with their later adapters and interpreters. Prerequisite: None [HAT]

**ENGL 354 LOVE IN LITERATURE (3.00)**

A varying look at the faces and reflections of love in literature, art, and myth from east of Eden to the western isles. Readings in selected classical and modern works invite students to compare and contrast modern and traditional ideas about love. [HAT] [AH]

**ENGL 356 LITERATURE AND LAW (3.00)**

This course 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 will read

primary course materials with special attention to historical, social, and cultural contexts that have shaped them. Along the way, students will look at ways that writers employ various techniques and devices to evoke both clarity and ambiguity for different audiences and different purposes. Prerequisites: None [HAT] [AH]

**ENGL 358 TOLKIEN: MASTER OF FANTASY (3.00)**

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. [HAT] [AH]

**ENGL 360 MAJOR AUTHORS (3.00)**

An in depth study of one, two, or three authors connected by historical period, literary movement, or major themes in their work. May be repeated for credit when the topic changes. Prerequisite; none [HAT] [AH]

**ENGL 361 THE HERO AND THE QUEST (3.00)**

The hero and the quest as archetypes, and an introduction to the mythic quest in early English literature from *Beowulf* to the Arthurian romance. Several modern works are read against the background of the heroic tradition

**ENGL 362 DANTE, CHAUCER, AND CERVANTES: THREE VERSIONS OF PILGRIMAGE (3.00)**

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 363 CREATIVE WRITING WORKSHOP: SCREENWRITING (3.00)**

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.

**ENGL 364 SHAKESPEARE: KINGS, KNAVES AND FOOLS (3.00)**

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 AND METAMORPHOSIS (3.00)**

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, AND YEATS: POET AS PROPHET (3.00)**

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 WOMEN'S LITERARY HISTORY (3.00)**

Historical study of sexual roles and politics in literature from the 18th Century to the present. Consideration is given to the relationship between gender and genre. [HAT] [AH]

**ENGL 372 TOPICS IN WOMEN'S LITERATURE (3.00)**

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. [HAT] [AH]

**ENGL 374 AUSTEN, THE BRONTES AND WOOLF: ROOMS OF THEIR OWN (3.00)**

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. [HAT] [AH]

**ENGL 382 CREATIVE WRITING WORKSHOP: POETRY (3.00)**

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.

#### ENGL 383 CREATIVE WRITING WORKSHOP: FICTION (3.00)

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.

#### ENGL 385 CREATIVE WRITING WORKSHOP: PLAYWRITING (3.00)

Intensive writing experience for students interested in writing drama for the stage. Emphasizes characterization, dialogue, and plot development as well as conventions of and script formats for theatre. Lab fee may be required. Prerequisites: none.

#### ENGL 386 CREATIVE WRITING WORKSHOP: JOURNALISM (3.00)

In a workshop setting, provides an opportunity to write creative journalism and study 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.

#### ENGL 387 CREATIVE WRITING WORKSHOP: MEMOIR (3.00)

In a workshop setting, 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.

#### ENGL 388 CREATIVE WRITING WORKSHOP: SPECIAL TOPICS (3.00)

In a workshop setting, students are introduced to a wide range of texts within a specific genre 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 writers. Prerequisites: none

#### ENGL 390 SYNTAX, SEMANTICS AND STYLE (3.00)

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.

#### ENGL 391 TOPICS IN LANGUAGE AND SOCIETY (3.00)

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. May be repeated for credit when topic changes.

#### ENGL 392 THE ARCHAEOLOGY OF LANGUAGE (3.00)

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 UNDERSTANDING NARRATIVE (3.00)

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 LITERARY THEORY AND INTERPRETATION (3.00)

An introduction to various schools of literary theory and exploration of ways in which we make sense of literary works. Emphasis is placed on the relationships between literary texts and theoretical approaches (e.g., formal, inter textual, historical, cultural) that makes reading, as an interpretive act, a vital , rich and complex experience, and students will apply various theoretical lenses to literary texts for the purposes of analysis and interpretation. Prerequisite or co requisite: 3 credits of literature coursework.

#### ENGL 400 LITERATURE IN SOCIETY (3.00)

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 401 PUBLICATION AND PERFORMANCE (3.00)

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. Lab fee may be required.

#### ENGL 402 COPY EDITING AND DOCUMENT DESIGN (3.00)

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.

#### ENGL 407 INTERNSHIP IN PROFESSIONAL WRITING (1.00 3.00)

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: consent of the Program Director of English Program Internship Coordinator..

#### ENGL 408 INTERNSHP IN UNIVERSITY PUBLICATIONS (1.00 3.00)

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. Prerequisite: consent of the Program Director or Internship Coordinator.

#### ENGL 421 ELIZABETHAN RENAISSANCE: IN THE GREEN WORLD (3.00)

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 (3.00)

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 (3.00)

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 (3.00)

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 (3.00)

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 (3.00)

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 (1.00 3.00)**

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 HONORS THESIS (3.00)**

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 (3.00)**

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: 3.5 GPA and permission of the Denit Honors Program director

**ENGL 494 THESIS IN LITERATURE (3.00 6.00)**

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: 3.5 GPA and permission of both the Denit Honors Program director and the faculty director

**ENGL 497 TOPICS IN LITERATURE (3.00)**

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 (3.00)**

A culminating close examination of a major author, work or period in the light of literary traditions. Emphasizes independent thought culmination in a written project, presented before the class. Subject may change from year to year. prerequisite: senior status and permission of the program director. [IL] [CAP]

## **ENTR**

**ENTR 101 IMAGINATION, CREATIVITY AND ENTREPRENEURSHIP (3.00)**

Students will experience what it means to discover the patterns that produce breakthrough ideas when attempting to solve business problems. Participants in this class will be exposed to a systematic approach to changing the way they create, identify and sell these ideas. They will also be 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 will form teams for the purposes of developing creative solutions to problems and coming up with a concept around which a venture can be based. [CTE] [SBS]

**ENTR 300 THE ENTREPRENEURIAL EXPERIENCE (3.00)**

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.

#### ENTR 320 OPPORTUNITY ASSESSMENT AND DEVELOPMENT (3.00)

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 390 ENTREPRENEURSHIP MENTORSHIP (1.00)

Linked to the first three practice in the Entrepreneurship Fellows Program. Consists of approximately 4 hours per week of mentorship with a local expert entrepreneur. Prerequisite: Status as an Entrepreneurship Fellow. Department permission required.

#### ENTR 430 CAPITAL ACQUISITION & STRATEGIC FINANCIAL MANAGEMENT FOR ENTREPRE VENTURES. (3.00)

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 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 300/ Merrick School of Business or by permission of the instructor

#### ENTR 450 ENTREPRENEURIAL ORGANIZATION, PLANNING & IMPLEMENTATION (3.00)

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 / Merrick School of Business student or by permission of the instructor

#### ENTR 460 SOCIAL ENTERPRISE (3.00)

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: FIN 331 and ENTR 300 / Merrick School of Business student or by permission of instructor

#### ENTR 490 ENTREPRENEURIAL STRATEGY (3.00)

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 (3.00)

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 PROJ/THESIS (3.00 6.00)**

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 (3.00)**

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 (1.00 6.00)**

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.

**ENTR 605 CREATIVITY AND THE ENTREPRENEURIAL MINDSET (1.50)**

Focuses on personal and organizational creativity and enables students to recognize and develop creative abilities in organizations. Includes a final team based new product pitch that allows students to apply creativity in a business context. prerequisite: graduate standing

**ENTR 750 LEADING AND MANAGING INNOVATION (3.00)**

Focuses on leading and managing innovation in various organizational settings, including the for profit, non profit, and public sectors. Enables students to improve habitats for organizational innovation. Includes a final team based consulting project with organization seeking to boost its innovative capacity. Prerequisite: ENTR 605

**ENTR 760 SOCIAL ENTERPRISE AND ENTREPRENEURSHIP (3.00)**

Provides a study of how successful nonprofit organizations respond to the challenges of expanding their impact, being socially responsible and fiscally accountable, and finding new sources of revenue. The course will investigate innovative ways to generate both financial and social returns on their investments. Students will engage with live social entrepreneurs to evaluate and respond to market opportunities to develop and grow social enterprises. prerequisite: FIN 505 or permission of instructor.

**ENTR 771 THE DESIGN /BUSINESS LINK (3.00)**

Design could very well be the major competitive strategy for both manufacturing and service companies. This course has two goals: 1) to provide UB students with an understanding of the role of design in today's business organizations to more effectively use design to achieve the mutual goals of businesspeople and designers, and 2) to teach students how they can invent, produce and distribute their own products and be entrepreneurs. prerequisite: MKTG 505 or area approval

**ENTR 792 SPECIAL TOPICS IN ENTREPRENEURSHIP (1.50)**

As specified in the course syllabus

**ENTR 797 SPECIAL TOPICS IN ENTREPRENEURSHIP (3.00)**

As specified in the course syllabus

**ENTR 799 INDEPENDENT STUDY (3.00)**

Investigation into a particular subject in more depth than can be accommodated by an existing course. Students work closely with an individual faculty member. Prerequisites: ENTR 605 and approval of instructor, department chair and academic advisor

## **ENVS**

### **ENVS 175 INTRODUCTION TO ECOLOGY (3.00)**

Introduction to the fundamentals of ecology. Topics include the relationship between organisms and their physical environments; population growth, regulation, and interactions; the nature and diversity of biological communities; ecosystem structure and function; and global climate change. [BPS]

### **ENVS 201 ENVIRONMENTAL SUSTAINABILITY (3.00)**

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] [BPS]

### **ENVS 221 SCIENCE OF THE ENVIRONMENT (4.00)**

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] [BPSL] [IL]

### **ENVS 285 ENVIRONMENTAL CHEMISTRY (4.00)**

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. Prerequisite: ENVS 221 Science of Environment.

### **ENVS 289 INDEPENDENT STUDY: INTRODUCTION TO FIELD/LAB RESEARCH (3.00)**

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 program director.

### **ENVS 300 GREATER BALTIMORE URBAN ECOSYSTEMS: FIELD INVESTIGATIONS (4.00)**

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 [TF]

### **ENVS 310 SPECIAL TOPICS IN ENVIRONMENTAL SCIENCE (3.00)**

An intensive study of an issue or set of related issues in environmental science. Content varies depending upon the interests of faculty and students. Course may be repeated for credit when the topic changes. Laboratory fee required.

### **ENVS 375 MOLECULAR GENETICS AND BIOTECHNOLOGY IN SOCIETY (4.00)**

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.

#### ENVS 420 RESEARCH SEMINAR IN ENVIRONMENTAL SCIENCES (2.00)

Introduces students to the design and interpretation of environmental and ecological field studies and to statistical methods relevant to environmental science and ecology. Emphasizes the preparation of research proposals and reports, as well as written and oral communication of report findings. Prerequisite ENVS 300.

#### ENVS 485 INTERNSHIP IN ENVIRONMENTAL SUSTAINABILITY (3.00)

Allows students to receive course credit for real world experiences in the environmental field. Students may work with a variety of types of organizations, including non profits, government agencies and private companies. Students must complete a minimum of 120 hours over the course of a semester. Course is eligible for continuing studies grade. prerequisite: ENVS 221, permission of program director

#### ENVS 490 SPECIAL PROJECTS IN ENVIRONMENTAL SCIENCE (3.00)

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. Lab fee required. Eligible for CS ( continuing studies) grading this course may take more than one semester to fully complete. prerequisites: ENVS 221 ,ENVS 300 and ENVS 420, permission of the program director. [CAP]

#### ENVS 493 HONORS SEMINAR (3.00)

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: 3.5 GPA and permission of the Denit Honors Program director

#### ENVS 494 HONORS PROJECT (3.00 6.00)

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: 3.5 GPA and permission of both the Denit Honors Program director and the faculty director

## FIN

#### FIN 300 PERSONAL FINANCE (3.00)

A practical introduction to financial concepts and tools such as the time value of money, risk return tradeoffs, asset pricing models, the efficient market hypothesis, financial databases and Internet searches. Students learn to apply these concepts and tools to personal financial decisions about housing, personal and small business borrowing, insurance, income taxes, retirement planning and investments in common stock, bonds, mutual funds, and futures and options. FIN 300 may not be used as a specialization course by finance majors.

#### FIN 330 EXCEL FOR FINANCIAL ANALYSIS (3.00)

Provides students with skills in the use of EXCEL spreadsheets to prepare and present analyses for personal, corporate, real estate and investment finance. prerequisite: Prior or concurrent enrollment in FIN 331

### FIN 331 FINANCIAL MANAGEMENT (3.00)

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 332 FINANCIAL MODELING AND COMMUNICATION (3.00)

Designed to equip students with a working knowledge of the technical methods and tools of financial analysis, as well as to provide them with the ability to design and implement professional quality written, oral and electronic presentation of their results. Topics include financial statement constructions, creating exhibits for presentation of financial information, and analysis and communication of corporate financial policy. prerequisites: FIN 331 and INSS 300

### FIN 333 INVESTMENT ANALYSIS AND PORTFOLIO MANAGEMENT (3.00)

An understanding of the 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 analysis projects provide the chance for practical experience. Prerequisite: FIN 331.

### FIN 420 RISK AND INSURANCE (3.00)

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 (3.00)

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 areas. Topics include start up and mezzanine financing and bridging to initial public offers on the capital budgeting and internal control techniques applied in the strategic context developed in earlier courses. Prerequisite: FIN 331.

### FIN 433 INTERNATIONAL FINANCIAL MANAGEMENT (3.00)

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 PROFESSIONAL FINANCE PORTFOLIO (3.00)

Students apply finance tools and techniques to business plans for selected nonprofit and for profit firms. Nonprofit firms are assisted in establishing profit making subsidiaries. Over the semester, students learn about successful ventures and engage in lectures and hands on experiences. The students' work for external firms focuses on determining the feasibility of entrepreneurial ideas, analyzing financial obstacles and converting ideas into reality. Prerequisite: FIN 330 and FIN 331 / Merrick School of Business student

### FIN 470 REAL ESTATE INVESTMENTS (3.00)

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. prerequisites: FIN 331

### FIN 471 REAL ESTATE FINANCE (3.00)

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 (3.00)**

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 PROJ/THESIS (3.00 6.00)**

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 (3.00)**

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 SPEC TOPIC: (3.00)**

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: FIN 331.

**FIN 499 INDEPENDENT STUDY : FINANCE (1.00 3.00)**

An independent study under the direction of a faculty member. For -eligibility and procedures, refer to the Merrick School of Business Independent Study Policy.

**FIN 505 ESSENTIALS OF FINANCE (1.50)**

Provides introductory level coverage of financial management. Topics include overview of financial markets, financial statement analysis, time value of money, risk return tradeoff, security pricing and valuation, and capital budgeting decision tools.

**FIN 605 FINANCIAL MANAGEMENT (1.50)**

The course provides intermediate level coverage of topics in financial statements and their analysis, financial forecasting, security risk and pricing and capital budgeting. The course is designed to build on the basic skills acquired in introductory finance courses. Prerequisites: FIN 505 or permission of MBA program director

**FIN 615 ENTREPRENEURIAL FINANCE (1.50)**

Provides intermediate level coverage of topics in venture capital and private equity, asset allocation, security risk and pricing, decision making and nonpublic corporate finance. prerequisite: FIN 605

**FIN 624 FINANCE AND ACCOUNTING ANALYTICS (3.00)**

This course focuses on applying cutting edge analytics techniques to examine "big data" in finance, accounting, and auditing. Students will acquire working knowledge of common financial data analytics software packages (e.g. SAS, Tableau, and IDEA). The course will heavily emphasize using data analytics techniques in solving common finance, accounting and auditing problems through using data preparation data visualization and analysis techniques. Prerequisite: FIN 605

#### FIN 625 CORPORATE FINANCE (1.50)

Provides advanced level coverage of capital budgeting and intermediate level coverage of topics in asset pricing, capital structure, dividend policy, and derivative instruments such as options and futures. prerequisite: FIN 605

#### FIN 700 FINANCIAL REPORTING (3.00)

Integrates U.S. generally accepted accounting principles and International Financial Reporting Standards to develop students' understanding of financial accounting transactions, reporting standards and financial statements. Case materials and financial statements of U.S. and international companies are incorporated. Topics include standard setting, financial statement presentation issues, measurement issues (including fair value accounting) and classification and recognition issues. prerequisites: ACCT 504 or ACCT 505 and FIN 640 or FIN 605

#### FIN 704 FINANCIAL MARKETS AND INSTITUTIONS (3.00)

Covers the theory and role of efficient financial markets in the general economy; the structure and regulation of the debt, equity and derivative markets; and the functional management of financial institutions, including commercial and investment banks, investment funds and regulatory agencies. prerequisite: FIN 605

#### FIN 705 ADVANCED FINANCIAL ANALYSIS (3.00)

Designed to extend the knowledge and skills acquired in FIN 640 by applying the tools of financial analysis and decision making at an advanced level. A variety of case applications include coverage of diagnostic financial statement analysis and forecasting; cash flow measurement and valuation; and management of financial policy. prerequisite: FIN 640 or FIN 605

#### FIN 715 INVESTMENT ANALYSIS (3.00)

Provides the theory and tools for measuring and managing the risk and return of financial instruments in the context of modern portfolio theory. A variety of stock, bond, option and other financial asset valuation techniques are presented throughout the course. prerequisite: FIN 605

#### FIN 720 GLOBAL FINANCE (3.00)

Emphasizes two aspects of global finance: 1) international capital market structure, interest rate and exchange rate determination; and 2) international corporate financial management of risk and return. Topics include: interest rate, purchasing power and international Fisher parities; hedging and management of international interest rate and exchange rate risk; and foreign exchange forecasting. prerequisite: FIN 605

#### FIN 725 RISK MANAGEMENT (3.00)

Provides a comprehensive overview of concepts and tools of corporate risk management, including identification and measurement of value added, risk and managing the trade off between the two. Topics include: value at risk measures; application of options and futures contracts to risk management; and managing interest rate, credit and other forms of operating risk. prerequisite: FIN 605

#### FIN 735 PORTFOLIO MANAGEMENT (3.00)

Builds upon FIN 715 to address the problems and opportunities of portfolio management rather than individual assets. Topics include both systematic and unsystematic risk and methodologies for making sure that this risk is appropriate for the beneficiaries of the fund. Also addressed are issues in portfolio theory, hedging, macroeconomic analysis, growth versus value stocks and alternative investments as well as staffing and investment policy documentation and compliance. prerequisite: FIN 715

#### FIN 750 REAL ESTATE INVESTMENT (3.00)

An advanced course in the analysis and valuation of income producing real property. Topics include real estate cash flow analysis, internal rate of return, analysis under risk and uncertainty, appraisal techniques, alternative financing forms, market analysis and the securitization of real property and mortgages. Both theory and case analysis are employed and students will get an understanding of the value of the ARGUS real estate analysis software. prerequisite: FIN 605

#### **FIN 770 NEW VENTURE FINANCING (3.00)**

Covers financing and entrepreneurial organization from startup to initial public offering and beyond. Topics include identification and assessment of capital needs, financial planning, sources of capital and the role of venture capital, and the capital markets in financing entrepreneurial organizations. prerequisite: FIN 640 or FIN 605

#### **FIN 780 BUSINESS VALUATION (3.00)**

Business valuation arises in mergers, acquisitions, divestitures, estate taxation, lost profits litigation, buy out agreements, commercial lending, venture capital, IPOs and other exit strategies. This course addresses valuation modeling, using asset pricing theory and practice and employing advanced applications such as EXCEL and corporate databases. The course material is of interest to students who envision careers as CPAs, business valuation experts, corporate finance analysts and investment bankers. Prerequisite: FIN 605.

#### **FIN 792 SPECIAL TOPICS IN FINANCIAL MANAGEMENT (1.50)**

Enables the presentation of specialized topics in finance, allowing flexibility for both the changing developments in finance and the educational needs of students. Topic areas may include entrepreneurial finance, cash and liquidity. Exact topics and prerequisites are posted in the University schedule of classes. May be repeated for credit as topics vary. prerequisite: FIN 640 or FIN 605

#### **FIN 797 SPECIAL TOPICS IN FINANCIAL MANAGEMENT (3.00)**

Enables the presentation of specialized topics in finance, allowing flexibility for both the changing developments in finance and the educational needs of students. Topic areas may include entrepreneurial finance, cash and liquidity. Exact topics and prerequisites are posted in the University schedule of classes. May be repeated for credit as topics vary. prerequisite: FIN 640 or FIN 605

#### **FIN 799 INDIVIDUAL RESEARCH (1.00 3.00)**

Individual research in an area of interest to the student. The expectation is that work equivalent to a regular graduate course will be completed. Formal paper(s) will be written under the supervision of a full time faculty member. prerequisites: approval of finance instructor, department chair and academic adviser

## **FSCS**

#### **FSCS 201 HOW TO GET AWAY WITH MURDER (3.00)**

The course involves the investigation of the causes of violence through viewing primary documents and also using secondary sources. These crimes of violence are then viewed through the perspective of investigators both procedural and scientific. Literature searches and summary reports are part of the writing process associated with the course. The course will introduce students to Criminology, Criminalistics, Offender Profiling, and Crime Scene Investigation. This will prepare the student for an introduction to Criminal Justice, Police Science, and Forensic Science. [SBS]

#### **FSCS 301 FORENSIC SCIENCE (3.00)**

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 (3.00)**

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.

#### **FSCS 320 INTERVIEWS AND INTERROGATIONS (3.00)**

Covers the basic and specific techniques employed in criminal justice interviews and interrogations. Emphasizes processes including the interpretation of verbal and physical behavior. Considers legal issue and distinctions. Upon completion of the course, students are able to understand and conduct interviews and interrogations in a legal, ethical, efficient and professional manner. Prerequisite: none.

#### FSCS 400 LABORATORY SAFETY AND QUALITY ASSURANCE (3.00)

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 403 TRACE EVIDENCE (4.00)

Focuses on the acquisition and analysis of trace materials commonly found in crime scenes. Laboratory fee required. prerequisites: Biology I, Chemistry I and II, Organic Chemistry I and II, Physics I and II, and FSCS 400 and FSCS 407 I.

#### FSCS 404 ARSON INVESTIGATION AND GLASS ANALYSIS (4.00)

An introduction to the theory and practice of arson investigation through use of gas chromatography and to the theory and practice of glass analysis through lab use of the GRIM III Refractive Index Measuring System. Laboratory fee required. prerequisites: Biology I, Chemistry I and II, Organic Chemistry I and II, Physics I and II and FSCS 400 and FSCS 407 8.

#### FSCS 405 MICROSCOPY (4.00)

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 microscope, polarizing microscope, florescent microscope, and hot stage microscope. These methods are demonstrated and students conduct hands on analyses of materials using some of this equipment. Prerequisites: Biology I, Chemistry I and II, Organic Chemistry I and II, Physics I and II, and (or concurrent enrollment in) FSCS 400. Laboratory fee.

#### FSCS 407 INSTRUMENTAL ANALYSIS (4.00)

The use of scientific instruments in forensic testing is the focus of this course. 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). Prerequisites: Biology I, Chemistry I and II, Organic Chemistry I and II, Physics I and II, FSCS 400 and FSCS 405. Laboratory fee.

#### FSCS 409 DRUG ANALYSIS (4.00)

Introduces the scheduling of controlled substances and presents their analysis by crystal tests, color tests and instrumental techniques. prerequisites: Biology I, Chemistry I, and ii, Organic Chemistry i and II, Physics I and II, and FSCS 400 and FSCS 407.

#### FSCS 410 FORENSIC SEROLOGY (4.00)

This course is designed to expose 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. Prerequisites: Biology I, Chemistry I and II, Organic Chemistry I and II, Physics I and II, FSCS 400 and FSCS 405.

#### FSCS 412 FIREARMS/TOOL MARKS EXAMINATION (3.00)

Firearms evidence is a major class of evidence developed in forensic related cases. The questions of identification, operability, and derived evidence are addressed and discussed. Related evidence such as tool mark evidence is also developed and explained. Prerequisite: none

#### FSCS 418 MATHEMATICAL APPLICATIONS IN POLICE SCIENCE (3.00)

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 (3.00)

Covers the doctrines and cases inherent in and arising from the Fourth Amend-ment: 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 (3.00)

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 (3.00)

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 historical conspiracies against criminal organizations.

#### FSCS 440 ADVANCED CRIME SCENE INVESTIGATION (3.00)

The protection and analysis of a crime scene is a complex procedure. Information is obtained by utilizing ever increasing skills and technology. The skills involve the use of improved casting techniques, enhanced latent fingerprinting techniques and sophisticated new photographic techniques. This course introduces the student to these techniques. Lab Fee. Prerequisite: FSCS 307 Crime Scene Investigation

#### FSCS 454 DEATH INVESTIGATION (3.00)

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. 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 455 HOMICIDE INVESTIGATION (3.00)

Analysis of homicide investigation from the viewpoint of the homicide detective exploring the legal issues and the practical use of interviews, interrogations, and medical and trace forensic evidence. prerequisite: None

#### FSCS 456 CHEMISTRY OF DEATH (3.00)

Explores the fate of the human body at the time of death to the decomposition of the body into the lithosphere. Study considers biochemical and physical process involved in taphonomy. prerequisites: none

#### FSCS 460 FORENSIC PHOTOGRAPHY (3.00)

Familiarizes students with, and provides basic understanding of, the camera (34mm, digital and video) with respect to crime scene analysis. Using photographic techniques, students will learn how to document a crime scene and pertinent physical evidence including tire impressions, shoe prints, latent prints and blood spatter. In addition, students will explore available light, flash, flash fill and painting by light processes. Students will learn how to construct and maintain a photographic log and how to enter photographs into court as evidence. Students will create a portfolio of their work. Laboratory fee required.

#### FSCS 462 INTRODUCTION TO DOCUMENT EXAMINATION (3.00)

Focuses on the origins and styles of writing and materials used in writing and in the formation of documents. prerequisite: permission of the program director.

