

THE UNIVERSITY OF BALTIMORE

Undergraduate Catalog

2026-27





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

CALENDARS

Fall 2026 Academic Calendar Undergraduate and Graduate

Online Registration Begins via MyUBalt		
Date	Undergraduate	Graduate
March 30	Fully online programs, international students and veterans	Fully online programs, international students and veterans
March 31	100+ credits	24+ credits
April 1	75+ credits	15+ credits
April 2	60+ credits	6+ credits
April 3	All students	All students

Academic Calendar				
Term	15-Week Term	10-Week Term	1 st 7-Week Term	2 nd 7-Week Term
Session Dates	Aug. 31-Dec.20	Sept. 12-Nov. 20	Aug. 31-Oct. 18	Oct. 26-Dec. 20
Online registration open	March 30-Sept. 9	March 30-Sept. 11	March 30-Sept. 8	March 30-Nov. 1
Tuition due	July 14	July 14	July 14	July 14
Last day to drop with 100% refund	Aug. 30*	Sept. 11*	Aug. 30*	Oct. 25*
Classes begin	Aug. 31	Sept. 12	Aug. 31	Oct. 26
Labor Day Holiday	Sept. 5-7	N/A	Sept. 5-7	N/A
Late Add/Drop period	Aug. 31-Sept. 8	Sept. 12-19	Aug. 31-Sept. 8	Oct. 26-Nov. 2
Last day to drop without a "W"	Sept. 8	Sept. 19	Sept. 8	Nov. 2
Midterm grade rosters open	Oct. 9	N/A	N/A	N/A
Midterm grades due	Oct. 16	N/A	N/A	N/A
Last day to drop with a "W"	Nov. 4	Oct. 26	Sept. 30	Nov. 30
Nov. 25: School of Law day classes only	No undergraduate or graduate classes.	N/A	N/A	no undergraduate or graduate classes.
Closed for Thanksgiving Break	Nov. 26-29	N/A	N/A	Nov. 26-29
Last day of classes	Dec. 13	Nov. 20	Oct. 18	Dec. 20
Final exams are given	Dec. 13-20	last day of class	last day of class	last day of class
Session ends	Dec. 20	Nov. 20	Oct. 18	Dec. 20
Grade rosters open to faculty	Dec. 21	Nov. 21	Oct. 19	Dec. 21
Grades due	Dec. 25	Nov. 25	Oct. 23	Dec. 25

*** 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.)**

10-week Saturday classes: The last meeting date is Nov. 14.

Winter 2027 Academic Calendar Undergraduate and Graduate

Online Registration Begins via MyUBalt		
Date	Undergraduate	Graduate
Oct. 26	Fully online programs, international students and veterans	Fully online programs, international students and veterans
Oct. 27	100+ credits	24+ credits
Oct. 28	75+ credits	15+ credits
Oct. 29	60+ credits	6+ credits
Oct. 30	All students	All students

Academic Calendar	
Session Dates	Jan. 4-22
Tuition due	Nov. 9
Last day to drop and receive 100% refund	Jan. 3*
Classes begin	Jan. 4
Late add and drop period	Jan. 4-5
Last day to drop without a "W" grade	Jan. 5
Last day to drop with a "W"	Jan. 15
University closes for Martin Luther King, Jr. Day	Jan. 18; no classes meet
Last day of classes	Jan. 22
Grade rosters open to faculty	Jan. 23
Grades due	Jan. 27

** If you registered before this day and do not pay or drop by this date, you will be considered registered and held responsible for any charges for tuition and fees whether or not you attend classes.*

Spring 2027 Academic Calendar Undergraduate and Graduate

Online Registration Begins via MyUBalt		
Date	Undergraduate	Graduate
Oct. 26	Priority registration date for fully online programs, veterans and international students	Priority registration date for fully online programs, veterans and international students
Oct. 27	100+ credits	24+ credits
Oct. 28	75+ credits	15+ credits
Oct. 29	60+ credits	6+ credits
Oct. 30	All students	All students

Academic Calendar				
Term	15-Week Term	10-Week Term	1st 7-Week Term	2nd 7-Week Term
Session Dates	Jan. 27-May 18	Jan. 30-April 16	Jan. 27-March 23	March 29-May 18
Online registration open	Oct. 26-Feb. 3	Oct. 26-Feb. 6	Oct. 26-Feb. 3	Oct. 26-April 5
Tuition due	Nov. 9	Nov. 9	Nov. 9	Nov. 9
Last day to drop with 100% refund	Jan. 26*	Jan. 29*	Jan. 26*	March 28
Classes begin	Jan. 27	Jan. 30	Jan. 27	March 29
Late Add/Drop period	Jan. 27-Feb. 3	Jan. 30-Feb. 6	Jan. 27-Feb. 3	March 29-April 5
Last day to apply for graduation	Feb. 1	Feb. 1	Feb. 1	Feb. 1
Last day to drop without a "W"	Feb. 3	Feb. 6	Feb. 3	April 5
Midterm grade rosters open	March 3	N/A	N/A	N/A
Midterm grades due	March 12	N/A	N/A	N/A
Spring Break; no undergraduate or graduate classes	March 15-21	March 15-21	March 15-21	N/A
Last day to drop with a "W"	April 8	March 15	Feb. 25	April 27
Last day of classes	May 11	April 16	March 23	May 18
Final exams are given	May 12-18	last day of class	last day of class	last day of class
Session ends	May 18	April 16	March 23	May 18
Grade rosters open to faculty	May 19	April 17	March 24	May 19
Grades due	May 23	April 21	March 28	May 23
Commencement Ceremony	May 19	May 19	May 19	May 19

** 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.)*

2027 Summer Academic Calendar Undergraduate and Graduate

Online Registration Begins via MyUBalt		
Date	Undergraduate	Graduate
March 1	Fully online programs, international students and veterans	Fully online programs, international students and veterans
March 2	All students	All students

Academic Calendar				
Term	1st 5 Weeks	2nd 5 Weeks	8-Week Session	10-Week Session
Session Dates	June 1-July 5	July 12-Aug. 15	June 1-July 26	June 5-Aug. 3
Tuition due	April 19	April 21	April 21	April 21
Last day to drop with 100% refund	May 30*	July 11*	May 30*	June 4*
University Closed for Memorial Day: May 31	N/A	N/A	N/A	N/A
University Closed for Juneteenth	June 19	N/A	June 19	June 19
Classes begin	June 1	July 12	June 1	June 5
Late Add/Drop period	June 1-8	July 12-July 19	June 1-June 8	June 5-June 12
Last day to apply for summer graduation	June 8	June 8	June 8	June 8
Last day to drop without a "W"	June 8	July 19	June 8	June 12
Last day to drop with a "W"	June 23	Aug. 3	July 7	July 19
Independence Holiday; no undergraduate or graduate classes	July 4	N/A	July 4	July 4
Last day of classes	July 5	Aug. 15	July 26	Aug. 13
Final exams are given	last day of class	last day of class	last day of class	last day of class
Grade rosters open to faculty	July 6	Aug. 16	July 27	Aug. 14
Grades due	July 10	Aug. 20	July 31	Aug. 18

**** If you registered before this day and do not pay or drop by this date, you will be considered registered and held responsible for any charges for tuition and fees whether or not you attend classes.***

Additional Calendars:

- [Refund and Reduction Calendar](#)
- [University of Baltimore Graduate and Undergraduate Calendar](#)

Dates are subject to change; please refer to the online [Academic Calendar](#) for current information.

*Priority registration is given to 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.

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 UBalt's 50th anniversary. UBalt 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 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. UBalt 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. UBalt 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 11-to-1 and a personalized system of student advising, UBalt 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 and 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.

UBalt'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. UBalt 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, UBalt 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 UBalt 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

UBalt is also recognized by the Maryland Higher Education Commission (MHEC).

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 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](#). 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 UBalt website or by contacting the programs.

Additional University buildings and facilities include:

The University of Baltimore Student Center

21 W. Mt. Royal Ave.

Web: 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 UBalt 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

Web: library.ubalt.edu

The library serves the UBalt community through a variety of services and programs, including personalized reference consultations, tutoring, writing consultations, peer coaching and instruction in research strategies. UBalt 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 granting access of its numerous e-resources anytime, anywhere. 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

The University's main address is:

1420 N. Charles St., Baltimore, MD 21201.

Parking

Tel: 410.837.5673

Email: parking@ubalt.edu

Web: ubalt.edu/parking, 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

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 [UBalt Directory home page](#).

ACADEMIC SUCCESS

Bogomolny Library

Tel: 410.837.4260

Email: library@ubalt.edu

Web: ubalt.edu/success

Academic Success programs at the Bogomolny Library support students' goals 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

UBalt Foundation Building

1130 N. Charles St.

Tel: 410.837.6131

Email: alumni@ubalt.edu

Web: 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

Tel: 410.837.6573

Email: beecard@ubalt.edu

Web: ubalt.edu/beecard

The University of Baltimore Bee Card is a vital part of UBalt 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 UBalt campus.

CAREER AND INTERNSHIP CENTER

UBalt Student Center, Room 306

Tel: 410.837.5449

Fax: 410.837.5566

Email: careercenter@ubalt.edu

Web: ubalt.edu/careercenter

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

CENTERS AND INSTITUTES

Web: <https://www.ubalt.edu/about/centers-clinics-and-institutes/index.cfm>

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 the UBalt centers website.

COMPUTER LABS AND WIRELESS ACCESS

Web: ubalt.edu/ots

Office of Technology Services Call Center

Tel: 410.837.6262

Email: callcenter@ubalt.edu

Computer Lab Help Desk

Tel: 410.837.5489

Email: labassist@ubalt.edu

The Office of Technology Services enables the use of technology for teaching, learning and administration. Specific services include email, general-purpose computing labs, wireless networks, the MyUBalt 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 Office of Technology Services website](#). 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

Robert L. Bogomolny Library

Suite 012 (Lower Level)

Tel: 410.837.4755

Fax: 410.837.4932

Email: das@ubalt.edu

Web: 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, 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 or shared with others. Students sign a release acknowledging they understand this restriction. Faculty members who use Panopto or other technologies to record class discussion or student comments are to notify students by email, in the syllabus or in some other written form that they will be recorded, but the recording is for the limited purpose of providing an accommodation to a student who is entitled to it through the Americans with Disabilities Act or for the limited purpose of providing students with access to the recordings for study purposes. Course recordings are not available after courses conclude and are always protected by a UBalt login process.

DIVERSITY AND INTERNATIONAL SERVICES

UBalt Student Center, Room 302

Tel: 410.837.5744

Fax: 410.837.5039

Email: diversity@ubalt.edu

Web: ubalt.edu/diversity

The mission of the Office of Diversity and International Services (DIS) is to support students and celebrate diversity, internationalization and promotion of cross-cultural learning and meaningful experiences that recognize the diverse backgrounds of the UBalt community. DIS's programs and services empower all students to engage in dialogue, challenge prejudice and participate in educational activities that facilitate intercultural and cross-cultural learning and competences.

The office also provides advising and support to international students on F1 and other non-immigrant visas and to academic departments and administrative offices that wish to host J1 visiting scholars. The office provides study abroad advising, supports UBalt's international affiliations and partnerships, and conducts seminars on several international and global engagement topics. The office manages the

University's non-immigrant student-visa and visiting scholar services and ensures institutional compliance with Federal regulations.