#### FSCS 464 HANDWRITING ANALYSIS (3.00)

Introduction to the study of hand writing analysis as relevant to the forensic analysis of documents. prerequisite: permission of program director.

#### FSCS 466 INSTRUMENTAL ANALYSIS IN DOCUMENT EXAMINATION (4.00)

Practical experience in using instrumental techniques to examine documents by spectral imaging and impression analysis. Laboratory fee required. prerequisites: FSCS 462, FSCS 464 and permission of the program director.

#### FSCS 480 FORENSIC DOCUMENTATION (3.00)

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 (3.00)

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. [CAP]

#### FSCS 484 ART AND FORENSICS (3.00)

An introduction to various styles of art and their analysis using forensic techniques. Security, storage and exhibition are examined. Laboratory fee required. Prerequisite: none

#### FSCS 487 FIELD INTERNSHIP IN FORENSIC SCIENCE (3.00)

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 (3.00)

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; 3.5 GPA and permission of both the Denit Honors Program director

#### FSCS 494 HONORS PROJECT (3.00 6.00)

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: Honors standing. 3.5 GPA and permission of both the Denit Honors Program director and the faculty director

#### FSCS 496 FIELD INTERNSHIP IN POLICE SCIENCE (3.00)

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 (3.00)

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 (4.00)

This course will cover special laboratory topics and issues in the field of forensics such as DNA analysis, questioned document examination, and drug analysis. FSCS 498 may be repeated for credit when the topic changes. No prerequisite unless listed in the schedule of classes.

#### FSCS 499 DIRECTED INDEPENDENT STUDY (1.00 6.00)

#### FSCS 600 LEGAL ISSUES IN FINANCIAL CRIMES (3.00)

Examines the general regulations, general laws, and ethics and business policies associated with financial crimes. Areas of major focus include legal issues facing management and administration, traditional search and seizure as well as privacy issues, manager and supervisor responsibilities, criminal issues and definitions, chain of custody and ethical considerations. This problem oriented course focuses on applying the holdings of cases and analyses of statutes to different criminal fact patterns.

Prerequisite: None

#### FSCS 601 LEGAL ISSUES IN HIGH TECHNOLOGY CRIME (3.00)

Examines the general regulations, general and computer related law, and ethics and business policies associated with high technology crime. Areas of major focus include description of legal issues facing management and administration, traditional search and seizure as well as privacy issues, manager and supervisor responsibilities, criminal issues and definitions, chain of custody and ethical considerations. Problem oriented course that focuses on applying the holdings of cases and analyses of statutes to different criminal fact patterns. Prerequisites: None

#### FSCS 602 MONEY LAUNDERING (3.00)

An essential element of financial crimes is the ability to move assets in ways that resist detection. Explores frequently used techniques, reviews national and international laws and practices to prevent money laundering, and describes best practices to minimize the ability to use money laundering as part of financial crimes. Prerequisite: None.

#### FSCS 610 IDENTIFYING ORGANIZATIONAL LIABILITIES AND CRIME (3.00)

Defines problems, logic and theory, research protocols, personal and organizational risks, criminal and civil liabilities, physical security issues, due diligence matters, environmental concerns and sexual harassment issues. Covers responsibilities of the organization and of the individual. Prerequisites: FSCS 601

#### FSCS 615 INFORMATION RETRIEVAL : PAPER AND ELECTRONIC (3.00)

Explores gathering of information and data, evidence collection, storage and security of records, personnel records and related issues, privacy issues, security of customer information, duties and obligations of the information technology field. Also focuses on legal access to these records.

Prerequisite: FSCS 601. Lab Fee

#### FSCS 620 FORENSIC INVESTIGATIVE TECHNIQUE I (3.00)

Focuses on traditional investigative techniques (interviews and interrogations), simple data collection, physical evidence, fraud detection, data acquisition and computer techniques, reverse engineering, and industrial espionage. Also, examines administrative process, the role of human resources and accounting, organizational processes and structures, and chain of command / management. Intended as an introduction to FSCS 720. Prerequisite: FSCS 601. Lab fee.

### FSCS 630 INTRODUCTION TO CRYPTOGRAPHY (3.00)

Provides the historical basis for ciphers and encryption techniques and examines the use of codes and decryption techniques in government and commercial applications. Reviews the responsibilities of a Security Analyst, including recognizing breaches of security, controlling further risk, and identifying methods for gathering forensic evidence. prerequisite: none.

Lab Fee

### FSCS 635 IMAGE ANALYSIS (3.00)

Examines the effective manipulation of digital images from digital photographs and videotapes. Discusses identification of authenticity and detection of manipulation in addition to detection of fraud and other criminal activity in these digital media. Prerequisite: FSCS 630 Lab Fee.

### FSCS 640 STEGANOGRAPHY (3.00)

Steganography is a process by which information is hidden within other media. Presents tools (software) to detect such hidden information, including files, images, network traffic, disks, etc., that masquerade within any system. Also presents the processes of hiding or encrypting data to inhibit a forensic analysis and of the detection and counter resolution of hidden information. Prerequisite: FSCS 630 and FSCS 635. Lab Fee.

### FSCS 685 ISSUES IN FORENSIC INVESTIGATIONS (3.00)

Explores investigative theory and issues of forensic investigations. Examines the use of forensic science to various statutory offenses, solving crimes, and legal proceedings. Presents current issues in forensic investigations and analyzes its impact on the processing of criminal law and administration of justice. Chain of command in evidence preservation and the validity of forensic evidence in criminal proceedings are emphasized throughout the course. prerequisite: none

### FSCS 720 FORENSIC INVESTIGATIVE TECHNIQUES II (3.00)

A continuation of FSCS 620 with special attention to computer systems and network systems. Lab Fee required. Prerequisite: FSCS 601 and FSCS 620

### FSCS 724 PROTECTION OF DATA / INFORMATION (3.00)

Examines prevention of data / information loss by theft, intrusion, and natural disaster and assessment of vulnerabilities and their remediation. Also presents protocols for security and for effective data storage and examines assessment of risk. Prerequisite: FSCS 615. Lab Fee.

### FSCS 727 COMPUTER AND DIGITAL FORENSICS (3.00)

Examines the use of specialized techniques for recovery, authentication, and analysis of electronic data; reconstruction of computer usage; examination of residual data; and authentication of remaining data. Also, examines the effective manipulation of digital images from digital photographs and videotapes. Discusses identification of authenticity and detection of manipulation in addition to detection of fraud and other criminal activity in these digital media. Lab fee required. Prerequisite FSCS 615.

### FSCS 728 INFORMATION SYSTEMS, THREATS, ATTACKS, AND DEFENSE STRATEGIES (3.00)

Examines information systems and the threats from malicious activities that attempt to collect data from or disrupt, deny or destroy information within a system. Explores origins of such attacks and effective responses to threat. Also, examines the process of Steganography by which information is hidden within other media. Presents tools (software) to detect such hidden information, including files, images, network traffic, disks, etc., that masquerade within any system. Also presents the processes of hiding or encrypting data to inhibit a forensic analysis and the detection and counter resolution of hidden information. Lab fee required. prerequisite: FSCS 615 and FSCS 727,

### FSCS 730 INCIDENT RESPONSE (3.00)

Explores the development of effective responses to active attacks on computer systems and networks, coupled with analysis of the breakdown of protective measures. Prerequisite FSCS 724

#### **FSCS 740 GRADUATE INTERNSHIP (3.00)**

Provides field experience to students through laboratory assignments with various forensic or criminal justice entities. Course is completed at the end of the program and requires submission of a journal and a research paper. Eligible for continuing studies grade. Prerequisite: Successful completion of all foundation courses in MSFS degree program and permission of program director.

#### **FSCS 750 CAPSTONE COURSE (3.00)**

Capstone course requires students to integrate and apply knowledge, theories, principles, skills and practical applications learned in Master of Science in Forensic Science High Technology Crime core courses to actual high technology case scenarios. prerequisite: successful completion of all core courses in M.S. in Forensic Science program and permission of program director.

#### **FSCS 753 COMPUTER AND DIGITAL SECURITY MANAGEMENT (3.00)**

A study of the management of networks, types and sources of threats and vulnerabilities, risk management, firewalls and other security issues. Prerequisite: FSCS 615, 727, and 728. Lab Fee.

### **GAHS**

#### **GAHS 504 SEMINAR IN GLOBALIZATION AND SOCIAL CHANGE (3.00)**

Beginning with an examination of the traditional way of thinking about international relations, this course examines global changes over the past half century and examines the driving forces of globalization: trade, finance, technology and population growth. The course also explores the impact of globalization on political authority, on conflict between states and groups, on economic and personal well being and on environmental sustainability. Particular attention is paid to the impact of globalization on state, local and national administrative agencies.

#### **GAHS 508 INTERNATIONAL ORGANIZATION (3.00)**

Looks broadly at the structure and function of international organization and the pursuit of human security. The course examines a variety of formal institutions, such as the United Nations and its ancillary organizations, the European community and the World Trade Organization, as well as less formal nongovernmental institutions. It also explores international law as a form of organization in addition to international regimes; the implicit norms, rules and processes around which the expectations of global actors converge; and the impact of this complex network of organization via a focus on elements of human security.

#### **GAHS 510 INTERNATIONAL MIGRATION AND HUMAN SECURITY (3.00)**

This course will examine international migration from the lens of human security. As such, the course will examine the causes for migration today, the role of the state and international organizations in addressing migrant populations, and the rights and responsibilities of migrants. The course will examine migration from both the perspective of the state and the perspective of the migrant.

#### **GAHS 600 MANAGING NGOS (3.00)**

Provides an overview of the nongovernmental sector, nongovernmental organization creation and management of NGOs. The course covers how to create and manage an NGO, the legal requirements for creating an NGO, the roles and responsibilities of members of the board of directors in governing an NGO, managing staff and volunteers, fundraising, income generation possibilities and required reporting.

#### **GAHS 605 INTERNATIONAL POLITICAL ECONOMY AND DEVELOPMENT (3.00)**

The state of the global political economy dramatically affects economic and social development. This class examines the foundations of international political economy and how we got to where we are today, before examining how international political economy affects the way in which we think about development.

#### **GAHS 610 INTERNATIONAL DEVELOPMENT (3.00)**

Explores the theories, policies and practice of development assistance. As such, the course will enable students to develop their understanding of problems in the field of international development and examine mechanisms for how policies can aid and hinder development in practice. prerequisite: none

#### GAHS 740 SEMINAR IN HUMAN SECURITY (3.00)

Highly interactive, graduate level seminar that examines the evolution of human security as a concept distinct from national security and that explores how transnational actors—from global elites to NGOs, intergovernmental organizations to supranational bodies—work together to promote good governance, sustainable development and human well being. The course pays particular attention to contemporary issues in human security and uses case studies to familiarize students with theories, concepts and ideas as well as their application in the modern world. prerequisite: 24 credits in the M.S. in Global Affairs and Human Security program or permission of the program director

#### GAHS 760 LEADERSHIP/ FIELD PLACEMENT SEMINAR (3.00)

Graduate level seminar intended to provide an opportunity to students to integrate learning from their internship/ field placement with course themes and concepts studied in the Global Affairs and Human Security program. prerequisite: permission of the program director

## GVPP

#### GVPP 201 AMERICAN GOVERNMENT (3.00)

This course is the basic American government course required of all government and Public Policy majors. This is an introduction to American ideology, government, and politics. The course also serves as a basic social science course available as a general elective for all undergraduate majors. Prerequisite: None. [GIK] [QQT] [SBS]

#### GVPP 210 INTRODUCTION TO INTERNATIONAL STUDIES (3.00)

Introduces concepts within international studies. Students learn how history, geography, culture, politics and economics affect the approach taken by various actors in international relations. Through critical analysis, this course examines the role world politics plays in a variety of global issues and challenges. [QQT] [SBS] [GD]

#### GVPP 279 SPECIAL TOPICS IN INTERNATIONAL AFFAIRS (3.00)

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. Prerequisite: Depends on course topic and level of difficulty.

#### GVPP 284 POLITICS IN COMPARATIVE PERSPECTIVE (3.00)

Politics in Comparative Perspective is designed to introduce 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. Prerequisites: None [GIK] [QQT] [SBS]

#### GVPP 297 TOPICS IN POLITICS AND POLICY (1.00 3.00)

Exploration of topics in politics and policy. The actual topic of the course will appear in the schedule of classes. Prerequisite; depends on course topic and level of difficulty.

#### GVPP 300 AMERICAN POLITICAL INSTITUTIONS (3.00)

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 policy making process. The specific policy issues studied vary from semester to semester.

#### GVPP 315 PUBLIC POLICY ANALYSIS (3.00)

Students will 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 a given goal(s) within the American policy arena. Students will 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. Prerequisites: None.

#### GVPP 320 PUBLIC ADMINISTRATION (3.00)

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 (3.00)

Organized around developing leadership, this course will help students to identify goals and objectives and achieve them. This course will use 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 (3.00)

An understanding of the institutional political, legal, and ethical challenges of public policy management in the contemporary administrative state

#### GVPP 324 AMERICAN PUBLIC POLICY (3.00)

Analysis of the formulation and implementation of governmental policies at all levels in such policy areas as art and cultural policy, economic stability, income maintenance, education, the environment, public finance, and older adult policy. Prerequisite: GVPP 300 or permission of instructor.

#### GVPP 326 URBAN POLITICS AND PUBLIC POLICY (3.00)

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 (3.00)

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 (3.00)

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 (3.00)

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 (3.00)

An examination of legislatures in the American system of government. Emphasis is placed on the study of the representative function of legislatures, of the ways in which they operate, and their impact on public policy.

**GVPP 348 STATE AND LOCAL GOVERNMENT (3.00)**

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 (3.00)**

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 (3.00)**

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 their influence on both government and public opinion.

**GVPP 381 AMERICAN POLITICAL THOUGHT (3.00)**

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 (3.00)**

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 (3.00)**

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 THEORIES OF INTERNATIONAL RELATIONS (3.00)**

A survey course of global events and processes. This course covers issues of war and peace, arms and armaments, international governmental and non governmental organizations, the politics of global economic relations both amongst nations of the developed north and between northern and southern states. Humanitarian and environmental issues will also be covered. Emerging trends in globalization, terrorism, and ethnic conflict will be considered. prerequisite: GVPP210 strongly recommended

**GVPP 386 AMERICAN FOREIGN POLICY (3.00)**

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 (3.00)**

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. [IL]

**GVPP 410 POLITICS AND RACE (3.00)**

Addresses race and its problems, possibilities, and limitations. Race is a critical issue in society; despite the removal of legal barriers and the guarantee of equal protection (Civil Rights Act of 1964, Voting Rights Act of 1965, Fair Housing Act of 1968), blacks and Hispanics continue to endure negative outcomes. Racism and discrimination in education, employment, health, income, and incarceration remain a part of the American social fabric. Prerequisite: none [GD]

**GVPP 423 PUBLIC BUDGETING AND PERSONNEL ADMINISTRATION (3.00)**

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 (3.00)**

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, as well as State of Maryland, administrative and regulatory processes.

**GVPP 426 FOUNDATIONS OF DEMOCRACY I (3.00)**

This course examines the scope and nature of the fundamental values that are 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 will be placed on the decision making and organizational design systems that characterize our social, political and economic institutions, as well as community serving nonprofits.

**GVPP 461 MARYLAND GOVERNMENT PROCESSES AND POLITICS (3.00)**

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 (3.00)**

Examined within this course are interest groups as key components in the functioning of a pluralistic political system. The proliferation of interests from trade associations to the public, nonprofit interests will be documented. Also explored are the techniques of lobbying.

**GVPP 470 INDIVIDUAL RESEARCH (1.00 3.00)**

Individual research on a subject of mutual interest to both student and supervisory faculty. Depending on the scope and depth of research, from one to three credits may be earned for the successful completion of this course. The student may, upon approval, take up to two such courses. Prerequisite: A minimum of 12 credit hours in political science courses earned at the University of Baltimore and approval of the program director. This course may be taken for a continuing studies (CS) grade.

**GVPP 471 INDIVIDUAL RESEARCH (1.00 3.00)**

Individual research on a subject of mutual interest to both student and supervisory faculty. Depending on the scope and depth of research, from one to three credits may be earned for the successful completion of this course. The student may, upon approval, take up to two such courses. Prerequisite: A minimum of 12 credit hours in political science courses earned at the University of Baltimore and approval of the program director. This course may be taken for a continuing studies (CS) grade.

**GVPP 479 SPECIAL TOPICS IN INTERNATIONAL STUDIES (3.00)**

Selected topics in International Relations and/or Comparative Politics of mutual interest to faculty and students are examined in depth. Content varies according to the concurrent interests of faculty and students. The topic for study will appear under that name in the Schedule of Classes. Course may be repeated for credit when topic changes. Prerequisites: None

**GVPP 480 ENVIRONMENTAL POLITICS AND POLICY (3.00)**

Environmental politics and policy focuses on the process of public decision making as it relates to national and global environmental issues. The course will address 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 will explore 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. Prerequisites: None

#### GVPP 481 GLOBALIZATION (3.00)

This course is an examination of the rapid global changes shepherding in the 21<sup>st</sup> 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. Prerequisites: None

#### GVPP 482 TOPICS IN POLITICAL THEORY (3.00)

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 484 INTERNATIONAL POLITICAL ECONOMY (3.00)

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 (3.00)

Political, economic, and -military aspects of India, Japan and Southeast Asia. Emphasis upon their -contemporary foreign relations.

#### GVPP 486 THE MIDDLE EAST (3.00)

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, Russia, the People's Republic of China, and the United States.

#### GVPP 487 WESTERN EUROPE (3.00)

Political, economic, and military aspects of Austria, the Benelux countries, France, Italy, and Germany. Emphasis upon their contemporary foreign relations

#### GVPP 488 THE COMMONWEALTH OF INDEPENDENT STATES & CHINA IN WORLD AFFAIRS (3.00)

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 (3.00)

The Study of the development and evolution of International Organizations including the United Nations, regional and functional organizations, and non governmental organizations. Course focuses on the United Nation's principal organs and specialized agencies and on major International Inter governmental organizations. Consideration is also given to non governmental organization as we" as informal organization. Simulation or role playing exercises or trips to the United Nations may be included at the instructor's discretion. Prerequisites: GVPP 210 or CNCM 102

#### GVPP 490 INTERNSHIP (3.00)

Internship designed to broaden the -educational experience of the student through work assignments with appropriate governmental agencies. Depending upon the academic value of the work assignments, the student may enroll for up to a total of six credits in this internship. Prerequisites: major in government and public policy or jurisprudence, minimum of 12 credits completed in GVPP courses with a GPA of at least 3.0, and approval of the program director. This course may be taken for a continuing -studies (CS) grade.

#### GVPP 491 INTERNSHIP II (3.00)

Internship designed to broaden the -educational experience of the student through work assignments with appropriate governmental agencies. Depending upon the academic value of the work assignments, the student may enroll for up to a total of six credits in this internship. Prerequisites: major in government and public policy or jurisprudence, minimum of 12 credits completed in GVPP courses with a GPA of at least 3.0, and approval of the program director. This course may be taken for a continuing -studies (CS) grade.

#### GVPP 493 HONORS SEMINAR (3.00)

An advanced interdisciplinary seminar that focuses on important books and issues, 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 Honors Director.

#### GVPP 494 HONORS PROJECT (3.00 6.00)

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 (3.00)

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 will appear under that name in the Class Schedule.

#### GVPP 499 SENIOR SEMINAR (3.00)

A -senior level seminar required of all -government and public policy majors. Topics considered include the perspectives of the major sub fields 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 non government and public policy majors only by permission of the instructor. [CAP]

## HIST

#### HIST 101 WORLD HISTORY TO 1500 (3.00)

Explores the emergence of the modern world, from prehistoric times to early modern 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] [AH] [GD]

#### HIST 102 WORLD HISTORY SINCE 1500 (3.00)

Explores the emergence of the modern 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] [AH] [GD]

#### HIST 111 EARLY AMERICA (3.00)

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] [AH]

#### HIST 112 MODERN AMERICA (3.00)

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] [AH]

#### HIST 123 WORLD HISTORY OF ART (3.00)

Students explore human creations inspired by the natural world, love and religion. Students are introduced to the iconography and the artistic connections between global cultures, including those of Africa, Asia and Europe. 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, emphasizing the political, religious and urban contexts of artistic creation. [HIPL] [HAT] [AH] [GD]

#### HIST 197 CONFLICTS IN HISTORY (3.00)

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] [AH] [GD]

#### HIST 204 AFRICAN AMERICAN HISTORY TO 1865 (3.00)

Examines African American history before 1865, including such topics as the North American slave trade, the lived experience of enslaved Blacks, the lives of free Blacks who were not enslaved and the rise of the abolition movement. [AH]

#### HIST 205 AFRICAN AMERICAN HISTORY SINCE 1865 (3.00)

Examines African American history since 1865, including such topics as Reconstruction, the rise of racial segregation and legal White supremacy, Black popular culture, African Americans in all regions of the country and the Long Civil Rights and Black Power movements. [AH]

#### HIST 240 EVERYDAY LIVES (3.00)

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] [AH]

#### HIST 250 DIGITAL HISTORY (3.00)

Students assess the range and quality of online information about their favorite historical topic. As the projects of amateurs, curators, activists, students, and historians fill the Internet, whose version of the past can we trust? Students engage digital humanities literature and theory, case studies, and map out their topic as it appears on the Web. [AH] [IL]

#### HIST 290 GREAT ISSUES IN HISTORY (3.00)

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] [AH]

#### HIST 295 THE HISTORIAN'S TOOLKIT (3.00)

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. [IL]

#### HIST 308 HISTORY OF AMERICAN BUSINESS (3.00)

An historical survey of American business and labor from Colonial America to the recent past. [AH]

### HIST 310 ANCIENT CIVILIZATIONS (3.00)

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 312 AGE OF REVOLUTIONS (3.00)

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 (3.00)

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. [GD]

### HIST 314 EUROPE, 1914 1945 (3.00)

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. [HIPL] [GD]

### HIST 315 EUROPE SINCE 1945 (3.00)

This course examines all aspects of European history since 1945, focusing on trends and issues in both western and eastern Europe. [HIPL] [HAT] [AH]

### HIST 324 MODERN CHINA (3.00)

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] [AH] [GD]

### HIST 325 PRISONS AND POLICE IN U.S. HISTORY (3.00)

Examines the history of such topics as mass incarceration, the origins of urban law enforcement, convict labor, the War on Drugs, the growth of federal law enforcement agencies and how racial inequality has shaped prisons and policing. May not be used to meet major requirements in the BS in Criminal Justice. [GD]

### HIST 326 MODERN JAPAN (3.00)

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 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 analyze an aspect of modern Japanese life. [GD]

### HIST 328 MODERN KOREA (3.00)

Introduces the making of modern Korea over the last two centuries, the tumultuous times that eventually created the two Koreas of today. Examines how Korea changed from an agricultural kingdom to two distinctive Koreas: urban, industrialized and democratic South Korea and communist North Korea. Examples of topics include: changes in Korea Confucianism; Korea's reaction to the 19th century imperialism; impacts of the Japanese colonial rule (1910 1945); establishment of two Koreas, and the two Koreas' place in the 21st century world. [GD]

### HIST 340 AMERICAN LEGAL HISTORY (3.00)

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 (3.00)

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 (3.00)

Ever since the 1890s, the foreign policy of the United States has profoundly affected the lives of its own citizens as well as that of many others around the world. This course examines major international events of the past 120 years and the way in which the United States has led and/or responded to them. It also examines different approaches in the study of U.S. foreign relations to broaden the analytical framework of the study of the field. This course, thus, helps expand students' understanding of U.S. history as well as that of the world around it. It also helps them to better understand the globalizing world in which they live, the relevance of U.S. foreign relations to their lives, and their own potential as agents of change. This course satisfies 3 credits of the history major requirement. Prerequisite: None

#### HIST 354 HISTORY OF GERMANY (3.00)

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 364 CIVIL RIGHTS IN U.S. HISTORY (3.00)

Explores how legal institutions, leaders and grass roots movements in the United States have pursued, debated, and defined the concept of civil rights in relation to race, gender, sexuality, disability, immigration status and more.

#### HIST 375 CIVIL WAR AND RECONSTRUCTION (3.00)

A social and political study of the era of disunion and reunion, 1848-1877, with special emphasis on the causes of the conflict and its impact on race relations, national institutions, and the Southern states.

#### HIST 380 THE CHESAPEAKE WORLD (3.00)

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 (3.00)

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. [AH]

#### HIST 382 HISTORY OF BALTIMORE (3.00)

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 385 U. S. WOMEN'S HISTORY (3.00)

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 390 FILM AND HISTORY (3.00)

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 396 INTRODUCTION TO PUBLIC HISTORY (3.00)

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. [TF]

#### HIST 420 AMERICA SINCE 1940 (3.00)

Covering in depth and 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. [AH]

#### HIST 434 CONSTITUTIONAL HISTORY (3.00)

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 (3.00)

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 (3.00)

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 (3.00)

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, 1945-1990 (3.00)

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 466 HISTORY OF AFRICA (3.00)

Studies in African history from early cultures to the late 19th century.

#### HIST 468 AMERICAN POLITICAL HISTORY (3.00)

Intensive study of dominant political issues in American society from the founding of the colonies to the recent past.

#### HIST 477 TECHNOLOGY AND HISTORY (3.00)

Selected topics in the cause and effect relationship of technological developments on societies in various historical periods.

**HIST 490 INTERNSHIP (1.00 3.00)**

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 (1.00 3.00)**

Provides for individual work in research. prerequisites: presentation of a research proposal to the program director and permission of the program director.

**HIST 495 SENIOR SEMINAR IN HISTORY (3.00)**

The HIST 495 Senior Seminar is a capstone course for history major. This seminar style class will provide students with an opportunity to express their creativity and demonstrate their conceptual understanding of historical works analyzing primary sources, weighing evidence, and debating historical interpretations. Students' final work can be a traditional research paper, or a project portfolio, depending on their major concentration. This 3 credit course is one of the three core requirements. Students need to earn a C or higher to fulfill this major requirement. Prerequisite: HIST 295 and HIST 395, and earned a C or higher from both courses.

**HIST 496 SEMINAR IN PUBLIC HISTORY (3.00)**

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 (3.00)**

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.

## **HSAD**

**HSAD 600 FUNDRAISING AND GRANT WRITING (3.00)**

Provides students with a thorough grounding in the principles and practices of fundraising and grant proposal development. Structured to mirror the process of fundraising management, the course leads students to develop either a fundraising plan or grant proposal for their own nonprofit entity or a case study of the organization. Students consider planning frameworks and a variety of conceptual tools before moving on to consider donor behavior ( the underlying psychology and sociology) and each major form of fundraising in turn. The course concludes with an examination of the critical managerial and sectoral issues impacting fundraising, such as campaign integration, benchmarking of performance , and public trust and confidence.

**HSAD 602 HISTORY AND FOUNDATION OF HUMAN SERVICES SYSTEMS (3.00)**

History and foundations of human services practice. Societal factors that have fostered the evolution of human services are emphasized and basic strategies and tactics common to the delivery of human services are reviewed.

**HSAD 603 CONTEMPORARY ISSUES IN HUMAN SERVICE ADMINISTRATION (3.00)**

Overview of the current status of the field of human services and the political, sociocultural and economic contexts of administration. Discussion of the conceptual and theoretical issues related to the practical skills necessary for administering human services agencies. Offered at Coppin State University.  
prerequisite: HSAD 602 or permission of instructor

**HSAD 610 STRATEGIES FOR HUMAN SERVICES PROGRAM PLANNING (3.00)**

Focuses on the various properties and implications of planned change. Emphasis on models, strategies and roles required when working within organizations and in the community to develop new programs with input from a variety of stakeholders.

#### HSAD 611 PROGRAM EVALUATION AND POLICY ANALYSIS (3.00)

Study of the conceptual and methodological issues concerning the evaluation of human services programs. Includes focus on statistical and data analysis skills and on the relationships between the program/policy design and analysis/evaluation. Offered at Coppin State University. prerequisite: HSAD 610 or permission of instructor

#### HSAD 620 HUMAN SERVICES LEADERSHIP & SUPERVISION (3.00)

Theoretical and practical analysis of organizational leadership, personnel (employee and volunteer) supervision, workplace design and the ethical dimension of leadership in human services agencies. Provides training in organizational relationships and staff development. Job related case studies are used to apply principles of supervision and leadership. Offered at Coppin State University.

#### HSAD 621 ADMINISTRATIVE DECISION MAKING IN HUMAN SERVICE AGENCIES (3.00)

Decision making at the individual, work group, departmental and organizational levels within the context of human services agencies. Emphasizes development of skills necessary for securing consistency of practice, the coordination of various planning units and the economizing of planning efforts. prerequisite: HSAD 620 or permission of instructor

#### HSAD 695 FIELD PRACTICUM I: HUMAN SERVICES ADMINISTRATION (3.00)

Fieldwork training experience at a human services agency under the guidance of the UB and Coppin State program directors and an on site agency mentor. Eligible for continuing studies grade. prerequisite: permission of program directors

#### HSAD 696 FIELD PRACTICUM II: HUMAN SERVICES ADMINISTRATION (3.00)

Continuation of HSAD 695. Fieldwork training experience at a human services agency under the guidance of the UB and CSU program directors and an on site agency mentor. Eligible for continuing studies grade. Offered at Coppin State University. prerequisites: HSAD 695 and permission of program directors

#### HSAD 698 RESEARCH PRACTICUM I: PROGRAM PLANNING, IMPLEMENTATION, EVALUATION (3.00)

Under the guidance of the program directors and a research committee, the student prepares an original work that displays research and writing skills. Topics include a realistic, feasible plan for a new human services program, implementation of a new program and/or evaluation of a program. Eligible for continuing studies grade. Offered at Coppin State University. prerequisite: permission of program directors

#### HSAD 699 RESEARCH PRACTICUM II: PROGRAM PLANNING, IMPLEMENTATION, EVALUATION (3.00)

The student continues to prepare the original work begun in HSAD 698 and will then formally defend the work before his/her research committee. prerequisite: HSAD 698

## **HSER**

#### HSER 100 INTRODUCTION TO HUMAN SERVICES (3.00)

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. [SBS]

#### HSER 200 MODELS OF EFFECTIVE HELPING (3.00)

This course provides the student with an overview of contemporary theories and techniques of the helping relationship. 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. Prerequisite: None

#### HSER 297 ISSUES IN HUMAN SERVICES ADMINISTRATION (3.00)

Exploration of topics in human services administration. Content varies depending upon the interests of faculty and students. Course may be repeated when topic changes. Prerequisite; Depends on course topic and level of difficulty.

#### HSER 300 GRASS ROOTS STRATEGIES OF SOCIAL CHANGE IN HUMAN SERVICES (3.00)

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. prerequisite: None

#### HSER 310 FAMILY SYSTEM DYNAMICS (3.00)

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. Prerequisite: None

#### HSER 320 GENDER AND THE WORK ENVIRONMENT (3.00)

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 process that embed gender into institutional structures. Prerequisite: None

#### HSER 330 HUMAN SERVICES DELIVERY SYSTEMS AND DIVERSITY (3.00)

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. Prerequisite: None [GD]

#### HSER 340 CASE MANAGEMENT AND DOCUMENTATION (3.00)

This course serves as an introduction to the concept of case management toward the delivery of human services. The course will be presented in the logical sequence, from the intake interview to the termination of service. A focus will be given to assessment, planning, and implementation of case management services. The case management process will be explored as it relates to organizational, legal and ethical issues. Emphasis will be given to the skills and knowledge base required to be an effective case manager. Pre requisite : None

#### HSER 350 SOCIAL RESEARCH METHODS (3.00)

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. [IL]

#### HSER 360 SOCIAL POLICY AND THE AMERICAN POLICY PROCESS (3.00)

This course offers an examination of social policy issues (such as poverty, homelessness, and mental illness), as well as the American policy process and the significance of social, economic, and political factors that influence policymaking and implementation related to human services. This course considers policies at all levels of local and national interest, including agency policies, local ordinances, state and federal legislation, and global treaties, etc. Through the course, students will gain both an understanding of social policy formation, realities of current social policy and administration, as well as their role in human service delivery in effecting social policy change in their agencies, communities, and the world. This course will give students the necessary contextual background to understand the foundational social policies that guide and define human services, as well as how those policies come to be. prerequisite: none

#### HSER 400 FIELD PRACTICUM FOR HSER (3.00)

This course is designed to provide students the opportunity to apply the knowledge gained in the classroom in a human service based organization setting. Interns will be exposed to and or engage in activities such as supervisory opportunities, special projects, case management, budgeting, and public relations. The intern must complete a minimum of 100 hours. Both the faculty internship coordinator and agency site supervisor will guide and evaluate the intern throughout the internship. Prerequisite: HSER 100 AND HSER 200 AND HSER 340

#### HSER 410 ETHICS AND EMPATHY FOR PUBLIC SERVANTS (3.00)

Explores the role of ethics and empathy in the work of public servants, with a goal of preparing students for careers in public service. Relying on novels, short stories, films, television and other stories, this course provides students case examples of scenarios where ethics and empathy are relevant and/or missing. Through the course, students have the opportunity to explore the challenges, benefits, and opportunities associated with ethical and empathetic service delivery. prerequisites: none

#### HSER 420 PROGRAM DESIGN AND PROPOSAL WRITING (3.00)

This course 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. As a major practice strategy used in community development, Program design and Proposal writing offers a contingency framework that teaches students about the choices, decisions and situations for planning new or adapting programs within the context of diverse communities. It sharpens the skill set necessary for program development within the context of quality improvement and quality management. Prerequisite: HSER 100 and HSER 200

#### HSER 430 FUNDRAISING AND GRANT WRITING (3.00)

The course will provide students with a thorough grounding in the principles and practice of fundraising and grant proposal development. The course is structured to mirror the process of fundraising management and by the end of the program participants will have developed a fundraising plan or a grant proposal for their own nonprofit, or a case study of the organization. We consider planning frameworks and a variety of conceptual tools before moving on to consider donor behavior ( the underlying psychology and sociology ) and each major form of fundraising in turn. The course will then conclude with an examination of the critical managerial and sectoral issues impacting on the fundraising function, such as campaign integration, benchmarking of performance and public trust and confidence Pre requisite : HSER 100 and HSER 200

#### HSER 440 EVALUATION OF HUMAN SERVICES PROGRAMS (3.00)

The purpose of this course is to provide you with a conceptual framework, sets of practical skills and related understandings about the planning and evaluation of human services programs not only in educational but in a range of human services settings. Within this context, a program is 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. Pre requisite: HSER 100 and HSER 200.

#### HSER 450 HUMAN SERVICES MANAGEMENT (3.00)

This course is designed to assist students with exploring management and administrative roles in human services organizations. Students will be introduced to relevant theories, concepts, and practices that are the foundation to understanding management. Students will examine common concerns, problems, and effective strategies of present day management of human services organizations at the non profit, local, state, and federal levels. Prerequisite: HSER 101 AND HSER 200

#### HSER 470 SENIOR SEMINAR IN HUMAN SERVICES (3.00)

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 [CAP]

## HSMG

### HSMG 300 HEALTH INDICATORS (3.00)

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 use of computer applications such as spreadsheets, statistical packages and data base management while becoming acquainted with useful health data sources.

(Recommended EXCEL workshop) (Required for Cohort 12). [IL]

### HSMG 301 INTRODUCTION TO HEALTH ECONOMICS (3.00)

This is a survey course of the major topics in health economics. The student should develop an appreciation of the contribution economics makes to the study of health and health policy. Topics to be covered include the demand for health and healthcare, workforce issues, and the organization and financing of the US healthcare system.

### HSMG 302 STATISTICS FOR HEALTH MANAGEMENT (3.00)

An introduction to the purposes and practices of statistical analysis in the health management sector. Students evaluate data analysis as presented in health management literature. Students also learn to distinguish between information based upon speculation, intuition and wishful thinking and that based upon systematic analysis of data. prerequisite: none

### HSMG 303 HEALTH FINANCE (3.00)

Offer a current approach to the fundamentals of budgeting and financial management with an emphasis on health care organizations. prerequisites: none

### HSMG 370 OVERVIEW OF HEALTH CARE DELIVERY SYSTEM (3.00)

Provides a systematic overview of the U.S. health services system in order 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.

(Required for Cohort 12)

### HSMG 371 PRINCIPLES OF HEALTH CARE MANAGEMENT I (3.00)

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 is presented. 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 (3.00)

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 case study approach is used 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 select issues in material handling particular to health services organizations. Prerequisites: HSMG 371.

### HSMG 373 HEALTH POLICY AND POLITICS (3.00)

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 non medical participants, including consumers, planners, administrators, and policy makers.

(Prerequisite HSMG 370 & recommended 371 & 372) (Required for Cohort 12)

### HSMG 374 EPIDEMIOLOGY (3.00)

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 of and methods of epidemiology are presented with applications to public health and clinical practice.

#### HSMG 376 QUANTITATIVE METHODS FOR HEALTHCARE MANAGERS (3.00)

Provides quantitative tools and skills that apply to the decision making and control systems in the practice of health systems management. This

is the second of two sequenced courses designed to develop quantitative competencies. This course builds on the first course to develop

systems based spreadsheet modeling competencies that include good spreadsheet modeling practices, forecasting, facility layout, quality

control, project management and inventory methods. prerequisite: satisfactory completion of HSMG 302

#### HSMG 378 INTRODUCTION TO GLOBAL HEALTH (3.00)

This course 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 will examine case studies of successful global health interventions to understand features of successful programs. Working in small groups, students will use their knowledge to design a solution to a real world health challenge facing a developing country.

Prerequisites: None [GD]

#### HSMG 379 HEALTH INFORMATION SYSTEMS (3.00)

This course provides future healthcare managers with an overview of health information systems.

Students will gain an understanding the selection and use of information systems and review applications of information technology in healthcare. The course will review the current trends in information technology and describe how information systems can support high quality patient care. Pre requisite:

None

#### HSMG 470 INDIVIDUAL RESEARCH (3.00)

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 (3.00)

This course will cover specific topics, issues and trends in health management.

Prerequisite: None

#### HSMG 472 INTRODUCTION TO QUALITY PERFORMANCE AND IMPROVEMENT IN HEALTHCARE (3.00)

This course offers an introduction to quality improvement and patient safety theories, models, methods and tools and their application to management in health care settings. This course focuses on the application of change processes that are critical to improving health quality by integrating theory and implementation. Specific content areas include the role of systems assessment and measurement as being fundamental to quality improvement. The student will explore the current forces driving the push toward quality outcomes and accountability at all levels and settings of healthcare, while focusing on the philosophy of continuous improvement through team work and collaboration.

#### HSMG 475 MANAGED CARE I (3.00)

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.

(Prerequisite HSMG 370 & 371) (Recommended for Cohort 9,10)

#### HSMG 477 HEALTH CARE LAW AND RISK MANAGEMENT (3.00)

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. (Prerequisite HSMG 370) (Recommended for Cohort 10, 11).

#### HSMG 490 SURVEY RESEARCH AND DATA ANALYSIS FOR HEALTH SVCS ADMINISTRATION (3.00)

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. Basic PC applications necessary for health managers such as spreadsheets and databases are introduced. Prerequisite: APST 308 or equivalent, EXCEL workshop SPSS(Recommended for Cohort 8)

#### HSMG 491 HEALTH PLANNING AND PROGRAM EVALUATION (3.00)

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 (3.00)

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 practicum offers opportunities for observation, participation, and applying administrative skills in the institutional setting. prerequisite: At least 12 credits HSMG including HSMG 371 and HSMG 372.

#### HSMG 493 HONORS SEMINAR (3.00)

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 (3.00 6.00)

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 CS grade. Prerequisite: Honors standing, a 3.5 gpa. and permission of both the Honors Program Director and the faculty director.

#### HSMG 498 STRATEGIC MANAGEMENT IN HEALTH CARE (3.00)

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. (Capstone (Final) course) Prerequisite: Successful completion (C grade or better) of HSMG 300, HSMG 301, HSMG 370 and HSMG 371, or Permission of the HSMG Director. [CAP] [OC]

#### HSMG 630 THE LEGAL ENVIRONMENT OF HEALTH CARE MANAGEMENT (3.00)

Provides a framework for understanding the legal implications of advancing medical technologies and of new forms for health services financing and delivery systems.

#### HSMG 632 QUANTITATIVE TOOLS FOR HEALTH SYSTEMS MANAGEMENT I (3.00)

Provides a broad overview of biostatistical methods, concepts and reasoning as applied to decisions in health systems management. Pre Req: Certification of intermediate level in Excel; or satisfactory completion of the spreadsheet module offered in the HSMG program at UB.

### HSMG 643 EPIDEMIOLOGY OF HEALTH SERVICES (3.00)

Provides an introduction to quantitative and methodological approaches to identifying the determinants and distribution of diseases in populations.

### HSMG 650 QUANTITATIVE TOOLS FOR HEALTH SYSTEMS MANAGEMENT II (3.00)

Provides an operational understanding of quantitative models to support resource allocation decisions. Students develop an understanding of the process of quantitative modeling; learn to identify appropriate and inappropriate applications of techniques such as linear programming, forecasting, decisions analysis, scheduling and inventory control models; develop a conceptual as well as a computational understanding of these models; and critically evaluate a published operations research application. prerequisite: HSMG 632

### HSMG 660 COMPARATIVE GLOBAL HEALTH AND HUMAN SECURITY (3.00)

Examines the social, economic and political determinants of a nation's health care infrastructure; variations in national capacities and defacto national priorities; the role(s) played by international organizations and initiatives; how wide and persistent disparities influence human security; and the effects that shocks such as regime change or political upheaval, conflict or widespread human rights violations have on health and human security. In addition to basic sanitation (potable water and managing human waste), access to medicines is emphasized as a fundamental need. Prerequisite: None

### HSMG 691 HEALTH PLANNING & PROGRAM EVALUATION (3.00)

Explains the theoretical and historical foundations of health planning, the relationship between health planning and regulation and the application of planning methods.

### HSMG 695 HEALTH CARE MANAGEMENT INFORMATION SYSTEMS (3.00)

Provides an extensive overview of information systems in health care organizations from the perspective of health systems managers.

### HSMG 697 HEALTH INSURANCE AND PRE PAID HEALTH CARE (3.00)

Provides an operational understanding of insurance and alternate payment methods in health care. Includes topics relating to risk management and the roles of government, employers and individuals in the selection and use of insurance products for health care.

### HSMG 698 HEALTH CARE FRAUD AND DETECTION ANALYSIS (3.00)

Designed to familiarize students with the working of major federal health programs such as Medicare, Medicaid, and the Children's Health Insurance Program. Identifies patterns of improper and fraudulent payments to providers in these programs, describes the forensic investigative techniques needed to uncover fraudulent financial transactions such as payments, and examines the means to recover payments and to reduce future fraudulent practices. Prerequisites: None.

### HSMG 699 HEALTH FINANCE (3.00)

Focuses on selected, topical health finance issues such as health insurance reform, Medicare finance revisions and emerging health finance issues, such as preparing and financing a comprehensive national bio preparedness program.

### HSMG 701 HEALTH ECONOMICS (3.00)

An overview of the structure and financing of the U.S. health care industry. Students learn to apply economic principles to understanding the behavior of consumers, physicians, allied health professionals, hospitals, insurers, employers and government in the health care market. Examines how the U.S. health care system compares to health care systems in other countries.

### HSMG 702 SPECIAL ANALYSIS OF HEALTH CARE FRAUD (3.00)

Provides a full understanding of major health care fraud investigations conducted by the U.S. Department of Health and Human Services, Office of the Inspector General, and the U.S. Department of Justice Criminal Division. Students study the structure and operation of the Office of the Inspector General and

its annual audit activities related to specific health care programs as well as relevant reports issued by the General Accountability Office pertaining to health care program improvements that could mitigate health care fraud. Prerequisite: HSMG 698.

#### HSMG 709 INDIVIDUAL RESEARCH (1.00 4.00)

Individual research on an academically sound project of interest to the student in consultation with a monitoring faculty member. Depending on the scope and depth of research, from 1 to 4 credits may be earned for successful completion of this course. prerequisite: permission of program director and monitoring faculty member

#### HSMG 711 SPECIAL TOPICS IN HEALTH SYSTEMS MANAGEMENT (3.00)

This course will cover specific topics, issues and trends in health management that would be of mutual interest to faculty and students alike. This course may substitute for PUAD 75: Policy Issues in Health Care. Prerequisite: None

#### HSMG 725 FUNDAMENTALS OF GEOGRAPHIC INFORMATION SCIENCE AND SYSTEMS (3.00)

Provides students with foundational knowledge in both geographic information science and Systems that will allow them to better understand and think critically about the role of "place and space" and to engage in the routine use of basic GIS technology in their studies and workplace. Students will learn to use ESRI's ArcGIS to create maps and analyze geo data and relationships, and to present their results to others. prerequisite: none

#### HSMG 750 HEALTH CARE SYSTEMS, ORGANIZATION AND MANAGEMENT (3.00)

Analysis of the structure of the present American health care system and of the costs, benefits and political realities of possible reforms. The current and future role of public administration, planning and evaluation in American health care.

#### HSMG 751 LONG TERM CARE ADMINISTRATION (3.00)

Provides an in depth knowledge of various long term care facilities and the relevant administration entities involved. It is the study of the functions of a long term care facility and its organizational management. It will also discuss the history of long term care administration and its accreditation entities. prerequisites: none.

#### HSMG 752 INTERNSHIP (3.00)

Serves to build a bridge between theory and practice. Students have the opportunity to apply their knowledge and acquire insights into the management of health service organizations. prerequisite: completion of 27 graduate credits prior to beginning course or permission of program director

#### HSMG 753 POLICY ISSUES IN HEALTH CARE (3.00)

Study of a few current policy issues in the American health care system. Particular attention to the roles and powers of nonmedical participants, including consumers, planners, administrators and policymakers.

#### HSMG 755 HEALTH ADMINISTRATION (3.00)

Problems and issues with performing such basic managerial functions as direction, control and staffing in health care institutions. Emphasis on analyzing tools and techniques that are important in fulfilling these managerial functions.

#### HSMG 756 MANAGED CARE ADMINISTRATION (3.00)

Basic theoretical concepts concerning managed care, practical management issues and areas of controversy as they pertain to managed care. Topics include benefit design in managed care, structure and management of managed care delivery systems, financing of managed care and future trends in managed care.

#### HSMG 757 STRATEGIC MANAGEMENT FOR HEALTH CARE (3.00)

Examination of strategic management in health care organizations. Included are discussions of the nature of strategic management, the environment of health organizations and methods of environmental

analysis, and methods of formulating, implementing and controlling the strategic management of health care delivery. prerequisites: HSMG 632, HSMG 650 and either HSMG 750 or HSMG 753, or permission of M.S. in Health Systems Management program director

### HSMG 766 HEALTH SYSTEMS MGMT: ORGANIZATIONAL DESIGN AND HUMAN RESOURCES (3.00)

Builds on PUAD 755 and provides an in depth examination of organizational design theories, their applicability to various health care settings and their implications for human resources and labor relations.

## **IDIA**

### IDIA 602 GRAPHIC DESIGN PRINCIPLES (3.00)

Emphasizes strategies for visual problem solving and techniques for creating comprehensive layouts using principles of design and typography. Hands on course for students with a limited background in graphic design. Pass/fail grading. Lab fee required.

### IDIA 612 INTERACTION DESIGN (3.00)

Explores electronic environments as fluid spaces where interactions among people, machines and media (words, images, sounds, video, animations, simulations) must be structured for the unforeseen. The course focuses on planning, analyzing, prototyping and integrating interaction design with interface design. Lab fee required. Prerequisite: PBDS 501 or passing score on HTML Proficiency Exam.

### IDIA 614 SEQUENTIAL VISUALIZATION AND ANALYSIS (3.00)

Teaches students to use sequential visual narratives—storyboards, flowcharts, prototypes and simulations—as analysis tools for the development of information systems. The course draws on theoretical approaches to film as well as other forms of visual storytelling, including animation, illustration and comics. Through a series of practical, analytical and creative projects, students learn to apply storyboards and limited multimedia prototypes to interface design and develop content. Lab fee required.

### IDIA 616 DESIGNING FOR MOBILE WEB (3.00)

Hands on application and site development for the mobile Web. Students learn current programming languages and development environments for the latest mobile devices and work intensively on a major mobile design project. Lab fee required. prerequisite: PBDS 501 or passing score on the HTML Proficiency Exam

### IDIA 618 DYNAMIC WEB SITES (3.00)

Familiarizes students with the basic concepts and vocabulary of website programming, including application scripting, and database management. Provides students with the fundamental skills required to develop and maintain a dynamic, data driven website. Each student develops a complete website using a simple text editor to create and manipulate relational data, learn a middleware markup language to store and retrieve data and control the rules of interaction, and write HTML to format data and control display. Lab fee required. Prerequisite: PBDS 501 or passing score on HTML Proficiency Exam.

### IDIA 619 PROGRAMMING FOR UX DESIGN (3.00)

Practical and theoretical introduction to genres, strategies and techniques for producing client side interactive projects for the Internet. Students use a scripting language to create interactive information tools such as games, simulations and dynamic websites. Background readings provide theoretical and practical context for development of individual projects. Lab fee required. Prerequisite: PBDS 501 or passing score on HTML Proficiency Exam.

### IDIA 630 INFORMATION ARCHITECTURE (3.00)

Students develop recommendations for site structure, navigation, labeling, metadata, and content strategy for a specific business model, audience, and context. Students base their recommendations on user research, requirements gathering, competitive analysis, and site analysis, including accessibility

analysis. Lab fee required. Prerequisite: PBDS 501 or passing score on a specified equivalent HTML proficiency exam.

#### IDIA 640 HUMANS, COMPUTERS, AND COGNITION (3.00)

Introduces concepts, theories and methods that support the study of human computer interaction and user centered system design. Students apply concepts from cognitive psychology and visual processing to explore human problem solving, learning, knowledge representation, and problems of interface design. Prepares students to understand and analyze research based on empirical study of human behavior in its variety and complexity and on models of learning and understanding. Lab fee required.

#### IDIA 642 RESEARCH METHODS FOR INTERACTION DESIGN (3.00)

Introduces the chief methods for studying users' interactions with software and information resources in ways that support design decisions. Encompasses both quantitative and qualitative methods, including methods such as surveys, focus groups, field studies, and traditional usability studies. Lab fee required.

#### IDIA 712 TOPICS IN ADV INTERACTION DESIGN (3.00)

Intensive exploration of topics in advanced interaction design of mutual interest to students and faculty. Content varies according to the concurrent interests of faculty and students. Course may be repeated for credit when topic changes. Lab fee required. prerequisite: PBDS 660 or passing score on the hypermedia proficiency exam and IDIA 612

#### IDIA 715 MANAGING UX PROJECTS (3.00)

Introduces students to managing projects that deal with interaction design, user research, and information architecture. Through project based assignments, students learn how to scope, manage, and organize user experience teams. Lab fee required.

#### IDIA 730 TOPICS IN ADVANCED INFORMATION ARCHITECTURE (3.00)

Intensive exploration of topics in advanced information architecture of mutual interest to students and faculty. Content varies according to the concurrent interests of faculty and students. Course may be repeated for credit when topic changes. Lab fee required. Prerequisite: PBDS 501 or passing score on the hypermedia proficiency exam, and IDIA 630.

#### IDIA 740 TOPICS IN COMPUTERS AND COGNITION (3.00)

Intensive exploration of topics in human/computer interaction and cognition of mutual interest to students and faculty. Content varies depending on the interests of faculty and students. Course may be repeated for credit when topic changes. Lab fee required. Prerequisite: IDIA 640 or permission of instructor.