FINANCIAL ASSISTANCE

Office of Financial Aid

Welcome Center

Tel: 410.837.4763

Fax: 410.837.5493

Email: financialaid@ubalt.edu

Web: 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

Tel: 410.837.6583

Email: honorsprogram@ubalt.edu

Web: ubalt.edu/honors

The Helen P. Denit Honors Program was established by a generous gift from the Helen P. Denit Charitable Trust in 1993. It 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](#). There are also honors tracks in the History and Philosophy, and Law and Ethics majors, but students in any major may be a part of the Denit Honors Programs.

HENRY AND RUTH BLAUSTEIN ROSENBERG CENTER FOR STUDENT ENGAGEMENT AND INCLUSION

UBalt Student Center, Room 002

Tel: 410.837.5417

Fax: 410.837.5431

Email: engagement@ubalt.edu

Web: ubalt.edu/engagement

The Henry and Ruth Blaustein Rosenberg Center for Student Engagement and Inclusion offers a range of experiences for every UBalt student through student activities, student organizations, inclusion programs,

and community engagement opportunities. The center supports a variety of student organizations, including the Student Government Association, the Student Events Board, and cultural, religious, academic and social organizations that each contribute to the UBalt community.

Through strategic partnerships, the center offers students intentional, community-based service opportunities to complement their academic experiences. The center also offers a number of inclusion programs to ensure all students feel valued and supported and are able to engage in active dialogue through conscious questioning and active listening. The center also oversees new student orientation and undergraduate and graduate commencement exercises. Through these offerings, students can get involved at UBalt, make new friends, gain valuable leadership skills and ensure a smooth college journey (all while having fun!).

HOUSING

Web: <https://housing.ubalt.edu/>

While the University does not offer on-campus housing, there are many great housing options all around UBalt midtown. If you live near campus, you will 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 UBalt students include the Varsity, Fitzgerald at UBalt Midtown, Sutton Place, Queen Anne Belvedere and the Professional Arts Building. For more information, visit the [UBalt Housing website](#).

STUDENT ASSISTANCE PROGRAM (SAP)

Office of Student Support

Robert L. Bogomolny Library

Suite 012 (Lower Level)

The University of Baltimore's Student Assistance Program provides registered UBalt students with confidential access to professional counselors 24 hours a day, 365 days per year, in person or via phone or internet. This means that all UBalt 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 UBalt students and their family members at no charge.

Students may access the SAP site directly through their [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

Robert L. Bogomolny Library

Suite 012 (Lower Level) Tel: 410.837.4755

Fax: 410.837.4169

Email: studentsupport@ubalt.edu

Web: ubalt.edu/studentsupport

The Office of Student Support is committed to supporting UBalt 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.

Student Code of Conduct

To create a positive University environment, it is important that all community members are treated fairly, show respect and demonstrate appropriate behavior. As such, 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). The University has established policies and procedures, including the Student Code of Conduct, that apply to all undergraduate, graduate, professional and visiting students, and to those who are not enrolled for a current term but have been a student with the University.

Alleged incidents that violate the Student Code of Conduct or other University policies will be taken seriously and addressed in accordance with the established procedures identified in the Student Code of Conduct. Students who are found to have violated these policies are subject to University sanctions. To review the University's Student Code of Conduct and other behavior policies, see ubalt.edu/studenthandbook.

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 Student 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. Those 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.

OFF-CAMPUS PROGRAMS AT THE UNIVERSITIES AT SHADY GROVE

Web: 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 nine 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 UBalt's programs at Shady Grove are taught by the same recognized UBalt faculty members who teach at the Baltimore campus, and students earn degrees granted by The University of Baltimore.

Students enrolled in UBalt 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. Students are also able to take advantage of scholarships offered by both the Shady Grove campus and the Baltimore campus.

The following UBalt undergraduate programs are offered at the Universities at Shady Grove:

- B.S. in Simulation and Game Design

THE BOB PARSONS VETERANS CENTER

UBalt Student Center, Room 303

Tel: 410.837.5909

Fax: 410.837.4313

Email: veteranscenter@ubalt.edu

Web: ubalt.edu/veteranscenter

The Bob Parsons Veterans Center is UBalt'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 including 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 veteran students, and support the integration of the military-affiliated student into The University of Baltimore culture.

THE UNIVERSITY OF BALTIMORE POLICE DEPARTMENT

Tel: 410.837.4444 Non-Emergencies

911 Emergencies

410.837.4444 Lost and Found

Email: campussafety@ubalt.edu

Web: ubalt.edu/ubpolice

Policing on the campus of The University of Baltimore is managed by the University of Maryland, Baltimore (UMB). UBalt maintains responsibility for campus security performed by unarmed, civilian security personnel known as the UBalt Safety and Security team. Uniformed officers from UMB—sworn,

armed, and professionally trained and certified—are assigned to patrol the UBalt campus. At the same time, our Safety and Security staff provides building access and control, including office lockouts, welcome desk staffing, interior/exterior patrols, etc. UMB police and UBalt security staff are in regular and constant contact.

In the event of any emergency requiring police, fire or medical personnel on the UBalt campus, dial 911. You have two options for calling 911 when you are on campus: Dial 9-1-1 from any cellular device, or from your computer via Microsoft Teams. Your call will be routed simultaneously to both Baltimore's 911 operations and the UMB police. A dispatcher will respond and UMB officers, stationed at UBalt, will be on scene immediately.

Call 410.837.4444 for non-emergency service requests on the UBalt campus. You will reach the UBalt Safety and Security department. A UBalt Safety and Security team member will respond to your call and provide fast and appropriate assistance.

Day or night, through the week and the weekend, UMB officers assigned to the UBalt campus are patrolling our streets, buildings and gathering places. If you need assistance and an officer or security team member is nearby, ask for their help. If no uniformed officer or security staff member is nearby, call one of the numbers above, depending on the nature of your issue. 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 the department's [website](#).

TUITION AND FEES

Office of the Bursar

Tel: 410.837.4848

Email: ubbursar@ubalt.edu

Web: 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 VETERANS' BENEFITS

The University of Baltimore is in full compliance with the Veterans Benefits and Transition Act of 2018. For students using either the Post-9/11 G.I. Bill (Chapter 33) or the Vocational Rehabilitation and Employment benefits (Chapter 31), as long as a certification is submitted through the school certifying official (SCO) for the appropriate academic term and the Department of Veterans Affairs (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.

ADMISSION

UNDERGRADUATE (FIRST-YEAR AND TRANSFER) ADMISSION

Office of Admission

Tel: 410.837.4777

1.877.ApplyUB Toll-Free

Fax: 410.837.4793

Email: admission@ubalt.edu

Web: 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 first-year and transfer students are available by visiting 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, the National Association for College Admission Counseling'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 through 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 FIRST-YEAR STUDENT

Applicants with 29 or fewer college credits will be evaluated for admission based on first-year admission criteria. Selection for admission to The University of Baltimore for first-year 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, and high school completion test scores (i.e., GED or EDP) credentials.

UBalt will pilot the optional SAT/American College Testing (ACT) for first-year applicants for applications submitted for enrollment in AY 2021-22 and AY 2022-23. A guidance counselor recommendation letter will also be required. An SAT or ACT score will still be required for the student to be considered for academic scholarships.

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 additional 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 UBalt. 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. UBalt awards credit for Advanced Placement (AP), Cambridge 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.

If required, test scores should be submitted directly to UBalt from the ACT or the Educational Testing Service (SAT). The admission evaluation uses the highest individual 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) or other testing requirements per policy that assess language proficiency. 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 first-year admission for the fall semester. Applications received after this date will be considered if space remains available in the first-year class. Notification of admission usually is made within two weeks of review of the completed application. UBalt accepts a limited number of first-year students for the spring semester. Contact the Office of Admission at 410.837.4777 or 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 unless part of the pilot SAT/ACT optional program. If no SAT/ACT is required, a high school counselor letter will be required.
- Submit an essay/personal statement.
- Education completed outside the USA requires an independent evaluation by a [NACES-approved 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 (NACES).
- [Evidence of English proficiency](#) is required for non-native English speakers

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.

FIRST-YEAR 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

First-year 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 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. To do so, students must submit official documents, provided by an approved oversight organization, showing completion of the high school curriculum, content of the curriculum and any available assessments. 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.

Demonstration of the competencies outlined in the UBalt requirements for admission may be combined with scores on a standardized college admission test, such as the ACT or the SAT, to satisfy the minimum qualifications for admission. UBalt admission officers will evaluate the breadth and depth of academic preparation through documentation provided by the student. In addition to the standardized

SAT/ACT 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.

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, 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 to the institution 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 from the United States 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 UBalt 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.
- Education completed outside the USA requires an independent evaluation by a [NACES-approved evaluation service](#) (course by course, for transfer applicants), if applicable (see [Foreign Transcripts](#) section); the transcript must be evaluated by a current member of the National

Association of Credential Evaluation Services (NACES) (see Foreign Transcripts section for details).

- [Evidence of English proficiency](#) is required for non-native English speakers

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 of the term in which they want to begin studying at UBalt.

ADDITIONAL ADMISSION REQUIREMENTS

Both first-year and transfer students must meet these requirements for admission into select programs:

- **B.S. 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 Criminal Justice:** Students interested in the Online Criminal Justice Completer program are encouraged to have earned their A.A. or A.S. in a related field, or completed an A.A. or A.S. Maryland General Education program. It is possible to apply prior to completion of the associate degree, however.
- **B.S. in Cyber Forensics:** Admission in the program requires a minimum 2.8 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. Due to the limitations of facilities, staff and resources, the number of eligible applicants who can be adequately served is taken into consideration.
- **B.S. in Policy, Politics and International Affairs:** Students interested in the Online Policy, Politics an International Affairs Completer program are encouraged to have earned their A.A. or A.S. in a related field, or completed an A.A. or A.S. Maryland General Education program. It is possible to apply prior to completion of the associate degree, however.
- **B.S. in Simulation and Game Design (Shady Grove campus):** Students must have earned 60 credits or more to be eligible for enrollment entirely at this campus and/or online.
- **Upper-Division Certificate in [Computer Programming](#):** An A.A. (or 60 credits) or higher is required for admission.
- **Upper-Division Certificate in [Cybersecurity](#):** An A.A. (or 60 credits) or higher is required for admission.

For more information, please refer to the individual degree programs. Information on each program can be found on the [UBalt academic programs website](#).

READMISSION TO THE UNIVERSITY

Students who do not enroll at the University for three 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. Up to 30 credits taken as a nondegree student may be transferred into a degree program at the University. 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/records/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 UBalt 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 UBalt 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 [here](#)).
- 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 UBalt. 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 forensic investigations (formerly called police science), or vice versa. A student who has earned a bachelor's degree in business administration at UBalt 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 UBalt must submit an application for undergraduate admission (indicating “readmission” if they previously earned a bachelor’s degree at UBalt) 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. 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) is issued to those applicants who meet all academic, financial support requirements for admission to a full-time degree program. Students holding F-1 status must maintain a full course of study in a minimum of 12 credit hours each term during the fall and spring semesters.

Students who submit transcripts from an institution outside 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. These policies are in place for all students unless modified by written agreement with an international university.

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: documents@ubalt.edu; website: ubalt.edu/admission:

- an undergraduate application form
- a \$35 application fee (nonrefundable)
- official transcripts sent directly by each secondary/high school (first-year applicants) and college or university (transfer applicants) previously attended in the United States
- an independent evaluation report of any 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 current member of the National Association of Credential Evaluation Services (see Foreign Transcripts section for details)
- 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).

Students applying to the First Year Program must also submit:

- Either the SAT Reasoning Test or the ACT unless part of the pilot SAT/ACT optional program.
 - If no SAT/ACT is required, a high school counselor letter will be required.
- An essay/personal statement.

For more information and to obtain appropriate forms, contact the Office of Admission at 410.837.4777 or admission@ubalt.edu.