#### IDIA 742 TOPICS IN USER RESEARCH (3.00)

Intensive exploration of topics in user research of mutual interest to students and faculty. Content varies depending on the interests of faculty and students. Course may be repeated for credit when topic changes. Lab Fee required. Prerequisite: PBDS 501 or passing score on the hypermedia proficiency exam in addition to IDIA 642

#### IDIA 750 SPECIAL TOPICS (3.00)

Intensive exploration of topics in user research, information architecture, interaction design, or user experience design of mutual interest to students and faculty. Course may be repeated for credit when topic changes. Lab fee required. Prerequisite: PBDS 501 or passing score on a specified equivalent HTML proficiency exam.

#### IDIA 790 INDEPENDENT STUDY (1.00 3.00)

Research or problem solving project in some aspect of publications design. Topics and number of credits vary with individual student interests. Eligible for continuing studies grade. Lab fee required. prerequisite: permission of program director

#### IDIA 798 CONTINUOUS ENROLLMENT (1.00)

Provides continuing faculty direction, academic support services and enrollment services for students who have completed all course requirements for the degree but have not completed a thesis or final project. Course may be repeated for credit as needed. Grading is pass/fail. Prerequisite: completion of all course requirements for degree program.

#### IDIA 799 THESIS/ PROJECT (3.00 6.00)

Preparation of a work of original research or a substantial interactive or interface project displaying practical knowledge of relevant research. Each student develops a substantial thesis project that incorporates user research. Projects and research are presented to program faculty for critique. Eligible for continuing studies (CS) grade. Lab fee required. Prerequisites: PBDS 501 or passing score on HTML Proficiency Exam, and permission of program director.

#### IDIA 810 PROSEMINAR (3.00)

Provides students with the opportunity to build research contexts and refine plans for their degree projects. Engages students in constructive critique of project ideas and in sharing research resources and approaches. Lab fee required. Required of all D.S. doctoral students prior to taking the qualifying examination.

#### IDIA 842 METHODS FOR USER RESEARCH (3.00)

Introduces the fundamentals of quantitative and qualitative research methodologies for applied research in human/computer interaction and user experience design. Lab fee required. Prerequisite: APPL 631

#### IDIA 898 CONTINUOUS ENROLLMENT (1.00)

Provides continuing faculty direction, academic support services and enrollment services for students who have completed all course requirements for the degree but have not completed a thesis or final project. Course may be repeated for credit as needed. Grading is pass/fail. Prerequisite: completion of all course requirements for degree program.

#### IDIA 899 DISSERTATION (1.00 6.00)

Research and work connected to the doctoral project under the direction of a faculty adviser. A minimum of 12 semester hours is required for the doctoral degree. Eligible for continuing studies (CS) grade. Lab fee required. Prerequisites: Permission of program director.

## **IDIS**

#### IDIS 101 FIRST YEAR SEMINAR: INTRODUCTION TO UNIVERSITY LEARNING (3.00)

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] [ELEGCE]

#### IDIS 102 CRITICAL THINKING AND MULTICULTURAL AWARENESS (1.00)

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 201 INTRO TO INTERDISCIPLINARY STUDIES (3.00)

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. Prerequisite: None

**IDIS 298 SPECIAL TOPICS IN INTERDISCIPLINARY STUDIES (3.00)**

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. Prerequisite: None.

**IDIS 300 IDEAS IN WRITING (3.00)**

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: (3.00)**

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] [ELECGE]

**IDIS 302 ETHICAL ISSUES IN BUSINESS AND SOCIETY (3.00)**

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] [AHE]

**IDIS 497 INTERDISCIPLINARY STUDIES PORTFOLIO (3.00)**

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. Permission of IDIS advisor required. [CAP]

**IDIS 498 SPECIAL TOPICS IN INTERDISCIPLINARY STUDIES (3.00)**

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. Prerequisite: None

## **IMTC**

**IMTC 601 BUSINESS FUNDAMENTALS FOR ENTREPRENEURS AND INNOVATORS I (3.00)**

Designed to be one of the first two courses in business for M.S. in Innovation Management and Technology Commercialization candidates from non business backgrounds. Topics covered focus on aspects of business and management studies relevant to new venture creation and innovation. These include small team formation and leadership, creativity, marketing new products and services and other relevant topics. prerequisite: admission to the M.S. in Innovation Management and Technology Commercialization program or permission of instructor

**IMTC 602 BUSINESS FUNDAMENTALS FOR ENTREPRENEURS AND INNOVATORS II (3.00)**

Designed to be one of the first two courses in business for M.S. in Innovation Management and Technology Commercialization candidates from nonbusiness backgrounds. Topics covered focus on aspects of business and management studies relevant to new venture creation and innovation. These

include accounting and finance topics such as accounting for intangibles, valuation, finance, sources of finance and other relevant topics. prerequisite: admission to the M.S. in Innovation Management and Technology Commercialization program or permission of instructor

**IMTC 750 INTRO TO INNOVATION MANAGMENT AND TECHNOLOGY COMMERCIALIZATION (3.00)**  
Designed to be the survey course for the M.S. in Innovation Management and Technology Commercialization program. Topics covered include the innovation process, creativity, research and development, technology transfer and new product development. prerequisite: IMTC 601 or permission of instructor

**IMTC 761 PATENTS, TRADEMARKS AND TECHNOLOGY (3.00)**  
Introduces students to three important areas of intellectual property law: trade secrets, patents, and trademarks. Together, these bodies of law protect the technology, image, and brand for products, processes, and services. The course addresses the policies underlying the protection of intellectual property and compares the different ways intellectual property can be used to protect commercial interests, particularly in rapidly changing technological areas like computers and the Internet. This course is intended for students who want an introduction to intellectual property. prerequisite: IMTC 750 or permission of instructor

**IMTC 790 MANAGING THE GROWING TECHNOLOGY FIRM (3.00)**  
This course addresses the principal business related issues facing senior and middle level managers in growing technology oriented firms. Topics covered include marketing, strategy, human resources management and managerial accounting as each relates to this organizational setting. prerequisite: IMTC 750 or permission of instructor

**IMTC 791 RESOURCE ACQUISITION FOR TECHNOLOGY VENTURES (3.00)**  
Addresses the processes by which technology ventures acquire resources to implement strategies. Topics covered include bootstrapping, angel financing, venture capital, strategic alliances, corporate venturing, licensing and government financing of technology ventures. prerequisite: IMTC 602 or permission of instructor

**IMTC 792 INNOVATION IN DEVELOPING AND EMERGING ECONOMICS (3.00)**  
Addresses the distinctive innovation practices in developing and emerging economies. Topics covered include frugal production, reverse innovation, and bottom of the pyramid strategies. prerequisite: IMTC 750 or permission of instructor

## **INFO**

**INFO 110 INTRODUCTION TO INFORMATION LITERACY (3.00)**  
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. [IL]

## **INSS**

**INSS 100 COMPUTER INFORMATION SYSTEMS (3.00)**  
This course provides an introduction to the fundamental technologies that underpin modern organizations, as well as those that affect people's personal lives. The course will provide students with the essential knowledge needed to function productively and independently with information technology. Skills learned will 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 will include exploring basic programming concepts through robotics, an introduction to data analysis using

spreadsheets, an introduction to cyber security, privacy and ethics, and using databases. Students successfully completing this course will have met the UB graduation requirement for technology fluency. [COSC] [PPS] [ELECGE] [TF]

#### INSS 209 INTRODUCTION TO PROGRAMMING (3.00)

This course develops logical and analytical thinking through basic programming concepts like looping, simple sequence, decision and branching. It also provides an exposure to algorithm development for the design of simple programs. Topics include basic concepts of data and file organization.

#### INSS 225 STRUCTURAL PROGRAMMING USING PROCEDURAL LANGUAGES (3.00)

This course 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.

Pre requisite: INSS 209 or permission of instructor.

#### INSS 300 MANAGEMENT INFORMATION SYSTEMS (3.00)

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] [CTE] [ELECGE] [IL] [TF]

#### INSS 310 CODING FOR DATA ANALYTICS (3.00)

Data scientists spend up to 80% of their time and effort in collecting, cleaning and preparing data to produce usable datasets which can be leveraged for analytics. This course will focus on using the programming language python for these data preparation tasks. Students will learn to extract data from databases and unstructured data sources such as social media feeds, as well as how to "wrangle" (clean, transform, merge and reshape) data. Topics include python data structures, program logic and libraries, data management and data standardization. No prior experience with programming languages is required.

#### INSS 315 INFORMATION TECHNOLOGY (3.00)

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 INSS 300 or equivalent.

#### INSS 327 PROGRAM DESIGN AND DATA STRUCTURE (3.00)

This objective of this course is on developing object oriented programming skills. This includes abstract data type construction, data and file structure. It includes developing objects for IS applications using data structures including indexed files. instructor. Prerequisite: INSS 225 or equivalent or permission of instructor

#### INSS 370 PROJECT MANAGEMENT (3.00)

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).

Prerequisites: INSS 300 or permission of instructor

#### INSS 401 INTERNET AND BUSINESS (3.00)

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 the 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 / Merrick School of Business student or permission of instructor

#### INSS 406 SYSTEM ANALYSIS AND LOGICAL DESIGN (3.00)

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: INSS 209 or INSS 225 or equivalent/ Merrick School of Business student or permission of the instructor.

#### INSS 421 DESIGN OF DATABASE MANAGEMENT SYSTEMS (3.00)

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/ Merrick School of Business student or -permission of the instructor.

#### INSS 422 BUSINESS INTELLIGENCE (3.00)

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 techniques and components of BI systems, as well as the critical variables needed to implement an effective BI program. The course takes a managerial approach to Business Intelligence, emphasizing BI applications and implementations, including data visualization. The course will involve use of industry standard software packages.

#### INSS 427 BUSINESS DATA COMMUNICATIONS (3.00)

Provides students with 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 / Merrick School of Business student or by permission of the instructor

#### INSS 431 ELECTRONIC COMMERCE (3.00)

This course 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 will cover 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 ecommerce uses; and legal, ethical and regulatory issues. Technical topics explored include network infrastructure, ecommerce security, and technologies for data transformation and exchange such as XML. Prerequisite: INSS 300/ Merrick School of Business student or permission of the instructor.

#### INSS 452 WEB SERVER MANAGEMENT AND CGI PROGRAMMING (3.00)

Provides students with intermediate skills in -developing interactive, server based, applications using the world wide web common gateway interface (CGI) and includes the installation and management of web server software, e.g., Apache and other freeware web server software. 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 327, or permission of the instructor.

#### INSS 453 INTERNET AND NETWORK SECURITY (3.00)

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 / Merrick School of Business student

#### INSS 454 OPERATING SYSTEMS (3.00)

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 460 COMPONENT ORIENTED PROGRAMMING (3.00)

The current real –world software development environment is characterized by complex, sophisticated frameworks of interdependent tools, functionalities, and languages. Architectures such as J2EE and .NET facilitate the design and development of component based, distributed, reusable software code for business applications. The purpose of this course is to provide an overview of the concepts, principles, and practices of component oriented applications development, and to foster hands on skills using one or more architectures. Topics include software design, development, assembly, and deployment issues, comparison with object oriented approaches, component standards and libraries, and interoperability concerns. Prerequisite: INSS 225 or equivalent or permission of the instructor.

#### INSS 470 IT SERVICE DELIVERY (3.00)

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 mgt approach has on issues such as data management, virtualization, and security. The course material will prepare students for the ITILV3 Foundation certification exam. prerequisite: INSS 300 [CAP]

#### INSS 490 MIS CAPSTONE PROJECT (3.00)

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: Permission of instructor/ Merrick School of Business students

#### INSS 493 HONORS SEMINAR (3.00)

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 PROJ (3.00 6.00)

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 (3.00)

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 SPEC TOPIC: (3.00)

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. Prerequisite: Merrick School of Business student and by permission of the instructor.

#### INSS 499 INDEPENDENT STUDY INFORMATION SYSTEMS (1.00 3.00)

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. Prerequisite: Merrick School of Business student and by permission of the instructor.

#### INSS 605 IT FOR BUSINESS TRANSFORMATION (3.00)

Examines the key roles that information systems and technologies play in the current business environment as well as the disruptive and innovative nature of information systems in promoting the fundamental transformation of industries, businesses and society. Covers current major issues in the field of management of information systems, such as social computing, cybersecurity, big data and mobile technologies. Prerequisites: graduate standing.

#### INSS 610 INFORMATION SYSTEMS TECHNIQUES (3.00)

Explores the fundamental theories, concepts and principles of information systems in organizations. Emphasizes understanding how information systems are used in organizations and the need for managing information resources. Examines the role of theories, concepts and principles in analyzing and solving practical problems. Prerequisite: graduate standing

#### INSS 611 DATA SCIENCE TOOLKIT I (1.50)

This course will introduce the basis of using the python programming language in data science, specifically to collect and manipulate data in preparation for exploratory data analysis and prediction. No prior programming experience is required. Topics will include python data structures, program logic and libraries, as well as data wrangling and data management. Types of data sources covered will include databases as well as unstructured data sources such as social media feeds.

#### INSS 612 DATA SCIENCE TOOLKIT II (1.50)

The effectiveness of business analytics depends on the quality of the data fed into the analytics models used. Data scientists can spend as much as 60% of their time cleaning and organizing data. This course focuses on preparing data for analytics tasks, to improve the accuracy and reliability of the results. Using python students will learn to "wrangle" (clean, transform, merge and reshape) data. Techniques will include data parsing, data correction, and data standardization.

#### INSS 621 DIGITAL TRANSFORMATION (1.50)

Digital technologies are playing a transformative role in the modern world. The changes associated with digital innovations such as social media, block chain technology and smart embedded devices are rapidly disrupting a variety of industries across the globe and challenging institutions, organizational structures,

and most importantly, the skillset needed for a successful workforce. This course focuses on bleeding edge technologies and digital business transformation. It enables students to understand the challenges and opportunities of the dynamic complex and disruptive technological business environment of the digital age.

#### INSS 622 DIGITAL INNOVATION (1.50)

The digital revolution is constantly challenging businesses and managers to adapt to new realities. Many organizations are establishing market leadership in today's competitive environment by mastering digital innovation. This course is designed to assist students in understanding that the fundamental nature of digital innovation is not about information technology, but is about thinking differently about how to organize to create value. It aims to equip students to competently identify technological and organizational opportunities, lead digital initiatives and develop new business models for existing and emerging organizations. Topics include digital disruption and innovation, digital platforms, digital business models and digital product and service development.

#### INSS 641 LEADERSHIP OF THE IT FUNCTION (3.00)

Focuses on the role of the chief information officer. Today's CIO proactively assesses and balances the organization's technological and business environment in a partnership with the CEO. Topics include structure of the IT function, planning and measuring IT business alignment, enterprise architecture, systems integration, applications portfolio, project planning and management, systems development and implementation, change management, insourcing, outsourcing, vendor management, operations and control management, IT human resource management and legal and ethical issues. Various facets of the CIO's role are explored through published case studies of real organizations. Background readings are assigned as preparatory work for class based case discussions. prerequisite: INSS 640 or INSS 605

#### INSS 650 NETWORKING AND TELECOMMUNICATIONS (3.00)

Provides a solid understanding of fundamentals as well as state of the art networks and telecommunications used in business. Topics include communications layers and architectures, physical and data link layer, network and transport layer, local area networks (LANs), local intranets, wireless LANs, backbone networks, virtual LANs, collapsed backbones, telephone service, voice over IP, wide area networks, packet switching concepts, frame relay, ATM, VPN, Internet infrastructure (NAPs, MAEs and backbone), network management and infrastructure security. This course focuses on the TCP/IP architecture, but the OSI model is presented and discussed. It also covers Microsoft Windows networking TCP/IP concepts, including architecture, fixed and dynamic IP addresses, subnet mask calculation, NetBIOS Resolution, IP routing and resolution, and DHCP and DNS services. prerequisite: INSS 605

#### INSS 651 DATABASE MANAGEMENT SYSTEMS (3.00)

Examines the theories and concepts employed in database management systems (DBMS) and the efficiencies and economics of such systems. The course specifically addresses steps in the database cycle, including normalization, database design, implementation and developing queries using SQL. The functions of various types of DBMS are described, including their purpose, advantages, disadvantages and applications in business. Data administration, data requirements for ERP systems and data security issues are also covered. prerequisite: INSS 640 or INSS 605

#### INSS 671 SYSTEMS ANALYSIS AND DESIGN (3.00)

Introduces students to key principles and techniques used to develop or modify information systems to support business undertakings. The emphasis is on the determination and modeling of the requirements of information systems and software. Topics include business process re engineering and the modeling of business processes; data modeling; data gathering and requirements specification; interface design; and the development of systems prototypes, including electronic forms and reports. Students will gain experience with leading industry development tools such as those from Oracle and Peoplesoft. prerequisites: computer literacy and word processing, spreadsheet and database competencies

#### INSS 701 INTERNET DEVELOPMENT FOR BUSINESS (3.00)

Covers the issues involved with managing an organization's website. Issues include content management, scalability, security, reliability and usability. Topics include tools and techniques for

developing and managing large scale websites, such as Dreamweaver, ColdFusion and XML.  
prerequisites: computer, browser and network literacy

#### INSS 703 PRINCIPLES OF INFORMATION SECURITY MANAGEMENT (3.00)

Awareness and management of information security has become critical to the management of any organization. This course focuses on the need for businesses to adapt to the changing security landscape, and provides an introduction to the different domain areas in information security from a managerial perspective. Topics will include security governance, legal regulations and compliance, environmental security, operations security, access controls, network security, disaster recovery response, and cryptography.

#### INSS 722 VISUAL BUSINESS INTELLIGENCE (3.00)

This course will introduce students to the use of data visualization and visual business intelligence in a business environment. Students will develop a framework and language for analyzing and critiquing the visualization of data, and learn to use data visualizations to effectively support decision making. Topics will include data abstraction and validation, and how to handle different types of data, dataset and attribute types. Students will use software tools to create visualizations. Prerequisite: INSS 605

#### INSS 737 STRATEGIC MANAGEMENT OF INFORMATION TECHNOLOGY (3.00)

Covers information systems strategy and management from a top management perspective. Information technology is an integral part of most products and services of the post industrial society of the 21st century and has changed the top management job. Topics include business models and organization forms in the information age, IT as a business enabler, IT and competitive strategy, information for management control, analysis and redesign of business structure and processes, knowledge management and information networks, interorganizational networks, sourcing strategies, interfacing with the IT function, reliability and security, and ethical and policy issues. The course relies extensively on the case method, and students supplement their analyses with current information obtained from the Web or directly from the firms under study in the cases. prerequisite: INSS 640 or INSS 605

#### INSS 738 ADVANCED DATABASE SYSTEMS (3.00)

Examines current trends and major issues in databases, including data warehousing; data mining; data quality; data stewardship; Web based systems; and object oriented, distributed and enterprise wide systems. This course uses software systems like ORACLE and PeopleSoft to demonstrate some of these concepts. prerequisite: INSS 651

#### INSS 739 SYSTEMS ARCHITECTURE (3.00)

Covers the process and techniques used in the design and implementation of information systems. Emphasis is on systems architecture and on the integration of new systems into an existing infrastructure. Topics include types of system architecture, large scale system design, including middleware and software components, database design and integration. prerequisite: INSS 671

#### INSS 740 INTRODUCTION TO SECURITY MANAGEMENT (3.00)

An overview of principles and issues in business and organizational security management. Students examine the challenges embodied in various aspects of security mentioned above. Planning for loss prevention and the protection of assets is examined. Students use situational analyses, case studies and other research oriented approaches. prerequisite: INSS 640 or INSS 605

#### INSS 742 DATA MINING FOR STRATEGIC ADVANTAGE (3.00)

An overview of data mining and how these techniques can be used to predict behavior patterns. Emphasizes both theoretical and practical understanding related to pattern recognitions, trends, predictions, categorization and exploration used in data mining. Security, ethical and legal issues related to data mining are examined. Applications of data mining tools in business security, marketing and government are presented. Students use situational analyses, case studies and other research oriented approaches. prerequisites: OPRE 504 and INSS 640

#### INSS 751 OPERATING SYSTEMS (3.00)

Provides a solid understanding of modern operating systems (OS) concepts and trends—distributed computing, parallel architecture and open systems. Topics include kernel, process and threads, concurrency and deadlock, scheduling, memory management, storage area network (SAN), network attached storage (NAT), disk performance, redundant array of independent disks (RAID), file systems, symmetric multiprocessing (SMP), clusters, middleware, distributed processing and client/server and OS security. Covers Microsoft Windows and Linux basic concepts including overview at both the graphical user interface and command prompt levels, basic tools to manage applications and processes, devices, services, users, drives and partitions, virtual memory (swapfiles), networking and security. This is a project oriented course, offering hands on experience in both Windows and Linux. prerequisite: INSS 640 or INSS 605

#### **INSS 752 WEB SERVER MANAGEMENT AND CGI PROGRAMMING (3.00)**

Provides an understanding of Web server installation, setup and management (particularly Apache and IIS); developing interactive, server based applications with the Web Common Gateway Interface (CGI), Active Server Pages (ASP) or PHP; and applications manipulating databases on the Web (particularly MySQL). Topics include HTML and forms review, Apache and IIS Web Server, CGI specifications, Practical Extraction and Report Language (Perl) scripts syntax, commands and CGI libraries, creating and porting CGI scripts, installation and use of MySQL database server, Perl DBI and MySQL, integrating Apache and MySQL, ASP and PHP concepts. prerequisites: INSS 651 and INSS 701

#### **INSS 753 INFORMATION SECURITY AND BUSINESS CONTINUITY (3.00)**

This course focuses on information security at a strategic level, particularly information security governance and risk management, and business continuity. The key issues associated with protecting business information assets will be examined, including how risk and security assessments should be done in terms of impact on systems, staff, reputation and market share. Topics will include information security management, disaster recovery response, governance and compliance frameworks, and information security policy. prerequisite: INSS 605

#### **INSS 765 E COMMERCE TECHNOLOGIES AND APPLICATIONS (3.00)**

Provides a managerial and technical perspective on e commerce applications. Emphasis is on the operational, tactical and strategic applications of e commerce and the major technologies involved in their development. 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 and regulatory issues. Technical topics include network infrastructure, e commerce security and data representation, and transformation and exchange technologies such as XML. prerequisite: INSS 605 or INSS 640 or equivalent

#### **INSS 784 PROJECT MANAGEMENT (3.00)**

Strong project management is key to a successful IT project. This course examines the principal elements in effective project management as well as tools and techniques for managing the process. Topics include stakeholder analysis, project design and organization, estimating and budgeting, scheduling, identifying and managing risk, project communications and project metrics, and control. prerequisite: INSS 640 or INSS 605

#### **INSS 797 ADVANCED TOPICS IN INFORMATION SYSTEMS (1.00 3.00)**

An exploration of advanced topics in information systems of interest to faculty and students. Topics are selected and printed in the schedule of classes.

Pre requisite: INSS 605 or INSS 640

#### **INSS 799 INDIVIDUAL RESEARCH : INFORMATION SYSTEMS (1.00 3.00)**

Prerequisites: approval of information systems instructor, department chair and academic adviser

## **JPLA**

#### **JPLA 200 INTRODUCTION TO JURISPRUDENCE (3.00)**

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 student's' critical thinking and written and oral communication skills. Prerequisite; None

#### JPLA 300 LEGAL ANALYSIS (3.00)

Focuses on research, analysis and writing about the law. Develops or further develops students' legal research skills, as well as provides practice with analyzing sources of law and using them to answer legal questions. prerequisite: JPLA 200

#### JPLA 400 TOPICS (3.00)

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 Program Director.

#### JPLA 496 INTERNSHIP (3.00)

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.

#### JPLA 498 CAPSTONE PROJECT (3.00)

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 Program Director and completion of all the other required courses in the major. [CAP]

## LEST

#### LEST 500 LEGAL RESEARCH AND ANALYSIS (3.00)

Intensive course on the ways law and regulations are made and interpreted, the sources of legal research and proper styles of legal citation. Students are required to learn how to read and analyze court decisions and to write effectively about legal issues. Required of all students in the first semester upon entering the program.

#### LEST 501 LEGAL FOUNDATIONS (3.00)

In depth exploration of the organization of the American legal system. Examines how law is organized as a field of knowledge and practice and how it functions as an instrument of government and arena of dispute resolution. Also considers the context of law and law's effectiveness in promoting justice and social policies.

#### LEST 502 LAW AND SOCIETY (3.00)

An examination of the ethical significance, historical background, and social impact of law. Focuses on legal issues of historical and/or contemporary importance, and considers the extent to which law vindicates ethical concerns and accomplishes social objectives.

#### LEST 506 HISTORICAL PERSPECTIVES (3.00)

Explores the Anglo American legal tradition from a variety of perspectives, including U.S. constitutional history, the role of the common law in the establishment of America's legal systems and Maryland's legal history. Considers the broader Western tradition of constitutionalism, limited government, religious toleration and fundamental rights in relation to contemporary legal issues. A research paper is required.

#### LEST 508 LAW AND MORALITY (3.00)

Study of traditional and contemporary views on the nature of law and the nature of morality, and the ways they relate. Does the American legal system promote goodness and social justice? Topics covered include theories of justice and legitimacy, natural law and natural rights, legal positivism and various

applied topics including legal protection of basic rights, equal protection under the law and civil disobedience.

#### LEST 600 COMPLEX LEGAL ANALYSIS (3.00)

Advanced legal analysis and writing. Emphasizes high level comprehension of cases and statutes, solidification of good legal research techniques and effective presentation of written legal analysis and argument. Students look at important legal issues, as a means of developing skills useful in law, in a variety of areas as subjects for class discussion and exercises and writing assignments. prerequisite: LEST 500

#### LEST 601 ETHICS AND ADVOCACY (3.00)

Provides a detailed study of current legal ethics. Promotes understanding of ethical conflicts faced by lawyers in their daily professional and personal lives, demonstrates methods of reconciliation of conflicts among competing ethical rules and standards, and compares and contrasts legal ethics with conventional ethical norms. Surveys the contemporary culture of the legal profession in its various settings, including professional, judicial and educational environments in which legal ethics are embedded. prerequisites: LEST 501, LEST 507 and LEST 508 or permission of program director

#### LEST 603 LAW OF CONTRACTS (3.00)

Explores the elements of a legally enforceable agreement, defenses to contract actions and statutory modifications to the common law of contracts. Considers the balancing of different interests in contemporary contract law, including considerations of fairness, social and economic policy objectives, and individuals' freedom to structure commercial and personal relationships.

#### LEST 604 LAW OF BUSINESS ORGANIZATIONS (3.00)

Introduction to the law of business organizations, including their history, function and public policy implications. Forms covered include individual proprietorships, partnerships and corporations as well as newer variations such as limited liability companies. Topics include methods of finance and control and the rights and obligations of the principals, agents and third parties.

#### LEST 605 AREAS OF LAW (3.00)

Varying course offering that explores a particular area of law. Course may be repeated for credit when topic differs.

#### LEST 606 FAMILY LAW (3.00)

The legal problems confronting modern families. Examines the law of marriage, marriage like relationships, cohabitation and divorce, in the context of the ever changing definition of family. Also considers legal issues relating to children, including custody, support and the complications arising from reproductive technologies.

#### LEST 607 PROPERTY LAW (3.00)

Basic law of property, including philosophical and ethical justifications and important historical developments in the scheme of ownership in Anglo American Law. Focus is on current property law from the viewpoint of its underlying rationales and policy considerations.

#### LEST 609 EMPLOYMENT LAW (3.00)

The law of employment in its social, ethical and historical contexts. Examines common law principles of employment contracts, the employment at will doctrine and a wide range of regulatory regimes governing work. Students consider leading cases in their economic, social and historical contexts and employment law in its practical and principled applications by taking up the ethics of human resources and industrial relations.

#### LEST 610 LEGAL TOPICS (3.00)

Varying course offering that explores a particular issue, context or method of the law. Course may be repeated for credit where topic differs.

#### LEST 614 TORTS (3.00)

The civil law of reparation for harm done by wrongful acts. Examines many of the causes of action available under theories of intentional wrongdoing, negligence and strict liability. Considers the range of problems and issues that arise in contemporary practice as well as their historical roots.

#### LEST 615 CRIMINAL LAW (3.00)

Substantive, procedural and constitutional criminal law. Criminal law involves those actions that society identifies as particularly contrary to morality and society's best interests. Students study the classification of certain actions as crimes and the rationales for such classification, based on the Model Penal Code and Maryland Criminal Law. Examines the criminal process from investigation through appeal, including features mandated by both state law and the U.S. Constitution. prerequisite: LEST 500

#### LEST 616 CONSTITUTIONAL LAW (3.00)

The American constitutional form of government and the amendments establishing individual rights. Focuses on the parts of the U.S. Constitution that are concerned with civil liberties but also with the structure in which such liberties are protected. Emphasizes First Amendment, due process and equal protection. prerequisite: LEST 500

#### LEST 617 ADMINISTRATIVE LAW (3.00)

The history, function and powers of administrative agencies. Covers administrative agencies on the federal level and parallel state and local government level. Examines the function of administrative agencies generally, including their rule making and adjudicative powers, and practice and procedure before such agencies. Includes the study of judicial review of administrative agency decisions.

#### LEST 624 PROFESSIONAL ETHICS (3.00)

An overview of professional ethics in law, business, finance, health care and other fields. Covers ethical concepts that apply across professions as well as many of the specific ethical rules that apply to particular professions. Considers the rules in the context of important legal cases and controversial contemporary problems. Includes the study of ethical theory as well as applications.

#### LEST 625 TOPICS IN APPLIED ETHICS (3.00)

Varying course offering that explores a particular topic in applied ethics. Course may be repeated for credit where topic differs.

#### LEST 626 THE TRIAL PROCESS (3.00)

The procedural, evidentiary and strategic aspects of litigation. Introduces the basics of pleadings, discovery, motion practice, rules of evidence and trial techniques. Covers how court cases are initiated, prepared and tried. Includes participation in a mock trial.

#### LEST 628 ENVIRONMENTAL LAW AND ETHICS (3.00)

The pressing ethical, legal and political issues facing the world today that have to do with the relationship between humans and the nonhuman world. Explores environmental ethics through classic and contemporary readings from a wide array of philosophic and literary traditions. Examines the role legal institutions play in our efforts (or lack thereof) to deal with ethical issues involving the environment.

#### LEST 629 BIOMEDICAL ETHICS (3.00)

Explores the ethical considerations that affect legal decision making on biomedical issues. Among the subjects that may be considered are medical paternalism, patient autonomy and informed consent, research involving human subjects, justice in health care, genetic testing, enhancement, euthanasia and physician assisted suicide. The focus is on developing an understanding of varied ethical perspectives and how they relate to controversial biomedical issues. prerequisite: none

#### LEST 696 INTERNSHIPS (3.00)

Application of legal knowledge and skills at a designated nonprofit organization, government entity, or business. Students will learn about the role that law plays in the activities or services of the site, and how

law is used to address issues and solve problems. This course may be taken more than once, with the approval of the program director.

#### LEST 697 APPLIED PROJECTS (3.00)

Focused and intensive work on one or more projects applying legal knowledge and skills to real world situations to solve problems and improve processes. Students may select from already ongoing projects, or develop their own. This course may be taken more than once, with the approval of the program director.

#### LEST 698 INTERNSHIP IN APPLIED ETHICS (3.00)

Provides observation and firsthand experience of the practice of ethics at designated profit, nonprofit or government organizations. Students work with a mentor at an appropriate organization they have selected and write an ongoing journal of their involvement as well as a critical essay on applied ethics related to their internship experience. prerequisite: approval of program director

#### LEST 699 INDEPENDENT RESEARCH (1.00 3.00)

Individual research on an academic project of interest to the student in consultation with a monitoring faculty member. prerequisite: approval of program director

## MATH

#### MATH 82 INTRODUCTORY ALGEBRA (3.00)

Presents a variety of topics, including first degree equations and inequalities, linear equations, systems of equations, polynomials, factoring and descriptive statistics. Prerequisites: Students enroll concurrently in MATH 082 and MATH 153 Introductory Statistics.

#### MATH 83 FOUNDATIONAL MATHEMATICS ALGEBRA (1.00 3.00)

Presents a variety of topics including real numbers, linear equations, polynomials, systems of equations, rational expressions, properties of exponents, radical functions and quadratic equations. This course develops essential background skills for a college level introductory mathematics course such as College Algebra or Basic Statistics.

Note: Students are placed into this course on the basis of Accuplacer Diagnostic Test results and previous secondary school math grades/SAT scores. Grading: Satisfactory/Unsatisfactory.

#### MATH 84 FOUNDATIONAL MATHEMATICS STATISTICS (1.00 3.00)

Focuses on algebraic and numerical skills in a context of applications and problem solving to prepare students for Statistics or Contemporary Mathematics. Topics include quantitative relationships, patterning and algebraic reasoning, functional reasoning, probabilistic and statistical reasoning, incorporating quantitative communication skills and technology. Note: Students are placed into this course on the basis of Accuplacer Diagnostic test results and previous secondary school math grades/SAT scores. Grading: Satisfactory/Unsatisfactory; credits do not count toward a UB degree or certificate.

#### MATH 85 ACCELERATED FOUNDATIONAL MATHEMATICS ALGEBRA (1.00)

Presents a variety of topics, including: operations with real numbers, expressions, fractions and decimals, proportions, ratios, rates, percentages, linear equations, linear inequalities, graphs and equations of lines, polynomials and quadratic applications, rational expressions and equations, and radical expressions and equations. Accelerated learning course that develops essential background skills for a college level introductory mathematics course such as college algebra or basic statistics. Can only be taken as a co requisite with MATH 111 College Algebra. Note: Students are placed into this course on the basis of the Mathematics Placement Test results and previous secondary school math grades/SAT scores. Grading: satisfactory/unsatisfactory

#### MATH 86 DEVELOPMENTAL MATHEMATICS ALGEBRA (3.00)

Covers rational expressions and equations, radicals, quadratic equations, complex numbers, functions and relations, and exponential and logarithmic functions. Note: Students are placed into this course on

the basis of the Mathematics Placement Test results and previous secondary school math grades/SAT scores. Students enroll concurrently in MATH 086 and MATH 163 College Algebra.

#### MATH 111 COLLEGE ALGEBRA (3.00)

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. prerequisites: adequate placement test score or successful completion of MATH 100 or successful completion of a course that satisfies the University of Baltimore General Education Math requirement. [MATH] [QQT] [MA] Note, students who have taken a college level math course should talk to their advisor before enrolling in this course.

#### MATH 113 MATHEMATICS FOR LIBERAL ARTS (3.00)

Explores the aesthetics and utility of mathematics through the study of basic mathematical concepts and ideas. Topics are chosen from sets, counting methods, mathematical systems, basic rules of probability, statistics, logic, finance, geometry, numeration systems and modeling. Not open to those who successfully completed MATH 111 or MATH 115. prerequisites: adequate placement test score or successful completion of MATH 100 or successful completion of a course that satisfies the University of Baltimore General Education Math requirement. [MATH] [QQT] [MA] Note, students who have taken a college level math course should talk to their advisor before enrolling in this course.

#### MATH 115 INTRODUCTORY STATISTICS (3.00)

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. prerequisites: adequate placement test score or successful completion of MATH 100 or successful completion of a course that satisfies the University of Baltimore General Education Math requirement. [MATH] [QQT] [MA] Note, students who have taken a college level math course should talk to their advisor before enrolling in this course.

#### MATH 153 INTRODUCTORY STATISTICS (4.00)

Examines statistical methodology and use of critical judgement in analyzing data sets. Topics include descriptive statistics, introduction to probability, normal and binomial distributions, hypothesis testing, confidence intervals, regression and correlation, and chi square distribution. A statistical computer package such as StatCrunch, Minitab, etc., is introduced as a computational tool and integrated throughout the course. Note: Students who have taken a college level math course should talk to an advisor before enrolling in this course. Students enroll concurrently in MATH 153 and MATH 082 Introductory Algebra.

#### MATH 163 COLLEGE ALGEBRA (3.00)

Explores the nature and scope of college mathematics through the study of functions. Topics include the study of polynomial, rational, radical, piece wise defined, and absolute value functions and their graphs and applications as well as modeling with these functions. Additional topics include complex numbers, the binomial theorem, inverse functions, operations with functions, and exponential and logarithmic functions and their graphs and applications. Note: Students who have taken a college level math course should talk to an adviser before enrolling in this course. Students enroll concurrently in MATH 163 and MATH 086 Developmental Mathematics Algebra.

#### MATH 201 CALCULUS I (3.00)

Introduction to calculus, including limits, continuity, derivatives, applications of the derivative and introduction to integral calculus. prerequisite: MATH 111 or equivalent

#### MATH 303 APPLIED PROBABILITY AND STATISTICS (3.00)

Applied probability and statistics focusing on statistical methods and applications such as hypothesis testing. Introduces probability, random variables, normal distributions, sampling distributions and hypothesis testing. Statistical methods include one and two sample procedures for means and proportions, chi square tests, analysis of variance and linear regression. prerequisite: Math 111 or equivalent.

#### **MATH 321 MATHEMATICAL STRUCTURE FOR INFORMATION TECHNOLOGY (3.00)**

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 (3.00)**

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 (1.00 3.00)**

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

## **MGMT**

#### **MGMT 101 BUSINESS IN A CHANGING WORLD (3.00)**

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] [SBS]

#### **MGMT 301 MANAGEMENT AND ORGANIZATIONAL BEHAVIOR (3.00)**

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 (3.00)**

This course enhances students' abilities to operate successfully in today's multicultural, global environment. Students will gain a theoretical basis for understanding key aspects of the global business environment, as applied to small companies, multinational corporations, multilateral institutions and non governmental organizations. Students will explore the impacts of globalization at home and abroad. Course modules aim to broaden the students' understanding of similarities and differences among national political economics, legal systems and sociocultural environments, including world religions, business ethics and social responsibility. Students will survey business functions as they are applied to expand and manage international operations. [GD]

#### **MGMT 315 HUMAN RESOURCE MANAGEMENT (3.00)**

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 (1.00)**

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 (3.00)

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: MATH 115

#### MGMT 400 HUMAN RESOURCE ANALYSIS AND COMMUNICATIONS (3.00)

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. prerequisite: MGMT 315 and OPRE 202 / Merrick School of Business student or by permission of the instructor.

#### MGMT 410 EMPLOYMENT RELATIONS LAW (3.00)

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 315 / Merrick School of Business student or by permission of the instructor.

#### MGMT 415 COMPENSATION AND PERFORMANCE MANAGEMENT (3.00)

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 / Merrick School of Business or by permission of the instructor

#### MGMT 419 SEMINAR IN HUMAN RESOURCE MANAGEMENT (3.00)

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. prerequisite: MGMT 315

#### MGMT 425 EMPLOYEE AND LABOR RELATIONS (3.00)

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 / Merrick School of Business student or by permission of the instructor.

#### MGMT 430 QUALITY AND PRODUCTIVITY MANAGEMENT (3.00)

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 / Merrick School of Business student or by permission of the instructor

#### MGMT 440 MANUFACTURING OPERATIONS MANAGEMENT (3.00)

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 / Merrick School of Business student or by permission of the instructor.

#### MGMT 445 SERVICE OPERATIONS (3.00)

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. Prerequisite: Merrick School of Business student or permission of the instructor

#### MGMT 465 INTERNATIONAL MANAGEMENT (3.00)

An intensive introduction to the practice of business in the international setting, as well as the -various cross cultural factors to be found around the world. Prerequisites: MGMT 302/ Merrick School of Business student or permission of the instructor.

#### MGMT 475 STRATEGIC MANAGEMENT (3.00)

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 business upper division core courses / Merrick School of Business student or permission of the instructor. [CAP]

#### MGMT 475H STRATEGIC MANAGEMENT (3.00)

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 business upper division core courses / Merrick School of Business student or permission of the instructor. [CAP]

#### MGMT 493 HONORS SEMINAR (3.00)

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: 3.5 GPA and permission of both the Denit Honors Program director

#### MGMT 494 HONORS PROJ/THESIS (3.00 6.00)

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 (3.00)

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 (3.00)

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 will approve a statement of student responsibilities and design a monitoring mechanism prior to beginning the work. Prerequisite: department consent required / Merrick School of Business student.

**MGMT 497 SPECIAL TOPICS: (3.00)**

An intensive exploration of topics in the area of management. Refer to the current Class Schedule for topic offered. Prerequisites: Determined by instructor, Merrick School of Business student.

**MGMT 498 GLOBAL FIELD STUDY (3.00)**

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. Prerequisite: department consent required.

**MGMT 499 INDEPENDENT STUDY: MANAGEMENT (1.00 3.00)**

An independent study under the direction of a faculty member. For eligibility and procedures, refer to the Merrick School of Business Independent Study Policy. Prerequisite: Merrick School of Business student and permission of the instructor

**MGMT 605 LEADING WITH INTEGRITY (1.50)**

Focuses on leadership, integrity and core management principles. Provides an overview of concepts and practices essential to managerial effectiveness, including developing a vision for the organization in a complex business environment, setting objectives, planning, motivating others, managing for results, and a grounding in ethics at the individual and organizational level. prerequisite: graduate standing

**MGMT 615 MANAGING IN A DYNAMIC ENVIRONMENT (3.00)**

Covers the processes and necessary skills for leading and managing people in organizations that compete in dynamic environments. Emphasizes leading and motivating diverse employee populations in global organizations, and human resource management issues, including evaluation, rewards, and employment law. prerequisite: MGMT 605 or MGMT 600

**MGMT 625 COLLABORATION, NEGOTIATION AND CONFLICT MANAGEMENT (3.00)**

Addresses negotiation skills and the capacity to effectively resolve conflicts. Students apply theory and research to the practice of negotiation and conflict management through practical, hands on experience including simple buyer seller bargaining; labor management negotiations; impasse resolution; and complex, multiparty, multiissue negotiations. prerequisite: MGMT 605 or MGMT 600

**MGMT 650 RESEARCH FOR STRATEGIC HUMAN RESOURCE MANAGEMENT DECISIONS (3.00)**

Covers methods and tools used in business research. Topics include locating sources of strategic human resource management information, developing a research project, using the computer to process data and organizing and presenting strategic human resource management reports. prerequisite: OPRE 504 or OPRE 505 and OPRE 506 or equivalent

**MGMT 710 HUMAN RESOURCE AND COMPENSATION MANAGEMENT (3.00)**

Covers human resource management issues including legal considerations, recruiting, selection, performance appraisal, development and health and safety. Also covers strategic compensation issues, including job evaluation, benefits administration and pay determination strategies. Additional emphasis on workforce diversity, international dimensions and ethical consideration. Prerequisite: MGMT 600 or MGMT 605

**MGMT 712 EMPLOYMENT LAW AND THE HUMAN RESOURCE MANAGER (3.00)**

Covers employment law as it applies to management decisions in recruitment and promotion as well as in terms of management's responsibility to comply with federal laws. Topics include legal issues in employment law and the legal consequences of noncompliance, the regulatory model of government control over the employment relationship, equal employment opportunity, safety and health regulations, the Americans with Disabilities Act, pay and benefits law, the Employee Retirement Income Security Act, civil rights of employees (privacy and wrongful discharge), the Family Leave Act, international comparisons and emerging regulatory issues. prerequisite: MGMT 600 or MGMT 605

#### **MGMT 725 LABOR RELATIONS AND CONFLICT MANAGEMENT (3.00)**

Focuses on the legal foundations of labor management relations and the collective bargaining process. Also covers the basic principles of contract negotiation, administration, impasse resolution, comparative labor relations in cross cultural contexts, and conflict management strategies applied to workplace settings for groups and individuals. prerequisite: MGMT 600 or MGMT 605

#### **MGMT 730 LEADERSHIP, LEARNING AND CHANGE (3.00)**

Based on the idea that the deeper we go into the exploration of organizational leadership, learning and change, the more we need to deal with the dimensions of the sense making, connection building, choice making, vision inspiring, reality creating roles of leaders. The course involves a series of workshops designed to help students learn something that cannot be taught: leading, learning and changing “from within.” Readings, assignments and Web forum interactions are designed to inspire “practices of deep inflection”: storytelling, historical inquiry, reflective reading and writing, dialogue and action research.

#### **MGMT 731 LEADERSHIP SEMINAR (3.00)**

Focuses on the critical issues pertaining to success in operating at the executive level in business and other organizations. Topics include vision, values clarification, knowing the customer, communications for internal motivation and public awareness, ethical responsibilities, decision making, resource decisions, performance maximization, human asset activities and individual leader behaviors for effectiveness. Prerequisite: Graduate Standing

#### **MGMT 732 LEADERSHIP: SELF ORGANIZATION IN THE FIRM (3.00)**

Covers self organizing systems, complexity theory in management, dialogue as a management tool, leadership in a complex system, pursuing a personal discovery process and growing new knowledge and innovation. A major objective is to discover the management principles and processes that promote and foster self organization as an alternative to command and control hierarchies. Also draws on the profound implications of self organization for growing new knowledge and innovation. A second major objective has to do with the process of personal discovery. Parallel principles of spontaneous order operate at the level of the organization and at the level of the individual. As a result, a highly leveraged form of change in an organization is leadership through personal growth and discovery.

#### **MGMT 757 E COMMERCE AND SUPPLY CHAIN MANAGEMENT (3.00)**

Provides an overview of e commerce and supply chain management. Covers in detail the role of e commerce in the design, integration and management of supply chains; topics include logistics networks, business to business and business to consumer supply chains, decision support systems for supply chain management, strategic alliances, Internet strategy, e business models, e markets (including auctions and exchanges), Internet retailing, dynamic pricing, distribution networks, Internet based integration of value chains, the role of the Internet infrastructure (banks, utilities and so forth), decision technologies, information goods, the status of brands in the Internet economy, mass customization and various technologies related to e business. Also covers sustainability; topics include environment and operations management, the design of sustainable products and closed loop supply chains.

#### **MGMT 765 MANAGEMENT OF HEALTH CARE ORGANIZATIONS AND PROFESSIONALS (3.00)**

A two module course focused on major organization and management issues in health care service organizations and on the roles and interactions of individual health professionals and their relationships with patients and with the organization’s administration. prerequisite: MGMT 600 or MGMT 605

#### **MGMT 770 PLANNING, PREVENTION AND RISK MANAGEMENT (3.00)**

Identifies and defines critical infrastructures and their associated threats and countermeasures. Software applications containing risk management tools are mastered and provide skills necessary for the comparison and selection of competing proposals designed to optimize infrastructure protection. Industry specific studies are performed using these risk management analysis techniques. Contingency and continuity of operation planning (COOP) techniques are also reviewed. Skills acquired during the course are applied to case studies of selected industrial, service and government organizations to practice critical

infrastructure planning, protection and risk management. prerequisites: OPRE 505, OPRE 506 and INSS 605

**MGMT 780 LEADING ACROSS CULTURES (3.00)**

Focuses on leadership challenges and dilemmas of multinational and multicultural organizations within the United States and among other countries. Enhances knowledge and capabilities to more effectively identify, understand and manage the cultural components of organizational and business dynamics. Topics include cultural value awareness, cross cultural communication skills and cross cultural leadership skills, including strategic planning, organizational design and creating and motivating a globally competent workforce. Prerequisite: MGMT 600 or MGMT 605.

**MGMT 781 INTERNAT'L BUSINESS STRATEGY (3.00)**

Draws on the framework of global strategic management to help students integrate the concepts of economics, finance, marketing, technology and operations in a global context. Focuses on market entry issues, transnational structures, operational issues and leadership in cross cultural settings and provides the framework for a real world, international business project that may be completed by student teams and which offers the option for a study/analysis trip to another country. prerequisite: all 500 level M.B.A. courses or equivalent

**MGMT 790 STRATEGIC MANAGMENT CAPSTONE (3.00)**

An experiential capstone in which students assume the perspective of general managers facing decisions of strategic importance to their organizations. Emphasizes the critical functions of goal setting, strategy formulation, implementation and control processes. prerequisites: ACCT 605, ECON 605, ENTR 605, FIN 605, INSS 605, MGMT 605, MKTG 605, OPRE 605

**MGMT 792 SPECIAL TOPICS IN MANAGEMENT (1.50)**

An intensive exploration of topics in the area of management. Topics include e commerce, e commerce and supply chain management, e venturing, leadership, organizational theory and best business practice. Refer to semester class schedule for title of topic offered. May be repeated for credit when the topic varies. prerequisite: to be determined by the instructor

**MGMT 796 GLOBAL BUSINESS PRACTICUM (3.00)**

Provides students with opportunities for real world experience working with companies on international projects of real value and priority to the companies. Students choose an international study experience from the participating Merrick School of Business specializations and companies. Student consulting teams work together on a specific corporate project, focusing on a particular country or region of interest to the company. Projects may focus on market analyses, feasibility studies, distribution analyses or a variety of other specific company needs. Students register for this course as a 3 credit elective. prerequisite: department consent

**MGMT 797 SPECIAL TOPICS IN MANAGEMENT (3.00)**

An intensive exploration of topics in the area of management. Topics include e commerce, e commerce and supply chain management, e venturing, leadership, organizational theory and best business practice. Refer to semester class schedule for title of topic offered. May be repeated for credit when the topic varies. prerequisite: to be determined by the instructor

**MGMT 798 GLOBAL FIELD STUDY (3.00)**

There is no better way to understand and succeed in global business today than through direct experience, or 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 also engage students in field visits to companies, government agencies and other organizations located abroad. prerequisite: department consent

**MGMT 799 INDIVIDUAL RESEARCH (1.00 3.00)**

Investigation into a particular subject in more depth than can be accommodated by an existing course. Students work closely with an individual faculty member. prerequisites: approval of management instructor, department chair and academic adviser

## **MKTG**

### **MKTG 301 MARKETING MANAGEMENT (3.00)**

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. [IL]

### **MKTG 405 DIGITAL MARKETING STRATEGY (3.00)**

Digital media has revolutionized the interactions between firms and customers. In this course, the students will learn about the immediate impact digital media in marketing can have on reaching the customers. While digital media is not a new medium, it is still one of the main ways many businesses are launched and it helps raise online awareness through viable, engaging content; thoughtful, meaningful branding; sticky websites; all leading to higher rankings and larger audiences. Prerequisite: MKTG 301.

### **MKTG 407 INTERNATIONAL MARKETING (3.00)**

An application of marketing concepts and tools to international marketing problems arising in a global business environment. Prerequisites: MKTG 301.

### **MKTG 410 BUYER BEHAVIOR AND MARKETING ANALYSIS (3.00)**

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. Prerequisite: MKTG 301 and MATH 115

### **MKTG 415 MARKETING COMMUNICATION (3.00)**

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/ Merrick School of Business student or by permission of the instructor.

### **MKTG 420 MARKETING RESEARCH (3.00)**

An analysis of the methods of collecting, analyzing and interpreting marketing information, and specific applications of research to problems in the marketing field. Students build critical thinking competencies in data interpretation. Prerequisites: MKTG 301 and MATH 115

### **MKTG 430 PERSONAL SELLING (3.00)**

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. Prerequisite: MKTG 301 / Merrick School of Business student/ or by permission of the instructor.

### **MKTG 440 PRODUCT MANAGEMENT (3.00)**

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 / Merrick School of Business student or by permission of the instructor.

#### MKTG 450 NEW VENTURE AND INDUSTRY ANALYSIS (3.00)

The use of information and marketing models to analyze consumer and industrial markets. Students also build professional competencies in using computers to analyze marketing information used for market planning. Prerequisite: MKTG 301.

#### MKTG 460 ADVANCED MARKETING MANAGEMENT (3.00)

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. Prerequisite: MKTG 301, senior status or permission of the department chair /Merrick School of Business student.

#### MKTG 493 HONORS SEMINAR (3.00)

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. Prerequisite: 3.3 GPA and permission of the Denit Honors Program director / Merrick School of Business student.