EARLY COLLEGE INITIATIVES

The Office of Early College Initiatives provides oversight and administration of programs that provide access to credit-bearing coursework to high school students. Eligible high school students will meet the entry requirements of their high school. Courses are available at selected Baltimore City Public Schools and private institutions with an established MOU.

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.

- **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 and from the [Educational Testing Service](http://ets.org), 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. A school reporting code is not required.
- **DuoLingo:** A DuoLingo score that is deemed comparable to the approved TOEFL cut scores may be presented in place of TOEFL or IELTS result. DuoLingo information is available at <https://englishtest.duolingo.com/>,

First-year 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 UBalt-approved U.S. credentials evaluation service that is a current member of the National Association of Credential Evaluation Services.

More information and appropriate forms may be obtained by visiting ubalt.edu/international or contacting the Office of Admission at 410.837.4777 or 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 UBalt 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 UBalt 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 70 credits.
- In accordance with COMAR regulations (13B.06.02.08.A(1), UBalt may award up to 70 credits from a community college if a program-to-program articulation agreement or other partnership MOU is signed with an individual community college.
- In all cases, students will need to meet the University of Baltimore's graduation requirements, including General Education, major-specific coursework, and residency requirements.
- 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 (lower-division) coursework. To satisfy degree graduation requirements, students transferring from a four-year college must complete a minimum of 30 credits at The University of Baltimore, at least 15 of which must be upper-division.
- 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 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. 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 indicated 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 after transfer to the University, with at least 15 of these credits at the 300-level or above.
- Once enrolled at The University of Baltimore, students must receive advance written permission from the dean or the dean's designee to earn credits at another institution and transfer them into the degree. Students will never be allowed to apply fewer than 30 UBalt credits to the bachelor's degree.
- Generally, the last 30 credits are completed at the University, but with advance permission of the dean, and assuming the student has already completed enough credits at The University of Baltimore, exceptions may be made for compelling reasons.
- A maximum of 30 business credits can be used toward a UBalt arts and sciences or public affairs bachelor's degree.

TRANSFER CREDIT AND GENERAL EDUCATION REQUIREMENTS

The 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.) 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 The 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, oral 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 UBalt, but the UBalt transfer evaluation did not indicate that the course would meet a General Education requirement, the student may petition the matter informally to the associate provost 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 UBalt; 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 associate provost 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 associate 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 associate provost does not respond within 14 calendar days, or if the associate 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 associate provost, 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.

Informal Process, Graduation Requirement

If an undergraduate student believes a course taken at another institution should satisfy a University graduation requirement but the UBalt transfer evaluation did not indicate that the course would meet a graduation requirement, the student may petition the matter informally to the associate provost 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 UBalt; 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 associate provost will consult informally with the student about whether the course being petitioned might be considered to satisfy a graduation, General Education or major requirement and will refer the student to the appropriate person for further action, such as a program director.

Formal Process, Graduation Requirement

If the student's concern about the graduation requirement has not been resolved through informal consultation with the associate provost and, often, a 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. 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 (UBalt'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 external standardized examinations (AP, IB, CLEP, DSST, Cambridge International), military training, demonstrated completion of an approved industry credential, portfolios, in addition to traditional transferred credits from accredited schools. **Academic programs determine which courses may be eligible for prior learning credit, and they may agree to allow credit for General Education or other requirements.** Prior to awarding credit, faculty must review and approve the acceptance of these credits; course equivalencies for standardized exams and common industry credentials are maintained in the Office of Records and Registration. If prior learning credit cannot be awarded, students may discuss possible substitution options with their program.

No more than 45 credits may be awarded for all forms of prior learning, and no more than 12 may be applied to required courses in a major. No more than 9 credits may be awarded at the upper-division level, and no more than 12 in total may be awarded via portfolio credit. Programs may have lower limits,

and some programs may not allow credit for prior learning in the major. Prior learning credits may not be applied to the last 30 credits of the degree.

Prior learning credit cannot be used to cancel the grade point average penalty of a low or failing grade from a course taken at the University of Baltimore; the repeat policy cannot be applied.

Prior Learning credit is not factored into admission eligibility. Prior Learning credit appearing on an official college or university transcript will be reviewed on a case-by-case basis; however, UBalt will review and accept transcribed prior learning credits from other Maryland public institutions as if they were course credits from those institutions (up to the allowed limit). Students cannot use Prior Learning in duplication of other earned academic credit, nor can the credit replace coursework where the repeat policy is in effect. Students with questions should contact the Office of Admission at 410.837.4777 or admission@ubalt.edu.

External Standardized Examinations

UBalt will accept credit for external standardized examinations, provided the scores presented meet UBalt standards, and apply those credits to a student's degree program as appropriate. Students can find equivalencies at www.ubalt.edu/transfercredit; equivalencies may change as necessary. For specific exams:

- Advanced Placement (AP): UBalt will award credit for AP scores of 3 or higher. Enrolling students are required to submit official AP scores from the College Board prior to matriculation to receive credit.
- College-Level Examination Program (CLEP): CLEP scores of 50 or greater 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.
- International Baccalaureate (IB) Examinations: UBalt 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 either standard-level or higher-level IB courses without completing the full diploma and have successfully completed the corresponding IB examinations with a score of 4 or higher will receive credit at UBalt. Students must have official exam scores sent from the International Baccalaureate Organization to UBalt prior to matriculation to receive credit.
- DSST: UBalt awards credit based on DSST test scores and follows the recommendations of the American Council on Education regarding the amount and type of credit awarded for minimum scores. Once the student has begun the last 30 credits of study, DSST scores are no longer acceptable for credit.
- Cambridge International: Students who have completed an AICE diploma or who have successfully completed AS or A level examinations will be entitled to credit at UBalt (diploma scores of D, M, and P for "distinction," "merit," and "pass" are accepted for credit; individual exam scores must have earned at least a D, which is roughly equivalent to a US grade of C+). Students must have official scores sent to UBalt to receive credit.

Military Training

UBalt awards credit for both MOS (Occupation) and Service School experiences. Students should submit their Joint Services Transcript (JST) to identify how coursework will be accepted.

Industry Credentials, Apprenticeships, and Certifications

UBalt will award credit for work experience based on the awarding of a state or industry license, an approved industry examination, a recommendation by the American Council on Education's The National Guide or the National College Credit Recommendation Service (formerly PONSI), or via prior review and approval by program and academic leadership. Individual colleges and programs may require that credentials be earned or held active within a specific timeframe. Students will be required to provide authenticated proof of those credentials before credit will be awarded. Portfolio Credit Individuals schools and programs may award portfolio credit for prior learning (for a maximum of 12 credits, as noted above).

To be eligible to petition for course credit via portfolio, a student must meet the following conditions:

- Successful completion with at least a C in 12 semester credit hours since enrolling as a degree-seeking student; exceptions could be made for successfully completed recent coursework as a non-degree student;
- Eligibility to enroll in WRIT 300 or prior completion of WRIT 300;
- The student may not have completed more than 30 semester credit hours when petitioning for prior learning credit.
- Successful completion of UB's 1-credit portfolio course.

Portfolio Process:

There is an approved portfolio review process posted in the UBalt Policy Guide. Faculty periodically review these procedures to ensure they are up to date. Students pay a fee for the evaluation of the portfolio, but the combined cost of the portfolio course and the evaluation fee remains less than the cost of a 3-credit course.

Students may petition for credit for more than one course. The portfolio course does not need to be repeated, but a separate portfolio will be submitted for each course to be petitioned for credit. Some elements of the portfolio submissions may overlap, but the faculty evaluators decide what specific learning outcomes are to be demonstrated in a portfolio for a course, consistent with the general guidelines in the approved procedures.

Not all courses are eligible for prior learning credit because of accreditation and program assessment requirements. Students must consult with an academic advisor and the faculty leading a program or department to find out if a course can be petitioned for credit for prior learning.

RESIDENCY CLASSIFICATION

The policy on student residency classification for admission and tuition purposes is approved by the Board of Regents of the University System of Maryland. The current policy can be found on the [University System of Maryland bylaws website](#).

The University of Baltimore's current policies for non-Maryland students who qualify for in-state tuition and for procedures for a change in residency status can be found at ubalt.edu/residency.

Immigrant and nonimmigrant students residing in the United States who wish to be considered for in-state residency must submit copies of their green card (permanent resident card) or visa documents with their application for admission. Such documentation is relevant to the determination of the applicant's eligibility for Maryland residency for tuition purposes. Immigration status is not a factor in evaluating an applicant's eligibility for admission.

CERTIFICATION OF AUTHENTICITY

As part of the application, students must affirm that the information provided and any additional information submitted related to the admission process is complete, accurate and true. Applicants are responsible for providing complete and accurate information on all admissions applications and supporting documents. Failure to do so may result in disciplinary actions that include the forfeit of credit from omitted institutions; withdraw of financial aid, including scholarships; revocation of the offer of admission; and/or academic dismissal. Any submitted materials related to a student's application become the property of The University of Baltimore and cannot be returned or forwarded to a third party. If admitted, students must agree to abide by all University policies and procedures, and honor the Academic Integrity Policy and the Student Code of Conduct of The University of Baltimore.

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 first-year students 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 UBalt (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 82, 83, 84 or 86: Foundational Mathematics
- MATH 111: College Algebra
- MATH 113: Mathematics for Liberal Arts
- MATH 115: Introductory Statistics
- MATH 153: Introductory Statistics (co-requisite with 082)
- MATH 163: Introductory Algebra (co-requisite with 086)
- 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 UBalt 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 UBalt MATH 83 or 84: Foundational Mathematics at a previous institution of higher education
or
- transfer into UBalt 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 or MATH 82/153 or MATH 86/163.

Newly admitted students meet with their adviser to determine which credit-bearing mathematics course they will need (e.g., MATH 111, 113 or 115 or equivalents) 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 but should also consult with financial aid to determine if they would be eligible for aid.

Process Notes

Students admitted to UBalt 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 FIRST-YEAR STUDENTS

Academic Center, Room 209
Tel: 410.837.4186

Students entering the University as first-year students (with 29 college credits or fewer) are assigned an adviser. First-year 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 rule change, and when preparing to officially apply for a major field of study. For advising appointments, students should contact the advisor indicated for them in the MyUBalt portal.

Students admitted as freshmen may declare a major when they successfully complete a minimum of 24 credits of coursework at UBalt 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 first-year students 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 Academic Foundations and Transitions 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 UBalt but at another institution within the last two years may request that those test results be used to place them in the appropriate UBalt 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 UBalt'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 passing grade (C- or better) in any foundational course to progress into the next course. Students who do not earn a passing grade are allowed no more than a total of three attempts. Since MATH 82, 83, 84 and 86 grades are not computed into the GPA, students who repeat one of these courses should not file repeat/replace course forms. If, after three attempts, the student still has not achieved a passing grade, the student will be barred from further enrollment at UBalt for no less than one full regular semester. A student wishing to continue at UBalt 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

Web: ubalt.edu/records

SCHEDULE OF CLASSES

The schedule of classes, posted in the MyUBalt portal at 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 MyUBalt, 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.

REGISTRATION

MyUBalt-only registration allows students the opportunity to register for the next semester when the largest array of course sections is open. This option gives students the greatest flexibility in scheduling their classes. During MyUBalt-only registration, students are restricted to registering online using the MyUBalt portal. The MyUBalt-only registration period usually extends for one week. After that, students may register using the MyUBalt 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 The 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. Classes added after the add period do not count toward financial aid eligibility.

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.

RECORDING STATEMENT

With the approval of the Office of Disability and Access Services, faculty may be required, or students may opt, to record classes for the purposes of accommodating a disability. Faculty may opt to record classes for students who cannot attend or so that students who wish to review may have access to the full class content. All class recordings, audio or video, are for the sole use of that specific class instruction and study and may not be used or reproduced by students for any other purpose. Similarly, students may not capture images or chat text from a class without permission from the instructor for use specific to that class instruction and study, and such images may not be used or reproduced by students for any other purpose. Violating these directions is a conduct violation. All class recordings prepared by faculty for instructional use are protected by a UBalt login process based on where they are posted, and they are configured not to be downloaded. If a class is being recorded, students may mute their microphone if they do not consent to be audio recorded, but this may mean they need to find additional ways to participate in class discussion.

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. Some students may have holds placed on their records, which prevent the release of transcripts and/or diplomas. More information on transcript requests can be found [here](#).

ACADEMIC POLICIES

Office of Records and Registration

Tel: 410.837.4825

Fax: 410.837.4820

Email: records@ubalt.edu

Web: 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 first-year student (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 First-Year Students

All students who have 0 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. Veteran and Military-Affiliated students should reach out to the Director of the Bob Parsons Veteran Center for any questions regarding VA benefits and full time status for the winter and summer terms at veteranscenter@ubalt.edu.

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 UBalt. 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/admission-and-aid/financial-aid/policies/sap.cfm 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 UBalt with prior approval from the appropriate dean's representative if the student is suspended for academic reasons but may not be applied for UBalt 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 UBalt GPA, nor will the repeat/replace policy be applied to any course taken elsewhere that is a direct equivalent of a UBalt 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.
- Suspended students are bound by the University's continuous enrollment policy if the period of suspension exceeds the total number of semesters allowed by that policy and must reapply admission 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 Diversity and 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 or is dropped from the class for non-attendance, 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 UBalt or as part of an approved consortium program will be included as part of a student's official GPA.

During spring 2020 semester in response to the Covid-19 emergency, students were given the opportunity to select alternate grading for some classes. Alternate grading included grades of CR, CRD (undergraduate only), and NC.

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:

Grade Quality Points

(per credit hour)

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 fails a credit-by-examination challenge course; or when the student fails a course offered at The University of Baltimore as 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
CRD	0	Credit Earned with a Grade of D

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. *CR/NC grades were also made available for students during the spring 2020 semester in response to the Covid-19 emergency.*

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.

CRD: credit earned with a grade of D (undergraduate only)—set up during the COVID-19 emergency; credit earned with this grade will calculate into the total credit needed for a credential, but it may not satisfy some programs/majors, General Education requirements and graduation requirements.

Pass Option

Undergraduate students may request a pass (PS) grading basis in eligible courses until the withdrawal date for the period in which they are enrolled. This option is made available to students for a limited number of credits with no impact on cumulative grade point average, assuming they earn the minimum grade needed to earn the PS.

The following conditions apply to this option:

- No course that is to be applied for credit as a General Education, Graduation Requirement, Honors, the major, or the minor may be taken with a PS grading basis;
- A maximum of 9 credits of graded coursework taken on a PS basis may be applied to an undergraduate degree;
- A student must earn at least a C- grade to be awarded a PS grade;
- If a student earns a D, D-, or F, then the grade earned will appear on the transcript and the grades will be applied to the cumulative grade point average; and
- Once PS is selected, the transcript will not be changed.

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

Full-time status: A full-time student is a degree candidate who is carrying a minimum of 12 credit hours per semester (day, evening or online).

Half-time status: A half-time student is a degree candidate who is carrying between 6 and 11 credit hours per semester (day, evening or online).

Less than half-time status: A less than half-time student is a degree candidate who is carrying fewer than 6 credit hours per semester (day, evening or online).

A student with full-time status may not register for more than 16 semester credit 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 7 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 3 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. First-year students may declare a major when they successfully complete a minimum of 24 credits of coursework at UBalt 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 UBalt with an undeclared major, but they must declare a major upon attainment of 12 UBalt 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 UBalt 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 UBalt, 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 MyUBalt. 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. 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. 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).

Students receiving any form of financial aid 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 **current and future** semesters.

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 of a 15-week course, 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. Prior to approving the request, the appropriate dean will confer with course instructors and provide details of the student's circumstances on a need-to-know basis. 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.

In cases where a student seeks withdrawal from one or more courses due to extenuating circumstances, academic deans are strongly encouraged to connect the student with the Clinical Case Manager in the Office of Student Support. The Clinical Case Manager will collaborate with the student to identify resources, make referrals to other university services, and develop an appropriate plan for future success.

If a student has circumstances that prompt the student to withdraw from all courses in a given term, the student should not only communicate with the Office of Financial Aid, but also meet with an academic advisor and the Office of Student Support to develop a plan for future reentry and success.

Tuition Appeals are for students who are requesting a refund, credit, or balance waiver of their tuition charges due to extenuating circumstances that occurred during a given term. All grades received and recorded on the student's transcript will not be affected by this process and will remain as part of the student's academic record. For more information about tuition appeals, students should contact the Office of the Bursar.

The University does not cancel a student's registration for nonpayment. If a student decides not to attend, the student must withdraw online using the MyUBalt 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 ADD/DROP DATE

Students are expected to participate in a class by the drop/add deadline; if they do not, the faculty member has the ability to indicate 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 Diversity and International Services to discuss next steps for visa status.

Being dropped for nonattendance may also impact financial aid eligibility.

CONTINUOUS ENROLLMENT/LEAVE OF ABSENCE

An undergraduate has seven years to complete the bachelor's degree requirements at UBalt 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 a period of time without jeopardizing continuous enrollment status. If the student has not enrolled in four major semesters (fall-spring-fall-spring or spring-fall-spring-fall) and then fails to register for at least one course in the next full semester, then the student is no longer continuously enrolled. After the schedule adjustment period for the last session of the semester, the student's enrollment will be discontinued.

If a student feels that it is necessary to be absent for more than this allowed amount of time, the student 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's enrollment is discontinued for failure to maintain continuous enrollment the student 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 the student 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 the student 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 Diversity and 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 at least 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 The 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 UBalt'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 the Maryland Institute College of Art. 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 The 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 three 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.02.03.03H\(3\)](#).

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 graduation 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 UBalt may be applied for up to three distinct UBalt credentials. Permission of a program director and/or a dean may be required, and as may continuous enrollment. For example, a student takes three graduate courses as part of an accelerated bachelor's to master's degree 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 9 credit hours for a bachelor's degree, master's degree or postbaccalaureate certificate.

GRADUATION

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

- Fulfilled all General Education, UBalt undergraduate graduation and degree program requirements. Half the credits in each major must be earned at the upper-division level.
- Satisfactorily completed a specific curriculum with a grade point average of 2.0.
- Acquired a minimum of 120 credit hours, at least 30 of which were earned at The University of Baltimore and at least 15 of those 30 minimum credits from UBalt must be at the upper-division level. There are no exceptions to these policies.

- Met any additional requirements of the program from which they expect to receive their degree.
- Students generally earn the last 30 credits toward a bachelor's degree at The University of Baltimore, but with advance permission of the dean, and assuming the student has already completed enough credits at The University of Baltimore, exceptions may be made for compelling reasons.

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 the [honors program website](#).

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 UBalt, students must have an undergraduate grade point average of at least 3.5, with at least 15 credits earned at UBalt, 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 UBalt 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.

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. The 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

UBalt undergraduates who are accepted as early-entry law students into the UBalt J.D. program will have the option to be charged undergraduate rates for the first fall and spring semesters in the J.D. program (fall-spring or spring-fall). Students may be full or part time.

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 award process at the time.

For more information, see the descriptions of early-entry law options later in the catalog. A student who, during the first 30 semester hours of the J.D. program, wishes to leave the J.D. program or who is not successful can return to an undergraduate career.

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, Juneteenth, 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 a makeup examination is given is up to the discretion of the individual faculty member.

ATTENDANCE

Students are expected to attend classes 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 UBalt Policy Guide, found at 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 UBalt 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, courses flagged as meeting Graduation Requirements 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 fall 2026 are required to meet General Education as follows:

General Education Requirements (38 credits)

Students must meet credit requirements in each of the following General Education areas. UBalt courses that can be used to fulfill the requirements are indicated on the UBalt [General Education webpage](#); those lists are kept current, as additional courses may be added over time. In the catalog and 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)
- **ETH** Ethics (3)
- **SBS** Social and Behavioral Sciences (6)
- **MA** Mathematics (3)
- **COMP** English Composition (3)
- **WFP** Writing for the Professions (3)
- **BPS** Biological and Physical Sciences Nonlab (3)
- **BPSL** Biological and Physical Sciences Lab (4)
- **ELECGE** General Education Electives (7).
- **IL** Information Literacy
- **TF** Technological Fluency
- **OC** Oral Communication
- **GA** Global Awareness
- **DP** Diverse Perspectives

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

Students beginning fall 2022 are required to meet General Education and Graduation requirements as follows:

General Education Requirements (38 credits)

Students must meet credit requirements in each of the following General Education areas. UBalt courses that can be used to fulfill the requirements are indicated on the UBalt [General Education webpage](#); those lists are kept current, as additional courses may be added over time. In the catalog and 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)
- **UETH** Upper-Division Ethics (3)
- **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 UBalt'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 (**CAP**)

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

Students beginning in fall 2017 through summer 2022 had the same requirements with one exception: An upper-division Arts & Humanities Ethics course of 3 credits was required. For this period both IDIS 302 and PHIL 301 met the Ethics requirement.

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).

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UBalt courses that can be used to fulfill the requirements are indicated on the UBalt [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).

UBalt courses that can be used to fulfill the requirements are indicated on the UBalt [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, UBalt 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 University 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 UBalt 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. 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.
 - 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 UBalt 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 academic affairs, policies and programs 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, ATTN: Associate Provost, The University of Baltimore, 1420 N. Charles St., Baltimore, MD 21201 or to

awachhaus@ubalt.edu. A decision shall be rendered within 12 business days (when the University is open) 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 first-year 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 UBalt under first-year 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 first-year 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 UBalt, 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

UBalt 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 UBalt, the more likely they are to persist and succeed in their ambitions.

COLLEGE OF PUBLIC AFFAIRS

Ivan Sascha Sheehan, interim dean

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

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 UBalt'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 40 years, the center has provided opportunities for faculty members and students to engage in applied learning and research, positively impacting Maryland's public sector.

In addition to the Schaefer Center for Public Policy, the college also houses The Center for Public Safety Innovation, the Center for Advancing Prevention Excellence and the Center for Justice-Impacted Students. The Center for Public Safety Innovation (CPSI) brings together policy experts, advocates and scholars dedicated to scientific research and best practices for stopping the proliferation of drugs and violence in our communities. The center focuses on applied research initiatives to reduce drug trafficking, money laundering, firearms trafficking, drug-related violence, and gang activity, and pursues strategies to advance a public-health approach to resolving the core problem of addiction. The Center for Advancing Prevention Excellence (CAPE) seeks to advance prevention efforts in communities across the nation by supporting them in the identification, implementation, and evaluation of evidence-based strategies for substance use and behavioral health prevention. The Center for Justice-Impacted Students seeks to provide high-quality educational and reentry opportunities for justice-impacted college students across the state of Maryland.