#### MKTG 494 HONORS PROJ/THESIS (3.00 6.00)

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. prerequisite: 3.3 GPA and permission of both the Denit Honors Program director and the faculty director / Merrick School of Business student

#### MKTG 495 INTERNSHIP IN MARKETING (3.00)

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 (3.00)

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/ Merrick School of Business student or permission of the instructor.

#### MKTG 499 INDEPENDENT STUDY: MARKETING (1.00 3.00)

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.

#### MKTG 505 MARKETING ESSENTIALS (1.50)

Covers concepts, processes and institutions necessary for effective marketing of goods and services, including analyses of market opportunities, buyer behavior, product planning, pricing, promotion and distribution. prerequisite: graduate standing

#### MKTG 605 MARKETING STRATEGY (1.50)

Explores the role of marketing in creating value for the firm and its stakeholders and examines market strategy in the context of a dynamic external environment. prerequisite: MKTG 504 or MKTG 505 or permission of the M.B.A. program director

**MKTG 615 ENTREPRENEURIAL MARKETING (1.50)**

Emphasizes market opportunity analysis, product development, creation and formulations of strategic positioning, pricing feasibility, channel strategies and promotion with limited resources in entrepreneurial and intrapreneurial settings. prerequisite: MKTG 605

**MKTG 625 CUSTOMERS AND MARKETS (1.50)**

Focuses on choosing customers and markets through data analysis, building customer loyalty and communicating to current and potential customers in B2C, B2B and nonprofit organizations. prerequisite: MKTG 605

**MKTG 742 SOCIAL, NONPROFIT AND PUBLIC SECTOR MARKETING (3.00)**

Centers on the application of social marketing principles, frameworks and tools within nonprofit and public sector organizations to improve performance and foster the successful dissemination of social initiatives to individuals, foundations and corporations. Recognizing that this sector represents many differences in missions, structures and resources, this course emphasizes that effective social marketing requires a change from being organization centered to becoming audience centered. prerequisite: MKTG 605

**MKTG 745 STRATEGIC SPORT MARKETING (3.00)**

Compares and contrasts the field of sport marketing with the practices and applications of mainstream marketing. Includes an overview of the foundations of sport marketing and examines the application of these principles to collegiate and professional sport organizations, special events, facilities, commercial and public organizations, sponsors and corporations, sporting goods manufacturers and the sport enterprise in general. Combines lecture, assigned readings, case studies, research assignments and special projects to strategically assess the current state of sport marketing. prerequisite: MKTG 605 or MKTG 640

**MKTG 755 MARKETING COMMUNICATION AND SOCIAL MEDIA (3.00)**

Introduces students to integrated marketing communications (IMC) management and the role it plays in organizations' marketing plans. The goal of the course is to apply strategic planning and use the promotion mix to help the firm achieve its promotion objectives. The promotion mix elements include advertising, direct marketing, online marketing, sales promotion, personal selling, public relations, and a variety of social media vehicles. The course will pay special attention to the appropriate use of social media in an IMC context. Prerequisite: MKTG 605

**MKTG 760 GLOBAL MARKETING MANAGEMENT (3.00)**

The theory and application of marketing in a global context. Topics include international trade and financial markets; market structures of nations; and consumption behavior related to culture, social values and economic conditions. Also considers the political and legal control over marketing activities (advertising, promotion and distribution), the growth of regional marketing arrangements relative to competitive strategies of multinational corporations, the dilemma of marketing ethics in a multicultural world and the cost benefit of technology transfer. prerequisite: MKTG 605 or MKTG 640

**MKTG 762 MARKET OPPORTUNITY ANALYSIS (3.00)**

Introduces the subject of opportunity analysis in marketing, intrapreneurship and entrepreneurship as well as the practice of their requisite skills. Includes the analysis of markets, competition, preliminary cost feasibility and intellectual property and also involves the creation and development of strategic positioning appropriate to the marketing opportunity. prerequisite: MKTG 605 or permission of the instructor.

**MKTG 770 PRODUCT AND BRAND DEVELOPMENT AND MANAGEMENT (3.00)**

Focuses on the firm's product and brand development and management strategies with a special emphasis on innovative offerings. The influence of the social, legal and technological environment, as well as relationships with users and channel members, on the implementation of product and brand strategies are analyzed and discussed in depth. Encourages the application of the learned concepts to tangible and intangible products such as goods, services and ideas. prerequisite: MKTG 605 or MKTG 640

### **MKTG 780 MARKETING INFORMATION AND ANALYSIS (3.00)**

This course will provide students with skills and tools necessary to understand and evaluate market information. The course will be focused on building student knowledge on how to analyze and interpret data, and use it for business decision making. The course will use a variety of readings, cases and types of data analysis to provide students with hands on experience with analyses related to market information. Prerequisite: MKTG 605

### **MKTG 792 SPECIAL TOPICS: (1.50)**

Explores specialized topics in marketing, allowing flexibility for both the changing developments in applied business practice and the educational needs of students. Exact topical coverage and prerequisites are listed in the schedule of classes. prerequisite: MKTG 605 or MKTG 640

### **MKTG 796 MARKETING PRACTICUM (3.00)**

Student teams apply concepts from other courses and from their experience to solve marketing problems. They are provided the opportunity to work with an organization or with a product/service division of same on a real life marketing project. Students work together in consulting teams composed of teammates with varying interests, backgrounds and academic specializations. Projects may deal with a variety of marketing strategies, including customer and competitive analysis, feasibility studies, product and service development, promotion, pricing, distribution, analyses and a variety of other specific organization or company needs. prerequisite: department consent

### **MKTG 797 SPECIAL TOPICS: (3.00)**

Explores specialized topics in marketing, allowing flexibility for both the changing developments in applied business practice and the educational needs of students. Exact topical coverage and prerequisites are listed in the schedule of classes. prerequisite: MKTG 605 or MKTG 640

### **MKTG 799 INDEPENDENT STUDY (1.00 3.00)**

Prerequisites: Approval of marketing instructor, department chair and academic adviser. MKTG 605

## **OPM**

### **OPM 505 INTRODUCTION TO OPERATIONS MANAGEMENT (1.50)**

Overview of the concepts and tools used for the creation and delivery of goods and services. Describes the role of effective operations management for organizational success and competitiveness. Demonstrates approaches for improving quality, productivity, customer service and overall performance. prerequisite: graduate standing

### **OPM 615 INNOVATION AND PROJECT MANAGEMENT (3.00)**

Covers the essentials of innovation and project management from project selection through implementation, monitoring, control and termination. Topics covered include: product/process innovation, project identification, risk and uncertainty in project management, project planning and budgeting, selecting the project team, resource allocation, implementation and control, and project evaluation and termination. prerequisite: OPM 505 or permission of instructor.

### **OPM 625 OPERATIONS AND SUPPLY CHAIN MANAGEMENT (3.00)**

Provides in depth coverage of the concepts, techniques and tools used to design, create, control and improve manufacturing and services operations. Topics covered include: operations strategy, quality management, high and low contact services, forecasting, smart pricing, procurement, global supply chains, sustainability in manufacturing and services, aggregate sales and operations planning, inventory control and operations scheduling. prerequisite: OPM 505 or MGMT 506

### **OPM 792 SPECIAL TOPICS IN OPERATIONS MANAGEMENT (1.50)**

An extensive exploration of topics in the area of Operations Management. Refer to class schedule and syllabus for title and further description

### **OPM 797 SPECIAL TOPICS IN OPERATIONS MANAGEMENT (3.00)**

An extensive exploration of topics in the area of Operations Management. Refer to class schedule and syllabus for title and further description

## **OPRE**

### **OPRE 202 STATISTICAL DATA ANALYSIS (3.00)**

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: OPRE 201 and basic computer skills.

### **OPRE 315 BUSINESS APPLICATION OF DECISION SCIENCE (3.00)**

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. prerequisite: MATH 111 and Math 115

### **OPRE 493 HONORS SEMINAR (3.00)**

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 PROJ/THESIS (3.00)**

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 (3.00)**

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 (1.00 3.00)**

An independent study under the direction of a faculty member. For eligibility and procedures, refer to the Merrick School of Business Independent Study Policy.

### **OPRE 505 FUNDAMENTALS OF STATISTICS (1.50)**

Emphasizes applications of descriptive statistics in business. Topics include basic probability concepts, summary measures of location and dispersion, discrete and continuous probability distributions, sampling distribution of mean, and introductions to confidence interval estimation and hypothesis testing. Excel based software is used for computer implementation. prerequisite: graduate standing

### **OPRE 506 MANAGERIAL STATISTICS (1.50)**

Emphasizes applications of inferential statistics in business. Topics include confidence interval estimation, hypothesis testing, analysis of variance, simple linear regression and an introduction to multiple regression. Excel based software is used for computer implementation. prerequisite: OPRE 505

### **OPRE 605 BUSINESS ANALYTICS (1.50)**

Explores business analytics and its applications to management decision making for a range of business situations. Covers problem structuring; big data; data mining; optimization; computer simulation; decision analysis; and predictive modeling. prerequisite: OPRE 504 or OPRE 505 and OPRE 506 or equivalent or permission of the M.B.A. program director.

**OPRE 792 SPECIAL TOPICS IN OPERATIONS RESEARCH (1.50)**

Explores advanced topics in operations research of interest to faculty and students. May be repeated for credit. Prerequisites and topics are selected and printed in the schedule of classes. prerequisite: department consent

**OPRE 797 SPECIAL TOPICS IN OPERATIONS RESEARCH (3.00)**

Explores advanced topics in operations research of interest to faculty and students. May be repeated for credit. Prerequisites and topics are selected and printed in the schedule of classes. prerequisite: department consent

**OPRE 799 INDIVIDUAL RESEARCH: OPERATIONS RESEARCH (1.00 6.00)**

Individual research in an area of interest to the student. The expectation is that work equivalent to a regular graduate course will be completed. Formal paper(s) will be written under the supervision of a full time faculty member. prerequisites: approval of information systems instructor, department chair and academic adviser

## **PBDS**

**PBDS 501 INTRODUCTION TO WEB DEVELOPMENT (3.00)**

Introduction to the fundamentals of front end Web design. Students learn how to write basic HTML and CSS. Emphasis on preparing media for Web use, HTML tags, CSS attribute and how the two languages work together to create functional and visual front end Web design. Grading: pass/fail; credits do not count toward a UB graduate degree or certificate. Lab fee required.

**PBDS 502 INTRODUCTION TO GRAPHIC DESIGN PRINCIPLES (3.00)**

Hands on course for students with a limited background in graphic design. Emphasis on basic strategies for visual problem solving and techniques for preparing comprehensive layouts. Pass/fail grading. Lab fee required.

**PBDS 503 WORKSHOP IN WRITTEN COMMUNICATION (3.00)**

Practicum in the skills of writing and research. Instruction focuses on projects in the student's subject field. Emphasis on revising, proofreading, editing, adapting and translating for different media and audiences. Recommended for students in all graduate programs who wish additional work in writing, with permission of the graduate program director. Grading: credit/no credit or letter grade.

**PBDS 505 SHORT COURSE IN WRITING (1.00)**

Intensive course meeting three hours per week for five weeks and focusing on a specialized aspect of professional writing. Content varies according to the concurrent interests of faculty and students. May be repeated for credit when the topic changes. Grading: credit/no credit or letter grade. Lab fee may be required.

**PBDS 506 SHORT COURSE IN WRITING (1.00)**

Intensive course meeting three hours per week for five weeks and focusing on a specialized aspect of professional writing. Content varies according to the concurrent interests of faculty and students. May be repeated for credit when the topic changes. Grading: credit/no credit or letter grade. Lab fee may be required

**PBDS 508 SHORT COURSE IN GRAPHICS (1.00)**

Intensive course meeting three hours per week for five weeks and focusing on a specialized aspect of graphic design or graphic production. Content varies according to the concurrent interests of faculty and students. May be repeated for credit when the topic changes.

**PBDS 509 SHORT COURSE IN GRAPHICS (1.00 3.00)**

Intensive course meeting three hours per week for five weeks and focusing on a specialized aspect of graphic design or graphic production. Content varies according to the concurrent interests of faculty and students. May be repeated for credit when the topic changes.

**PBDS 600 MEDIA DESIGN (3.00)**

Examination of light, space, motion and sound—their manipulation and use in designing intentional communications and their interrelationships with words and graphics. Also examines the production process, from needs assessment and proposal writing to storyboards and finished program. Lab fee may be required.

**PBDS 601 WORDS AND IMAGES: CREATIVE INTEGRATION (6.00)**

Building on a foundation of rhetorical theory, students explore imaginative ways of communicating with audiences, both visually and verbally. Experimenting with brainstorming strategies prepares them to draw on their own creative resources as they develop original solutions to challenging communication problems. Publications Design students must earn a B (3.0) or better in this course. Lab fee required. prerequisite: PBDS 615

**PBDS 602 INTRODUCTION TO DIGITAL VIDEO (3.00)**

Introductory course in video and audio production. Students learn to shoot, light, edit, and record sound in a digital environment. They also gain experience in producing for videotape, CD ROM, DVD and the Web. Lab fee required.

**PBDS 603 EDITORIAL STYLE (3.00)**

Editorial style as a total concept, including the historical context of the written word, styles and methods of editing, and special skills such as proofreading, line by line editing, reorganizing, rewriting, working with writers and artists and editing as management. Each student becomes the editor of his/her own special project. Lab fee may be required.

**PBDS 604 WRITING FOR THE MARKETPLACE (3.00)**

Writing for various freelance markets, including features and reviews, poetry, fiction, public relations and advertising. Analysis of the audiences to which various publications appeal and development of a proposed publication aimed at a specific audience. Each student conducts a thorough investigation of a self selected market and prepares what is intended to be a publishable manuscript for that readership.

**PBDS 605 PUBLIC AND PRIVATE LANGUAGES (3.00)**

Examination of the “private” or specialized languages of various professions (e.g., science, medicine, education, government and politics) and the means by which these languages may be translated for the public. Each student investigates, through intensive reading, study and imitation, at least one specialized language and attempts to become proficient in adapting and/or decoding that language for public consumption.

**PBDS 610 VISUAL & VERBAL RHETORIC (3.00)**

Analysis and evaluation of visual and verbal texts composed in a variety of media—both traditional and electronic—in light of classical and contemporary theories of communication. Completion of a major project based on substantial primary and secondary research and tailored for a specific audience.

**PBDS 611 THE CRAFT OF POPULARIZATION (3.00)**

Writing for a lay audience about subjects that are technically or scientifically challenging or normally fall within the province of the scholar and specialist or otherwise inhibit instant understanding. Emphasis on clarity, precision and grace of expression.

**PBDS 612 CREATIVE METHODOLOGIES (3.00)**

Provides an overview of key concepts in creative design methodologies and explores these concepts during the design process for critique and reflection. Following a learning by doing model of instruction

this course is grounded in both theory and practice. Both attuned to a human centered approach that is design driven, user oriented and process based.

#### **PBDS 613 DESIGN WRITING (3.00)**

Introduces students to the practices and processes of various design focused writing genres (criticism, features, online posts, personal and academic essays) as they examine the issues and policies that shape the designed environment. Employing various writing genres, students explore the designed environment with special emphasis on its contexts and consequences.

#### **PBDS 615 TYPOGRAPHY I (3.00)**

Exploration of the fundamentals of typographic form and function, progressing through the history, physical characteristics and implementation of type. Projects include the application of basic principles to an increasingly complex set of typographic problems. Knowledge of Adobe InDesign is required for this class, which must be taken within the first 9 credits of study. Lab fee required.

#### **PBDS 638 DIGITAL PHOTOGRAPHY (3.00)**

Explores the endless possibilities of digital imaging. Beginning with acquisition, students learn about composition, lighting, depth of field and the substantive differences between digital and more traditional methods of photography. Students follow their images through the digital darkroom stage, exploring a variety of digital manipulation techniques to produce material for print and Web distribution. Emphasis on the development of portfolio quality pieces. Lab fee required.

#### **PBDS 639 VIDEO AESTHETICS & TECHNIQUE (3.00)**

In depth analysis of the aesthetic variables affecting video programs. Advanced video and audio projects culminating in a thesis quality production. Lab fee required. prerequisite: PBDS 602

#### **PBDS 640 DESIGN PRINCIPLES AND STRATEGIES (3.00)**

Exploration through hands on design projects of the roles of typography, photography and illustration in graphic communication. Analysis of audience, context, goals, market, competition and technical constraints. Brainstorming and problem solving in groups and individually. Projects are suitable for inclusion in the student's portfolio. Lab fee required. prerequisites: PBDS 615 and PBDS 601

#### **PBDS 641 MAGAZINE DESIGN (3.00)**

Intensive focus on the creative writer's forum—the literary magazine—or on consumer and trade publications. Purpose, philosophy, cover and content design, typography, production and other aspects of small press and consumer publications are covered. A final project, chosen by the individual student, is completed during the semester. Lab fee required. prerequisites: PBDS 615 and PBDS 612

#### **PBDS 642 BOOK DESIGN (3.00)**

Exploration of books and book jackets as objects to be planned and produced, with emphasis on appropriate design choices and creative solutions. Lab fee required. prerequisites: PBDS 615 and PBDS 612

#### **PBDS 645 TYPOGRAPHY II (3.00)**

An advanced exploration of typographic form and function, beginning with the physical characters of letterforms and progressing to the application of typographic principles to more complex problems such as information hierarchies, narrative sequencing, message and creative expression. The course will expand the class scope of Typography I. Projects in this course will be suitable for portfolio use. Lab fee required. prerequisites: PBDS 615 and PBDS 612

#### **PBDS 647 INFORMATION DESIGN (3.00)**

The first priority of designers and writers is presenting information clearly. Students explore how typography, color, symbols, language and imagery can be strategically used to communicate complex information, underscore a message or tell a story more effectively. Students plan, write and design projects suitable for inclusion in their portfolios, all with the aim of elaborating their ability to organize information and solve problems. Lab fee required. prerequisites: PBDS 615, PBDS 612, and PBDS 660.

**PBDS 649 DESIGNER'S SURVIVAL GUIDE (3.00)**

Students develop design strategies that consider their clients' needs and constraints, utilize professional design software to execute comprehensive layouts capable of being printed on a conventional printing press, communicate with print vendors using standard printing terminology and troubleshoot basic prepress issues. Lab fee required. prerequisites: PBDS 612 and 615

**PBDS 650 ADVANCED GRAPHIC DESIGN (3.00)**

Through a series of progressively more sophisticated assignments, students develop design solutions that resolve a range of problems normally faced by clients. Projects include institutional and corporate brochures, identity programs, posters and a variety of other communications materials. Lab fee required. prerequisites: PBDS 615 and PBDS 612

**PBDS 660 WEB DEVELOPMENT (3.00)**

Introduction to current standards and best practices for Web design. Emphasis on frameworks, content management systems and tools available for building and maintaining dynamic Web sites. Students must pass the pretest or pass PBDS 501 before registering for this course. lab fee required.

**PBDS 661 ADVANCED WEB DEVELOPMENT (3.00)**

Continues and builds upon the fundamental concepts and skills developed in PBDS 660 Web Development. Students learn the skills needed to apply complex specifications for digital media. Emphasis on advanced Web design using CSS, current scripts and plug ins, content management systems and Web analytics to create more complex sites for diverse digital environments. lab fee required. prerequisites: PBDS 612, PBDS 615 and PBDS 660, or permission of the instructor

**PBDS 662 DESIGN FOR DIGITAL ENVIRONMENTS (3.00)**

A digital interface design course focusing on design principles, elements and typography applied to interactive sites and other dynamic media. Students explore visually striking identity development and content styles, design mock ups using creative software and implement designs across digital environments. Emphasis is on creatively conceptualizing, branding across media, designing with Web standards, implementing information architecture and user experiences successfully, and creating effective visual communications. Lab fee required. prerequisites: PBDS 612, PBDS 615

**PBDS 670 MOTION GRAPHICS FOR INTERACTIVE MEDIA (3.00)**

Students explore the relationship between graphic design and time based interactive media while examining the history and fundamentals of animation. Students use current industry software to produce a range of motion graphics projects for the Web and other interfaces. Special attention is given to the creative processes and developing an appropriate conceptual, technical and aesthetic critical sense within the language of motion design for dynamic media. Lab fee required. prerequisites: PBDS 615, PBDS 612, Adobe CS4 competency and one of the following: PBDS 645, DESN 616 or permission of program director

**PBDS 671 MOTION GRAPHICS I (3.00)**

After examining ways that motion graphics—logos, titles, etc.—differ from static graphics, and after learning various tools and animation techniques, students conceptualize, storyboard and produce motion graphics for video and other screen based delivery systems. Lab fee required. prerequisites: PBDS 601, PBDS 602, PBDS 615 and PBDS 645

**PBDS 672 MOTION GRAPHICS II (3.00)**

Continues and builds upon the fundamental concepts and skills developed in PBDS 671 Motion Graphics I. Students learn the skills needed to apply complex animation techniques and narratives to motion graphic projects. Emphasis on advanced motion graphics that employ 3D workflows to create more complex screen based projects for diverse environments. Lab fee required. Prerequisites: PBDS 612, PBDS 615 and PBDS 671, or permission of the instructor.

**PBDS 680 ADVANCED PR STRATEGIES (3.00)**

Overview of how to create and implement appropriate communications and marketing plans for both for profit and nonprofit organizations. Emphasis is on research techniques, concept development and copywriting for all environments: online, print, video and animation. Other areas covered include writing proposals, making oral presentations and working with designers, artists and clients. Lab fee may be required.

#### PBDS 691 ART OF THE INTERVIEW (3.00)

A face to face interview is essential for journalists and authors of books and articles dealing with current affairs and real life issues, documentary filmmakers and even for public relations writers. In all these fields, you often need to gather information directly from people—orally. This course addresses how to research an interview, the ethics of an interview and how to distill information from an interview and write it up in a coherent, compelling fashion.

#### PBDS 692 WRITING FOR DIGITAL ENVIRONMENT (3.00)

Writing for all contemporary digital forms, including websites, landing pages, e mail, social media, blogs and more. Students also explore how content and technology interact. Students complete a series of professional level assignments using the forms individually and in combination. Understanding the roles of research, search engine optimization, information design and strategic thinking in writing for the Web is also emphasized.

#### PBDS 693 MAGAZINE WRITING (3.00)

Understanding, conceiving, writing and selling various types of magazine articles, including some of the following: trend stories, service stories, profiles, Talk of the Town, short features, personal essays. Readings include essays about the craft of journalism and books of narrative nonfiction. Prerequisite: None.

#### PBDS 704 COPYRIGHT AND PUBLISHING (3.00)

Introduction to media law, particularly as it relates to the field of publications. Provides a broad historical and theoretical overview and requires students to apply legal theory through the use of case studies and examples drawn from the business of media. Explores the impact of technology on the evolution of media law and considers ethical issues currently faced by professionals in publications and communications.

#### PBDS 705 DESIGN BUSINESS LINK (3.00)

Relying largely on case histories and class discussions, this course examines the role of design as a competitive business strategy, with an emphasis on the many ways that designers and business people can work together to provide the synergies that successful design can bring to any organization.

#### PBDS 712 TOPICS IN ADVANCED INTERACTION DESIGN (3.00)

Intensive exploration of topics in advanced interaction design of mutual interest to students and faculty. Content varies according to the concurrent interests of faculty and students. Course may be repeated for credit when topic changes. Lab fee required. prerequisite: PBDS 660 or passing score on the hypermedia proficiency exam and IDIA 612

#### PBDS 719 DESIGN THINKING (3.00)

Introduces design concepts to those with minimal or no background in design and builds an awareness of the importance and breadth of design throughout our culture. Focuses on developing creative thinking skills and visual literacy. Areas of design covered include graphic, information, digital, environmental and industrial design. Also examines and discusses design ethics, design sustainability and the evolving role of design thinking in business. Lab fee required.

#### PBDS 720 THE DIGITAL ECONOMY (3.00)

Impact of the digital revolution in a number of areas—how we make a living, how we govern ourselves and how we create values for ourselves. Provides students with an understanding of the way the digital economy creates a unique business culture and establishes (and reflects) a network of new economic values. Prepares students to effectively invest their time, talent and imagination in the new culture and economy of digital technology.

**PBDS 731 SEMINAR IN CREATIVE WRITING AND PUBLISHING (6.00)**

The capstone course for the specialization in Creative Writing and Publishing. Entering the course with a completed or nearly completed manuscript written while in the program, students revise, design and produce a publication consisting of their own original work. In a seminar setting, they act as peer advisors to one another and are responsible for providing in depth critiques of each other's work. Team taught by a creative writer and a book artist or graphic designer, the course revisits and re-examines concepts introduced in earlier courses. Lab fee required.

**PBDS 735 PORTFOLIO (3.00)**

Capstone experience during which each student prepares a professional portfolio that demonstrates mastery of the skills in writing and design emphasized throughout the program. In addition to refining work produced in earlier courses, each student produces a personal identity package and an electronic version of the portfolio. Lab fee required. prerequisites: PBDS 615 and PBDS 612

**PBDS 740 SEMINAR IN PUBLICATIONS DESIGN (3.00)**

Culminating course in the master's program in publications design tests and stretches all knowledge and skills students have been learning up to this point. Students conceive a solution to a particular communications problem, work in teams to analyze its audience(s), develop a plan for making it public via print and/or other media, and design and write a prototype. Lab fee required. prerequisites: PBDS 615 and PBDS 601; course should be taken in a student's final semester

**PBDS 750 WRITING: SPECIAL TOPICS (3.00)**

Intensive exploration of topics in writing of mutual interest to students and faculty. 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. Lab fee may be required.

**PBDS 751 GRAPHIC DESIGN: SPECIAL TOPICS (3.00)**

Intensive exploration of topics in graphic design of mutual interest to students and faculty. 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. Lab fee may be required. prerequisites: PBDS 615 and 601

**PBDS 753 MEDIA: SPECIAL TOPICS (3.00)**

Intensive exploration of topics in communication and media of mutual interest to students and faculty. Content varies according to specific interests and trends in communication. Specific topic is listed in the schedule of classes. Course may be repeated for credit when topic changes.