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

Heather Pfeifer, executive director and program director, M.S. in Criminal Justice
Debra Stanley, program director, postbaccalaureate, Certificate in Trauma-Informed
Gabriela Wasileski, program director, B.S. in Criminal Justice
Ioan Marginean, program director, B.S. in Forensic Studies, , and Certificate in Crime Scene Investigation
Melvin de la Cruz, program director, B.S. in Cyber Forensics
Frank Xu, program director, M.S. in Cyber Forensics
Patrick Hughes, program director, Postbaccalaureate Certificate in Public Safety Leadership

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 to graduate programs leading to degrees in criminal justice and cyber forensics,. In addition, the school offers graduate certificates in public safety leadership and trauma-informed studies. In collaboration with the UBalt 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

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 and graduate program in human services administration. An accelerated bachelor's/master's option is also available between the undergraduate and graduate human services programs. in both fields. The school also offers graduate certificates in human services administration, as well as om health systems management

School of Public and International Affairs

Jennica Larrison executive director

Lorenda Naylor, program director, B.A. in Policy, Politics and International Affairs
Joseph Adler, program director, Master of Public Administration (M.P.A.)
Ñusta Carranza Ko, program director, M.A. in Global Affairs and Human Security

Rae Tan, program director, M.S. in Negotiations and Conflict Management
Mariglynn Edlins, 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 and a minor in public service. 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 UBalt School of Law.

SCHAEFER CENTER FOR PUBLIC POLICY

Ann Cotten, director

As the preeminent 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 schaefercenter.ubalt.edu.

CENTER FOR PUBLIC SAFETY INNOVATION

Jeff Beeson, executive director

Funded entirely through external grants, the CPSI focuses its efforts on Maryland, the District of Columbia, Virginia, and West Virginia, and includes the Washington/Baltimore High Intensity Drug Trafficking Areas (HIDTA) program. The HIDTA program—which is strongly aligned with the mission of the College of Public Affairs—is a federal grant program administered by the White House Office of National Drug Control Policy that provides resources to assist federal, state, local, and tribal agencies in coordinating activities that address drug trafficking in specifically designated areas of the United States.

CENTER FOR ADVANCING PREVENTION EXCELLENCE

Lora Peppard, executive director
Patty Ferssizidis, associate director

A focus on translating the science, navigating approaches and resources, and connecting to peers and resources guides CAPE as it brings evidence-based strategies to life for numerous audiences. Practice,

research, and community collaboration are at the forefront of CAPE initiatives along with an understanding of the strengths and opportunities within the field of prevention science. Youth, young adults, and family populations will receive special attention by CAPE as new programs, practices, and policies emerge.

CAPE applies lessons learned from prevention science to support communities in developing and implementing a thoughtful approach to strengthening the wellbeing of their communities. Given the focus on prevention, primary populations of interest include youth, young adults, and families.

CAPE services and resources include training, consultation, resource development, and other types of support. CAPE leverages the expertise of University of Baltimore faculty and staff and collaborates with an extended network of prevention partners at community, regional, state, and national levels.

CENTER FOR JUSTICE-IMPACTED STUDENTS

Al Gourrier, director

The Center for Justice-Impacted Students provides high-quality educational and reentry opportunities for justice-impacted college students across the state of Maryland and serves as a resource for other colleges and universities looking to develop and enhance their prison education and reentry programs. The Center for Justice-Impacted Students flagship program is its Second Chance College Program. The Second Chance College Program (SCCP), which just celebrated 10 years, has been aligned with the University's mission from its inception. The Center for Justice-Impacted Students enhances the work of the SCCP by providing more opportunities to those who have been impacted by the criminal justice system and educate others on what works best in ensuring justice-impacted students reach their full potential. The Center's work builds on four key areas: Higher Education Programming in Prison, Pathways to Campus, Scholarship on Prison Education and Reentry, and Civic Education and Engagement.

STUDENTS

The approximately 680 students enrolled in the College of Public Affairs—slightly less than half of them in undergraduate programs—represent about 24 percent of the total The 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, the Business 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.)
- Cyber Forensics (B.S.)
- Forensic Studies (B.S., with concentrations in forensic investigations)—;
- Policy, Politics and International Affairs (B.A.)
- 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.

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 unless allowed by an articulation agreement.
- 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 at least 30 credit hours at The University of Baltimore, with at least 15 at the 300-level or above.

- Generally, the last 30 credits are completed at the University, but with advance permission of the dean, and assuming the student has already completed enough credits at The University of Baltimore, exceptions may be made for compelling reasons.
- Once enrolled at The University of Baltimore, students must receive advance written permission from the dean or the dean's designee to earn credits at another institution and transfer them into the degree. Students will never be allowed to apply fewer than 30 UBalt credits to the bachelor's degree.

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. Federal and State financial aid does not cover courses that apply towards the minor only.

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 6 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 UBalt, students must have an undergraduate grade point average of at least 3.5, with at least 15 credits earned at UBalt, 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 UBalt 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 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.)
- Cyber Forensics (M.S.)
- Global Affairs and Human Security (M.A.)
- Human Services Administration (M.S.)
- Negotiations and Conflict Management (M.S.)

- Public Administration (M.P.A.)

Dual-Degree Programs

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

Graduate Certificate Programs

- Diversity, Equity, and Inclusion
- Essential Conflict Resolution
- Global Engagement
- Health Systems Management
- Human Services Administration
- Nonprofit Leadership
- Public Safety Leadership
- Trauma-Informed

LAW SCHOOL PRESUMPTIVE-ADMIT OPTION

Students who graduate from an undergraduate program at The University of Baltimore 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 152 or better or a cumulative cross-institutional grade point average of 3.2 or better as computed by the Credential Assembly Service and an LSAT score of 154 or better can be admitted into the entering class of the UBalt School of Law following their graduation, pending character and fitness review required for all applicants.

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, if students answer yes to any of the character and fitness questions on the UBalt School of Law application, they are not eligible for presumptive 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 UBalt School of Law does not ensure acceptance into the full-time day program; students may be admitted to the full-time day program, the part-time day program or the evening program.

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

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

LAW SCHOOL EARLY-ENTRY OPTION

Available to students enrolled in the B.S. in 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 152 or better or a cumulative cross-institutional grade point average of 3.2 or better and an LSAT score of 154 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 UBalt, excluding AP, IB, DANTES, CLEP or challenge examinations. Students must complete all lower- and upper-division General Education requirements, and apply to the UBalt 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 at the latest. 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 UBalt 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. A student who, during the first 30 semester hours of the J.D. program, wishes to leave the J.D. program or who is not successful can return to an undergraduate career.

Note that early entry law students in the final year of their undergraduate career and the first year of their JD program are required by federal regulation to be packaged for financial aid as law, not as undergraduate students; therefore these students are not eligible for undergraduate Title IV programs.

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

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

For more detailed information about the program requirements for a B.A. in Policy, Politics and International Affairs or a B.S. in Criminal Justice, please consult with a 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. None of The 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

Tylis Cooper, academic adviser
Tyree' Lewis, academic adviser
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, UBalt 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 UBalt 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 post-bachelor's degree completion. Students will learn more about the graduate degree programs at UBalt 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

ubalt.edu/crimescene

Ioan Marginean, program director

FACULTY: Green, Hall, Marginean

ADJUNCT FACULTY: Lockard

This undergraduate certificate is available to students once they've completed a minimum of 60 credits. Additional criteria may be required, and courses to fulfill this major may not be available during the day.

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.

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 360 Forensic Photography
FSCS 405 Fingerprint Analysis
FSCS 440 Advanced Crime Scene Investigation
FSCS 480 Forensic Documentation
FSCS 482 Moot Court and Trial Advocacy for Forensics

B.S. IN CRIMINAL JUSTICE

ubalt.edu/criminology

Gabriela Wasileski, program director

FACULTY: Green, Hall, Hughes, Pfeifer, Ross, Seabrook, Stanley, Wasileski,

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 the following:

- IDIS 110 Introduction to Information Literacy (3)
- CRJU 300 Criminal Justice Ethics (3)
- CRJU 302 Criminal Justice Research Methods (3)

GENERAL EDUCATION REQUIREMENTS

In the face of pressing economic and social challenges, it is critical that The 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 300 Criminal Justice Ethics (3)
CRJU 301 The Contemporary Criminal Justice System
CRJU 302 Criminal Justice Research Methods (3)
CRJU 306 Criminological Perspectives (3)¹
CRJU 485 Criminal Justice Capstone (3)

¹ Prerequisite of CRJU 301, 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)
- FSCS 301 Introduction to Forensic Science (3)
- FSCS 424 Fourth Amendment: Interpretation and Application (3)

Courts and Law

One of the following:

- CRJU 330 Criminal Law (3)
- CRJU 430 Juvenile Justice (3)
- CRJU 432 Criminal Courts (3)
- FSCS 424 Fourth Amendment: Interpretation and Application (3)
- FSCS 482 Moot Court and Trial Advocacy for Forensics (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 PRESUMPTIVE-ADMIT OPTION

Qualified graduates of all UBalt undergraduate programs can be admitted to the UBalt School of Law following their graduation through the University's presumptive-admit option. For more information, see [UBalt PreLaw](#).

B.S. IN CYBER FORENSICS

ubalt.edu/cyberforensics

Melvin de la Cruz, program director

FACULTY: de la Cruz, Hall, Xu, Yuan

The B.S. in Cyber Forensics program is designed to provide students with a broad-based practical understanding of cybercrimes and cyber investigations. The core of the program exposes students to forensic investigation techniques and skills, computer and digital information crimes, fraudulent activities in the use of technology and digital systems, prevention and security management strategies, and legal interventions and resolutions.

Just as the digital world has grown, cybercrimes are one of the fastest growing areas of criminal behavior in the 21st century. This cyber forensics program will develop students' knowledge and skills as experts in the recognition of cybercrimes, thereby preparing them to investigate the expanding area of cyber-related criminal activity.

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 Cyber Forensics program will meet The University of Baltimore information literacy graduation requirement by the successful completion of the following:

- IDIS 110 Introduction to Information Literacy (3).

GENERAL EDUCATION REQUIREMENTS

In the face of pressing economic and social challenges, it is critical that The 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

CYBER FORENSICS PROGRAM REQUIREMENTS (42 CREDITS)

Core Courses (42 credits)

CYFI 305	Fundamentals of Cyber Forensics (3)
CYFI 310	Cyber Crime and the Law (3)
CYFI 315	Operating System Forensics (3)
CYFI 330	Mobile Forensics (3)
CYFI 345	Network Forensics (3)
CYFI 360	Advanced Python for Forensics (3)
CYFI 375	Fundamentals of Cryptography (3)

CYFI 390	Ethical Hacking (3)
CYFI 415	Forensic Investigations (3)
CYFI 445	Forensic Data Analysis (3)
CYFI 480	Forensic Documentation (3)
CYFI 482	Moot Court (3)
CYFI 490	Forensic Incident Response-Capstone (3)
CYFI 496	Internship in Cyber Forensics (3)

General Electives

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

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

ACCELERATED BACHELOR'S/MASTER'S OPTION

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

LAW SCHOOL PRESUMPTIVE-ADMIT OPTION

Qualified graduates of all UBalt undergraduate programs can be admitted to the UBalt School of Law following their graduation through the University's presumptive--admit option. For more information, see [UBalt PreLaw](#).

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

Ioan Marginean, program director

FACULTY: Green, Hall, Marginean

ADJUNCT FACULTY: Lockard

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 forensic investigations 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.

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.

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 UBalt, they may petition for a change of major to the B.S. in Forensic Studies program.

See also the [Admission](#) section of this catalog and specific information for concentrations below.

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 The 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.

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 The 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 INVESTIGATIONS REQUIREMENTS (45 CREDITS)

Core Courses (36 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)
CRJU 330	Criminal Law (3)
FSCS 301	Forensic Science (3)
FSCS 307	Crime Scene Investigation (3)
CYFI 310	Cyber Crime and the Law (3)
FSCS 360	Forensic Photography (3)
FSCS 318	Statistics and Measurements in Forensics Investigations
FSCS 424	Fourth Amendment: Interpretation and Application (3)
FSCS 440	Advanced Crime Scene Investigation (3)
FSCS 480	Forensic Documentation (3)
FSCS 482	Moot Court and Trial Advocacy for Forensics (3)
FSCS 496	Field Internship in Police Science (3)

Major Electives (9 credits)

To complete the forensic investigations requirements, choose three courses from among these forensic studies or criminal justice electives.

General Electives

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

LAW SCHOOL PRESUMPTIVE-ADMIT OPTION

Qualified graduates of all UBalt undergraduate programs can be admitted to the UBalt School of Law following their graduation through the University's automatic-admit option. For more information, see [UBalt PreLaw](#).

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](#).

B.A. IN POLICY, POLITICS AND INTERNATIONAL AFFAIRS

ubalt.edu/policyandpolitics

Lorenda A. Naylor, program director

FACULTY: Adler, Carranza Ko, Ekpagu, Gourrier, Larrison, Naylor, Thomas, Williamson, Wyatt-Nichol

The B.A. in Policy, Politics and International Affairs program 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, 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:

- PPIA 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 The 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.

POLICY, POLITICS, AND INTERNATIONAL AFFAIRS PROGRAM REQUIREMENTS (42 CREDITS)

Core Courses (18 credits)

PPIA 201	American Government (3)
PPIA 210	Intro to Global Affairs (3)*
PPIA 324	American Public Policy (3)
PPIA 408	Methods in Government and Public Policy (3)
PPIA 499	Capstone in Public Service (3)

One course in economics beyond the General Education requirements or PPIA 315 Public Policy Analysis (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

PPIA 315	Public Policy Analysis (3)
PPIA 320	Intro to Public Service (3)
PPIA 322	Bureaucracy and Public Policy (3)
PPIA 326	Urban Politics and Public Policy (3)

- PPIA 423 Public Budgeting and Human Resources Management (3)
- PPIA 425 Administrative Law and Processes (3)
- HSMG 373 Health Policy and Politics (3)

Public Law and American Constitutional Systems

- PPIA 340 Constitutional Law (3)
- PPIA 341 Civil Liberties and the Bill of Rights (3)
- PPIA 344 American Presidency (3)
- PPIA 345 The Legislative Process (3)
- PPIA 348 State and Local Government (3)
- PPIA 426 Foundations of Democracy I (3)

Applied Politics

- PPIA 360 Parties, Campaigns and Elections (3)
- PPIA 362 Media and Government (3)
- PPIA 461 Maryland Government Processes and Politics (3)
- PPIA 463 Interest Group Politics and Lobbying (3)

International Affairs

- PPIA 297 Special Topics in International Studies (3)
- PPIA 385 World Politics (3)
- PPIA 481 Globalization (3)
- PPIA 479 Special Topics in International Relations (3)
- PPIA 484 International Political Economy (3)
- PPIA 489 International Organizations (3)

Other Major Electives

- PPIA 284 Politics in Comparative Perspective (3)
- PPIA 286 Authoritarianism (3)
- PPIA 297 Topics in Politics and Policy (3)
- PPIA 321 Public Service Leadership and Ethics (3)
- PPIA 410 Diversity in Public Service (3)*
- PPIA 470/471 Individual Research (3)
- PPIA 479 Special Topics in International Studies (3)
- PPIA 480 Environmental Politics and Policy (3)
- PPIA 483 African Politics, Culture and Society (3)
- PPIA 490/491 Internship (3)
- PPIA 493 Honors Seminar (3)
- PPIA 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)
Freshmen only; transfer students replace this with a different elective

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

ACCELERATED BACHELOR'S/MASTER'S OPTION

Students who qualify may apply to take up to 9 graduate credits that apply to both this undergraduate degree and the M.A. in 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 PRESUMPTIVE-ADMIT OPTION

Qualified graduates of all UBalt undergraduate programs can be admitted to the UBalt School of Law following their graduation through the University's presumptive-admit option. For more information, see [UBalt PreLaw](#).

Population Health

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 Administration. Contact the program director for information and also see [Accelerated Bachelor's/Master's Option](#).

LAW SCHOOL PRESUMPTIVE-ADMIT OPTION

Qualified graduates of all UBalt undergraduate programs can be admitted to the UBalt School of Law following their graduation through the University's presumptive-admit option. For more information, see [UBalt PreLaw](#).

B.A. IN HUMAN SERVICES ADMINISTRATION

ubalt.edu/humanservicesadministration

Tiffaney Parkman, program director

FACULTY: Edlins, Gillingham, Mushonga, 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 Administration program will meet The University of Baltimore information literacy graduation requirement by the successful completion of one of the following:

- HSER 453 Social Research Methods
- IDIS 110 Introduction to Information Literacy.

GENERAL EDUCATION REQUIREMENTS

In the face of pressing economic and social challenges, it is critical that The 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 400	Field Practicum (3)

(must be completed by preservice students who do not transfer to UBalt with college-level human services internship credits)

HSER 420	Program Design and Proposal Writing (3)
HSER 430	Fundraising and Grant Writing (3)
HSER 440	Evaluation of Human Services Programs (3)
HSER 450	Human Services Management (3)
HSER 453	Social Research Methods (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 370	Community Substance Abuse (3)
HSER 372	Social Problems (3)
HSER 373	Community Mental Health (3)
HSER 375	Adolescents in the 21 st Century (3)
HSER 378	Professional Ethics in Human Services Administration (3)
PPIA 322	Bureaucracy and Public Policy (3)
PPIA 345	The Legislative Process (3)
PPIA 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)

Freshmen only; transfer students replace this with a different elective

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

ACCELERATED BACHELOR'S/MASTER'S OPTION

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

LAW SCHOOL PRESUMPTIVE-ADMIT OPTION

Qualified graduates of all UBalt undergraduate programs can be admitted to the UBalt School of Law following their graduation through the University's presumptive-admit option. For more information, see [UBalt PreLaw](#).

MERRICK SCHOOL OF BUSINESS

Daniel Gerlowski, interim dean

M. Kathryn Demarest, associate dean

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

Web: 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 six academic disciplines and Dr. Ting Zhang is the Chair of the Faculty.

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 600 students are enrolled in programs in the Merrick School of Business. The average age of undergraduate students is approximately 30. 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. 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 interest form
- Submit a two- to three-page proposal, approved by the faculty member responsible for the independent study and the appropriate department chair.
- Upon approval, register for the appropriate independent study course.

MERRICK SCHOOL OF BUSINESS ACADEMIC ADVISING

Merrick School of Business

Tel: 410.837.4944

Michael Swaby-Rowe-Manager, Merrick Advising Center

Dawn Taylor, Academic Advisor

Shawnte Ware, Academic Advisor

Subsequent to admission, students are assigned an academic adviser for consultation throughout the program. 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

or email merrickadvising@ubalt.edu. 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.

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, UBalt requires mandatory milestone advising for all new undergraduate students.

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 UBalt 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 post-bachelor's degree completion. Students will learn more about the graduate degree programs at UBalt 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 The 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 The 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 3.2, with at least 15 credits earned at UBalt, 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 UBalt 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 UBalt 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 The 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 PRESUMPTIVE-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 152 or better, or a cumulative cross-institutional grade point average of 3.2 or better and an LSAT score of 154 or better, can be admitted into the entering class of the UBalt 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 UBalt 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 UBalt School of Law does not ensure acceptance into the full-time day program; students may be admitted to the full-time day program, the part-time day program or the evening program. The law school reserves the right to increase the grade point average and the LSAT score required on an annual basis. For more information about this option, contact the Office of Law Admissions at 410.837.4459 or lawadmissions@ubalt.edu.

LAW SCHOOL EARLY-ENTRY OPTION

Available to students enrolled in the B.S. in Business Administration program, this option allows students' first year of enrollment at The University of Baltimore School of Law to fulfill the requirements of their last year of undergraduate study. It requires a cumulative cross-institutional grade point average of 3.5 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 UBalt, 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 UBalt 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. A student who, during the first 30 semester hours of the J.D. program, wishes to leave the J.D. program or who is not successful can return to the original undergraduate program.

If students answer yes to any of the character and fitness questions on the UBalt School of Law application, they are not eligible for presumptive 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.

HELEN P. DENIT HONORS PROGRAM

Visit 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 UBalt Entrepreneurs

- Marketing Club
- Mu Kappa Tau (marketing honor society)
- Sigma Iota Epsilon (management honor society)
- Sigma Nu Tau (entrepreneurship honor society)
- UBalt Investment Society.

UNDERGRADUATE PROGRAMS

- Business Administration (B.S.) with specializations in data analytics, early entry law, entrepreneurship, finance, general business, management, human resource management, marketing, real estate and economic development, and risk management and insurance
- Accounting (B.S.)
- 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.)
- Finance (M.S.)
- Artificial Intelligence for Business (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
- Applications of Artificial Intelligence for Business
- Business Fundamentals
- Business Valuation
- Fundamentals of Artificial Intelligence
- Government Financial Management
- 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 UBalt 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).
- Students must earn at least 30 credit hours required for the degree at The University of Baltimore, at least 15 of which are at the 300-level or above.
 - Generally, the last 30 credits are completed at UBalt. With advance permission of the dean, and assuming the student has already completed enough credits at The University of Baltimore, exceptions may be made for compelling reasons.

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 ACCOUNTING

ubalt.edu/accounting

FACULTY: Demarest, Pevzner, Ramsey, Williams

PROGRAM GOALS AND LEARNING OBJECTIVES

The goal of the B.S. in Accounting 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:

Competency 1: Apply accounting standards

Graduates will apply U.S. GAAP (and basic IFRS concepts) to prepare and analyze financial statements for individuals and organizations.

Competency 2: Analyze financial information

Graduates will analyze financial statements using quantitative techniques to assess profitability, liquidity, solvency, and operational performance.

Competency 3: Evaluate tax impacts of decisions

Graduates will prepare basic individual and business tax returns and evaluate the tax consequences of common financial and business decisions.

Competency 4: Use accounting technologies

Graduates will use accounting software, spreadsheets, and data analytics tools to record transactions, perform reconciliations, and generate financial reports.

Competency 5: Apply auditing and internal control principles

Graduates will evaluate internal controls and apply fundamental auditing procedures to assess risk and reliability of financial information.

Competency 6: Demonstrate ethical and professional judgment

Graduates will identify ethical issues, apply professional standards, and recommend appropriate actions in accounting-related scenarios.

Competency 7: Communicate accounting information effectively

Graduates will communicate accounting analyses and recommendations clearly and accurately in both written reports and oral presentations for professional audiences.

DEGREE REQUIREMENTS

The requirements for the B.S. in Accounting 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. Students transferring in with a completed associate's degree or at least 60 credits in transfer can complete the degree entirely online if they so choose.

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 (or CMAT 201) (3) [CMAT/COMM/ELECGE]
ECON 201	Principles of Microeconomics (3) [SOSC/Q&Q/SBS]

ECON 202	Principles of Macroeconomics (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 (28 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 UBalt. These courses are required of all business administration students. Students transferring with an articulated A.A. or A.S. may have completed most of the lower-division business core requirements.