**PBDS 754 BUSINESS PRACTICES: SPECIAL TOPICS: (3.00)**

Intensive exploration of topics in the business of a publications enterprise that are of special interest to faculty and students. Possible topics include managing a publications department, design studio or magazine, market research, and marketing and legal issues in publications. Specific topic is listed in the schedule of classes. Course may be repeated for credit when topic changes. Lab fee may be required.

**PBDS 755 BACKGROUNDS AND IDEAS: SPECIAL TOPICS: (3.00)**

Intensive exploration of cultural trends, historical developments, ideas or systems of communication that have influenced or informed creative work in a variety of visual and verbal media. Content varies according to the concurrent interests of faculty and students. Topic appears under that name in the schedule of classes. Course may be repeated for credit when topic changes. Lab fee may be required.

**PBDS 756 HYPERMEDIA: SPECIAL TOPICS (3.00)**

Intensive exploration of topics in hypermedia of mutual interest to students and faculty. Course may be repeated for credit when topic changes. Lab fee may be required. prerequisites: PBDS 615 and 612

**PBDS 775 INTERNSHIP (3.00 6.00)**

Direct experience working with a publications staff. Internship opportunities include working with private advertising and public relations firms, nonprofit agencies at the federal and state levels or private business and professional agencies that maintain publications staffs. Eligible for continuing studies grade. Lab fee may be required. prerequisite: permission of program director

#### **PBDS 779 INDEPENDENT STUDY (1.00 3.00)**

Research or problem solving project in some aspect of publications design. Topics and number of credits vary with individual student interests. Eligible for continuing studies grade. Lab fee may be required. prerequisite: permission of program director

#### **PBDS 789 CREATIVE THESIS (3.00)**

Independent project, closely supervised by a faculty adviser. The thesis consists of a substantial body of creative writing (a volume of poems, a collection of stories or other prose, a novel), as well as the design for the cover, title page and one inside spread. Finished work is reviewed by a faculty committee. Eligible for continuing studies (CS) grade; otherwise grading is pass/fail. Lab fee may be required. prerequisite: permission of program director

#### **PBDS 797 INTEGRATED DESIGN THESIS (3.00)**

Independent and original design project supervised by a faculty member. This work should reflect an understanding of graphic design principles and demonstrate excellence in conceptualizing and executing design solutions to communication problems. Finished work is reviewed by a faculty committee. Pass/fail grading. prerequisite: program director's approval of topic prior to registration

#### **PBDS 798 CONTINUOUS ENROLLMENT (1.00)**

Provides continuing faculty direction, academic support services and enrollment services for students who have completed all course requirements for the degree but have not completed a thesis or final project. Students continue the independent work leading to finishing the thesis or final project that is significantly under way. Course may be repeated for credit as needed. Eligible for continuing studies (CS) grade; otherwise grading is pass/fail. Lab fee required. prerequisite: completion of all course requirements for degree program

#### **PBDS 854 ADVANCED WORKSHOP: PUBLISHING (3.00)**

Organized around publishing projects initiated by students in the doctoral program. Work is independently developed but critiqued by the class, the instructor and outside professionals. Course may be repeated for credit only with the approval of the instructor and the director of the doctoral program. Lab fee required.

## **PHIL**

### **PHIL 101**

#### **INTRODUCTION TO PHILOSOPHY (3.00)**

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] [AH]

### **PHIL 140 CONTEMPORARY MORAL ISSUES (3.00)**

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] [AH] [IL]

### **PHIL 150 CRITICAL THINKING AND ARGUMENTS (3.00)**

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] [AH]

#### PHIL 250 SOCIAL AND POLITICAL PHILOSOPHY (3.00)

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. [AH]

#### PHIL 280 ENVIRONMENTAL ETHICS (3.00)

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] [AH]

#### PHIL 301 ETHICS (3.00)

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. [AHE]

#### PHIL 302 PHILOSOPHY OF COMMUNITY (3.00)

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 (3.00)

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 (3.00)

A study of the history, beliefs and rituals of Hinduism, Buddhism, Taoism, Confucianism and Shinto

#### PHIL 316 LOGIC OF LANGUAGE (3.00)

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 (3.00)

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. [AH]

#### PHIL 319 MODERN PHILOSOPHY (3.00)

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. [AH]

#### PHIL 320 20TH CENTURY PHILOSOPHY (3.00)

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. [AH]

#### PHIL 321 PHILOSOPHERS THAT CHANGED THE WORLD (3.00)

Surveys one or more great philosophers of the instructor's choosing in the history of philosophy. Exposes students to an in depth study of each of the chosen philosopher's ideas and how those ideas changed the world and continue to shape peoples' current understandings. Emphasizes careful study of philosophical texts.

#### PHIL 322 GOD, PHILOSOPHY, AND RELIGION (3.00)

Examines diverse answers to fundamental questions about religion that have intrigued and puzzled human beings throughout history. Does God exist? If so, what can humans know about God, if anything? If God doesn't exist, could there still be meaning in the universe? To what extent are these questions of reason versus questions of faith? What is evil and why does it exist? Is there life after death? Whether immersed in a religious tradition or not, a proponent of religious belief or a skeptic, this course considers a range of the most influential writings ever created to respond to basic religious questions. [AH] [GD]

#### PHIL 419 THE WORLD'S RELIGIONS IN AMERICA (3.00)

Considers Christianity, Judaism, Islam, Hinduism, Buddhism, Native American and other major religions practiced on the American continent. What are these religions about, all of which are practiced in the United States and most of which are practiced within a short walk from the University of Baltimore? The approach is to study the most fundamental ideas at the core of each religion to consider what makes each tradition distinctive and how they relate to each other. The course may include visits to nearby religious institutions.

#### PHIL 460 MORAL LEADERSHIP AND THE PURSUIT OF EXCELLENCE (3.00)

Introduces a range of diverse philosophical writings about the nature of moral leadership and excellence. What are the special qualities that enable someone to become a moral leader? What kind of knowledge and character do moral leaders have? When moral leaders pursue excellence, what kind of excellence is this? Is "morality" irreducibly subjective or are there objective standards to moral leadership? Beginning with philosophical accounts such as Aristotle's ethics and Socrates' trial and death, and continuing through contemporary literature, such as in the life and writings of Martin Luther King, Jr., philosophers and theologians, among others, have tackled the most fundamental questions of moral leadership. This course presents some of the best philosophical writings on the nature of moral leadership and excellence and applies these ideas for understanding the current world and our roles within it.

#### PHIL 470 PHILOSOPHY AND AMERICAN SOCIETY (3.00)

Develops the notion of public philosophy in American society, integrating civics education, democratic theory, and social and political philosophy. Ranging from Supreme Court decisions to political debate to the distinctive nature of American philosophy, the course explores fundamental philosophical arguments that have shaped and influenced American life.

#### PHIL 480 PHILOSOPHY, LAW, AND CURRENT EVENTS (3.00)

Studies the intersection of philosophical ideas with current events, with a special focus on law related events, as well as politics, government and economics. The main text is typically the print edition of a nationally or internationally respected newspaper or periodical, such as The New York Times or The Economist. Students read the paper / periodical alongside a selection of philosophical writings relevant to

understanding domestic and international news. The course offers the unique format of studying a newspaper or periodical closely as a main text. The approach is to show how a philosophical analysis of this range of information provides value and insight, and develops a life skill, for whatever educational objectives students wish to pursue. The aim is both to understand the relevance and application of important philosophical ideas to current events, and to deepen the ability to address enduring philosophical questions through a study of current events.

#### PHIL 490 THEORIES OF JUSTICE (3.00)

Examines competing classical and contemporary theories of justice at the foundations of law and morality, from such philosophers as Plato, Kant, Rousseau, Marx, Rawls and others from diverse traditions. Demands for justice are often deep and enduring, and their claims create deep intellectual disagreements: What is justice? What does it mean to be a just person or to live within just institutions? What is the nature of injustice and wronging others? The course examines concepts often at the center of competing ideas of justice, including equality, the rule of law, human rights, the common good, the social contract, what people deserve, sovereignty and liberty. These concepts shape social, economic and political institutions, as well as our personal lives.

#### PHIL 492 INDEPENDENT STUDY (1.00 6.00)

Provides for individual work in research. prerequisites: presentation of a research proposal to the divisional chair, and permission of the chair and instructor

#### PHIL 493 HONORS SEMINAR (3.00)

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: 3.5 GPA and permission of the Denit Honors Program director

#### PHIL 494 HONORS PROJECT (1.00 6.00)

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: 3.5 GPA and permission of both the Denit Honors Program director and the faculty director

#### PHIL 495 EXISTENTIALISM (3.00)

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 (3.00)

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. [AH] [GD]

#### PHIL 497 SPECIAL TOPICS IN PHILOSOPHY (3.00)

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 PHILOSOPHY, LAW, AND ETHICS (1.00 3.00)

Designed for students who wish to observe and gain firsthand experience at designated profit or nonprofit organizations in the greater Baltimore community. Students work with a mentor at the organization to write a substantial essay (15 25 pages) or academic equivalent that integrates the internship experience

with academic content in the Philosophy, Law and Ethics major, guided by the faculty program director or designee. Eligible for a continuing studies (CS) grade. prerequisites: interview with and permission from the PLE faculty program director prior to the internship

#### PHIL 499 CAPSTONE IN PHILOSOPHY, LAW AND ETHICS (3.00)

A culmination of the student's program of study in the Philosophy, Law and Ethics program. Required for all PLE majors. Students complete a capstone paper as part of an approved cross listed 400 level course, integrating course content across the major as part of the capstone project. prerequisite: permission of program director, normally all other required courses in the major must be completed or concurrent [CAP]

## PHSC

#### PHSC 101 EARTH IN FOCUS (3.00)

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] [BPS]

## PSYC

#### PSYC 100 INTRODUCTION TO PSYCHOLOGY (3.00)

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] [GIK] [QQT] [SBS]

#### PSYC 200 INTRODUCTION TO PROFESSIONAL PRACTICES (3.00)

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 [IL]

#### PSYC 205 HUMAN DEVELOPMENT (3.00)

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. prerequisite: PSYC 100 [SBS]

#### PSYC 210 INTERPERSONAL PSYCHOLOGY (3.00)

Provides an overview of the processes involved in the development, maintenance and dissolution of friendships and romantic relationships. Offers an examination of topics such as interpersonal attraction, love, sexuality, conflict and communication prerequisite: none

#### PSYC 215 HUMAN SEXUALITY (3.00)

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 (3.00)

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 is examined. Techniques and strategies of stress management are discussed. Laboratory fee required. pre-requisite: PSYC 100 or an equivalent introductory psychology course or permission of the program director

### PSYC 230 BEHAVIOR MODIFICATION IN APPLIED SETTINGS (3.00)

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 250 SOCIAL PSYCHOLOGY (3.00)

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 program director.

### PSYC 260 PSYCHOLOGY OF RELIGION AND SPIRITUALITY (3.00)

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 270 POSITIVE PSYCHOLOGY (3.00)

Provides an overview of the processes involved in developing and maintaining the strengths and virtues that enable individuals and communities to thrive. Explores the correlates of life satisfaction and examines empirical science and practical strategies for promoting well being, quality of life and resilience.. prerequisites: none

### PSYC 297 TOPICS IN PSYCHOLOGY (3.00)

Introductory exploration of issues, concepts, and methods in psychology. Topics will vary according to interests of students and faculty; the current subject appears under the Topic heading in the class schedule. Course may be repeated when topic changes. Prerequisite: PSYC 100 or permission of program director.

### PSYC 300 HISTORY AND SYSTEMS IN PSYCHOLOGY (3.00)

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 305 MULTICULTURAL PSYCHOLOGY (3.00)

Educates, sensitizes and stimulates students' critical thinking about various cultural identities (such as race, gender, and sexual orientation) and the intersection of multiple cultural identities. Includes discussion of underserved and marginalized groups and the prevention and remediation of social and mental health issues through social justice advocacy. Engages students in experiential activities, self reflection exercises and classroom discussions focused on the interdependence among individuals, communities and institutions in society, and how the cycle of socialization perpetuates systemic oppression and imbalances of power and privilege in society.

### PSYC 308 RESEARCH METHODS AND STATISTICS I (3.00)

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, WRIT 300; COSC 100 OR INSS 100 OR INSS 300

### PSYC 309 RESEARCH METHODS AND STATISTICS II (3.00)

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 complete 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. Prerequisite: PSYC 308

### PSYC 315 MOTIVATION (3.00)

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 (3.00)

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 (3.00)

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 100 or CRJU 306

### PSYC 330 HEALTH PSYCHOLOGY (3.00)

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 (3.00)

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 (3.00)

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 (3.00)**

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 (3.00)**

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 (3.00)**

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 365 PSYCHOLOGY OF GENDER (3.00)**

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 375 ENVIRONMENTAL PSYCHOLOGY (3.00)**

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 (3.00)**

An introduction of psychology majors and others 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.

**PSYC 400 LEARNING AND MEMORY (3.00)**

Investigates how behavior in the present is guided by past experiences. Examines the ways in which memory can succeed or fail, and how memory integrity changes across the lifespan. Applications of this theoretical content to real world settings (e.g., advertising, the legal system, or the classroom) are discussed. Students will also explore the neurobiological basis of learning and memory by surveying animal conditioning research, both classic and contemporary. Prerequisite: PSYC 300

**PSYC 403 TRAINING AND DEVELOPMENT (3.00)**

A comprehensive course designed to help the student develop the skills necessary to design and implement effective training programs. The course will investigate needs assessments, 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. Prerequisites: PSYC 100 or equivalent introductory psychology class, or permission of the Program Director. Laboratory fee.

**PSYC 404 ORGANIZATIONAL CONSULTING (3.00)**

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 (3.00)

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 (3.00)

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 (3.00)

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 & PERCEPTION (3.00)

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 BEHAVIORAL NEUROSCIENCE (3.00)

A study of the connection between the brain and behavior. Explores the relationship between brain activity and subjective experience, the principles governing neuronal activity, the role of neurotransmitter systems in memory and motivational processes, and the presumed brain functions that give rise to mental illnesses like schizophrenia and depression. Laboratory fee required. Prerequisite: PSYC 100 or an equivalent introductory psychology course or permission of the program director.

#### PSYC 435 CROSS CULTURAL PSYCHOLOGY (3.00)

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 [GD]

#### PSYC 490 SENIOR PROJECT IN PSYCHOLOGY (3.00)

The capstone experience for psychology majors. Students design and conduct original quantitative or qualitative studies of psychological topics of personal interest or complete intensive psychology focused internships. Students share their own project problems, progress and outcomes in a weekly seminar. Completed projects are reported both in an APA style paper and a formal oral presentation. Grading: pass/fail. prerequisite: PSYC 200, PSYC 300, PSYC 308, PSYC 309 or equivalents; senior status [CAP]

#### PSYC 493 HONORS SEMINAR (3.00)

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: 3.5 GPA and permission of the Denit Honors Program director

**PSYC 494 HONORS PROJECT (3.00 6.00)**

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: 3.5 GPA and permission of both the Denit Honors Program director and the faculty director

**PSYC 497 TOPICS IN PSYCHOLOGY (3.00)**

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 (1.00 3.00)**

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

## **PUAD**

**PUAD 619 PUBLIC MANAGEMENT (3.00)**

Provides an in depth study of public organizations and management by integrating organizational theory and public management practice to address problems and issues that managers confront in public organizations. Prerequisites: None

**PUAD 620 PUBLIC POLICY (3.00)**

Designed to increase understanding of the public policy process. Policy frameworks and models are used to examine policy interventions in the United States. Examines the stages of policy as well as the methods that public administrators use to assess feasibility and implementation of various policies. Prerequisite; PUAD 623 Foundations: Bureaucracy and the Political Process.

**PUAD 621 HUMAN RESOURCES MANAGEMENT IN PUBLIC AND NONPROFIT ORGANIZATIONS (3.00)**

A study in public and nonprofit human resource management policies, practices, laws and regulations. Topics include recruitment and selection, training and development, motivation, compensation, performance appraisal, discipline, and labor relations.

**PUAD 622 PUBLIC BUDGETING AND FISCAL ADMINISTRATION (3.00)**

Role, dynamics, politics and processes involved in the budgetary function and associated budget preparation methods, and fiscal interrelationships of federal, state and local levels of government.

**PUAD 623 FOUNDATIONS: BUREAUCRACY AND THE POLITICAL PROCESS (3.00)**

Introduces students to the field of public administration theory and practice and examines the intellectual foundations, democratic context, and practical implications of contemporary public administration. Addresses organizational, functional and administrative aspects of the federal bureaucracy, as well as the interrelationships among federal, state and local agencies, and public administration as a part of the political process. Prerequisite: Students will be required to enroll in the course during their first 15 credit hours.

**PUAD 624 PUBLIC ORGANIZATION THEORY (3.00)**

Development and evolution of public organizational structures. A study of the postulated models and hypotheses of future needs for government organization.

#### PUAD 625 INNOVATIONS IN PUBLIC MANAGEMENT (3.00)

Designed to integrate the perspectives of public administration by focusing on the management problems in public agencies. Includes use of emerging techniques in management to address the problems and issues faced by public managers under the changed environment of the public sector.

#### PUAD 626 INFORMATION RESOURCES MANAGEMENT (3.00)

Role of computers in developing and managing information necessary for decision making in public organizations. Includes consideration of computer applications, including the development and management of databases and the use of software applications for decision making in both individual and distributed computing contexts. Also considers implications of computer technology, such as privacy, control and security. Working knowledge of spreadsheets and database software is required. prerequisite: computer competency

#### PUAD 627 LEGAL AND ETHICAL ENVIRONMENT OF PUBLIC ADMINISTRATION (3.00)

Legal and ethical dimensions of the democratic policy process as it has evolved in the United States. Attention to the manner in which historical as well as contemporary socio political patterns of governance have shaped the notions of law and ethics that are to provide public administrators with the benchmarks of democratic accountability, responsibility and responsiveness.

#### PUAD 628 STATISTICAL APPLICATIONS IN PUBLIC ADMINISTRATION (3.00)

Quantitative analysis for public administrators. Topics include statistical analysis, the computer in processing data and the presentation of findings. Students must complete PUAD 628 within the first 15 credit hours.

#### PUAD 629 PUBLIC PROGRAM EVALUATION (3.00)

Systematic application of quantitative and qualitative research methods to the assessment of public policy interventions. Covers topics within formative and summative evaluation contexts, including needs assessments, impact evaluation and process evaluation. prerequisite: PUAD 628

#### PUAD 630 ANALYTICAL TECHNIQUES IN PUBLIC ADMINISTRATION (3.00)

Review of analytical techniques conventionally used in the planning, formulation and implementation of public policy. Topics include forecasting techniques, cost benefit analysis, PERT and other commonly used techniques. prerequisite: PUAD 628

#### PUAD 700 CONCEPTS AND PRACTICES OF NONPROFITS (3.00)

Nonprofit organizations serve as the foundation for the third sector of the economy. This course explores the history, foundations and types of nonprofit organizations as well as the diverse political, social and economic contexts within which they exist. Prerequisite: None

#### PUAD 701 PUBLIC ADMINISTRATION AND PUBLIC FINANCE (3.00)

Analysis of revenue forecasting, revenue strategy, impact of inflation, taxation, "back door" spending, pension funding, user fees and other aspects of governmental finance. Emphasis on the special characteristics of public finance in communities operating with fragmented and multilayered governmental structures.

#### PUAD 702 PUBLIC FINANCIAL MANAGEMENT (3.00)

Topics include municipal expenditure patterns and revenue sources, taxation at the local level, fiscal and economic aspects of federalism and federal state local fiscal coordination, and the role of budget in the determination of policy, in administrative integration and in influencing government operations. Emphasis on the foregoing as they pertain to the Baltimore metropolitan area.

#### PUAD 703 URBAN MANAGEMENT (3.00)

Topics include municipal, governmental and administrative structures and their inter relationship in a regional context, the interfacing and management of public services, examination of governmental programs in municipal areas, municipal administrative problems and the attendant role of the public administrator. Emphasis on the foregoing as they pertain to the Baltimore metropolitan area.

**PUAD 704 MANAGING DIVERSITY (3.00)**

Examines issues of diversity in the workplace, particularly in relation to organizational performance and service delivery among public organizations. Uses historical and legal frameworks to consider the struggles of marginalized groups and employs theoretical and applied perspectives to examine the barriers, challenges and benefits of diversity in the workplace.

**PUAD 705 SPECIAL TOPICS IN PUBLIC ADMINISTRATION (3.00)**

Coverage of selected topics of current interest to students or of interest to a special segment of students. prerequisite: permission of monitoring faculty member or program director

**PUAD 709 INDIVIDUAL RESEARCH (1.00 3.00)**

Individual research on an academically sound project of interest to the student in consultation with a monitoring faculty member. Depending on the scope and depth of research, from 1 to 3 credits may be earned for the successful completion of this course. Eligible for continuing studies grade. Prerequisite: approval of M.P.A. program director and monitoring faculty member. Students may only enroll in PUAD 709 once for a total of three credits.

**PUAD 720 URBAN POLITICS AND POLICY PLANNING (3.00)**

Study of political institutions in urban areas and the policy responses, processes and problems with reference to such issues as land use, community growth and development, environment, local and state services and regional and national urban policies, with particular focus on the Baltimore Standard Metropolitan Statistical Area.

**PUAD 725 FUNDAMENTALS OF GEOGRAPHIC INFORMATION SCIENCE AND SYSTEMS (3.00)**

Provides students with foundational knowledge in both geographic information science and Systems that will allow them to better understand and think critically about the role of "place and space" and to engage in the routine use of basic GIS technology in their studies and workplace. Students will learn to use ESRI's ArcGIS to create maps and analyze geo data and relationships, and to present their results to others. prerequisites: none

**PUAD 730 STATE & LOCAL PERSONNEL MANAGEMENT (3.00)**

Development and application of personnel systems and procedures in state and local jurisdictions, and how state and local politics and federal laws and regulations impact them.

**PUAD 731 PUBLIC EMPLOYEE UNION LABOR RELATIONS & COLLECTIVE BARGAINING (3.00)**

Study of the background, extent and nature of the unionization of government employees. Coverage of current regulations involving collective bargaining, adjudication of labor grievances and bargaining tactics.

**PUAD 732 LEADERSHIP AND ORGANIZATIONAL CHANGE (3.00)**

Nature of technological and environmental change as it affects the management decisions of the agency. Techniques for organizational change, including diversified but integrative decision making structures and techniques, implementation techniques, enforcement techniques and evaluation tools. The impact of a changing environment on the leadership skills needed in a modern environment.

**PUAD 733 MANAGING PUBLIC SECTOR PROJECTS (3.00)**

Introduction to the theories and techniques of project management. Covers some standard project analytic techniques (e.g., PERT charts and project management software) but emphasizes recognition of barriers to effective project team functioning and project completion. Students understand and design plans for effective project management and identify and respond to problems in team dynamics and to external problems requiring adaptation.

**PUAD 734 STRATEGIC PLANNING (3.00)**

Covers the steps involved in developing a strategic plan for public and nonprofit organizations. Students learn how to perform a stakeholder analysis, conduct a situation analysis, develop appropriate mission statements, design effective performance measures and implement a strategic plan.

**PUAD 740 ADMINISTRATIVE LAW AND REGULATION (3.00)**

Role of administrative law and regulation in the governmental process. An examination of the function of the public administrator in implementing legislation through the formulation of administrative law and regulation, and the rules, procedures and techniques for their formulation.

**PUAD 760 REGULATORY POLICY AND ADMINISTRATION (3.00)**

Political, legal and economic dimensions of regulation. Includes a delineation of the conceptual framework for government intervention into the marketplace and a determination of the effects of this intervention. Topics include the rise of government regulations, structure and procedures of regulatory agencies, the politics of regulation and the future of regulation.

**PUAD 761 ENVIRONMENTAL POLICY AND ADMINISTRATION (3.00)**

Overview of environmental law, institutions and regulation and the factors that have shaped environmental policy at the federal, state and local levels. Assesses the impact of environmental policy at these levels and the impact of environmental legislation on the behavior of administrators responsible for its implementation and administration. Examines the major policy processes in controlling pollution standard setting and compliance.

**PUAD 763 PUBLIC POLICYMAKING (3.00)**

Overview of the process of public policymaking, including the formulation of public issues, the consideration of issues and the adaptation of solutions to public problems. Emphasis on actors in the policy process and the environment within which they function.

**PUAD 764 PUBLIC POLICY IMPLEMENTATION (3.00)**

Review of the diverse conceptualization frameworks of analyzing the implementation of public programs. Emphasis is on the analysis and integration of the subsequent political, economic, social, cultural and managerial factors that impact the implementation of public policies.

**PUAD 770 GOVERNMENT BUSINESS COOPERATION IN COMMUNITY DEVELOPMENT (3.00)**

Review of the relations of institutions in the private and public relations of private sector decisions to public sector decisions and the impact of public sector decisions on private sector institutions. Introduces research topics related to government and business cooperation in community development. Provides a forum for the exchange of ideas between spokespersons of public and private sector institutions. Students write and present analytical research papers on pertinent topics.

**PUAD 775 INTERGOVERNMENTAL ADMINISTRATION (3.00)**

Evaluation, growth, present status and characteristics of the U.S. federal system of government. Topics include federal state relations, state local relations, regionalism, councils of government, interstate cooperation, grants in aid and revenue sharing.

**PUAD 776 LEGAL ASPECTS OF NONPROFIT ADMINISTRATION (3.00)**

Surveys the legal structure that defines and regulates the nonprofit sector and examines the fundamental governance issues in nonprofit corporations. Emphasizes the board of directors (trustees) and the executive director, and their collective fiduciary responsibilities established both by law and by the moral imperative derived from acting in the public interest. Prerequisites: none

**PUAD 777 POLITICAL ECONOMY OF NONPROFIT ORGANIZATIONS (3.00)**

Study of the role of nonprofit activity in the development and administration of public policy. Topics include the political economy of nonprofit organizations and the nonprofit sector. Nonprofit management and the relationships among government, business and nonprofit activity are examined within the current context of issues and future trends.