ENTR 305	Entrepreneurship and Innovation (3)
FIN 331	Financial Management (3)
INSS 300	Management Information Systems (3) [COSC/CTEK/ELECGE] (GR-IL/TF)
INSS 305	Data Driven Decision Making (3)
MGMT 301	Management and Organizational Behavior (3)
MGMT 302	Global Business Environment (3) (GR-GD)
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)

ACCOUNTING REQUIREMENTS (27 CREDITS)

ACCT 301	Intermediate Accounting I (3)
ACCT 302	Intermediate Accounting II (3)
ACCT 310	Intermediate Accounting III (3) (GR-CAP)
ACCT 317	Accounting Information Systems (3)
ACCT 401	Auditing (3)
ACCT 403	Advanced Financial Reporting (3)
ACCT 405	Income Taxation (3)
Approved ACCT Elective (ACCT 495 recommended) (3)	
Approved ACCT Elective (3)	

B.S. IN BUSINESS ADMINISTRATION

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:

Competency 1: Broad-Based Business Knowledge and Application

LO 1.1: Students will demonstrate theoretical and applied competencies in business disciplines.

LO 1.2: Students will integrate cross-discipline knowledge and competencies to solve business problems and make decisions.

Competency 2: Thinking and Adapting Skills

LO 2.1 Students will apply data analytics techniques to solve business problems.

LO 2.2 Students will use appropriate technologies to address business challenges and problems.

LO 2.3: Students will apply creative problem-solving approaches and strategies to enable innovation.

Competency 3: Communication and Collaboration Skills

LO 3.1 Students will create a written document applying principles of effective business communication.

LO 3.2 Students will create an oral presentation applying principles of effective business communication.

LO 3.3 Students will work effectively in teams.

Competency 4: Actions and Decisions in a Framework of Social Responsibility

LO 4.1 Students will demonstrate awareness of socio-economic differences and diversity in business decision making.

LO 4.2 Students will include ethical considerations and social responsibility in making business decisions.

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 (or CMAT 201) (3) [CMAT/COMM/ELECGE]
ECON 201	Principles of Microeconomics (3) [SOSC/Q&Q/SBS]
ECON 202	Principles of Macroeconomics (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 UBalt. These courses are required of all business administration students. Students transferring with an articulated A.A. or A.S. may have completed most of the lower-division business core requirements.

ENTR 305	Entrepreneurship and Innovation (3)
FIN 331	Financial Management (3)
INSS 300	Management Information Systems (3) [COSC/CTEK/ELECGE] (GR-IL/TF)
INSS 305	Data Driven Decision Making (3)
MGMT 301	Management and Organizational Behavior (3)
MGMT 302	Global Business Environment (3) (GR-GD)
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 470	Enterprise Management and Strategy (3) (GR-CAP)

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

SPECIALIZATION REQUIREMENTS (15-18 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 data analytics, finance, early entry law, entrepreneurship, management, human resource management, marketing, real estate and economic development, or risk management and insurance.

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 18 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

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. This specialization can be completed entirely online.

DATA ANALYTICS SPECIALIZATION

ubalt.edu/dataanalytics

FACULTY: Fowler, Mirani, Zhang

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.

Required Courses (9 credits)

INSS 310 Coding for Data Analytics (3)
INSS 421 Design of Database Management Systems (3)
INSS 422 Business Intelligence (3)

Electives (6 credits)

Three of the following:

INSS 370 Project Management (3)
INSS 406 Systems Analysis and Design (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

FACULTY: Lingelbach, 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.

Required Courses (6 credits)

- | | |
|----------|---|
| ENTR 320 | Opportunity Assessment and Development (3) |
| ENTR 450 | Entrepreneurial Organization, Planning and Implementation (3) |

Electives (9 credits)

Three 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) |

FINANCE SPECIALIZATION

ubalt.edu/finance

FACULTY: Chen, 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.

Required Courses (6 credits)

FIN 330	Excel for Financial Analysis (3)
FIN 333	Investment Analysis and Portfolio Management (3)

Elective (9 credits)

FIN 340	Financial Planning (3)
FIN 420	Risk and Insurance (3) or RMGT 301 Managing Property and Casualty (3)
FIN 433	International Financial Management (3)
FIN 450	Financial Statement Analysis (3)
FIN 471	Real Estate Finance (3)
FIN 470	Real Estate Investments (3)
FIN 495	Internship in Finance (3)
FIN 497	Special Topics in Finance

MANAGEMENT AND HUMAN RESOURCE MANAGEMENT SPECIALIZATIONS

ubalt.edu/management

FACULTY: Pezeshkan, Richardson, Weaver, 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.

Required Course (9 credits)

MGMT 315 Talent Management Principles for Managers (3)

MGMT 445 Service Operations (3)

MGMT 465 International Management (3)

Electives (6 credits)

Any two of the following:

Any 400 level MGMT course not previously completed

MGMT 495 Internship in Management (3)

MGMT 497 Special Topics in Management (3)

MGMT 498 Global Field Study (3)

MGMT 499 Independent Study (3)

HUMAN RESOURCE MANAGEMENT SPECIALIZATION REQUIREMENTS (15 CREDITS)

For prerequisites, refer to the individual listings in the online course descriptions, found at ubalt.edu/coursedescriptions.

Required Courses (9 credits)

MGMT 315 Human Resource Management (3)

MGMT 410 Employment Relations Law (3)

MGMT 415 Compensation and Performance Management (3)

Electives (6 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

FACULTY: Randhawa, Sriram

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.

Required Courses (3 credits)

MKTG 460 Advanced Marketing Management (3)

Electives (9 credits)

Three of the following or choose 9 credits from a track below:

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)*

Sales and Communications

CMAT 391 Public Relations Challenges (3)
MKTG 405 Digital Marketing Strategy (3)
MKTG 415 Marketing Communications and Digital Media (3)
MKTG 430 Personal Selling (3)

Marketing Strategy

CMAT 391 Public Relations Challenges (3)
ENTR 320 Opportunity Assessment and Development (3)
MKTG 407 International Marketing (3)
MKTG 410 Buyer Behavior and Market Analysis (3)
MKTG 440 Product Management (3)

Marketing Analytics

ENTR 320	Opportunity Assessment and Development (3)
INSS 422	Business Intelligence (3)
MKTG 405	Digital Marketing Strategy (3)
MKTG 410	Buyer Behavior and Market Analysis

* Indicates course can be used in all tracks

REAL ESTATE AND ECONOMIC DEVELOPMENT SPECIALIZATION

ubalt.edu/realestate

FACULTY: Rodricks 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.

Required Courses (9 credits)

REED 312	Real Estate Principles and Transactions (3)
REED 315	Real Estate Law (3)
FIN 471	Real Estate Finance (3)

This is the real estate capstone.

Elective (9 credits)

Choose three of the following or choose from a track below:

ECON 312	Introduction to Economic Development (3)
FIN 330	EXCEL for Financial Analysis (3)
FIN 470	Real Estate Investment (3)
REED 475	Real Estate Market Analysis (3)
REED 480	Property Management (3)
REED 495	Internship in Real Estate and Economic Development (3)
REED 497	Special Topics in REED (3)
RMGT 301	Managing Property and Casualty Risk (3)

RISK MANAGEMENT AND INSURANCE SPECIALIZATION

ubalt.edu/risk

The risk management and insurance specialization provides students with 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 health care 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.

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:

INSS 370	Project Management
FIN 300	Excel 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

FACULTY: Chen, Fowler, Guo, Mirani, Zhang

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

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 (25 CREDITS)

ACCT 201	Introduction to Financial Accounting (3)
ACCT 202	Introduction to Managerial Accounting (3)
CMAT 303	Oral Communication in Business (or CMAT 201) (3) [CMAT/COMM/ELECGE] (GR-OC)
ECON 201	Microeconomics (3) [SOSC/Q&Q/SBS]
or	
ECON 202	Macroeconomics (3)[SOSC/Q&Q/SBS]
AITC 151	Introduction to Programming Language (3)*
AITC 251	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 6 credit hours of programming language approved by the Merrick Advising Center and the department chair.

UPPER-DIVISION CORE REQUIREMENTS (16 CREDITS)

INSS 300	Management Information Systems (3) [COSC/CTEK/ELECGE] (GR-IL/TF)
INSS 305	Data Driven Decision Making (3)
MGMT 301	Management and Organizational Behavior (3)
MGMT 302	Global Business Environment (3) (GR-GD)
MGMT 330	Personal and Professional Skills for Business (1)
OPRE 315	Business Applications of Decision Science (3)

INFORMATION SYSTEMS AND TECHNOLOGY MANAGEMENT REQUIREMENTS (27 CREDITS)

For prerequisites, refer to the individual listings in the online course descriptions, found at ubalt.edu/coursedescriptions.

AITC 310	Computer Networks (3)
INSS 310	Coding for Data Analytics (3)
INSS 325	Foundations of AI for Business (3)
INSS 350	Fundamentals of Machine Learning (3)
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)

One of the following:

INSS 427	Business Data Communications (3)
INSS 470	IT Service Delivery (3) (GR-CAP)
INSS 495	Internship in MIS (3)
INSS 497	Special Topics in Information Systems (3)
INSS 499	Independent Study (3)

UPPER-DIVISION CERTIFICATE IN ACCOUNTING

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 6 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 317	Accounting Information Systems (3)
ACCT 310	Intermediate Accounting III (3)
ACCT 401	Auditing (3)
ACCT 403	Advanced Financial Reporting (3)
ACCT 405	Income Taxation (3)
BUAD 301	Ethical Issues in Business and Society (3)

YALE GORDON COLLEGE OF ARTS AND SCIENCES

Ronald Castanzo, interim dean

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 are 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 The 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.

STUDENTS

The approximately 800 students enrolled in the Yale Gordon College of Arts and Sciences—about one-half 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. Psychology students can use the lab for independent and classroom research.

Advanced laboratories in the Liberal Arts and Policy Building 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 Academic Center 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 virtual private network (VPN) servers. The UBalt 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 UBalt 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.)
- Artificial Intelligence for IT Operations (B.S.)
- Environmental Sustainability (B.A.)
- Interdisciplinary Studies (B.A.)
- Law, Philosophy, and History (B.A.)
- Multimedia Storytelling (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.

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 unless an articulation agreement allows more.
- 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.
- All students are required to take at least 30 credits toward the bachelor's degree at The University of Baltimore after transferring to the University, with at least 15 of these credits at the 300-level or above.

- Once enrolled at The University of Baltimore, students must receive advance written permission from the dean or the dean's designee to earn credits at another institution and transfer them into the degree program. Students will never be allowed to apply fewer than 30 UBalt credits to the bachelor's degree.
- Generally, the last 30 credits are completed at the University, but with advance permission of the dean, and assuming the student has already completed enough credits at The University of Baltimore, exceptions may be made for compelling reasons.
- 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 6 credit hours at the graduate level, and these credits are applied strictly to the undergraduate degree.

Undergraduate students taking graduate courses being applied to an undergraduate degree pay the 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 UBalt, students must have an undergraduate grade point average of at least 3.5, with at least 15 credits earned at UBalt, 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 UBalt 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 UBalt 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 the 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.Sc.)

Master's Programs

- Counseling Psychology (M.S.)
- 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.)
- Social-Organizational Psychology (M.S.)
- User-Centered Cybersecurity (M.S.)

Graduate Certificate Programs

- Advanced UX Research
- Digital Communication
- Professional Counseling Studies
- User Experience (UX) Design

LAW SCHOOL PRESUMPTIVE-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 152 or better, or a cumulative cross-institutional grade point average of 3.2 or better and an LSAT score of 154 or better, can be admitted into the entering class of the UBalt 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 UBalt 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 UBalt School of Law does not ensure acceptance into the full-time day program; students may be admitted to the full-time day program, the part-time day program or the evening program. The law school reserves the right to increase the grade point average and the LSAT score required on an annual basis.