**PUAD 781 INFORMATION TECHNOLOGY: PUBLIC SECTOR APPLICATIONS (3.00)**

Design and implementation of public sector IS and IT projects, including current developments and issues in the application of available technology to public sector management. The role of technology in

enhancing intergovernmental coordination, improving service, increasing efficiency and reducing government spending. Technologies examined include distributed transaction oriented databases; data warehousing, management information systems and executive and group decision support systems; geographic information systems; office automation, voice response systems and document imaging; electronic data interchange and kiosks; and electronic commerce over public networks.

#### PUAD 785 PUBLIC SECTOR PERFORMANCE MEASUREMENT (3.00)

Structuring data collection and analysis techniques to determine precisely what an agency is attempting to do and what it accomplishes through its outputs. Emphasis is on shaping the outputs to have a measurable positive impact on customers and other stakeholders.

#### PUAD 786 GOVERNANCE, NONPROFIT BOARDS, AND EXECUTIVE LEADERSHIP (3.00)

This course explores the responsibilities of a nonprofit board of directors as framed by and responsive to public policy and law. The course examines the leadership role in nonprofits and interplay between board members and the executive director. The examination includes a comparative analysis of different governing models, exploration of fundamental questions of board composition, achieving effective board meetings, board liability, using committees, and the board's role in fundraising, among other special subject matter.

#### PUAD 787 NONPROFIT FINANCIAL MANAGEMENT (3.00)

Nonprofit financial management for the "non accountant." This course focuses on the knowledge and management skill areas necessary for allocating and for understanding and protecting the fiscal health of a nonprofit organization. Topics include key accounting principles, understanding and using nonprofit financial statements, the budget development process, cash flow analysis, banking relationships, using the audit report, maximizing investment policy and strategy, and understanding the boundaries of tax exception.

#### PUAD 790 INTERNSHIP (3.00)

Designed to broaden the educational experience of students through work assignments with appropriate governmental agencies. Eligible for continuing studies grade. Required of all pre service students. prerequisite: approval of program director and monitoring faculty member

#### PUAD 797 NONPROFIT MANAGEMENT: APPLIED SKILLS SEMINAR (3.00)

Exploration of topics in nonprofit management of mutual interest to faculty and students, such as program evaluation, risk management, communications and board management. Content varies according to demand. Specific topic is listed in the schedule of classes. May be repeated for credit as topics change.

#### PUAD 798 PROBLEM SOLVING SEMINAR IN PUBLIC ADMINISTRATION (3.00)

Capstone course requires students to integrate and apply analytical skills, knowledge bases, managerial principles and normative frameworks learned in M.P.A. core courses to concrete management situations. Student must earn a B grade or better to graduate. prerequisites: completion of PUAD 621, PUAD 622, PUAD 623, PUAD 624, PUAD 625, PUAD 627, PUAD 628, PUAD 629 and PUAD 630 with grades of B or better prior to enrolling in course (students may be concurrently enrolled in PUAD 626) or permission of Master of Public Administration program director

#### PUAD 805 D.P.A. SPECIAL TOPICS (3.00)

Coverage of selected topics of current interest to D.P.A. students or to a special segment of D.P.A. students. Registration is by permission of instructor only.

#### PUAD 809 D.P.A: INDIVIDUAL RESEARCH (1.00 3.00)

Individual research on an academically sound project of interest to the D.P.A. student in consultation with a monitoring faculty member. Depending on the scope and depth of research, 1 to 3 credits may be earned for the successful completion of this course. prerequisite: approval of D.P.A. director and monitoring faculty member

#### PUAD 810 FOUNDATIONS OF PUBLIC ADMINISTRATION (3.00)

Major questions, answers and concerns that have framed the development of a self aware study of public administration. The political, social and cultural contexts in which administrative solutions have been sought. The role of preceding theories, or sometimes the rejection of them, in helping to shape modern answers to administrative questions.

**PUAD 811 STRATEGIC MANAGEMENT IN THE PUBLIC SECTOR (3.00)**

Covers the rise of a customer based, results oriented approach to solving public sector problems. The historical foundations of such an approach and the public sector initiatives by which it has been introduced. Modern techniques and tools for using strategic management to handle current governmental issues.

**PUAD 812 ADVANCED INFORMATION RESOURCE MANAGEMENT (3.00)**

Prepares public and third sector managers to deal effectively with issues related to the design and implementation of information systems in their agencies. Examines tools and techniques for identifying and structuring information requirements and needs (e.g., process mapping) and for managing IT implementation projects, including both in house development and external procurements. Also explores the planning and implementation problems related to the redesign of public organizations and the way they provide services in the information age. prerequisite: PUAD 626 or permission of instructor

**PUAD 813 SEMINAR IN DOCTORAL RESEARCH (3.00)**

Overview of both quantitative and qualitative research methods that are applicable to the field of public administration. Emphasis on development of research questions, measurement and sampling, data collection and analysis techniques in both paradigms.

**PUAD 814 SEMINAR IN POLICY MAKING AND IMPLEMENTATION (3.00)**

Study of the theory and design of public policies and their implementation. Topics include the stages of the policy process, public policy paradigms, and the formulation and implementation of public programs.

**PUAD 815 PUBLIC SECTOR FINANCIAL ANALYSIS (3.00)**

Introduces advanced techniques employed by financial analysts in the public sector. Topics include forecasting techniques, performance measurement construction, Activity Based Costing and expenditure analysis techniques.

**PUAD 816 ADVANCED PUBLIC SECTOR MANAGEMENT AND DECISION TECHNIQUES. (3.00)**

Familiarizes students with various analytical tools to aid in the executive decision making and management of public agency operations, including staffing, facility location, future planning and the wise allocation of scarce resources. Although such techniques are commonly used in the private sector, they are less common in the public sector, largely because public sector objective functions are more difficult to quantify. Thus, an important component of the course is the application of such techniques to public sector problems and the construction of objective functions that capture the trade offs among quantitative and qualitative (subjective) "public goods."

**PUAD 817 SEMINAR IN PROGRAM AND POLICY EVALUATION (3.00)**

Provides doctoral students with an introduction to program and policy evaluation in the public and nonprofit sectors. Students understand and are able to design the major components of evaluation: needs assessment, implementation evaluation, impact evaluation (formative and summative), and assessment of merit and worth. Students design evaluations that are sensitive to the requirements and constraints of particular evaluation settings.

**PUAD 824 DOCTORAL SEMINAR IN ORGANIZATIONAL THEORY (3.00)**

Deals with public sector organization systems as they relate to democratic forms of governance.

**PUAD 830 SURVEY RESEARCH (3.00)**

In depth exposure to survey sampling, questionnaire construction, different means of collecting survey data (mail, phone, Web) and analysis of data developed from surveys. Students develop survey instruments and perform extensive analysis of data from surveys.

**PUAD 831 CASE STUDY AND QUALITATIVE METHODS (3.00)**

In depth exposure to different types of case studies (single case and multiple cases), sampling for cases, data collection methods frequently used for case studies and methods of analysis for qualitative data. prerequisite: PUAD 813

**PUAD 832 QUANTITATIVE METHODS (3.00)**

In depth exposure to issues in using administrative data and research data sets collected by other entities. Also use of advanced statistical analyses including an in depth exposure to multiple regression and its assumptions, logistic regression, factor analysis, discriminant function analysis and time series analysis. prerequisite: PUAD 813

**PUAD 834 ADVANCED SEMINAR IN EVALUATION: THEORIES AND TECHNIQUES (3.00)**

Helps doctoral students in public administration wishing to specialize in program and policy evaluation to achieve mastery of the basic concepts and theories of evaluation and also the recent literature of the field. Prepares students to contribute as professionals to the field of evaluation. prerequisite: PUAD 817

**PUAD 835 PRACTICUM IN PROGRAM EVALUATION (3.00)**

Provides doctoral students in public administration with the opportunity to be team members conducting an actual program or policy evaluation. Working with the evaluation sponsors and other stakeholders while also reading and discussing practical books and articles on evaluation methods, students develop their own integrations of evaluation theory and practice that provide guiding frameworks for practicing evaluators. prerequisite: PUAD 817

**PUAD 875 DOCTORAL SEMINAR IN FEDERALISM AND INTERGOVERNMENTAL RELATIONS (3.00)**

Examines the ways in which various aspects of intergovernmental relations and federalism affect the adoption and implementation of public policy.

**PUAD 898 CONTINUOUS ENROLLMENT (1.00)**

Provides continuing faculty direction, academic support services and enrollment services for students who have completed all course requirements for the degree but have not completed a thesis or final project. Students continue the independent work leading to finishing the thesis or final project that is significantly under way. Course may be repeated for credit as needed. Eligible for continuing studies (CS) grade; otherwise grading is pass/fail. prerequisite: completion of all course requirements for degree program

**PUAD 899 DISSERTATION RESEARCH (3.00 12.00)**

A written descriptive and prescriptive evaluation of the management practices of an existing agency to determine the efficacy of its structure and/or procedures. The project is directed by a faculty adviser and results in a written product for which there is an oral defense before a committee of three faculty members. Eligible for continuing studies (CS) grade; otherwise grading is pass/fail.

## **REED**

**REED 312 REAL ESTATE PRINCIPLES AND TRANSACTION (3.00)**

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 (3.00)**

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. prerequisite: BULA 151 or equivalent

#### REED 475 REAL ESTATE MARKET ANALYSIS (3.00)

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.

Prerequisites: REED 312 / Merrick School of Business student or by permission of the instructor.

#### REED 480 PROPERTY MANAGEMENT (3.00)

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 (3.00)

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. Prerequisite: 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 (3.00)

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.

Prerequisite ECON 312

## **SOCI**

#### SOCI 100 INTRODUCTION TO SOCIOLOGY (3.00)

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. [GIK] [QQT] [SBS]

#### SOCI 303 URBAN SOCIOLOGY (3.00)

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.

## **SPAN**

#### SPAN 125 INTRODUCTION TO SPANISH I (3.00)

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 variety of learning tasks during required classroom hours and weekly laboratory sessions.[AH]

#### SPAN 126 INTRODUCTION TO SPANISH II (3.00)

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. [AH]

#### SPAN 297 TOPICS IN SPANISH (3.00)

Exploration of topics in Spanish language. Content varies depending upon the interests of faculty and students. Course may be repeated when topic changes. Prerequisite: Depends on course topic and level of difficulty.

**SPAN 470 SPANISH INDEPENDENT STUDY (1.00 3.00)**

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. Prerequisite: SPAN 125, SPAN 126 and approval of instructor [AH]

**SPAN 497 ADVANCED TOPICS IN SPANISH (3.00)**

Exploration of advanced topics in Spanish. Content varies depending upon the interests of faculty and students. Course may be repeated when topic changes.

Prerequisite: Depends on course topic and level of difficulty. [AH]

## **TAXA**

**TAXA 650 TAX RESEARCH AND WRITING (3.00)**

Covers research and writing projects on federal tax subjects with analysis and instruction in tax research techniques, materials and methodology. Students are required to prepare legal memoranda.

**TAXA 651 FUNDAMENTALS OF FEDERAL INCOME TAX I (3.00)**

Covers basic concepts in federal income taxation, including gross income, exclusions, adjusted gross income, deductions, exemptions, credits, assignment of income, identification of the taxpayer, tax rates, depreciation and the alternative minimum tax.

**TAXA 652 CORPORATE TAXATION (3.00)**

Covers federal income taxation of corporations and their shareholders with emphasis on the formation of the corporation, capital structure, operational alternatives, distributions, partial and complete liquidations, personal holding companies and the accumulated earnings tax. Formation, operation and liquidation of S corporations discussed briefly.

**TAXA 653 PARTNERSHIP TAXATION (3.00)**

Explores problems encountered in the formation, operation and liquidation of a partnership, including the acquisition of partnership interests, compensation of the service partner, the treatment of partnership distributions and problems associated with the disposition of partnership interests or property by sale.

**TAXA 654 TAX PRACTICE & PROCEDURE (3.00)**

Covers aspects of practice before the Internal Revenue Service, including ruling requests, handling of audits, assessment of deficiencies and penalties, closing agreements, tax liens, statutes of limitations, claims for refunds, appeals conferences and practice before the U.S. Tax Court, U.S. District Courts, Claims Court and appellate courts. Also includes analysis of the problems encountered in parallel civil and criminal proceedings, problems involving government investigatory powers and taxpayer rights and privileges.

**TAXA 655 TAX POLICY (3.00)**

A study of the evolution and structure of the federal income tax system from a public policy perspective with a focus on legal, economic, social and practical considerations. Alternatives, including current legislative proposals, are considered. Students prepare a paper on a tax policy issue approved by the professor.

**TAXA 656 MARYLAND TAXES (3.00)**

This course will explore the substantive law and procedure of the Maryland taxes administered by the Maryland Comptroller, with a particular focus on Maryland income tax, corporate tax and sales and use tax. Other Maryland taxes administered by the Maryland Comptroller will be discussed briefly. In addition, this course will cover Maryland tax procedure, including how liabilities are calculated, types and methods of assessment, the dispute process, the state's authority to collect and collection alternatives available.

**TAXA 658 INVESTIGATION, PROSECUTION, AND DEFENSE OF TAX CRIMES (3.00)**

This course examines the lifecycle of a criminal tax case, including the warning signs that a civil tax case may be referred for criminal investigation, applicable privileges, potential defenses, the opening of an

administrative investigation, sources of information, authorization of a grand jury investigation and prosecution, best practices in plea negotiations, trial strategies, sentencing, and collateral and civil tax consequences. The course will also address current priorities of IRS Criminal Investigation and the Department of Justice, and cases pulled from the headlines. Prerequisite: Fundamental of Federal Income Tax I. Recommended: Tax Practice and Procedure

#### TAXA 660 ESTATE AND GIFT TAXATION (3.00)

Covers the basic principles of federal estate and gift taxation, including computation of the taxable estate, inter vivos transfers, transfers in contemplation of death, transfers with retained interests or powers, joint interests, life insurance proceeds, property subject to powers of appointment, the marital deduction and the unified credit.

#### TAXA 662 FOREIGN TAXATION (3.00)

Analysis of the federal income tax provisions applying to U.S. inbound and outbound transactions and investments. Course covers U.S. resident status, source of income rules, graduated tax on effectively connected income, withholding tax on FDAP income, branch profits tax, FIRPTA, tax treaties, foreign tax credit, foreign earned income exclusion, Subpart F and transfer pricing.

#### TAXA 663 QUALIFIED PENSION AND PROFIT SHARING PLANS (3.00)

An introduction to pension and profit sharing law with particular emphasis on Title 2 (IRS) of ERISA. Geared toward understanding all of the pension and profit sharing rules that must be met for plan qualification, with emphasis on qualified plan planning for both incorporated and unincorporated forms of business.

#### TAXA 664 EXECUTIVE COMPENSATION (2.00)

Covers methods of providing tax free and tax deferred compensation to employees, including section 83 tax planning, stock option tax planning, incentive compensation arrangements and methods of funding nonqualified plans.

#### TAXA 665 TAX EXEMPT ORGANIZATIONS (2.00)

An analysis of provisions relating to the qualification for exemption from federal income tax, with emphasis on section 501(c)(3) organizations, private foundations and the treatment of unrelated business income.

#### TAXA 667 ESTATE PLANNING (972) (3.00)

Examines methods of disposing of estates by will, life insurance, inter vivos arrangements and the consideration of resulting tax and administrative problems. Also focuses on gathering and analyzing facts in the planning and drafting of trusts, wills and related documents. additional prerequisite: TAXA 660

#### TAXA 668 BUSINESS PLANNING WORKSHOP (3.00)

An integrated study of the impact of tax, securities, corporate law and partnership law on business transactions. Topics include selection of the form of business enterprise, acquisitions and dispositions of business interests, and professional responsibility issues. Students prepare writing projects relating to the course material. additional prerequisites: TAXA 652 and TAXA 653

#### TAXA 670 INCOME TAXATION OF ESTATES AND TRUSTS (3.00)

Covers federal income taxation of decedents' estates, simple and complex trusts, charitable trusts and grantor trusts. Also covers the preparation of fiduciary income tax returns with emphasis on unique tax issues such as income in respect of a decedent, distributable net income and fiduciary accounting.

#### TAXA 671 CORPORATE REORGANIZATIONS (3.00)

Analysis of the tax treatment of corporations and shareholders in corporate acquisitions, divisions, reincorporations, and recapitalizations, including a discussion of section 338 and the net operating loss carryover rules. Prerequisites: Federal Income Tax and Corporate Taxation. This course is a combined J.D. and Graduate Tax Program offering. [Open Enrollment]

#### TAXA 672 STATE AND LOCAL TAXATION (3.00)

Explores federal constitutional and statutory limitations on state authority to tax a multistate business. Specific topics include the Commerce Clause, sales and use tax nexus and PL 86 272 limitations on state income taxation. Also covers apportionment of income derived from a multistate business and combined versus separate entity reporting. Maryland state and local taxation also are examined briefly.

#### TAXA 674 CONSOLIDATED CORPORATIONS (2.00)

An analysis of the techniques used by multiple, related corporations to report income and losses. Detailed examination of the consolidated income tax regulations and consideration of other problems encountered by affiliated groups of corporations. additional prerequisite: TAXA 652

#### TAXA 675 ADVANCED REAL ESTATE TAXATION (2.00)

An analysis of the effect of income taxes on real estate transactions; a comparison of the various entities used for the ownership and development of real estate; real estate syndications, basis and basis adjustments; alternative financing techniques such as the sale leaseback; depreciation, amortization and obsolescence; passive activity and at risk rules; and REITS. additional prerequisite: TAXA 678

#### TAXA 676 FEDERAL TAX LEGISLATION WORKSHOP (3.00)

A workshop course that examines the process of formulating and enacting federal tax legislation, as well as areas ripe for current federal tax legislative proposals; these areas may include income tax rates, capital gains taxation, tax expenditures, and the federal estate tax. Students will engage in drafting and other exercises that simulate the process of creating such legislation from the standpoint of staffers on Congressional committees. Prerequisite: Fundamental Federal Income Tax I

#### TAXA 678 FUNDAMENTALS OF FEDERAL INCOME TAX II (3.00)

A continuation of basic tax concepts, including cash and accrual methods, capital gains and losses, 1231 transactions, recapture, original issue discount and imputed interest, below market loans, installment sales, like kind exchanges, involuntary conversions, at risk rules and passive loss rules.

#### TAXA 679 WELFARE BENEFIT PLANS (2.00)

Welfare benefit plans are employee sponsored plans that provide employees with benefits other than pension and retirement plans and deferred compensation. Welfare benefit plans include life insurance, health insurance, disability insurance, vacation pay, severance pay, educational reimbursement, group legal services and dependent assistance care plans. This course focuses on federal income tax requirements for various welfare benefit plans, including fringe benefits and health care continuation coverage under COBRA. Examines the income tax consequences to employers who sponsor, and employees who participate in, welfare plan benefits. Discusses the various mechanisms for offering welfare benefit plans, such as cafeteria plans under section 125 and VEBAs under section 501(c)(9).

#### TAXA 680 ADVANCED QUALIFIED PENSION AND PROFIT SHARING PLANS (3.00)

Building on the foundation provided by Qualified Pension and Profit Sharing Plans, this in depth examination of defined contribution and defined benefit plans includes current IRS positions; final, proposed and temporary regulations; and developing case law. Tax sheltered annuities are considered. additional prerequisite: TAXA 663

#### TAXA 682 BANKRUPTCY TAXATION (2.00)

An introduction to the basics of bankruptcy law and creditors' rights and an analysis of tax issues that arise.

#### TAXA 684 S CORPORATIONS (1.00)

Covers federal income taxation of S corporations and their shareholders with emphasis on the creation of the S corporation, capital structure, operational alternatives, distributions and liquidations.

#### TAXA 685 ACCOUNTING FOR INCOME TAXES (2.00)

An analysis of FASB ASC 740 Income Taxes. Such analysis will include the standards of financial accounting and reporting for income taxes that result from a company's activities during the current and

preceding year. The course will analyze income taxes that are currently payable under the respective income tax statutes as well as the tax consequences of those items that are deferred for federal income tax purposes but included for financial reporting purposes. Prerequisites: Fundamentals of Federal Income Tax I or Federal Income Taxation; Fundamentals of Federal Income Tax II

#### TAXA 689 ADVANCED PARTNERSHIP TAXATION (3.00)

This course builds upon the ideas presented in Partnership Taxation and provides students with additional skills that are valuable when practicing in the area of partnership taxation. Requires an ability and willingness to engage in critical thinking and problem solving. Topics covered include the issues surrounding family limited partnerships; transferring property into and out of a partnership on a tax deferred basis; recognizing transactions considered tax shelters or “abuses of subchapter K” under the current climate; and the international tax concepts. additional prerequisite: TAXA 653

#### TAXA 690 STATE TAX POLICY ISSUES SEMINAR (2.00)

This advanced state and local tax seminar consists of discussions of articles written by leading state tax theoreticians and practitioners regarding the present condition and likely future of state taxation in the 21st century. Each student will be expected to moderate at least one group discussion during the semester. The grade will be based on class participation and the completion of one publishable paper on a state tax policy topic of the student's choice, subject to the instructor's approval.

#### TAXA 692 INTRODUCTION TO THE TAXATION OF FINANCIAL PRODUCTS (2.00)

Study of the taxation of basic financial building blocks (equity, debt, options, notional principal contracts and forward contracts) and their various combinations. Financial equivalencies among traditional and derivative instruments that are taxed under widely varying tax regimes. Use of financial instruments to change the timing, character and source of income. Gaps in existing law, possible future tax regimes and emerging financial products.

#### TAXA 799 INDEPENDENT STUDY (1.00 2.00)

Students may study an area of particular interest to them, not covered in a significant way elsewhere in the program, via an independent study. To qualify, students must submit a written proposal and obtain the consent of a faculty member who supervises the project. The proposal must be approved by both the supervising faculty member and the program director.

## UNIV

#### UNIV 201 SOPHOMORE SEMINAR: INTELLECTUAL TRANSITIONS (3.00)

(Reserved for CAS students ) Serves as a bridge from the first year to a student's major area of study, building on skills gained in First Year Seminar: Introduction to University Learning, learning communities and other general education courses. All sophomores participate in a common academic experience designed to enhance their critical thinking and to enable them to make connections among their academic work, personal aspirations and professional goals. Student engage a common reading across seminar sections, exploring academic discourse in broad areas, and apply core skills in communication, research, information literacy and team building to real world issues. prerequisite: WRIT 101; prerequisite or corequisite: INFO 110 (may be waived for students who enroll with 45 credits or more) [CTE]

#### UNIV 202 SOPHOMORE SEMINAR: INTELLECTUAL TRANSITIONS (3.00)

(Reserved for CPA students) Serves as a bridge from the first year to a student's major area of study, building on skills gained in First Year Seminar: Introduction to University learning, learning communities and other general education courses. All sophomores participate in a common academic experience designed to enhance their critical thinking and to enable them to make connections among their academic work, personal aspirations and professional goals. Students engage a common reading across seminar sections, exploring academic discourse in broad areas, and apply core skills in communication, research, information literacy and team building to real world issues. Prerequisite: WRIT 101; prerequisite or corequisite INFO 110 (may be waived for students who enroll with 45 credits or more). ) [CTE]

#### UNIV 203 SOPHOMORE SEMINAR: INTELLECTUAL TRANSITIONS (3.00)

(Reserved for MSB students ) Serves as a bridge from the first year to a student's major area of study, building on skills gained in First Year Seminar: Introduction to University Learning, learning communities and other general education courses. All sophomores participate in a common academic experience designed to enhance their critical thinking and to enable them to make connections among their academic work, personal aspirations and professional goals. Students engage a common reading across seminar sections, exploring academic discourse in broad areas, and apply core skills in communication, research, information literacy and team building to real world issues. prerequisite: WRIT 101; prerequisite or corequisite: INFO 110 (may be waived for students who enroll with 45 credits or more). [CTE]

## **WRIT**

### **WRIT 100 READING AND WRITING PROCESS FOR COLLEGE COMPOSITION (3.00)**

Corequisite study with WRIT 101 to help students use reading, writing, discussion and research for discovery, intellectual curiosity and personal academic growth. Students work in collaborative groups to share, critique and revise their reading and writing. They compose a variety of documents for a range of academic audiences; develop a metacognitive understanding of their reading, writing and thinking processes; and improve their college level reading and writing skills as they learn to adopt and adapt recursive writing processes.

Pre requisite: Directed Self Placement

Co requisite: College Composition

### **WRIT 101 COLLEGE COMPOSITION (3.00)**

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] [COMP]

### **WRIT 101A COLLEGE COMPOSITION (3.00)**

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] [COMP] co requisite: Reading And Writing Process For College Composition (WRIT 100).

### **WRIT 190 ENGLISH COMP TUTORIAL (1.00)**

Fundamental methods for developing expository essays, exploring how writers use descriptions, stories, -reasoning, and the techniques of persuasion in essays that aim to define, identity, classify, analyze, compare, and contrast events, objects and ideas. Although primary emphasis is on the forms of the essay as a whole, students also learn principles of organization and cohesion at the sentence and paragraph level. With the instructor's guidance, students practice strategies for brainstorming, planning, drafting, and revising their essays. Short readings are assigned as models and examples of forms of discourse students. Restricted to students who have not already fulfilled the lower -division English Composition requirement.

### **WRIT 200 PRACTICUM IN WRITING (3.00)**

Designed to review skills developed in WRIT 101 or equivalent and prepare students for successful completion of WRIT 300. Students build skills in critical reading, rhetorical analysis and writing from sources while maintaining a focus on textual conventions. Students write in a variety of genres for inclusion in a final course portfolio. Passing grade is C or higher. prerequisite: adequate score on placement or placement waiver

### **WRIT 300 COMPOSITION AND RESEARCH (3.00)**

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 a qualifying score on the Upper Division Writing

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