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

LAW SCHOOL EARLY-ENTRY OPTION

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. 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 UBalt, excluding AP, IB, DANTES, CLEP or challenge examinations. Students must complete all lower- and upper-division General Education requirements and apply to the UBalt 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. A student who, during the first 30 semester hours of the J.D. program, wishes to leave the J.D. program or who is not successful can return to the original undergraduate program.

Note that early entry law students in the final year of their undergraduate career and the first year of their JD program are required by federal regulation to be packaged for financial aid as law, not as undergraduate students; therefore, these students are not eligible for undergraduate Title IV programs. If students answer yes to any of the character and fitness questions on the UBalt 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.

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. 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, UBalt 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 UBalt 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 post bachelor's degree completion. Students learn more about the graduate degree programs at UBalt 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 for more information.

Giovanni Vincenti, program director

FACULTY: Ketel, Vincenti

ADJUNCT FACULTY: Brown, Faulkner, Mayfield

In the B.S. in Applied Information Technology program, you will explore networking, developing desktop and server-based applications, building and supporting websites, and 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 The 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 (57-63 CREDITS)

Applied Information Technology Core (30 Credits)

AITC 151	Computer Programming I (3)
AITC 210	Computer Hardware/Software Support (3)
AITC 212	Introduction to Linux (3)
AITC 251	Computer Programming II (3)
AITC 253	Client-Side Web Programming (3)
AITC 310	Computer Networks (3)
AITC 332	Computer Security (3)
AITC 356	Database Systems (3)
AITC 461	IT Project Management (3)
GAME 324	Designing for Humans (3)

Capstone (3 credits)

AITC 490	Capstone in Information Technology (3)
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Math Requirements (6 credits)

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

Students will choose either the general track (57 credits total) or one of two concentrations (63 credits total).

General Track (18 credits)

Choose one of the following two courses:

AITC 351	Object-Oriented Programming (3)
AITC 352	Advanced Scripting and Task Automation (3)

Choose one of the following two courses:

AITC 312	System Administration (3)
AITC 317	Virtualization and Cloud Computing (3)

Choose four courses (12 credits) from AITC courses at the 400-level.

Application Development Concentration (24 credits)

AITC 317	Virtualization and Cloud Computing (3)
AITC 351	Object-Oriented Programming (3)
AITC 451	Object-Oriented Analysis and Design (3)
AITC 453	Server-Side Web Programming (3)
AITC 456	Advanced Database Systems (3)
AITC 457	Mobile Applications Programming (3)

AITC 458	Software Security (3)
AITC 459	Open-Source Software Development (3)

Cyber Security Concentration (24 Credits)

AITC 312	System Administration (3)
AITC 352	Advanced Scripting and Task Automation (3)
AITC 416	Wireless Networking: Applications and Security (3)
AITC 431	Applied Cryptography (3)
AITC 432	Information Assurance (3)
AITC 433	Network Security (3)
AITC 434	Web and Database Security (3)
AITC 435	Digital Forensics for Information Technology (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 PRESUMPTIVE-ADMIT OPTION

Qualified graduates of all UBalt undergraduate programs can be admitted to the UBalt School of Law following their graduation through the University's presumptive-admit option. For more information, see [UBalt PreLaw](#).

B.S. IN ARTIFICIAL INTELLIGENCE FOR IT OPERATIONS

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 for more information.

Giovanni Vincenti, program director
FACULTY: Ketel, Vincenti, Newman
ADJUNCT FACULTY: Brown

The Bachelor of Science in Artificial Intelligence for IT Operations (AIOps) at the University of Baltimore prepares students to become technical leaders in AI-driven IT systems. This 60-credit interdisciplinary program combines hands-on experience with theoretical knowledge, giving students a strong foundation in programming, cloud computing, cybersecurity, machine learning, and human-centered AI design. The program focuses on the integration of Artificial Intelligence with existing IT infrastructures, giving students a wholistic view not only of artificial intelligence but in the technical context in which it will exist.

In the Artificial Intelligence for IT Operations program, students will:

- Describe different AI algorithms and the context in which they operate, including training and operational needs.

- Identify hardware and software requirements for AI-enabled systems.
- Design secure AI-enabled systems that meet the needs of stakeholders.
- Implement local and distributed AI-enabled systems.
- Communicate hardware, software, and implementation requirements related to AI-based projects.
- Articulate ethical and human-centered factors related to AI-enabled systems.

FACILITIES

The Division of Science, Information Arts and Technologies maintains several PC labs supporting artificial intelligence education, programming, and cyber 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 Artificial Intelligence for IT Operations program will meet The University of Baltimore information literacy requirement by the successful completion of the following course:

- COSC 324 Designing for Humans (3).

GENERAL EDUCATION REQUIREMENTS (38 CREDITS)

In the face of pressing economic and social challenges, it is critical that The 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 115: Introductory Statistics.

ARTIFICIAL INTELLIGENCE FOR IT OPERATIONS REQUIREMENTS (60 CREDITS)

Artificial Intelligence and Information Technology Core (45 Credits)

AITC 151	Computer Programming I (3)
AITC 251	Computer Programming II (3)
AITC 253	Client-Side Web Programming (3)
AITC 270	Basic Concepts of Artificial Intelligence (3)
AITC 310	Computer Networks (3)
AITC 317	Virtualization and Cloud Computing (3)
AITC 332	Computer Security (3)
AITC 356	Database Systems (3)
AITC 372	AI Algorithms and Implementations (3)

AITC 375	IoT, Smart Devices, and Sensor Data (3)
AITC 453	Server-Side Web Programming (3)
AITC 470	Cloud and Edge Intelligence (3)
AITC 471	Software Development and AI (3)
AITC 475	AI and Cyber Security (3)
INSS 350	Fundamentals of Machine Learning for Business (3)

Human-Centered Design (3 credits)

GAME 324	Designing for Humans (3)
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Philosophy (3 credits)

PHIL 450	AI and Philosophy (3)
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Capstone (3 credits)

AITC 491	Capstone in Artificial Intelligence (3)
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Math Requirements (6 credits)

MATH 115	Introductory Statistics (3)
MATH 321	Mathematical Structure for Information Technology (3)

General Electives

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

LAW SCHOOL PRESUMPTIVE-ADMIT OPTION

Qualified graduates of all UBalt undergraduate programs can be admitted to the UBalt School of Law following their graduation through the University's presumptive-admit option. For more information, see [UBalt PreLaw](#).

B.A. IN ENVIRONMENTAL SUSTAINABILITY

ubalt.edu/environmental

Stan Kemp, program director

FACULTY: Pecher, Castanzo, Kassner

Students in the Environmental Sustainability 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 and its watershed.

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 is shaped by ecological considerations. They also examine the ethical and legal implications of the use, treatment and potential destruction of the natural environment.

The Major Electives category of course requirements allows the student to customize their curriculum according to their own interests. Approved courses in this category include ones in business/entrepreneurial, public policy, law and ethics, and other course offerings in a variety of fields. The student can specialize in one of these fields or take courses across all fields, their choice.

When they graduate, students are prepared to deal with the real problems facing Baltimore or communities worldwide. 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.

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
- 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 The 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 (52 CREDITS)

Note that 17 credits of the core Environmental Sustainability program requirements can be satisfied by General Education requirements.

CORE COURSES (43 CREDITS)

Biological Science course (4 credits)

BIOL 121 Fundamentals of Biology (4)*

Environmental Science (24 credits)

ENVS 201 Environmental Sustainability (3)*
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)

Social Science, Ethics, and Public Policy courses (15 credits)

ANTH 222 Human Environmental Adaptations (3)
PHIL 280 Environmental Ethics (3)*
PPIA 480 Environmental Politics and Policy (3)
PSYC 100 Introduction to Psychology (3)*
PSYC 375 Environmental Psychology (3)

Humanities (3 credits)

PHIL 280 Environmental Ethics (3)*

Policy, Politics and International Affairs (6 credits)

PPIA 315 Public Policy Analysis (3)
PPIA 480 Environmental Politics and Policy (3)

**Indicates that course satisfies a General Education requirement.*

MAJOR ELECTIVES (9 cr.)

Choose three (3) courses (2 must be from 300+ level courses) Note: Students are not required to take all major electives in a single group; these are *optional* areas of focus:

Note: any course on this list may be taken as a general elective as well

Government, Policy, and International Affairs

PPIA 210	Introduction to International Affairs (3) *
PPIA 315	Public Policy Analysis (3)
PPIA 322	Bureaucracy and Public Policy (3)
PPIA 324	American Public Policy (3)
PPIA 348	Legislative Process (3)
PPIA 425	Administrative Law and Processes (3)
PPIA 481	Globalization (3)

Law and Philosophy

HIST 340	American Legal History (3)
JPLA 200	Introduction to Jurisprudence (3)
LEST 401	Legal Foundations (3)
LEST 402	Legal Research and Analysis (3)
PHIL 250	Social and Political Philosophy (3)
PHIL 490	Theories of Justice (3)
PHIL 496	International Law and Morality (3)
PHIL 497	Special Topics in Philosophy (3)

Business and Economics

ECON 409	International Economics (3)
ENTR 101	Imagination, Creativity and Entrepreneurship (3) *
ENTR 300	The Entrepreneurial Experience (3)
MGMT 101	Business in a Changing World (3) *
MKTG 301	Marketing Management (3)

Additional courses

ANTH 110	Cultural Anthropology * (3)
ANTH 410	Cultural Resource Management (3)
ENVS 175	Ecology (3) *
ENVS 310	Special Topics in Environmental Science (3)
ENVS 485	Internship in Environmental Sustainability (3)
PHSC 101	Earth in Focus (3) *
SOCI 303	Urban Sociology (3)

**Indicates that course satisfies a General Education requirement.*

General Electives

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

Qualified graduates of all UBalt undergraduate programs can be admitted to the UBalt School of Law following their graduation through the University's presumptive-admit option. For more information, see [UBalt PreLaw](#).

B.A. IN INTERDISCIPLINARY STUDIES

ubalt.edu/interdisciplinary

Nicole Hudgins, program director

The B.A. in Interdisciplinary Studies program, the University's integrative 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. Equally, for students returning to university with a collection of credits, the program offers an opportunity to complete their education and prepare for what's next in life.

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 Interdisciplinary Studies program requirements.

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 305: 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 The 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 305: 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 305 Introduction to Interdisciplinary Studies (3)

Taught synchronously on Zoom, this class combines UBalt campus students and students taking the class from the Jessup Correctional Institution. Campus students must fill out a DPSCS volunteer program application before the semester begins.

Capstone Portfolio (3 credits)

IDIS 497 Interdisciplinary Studies Senior Capstone (3)

In this capstone course, students undertake a final project that incorporates their three IDIS concentrations. Following a detailed proposal, students work with the instructor, a personal coach, and fellow students in the format that best suits their goal, which may be a research project, local event, creative work, etc. At the end of the semester, the students finish with an oral defense of their project and a class presentation. Permission of IDIS advisor required. prerequisites: IDIS 305 and WRIT 300 [CAP]

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 pre-major requirements in the disciplines that they intend to use as areas of individualized study in their planned interdisciplinary studies program. Interdisciplinary studies students must fulfill all prerequisites that apply to courses selected for use in concentration areas (see above). Complete as many courses as necessary from any discipline to fulfill your 120-credit requirement to graduate.

LAW SCHOOL PRESUMPTIVE-ADMIT OPTION

Qualified graduates of all UBalt undergraduate programs can be admitted to the UBalt School of Law following their graduation through the University's presumptive-admit option. For more information, see [UBalt PreLaw](#).

B.A. IN LAW, PHILOSOPHY, AND HISTORY

Joshua Kassner, program director

FACULTY: Davis, Hudgins, Kassner, Scalet, Yi

WEBSITE: <https://www.ubalt.edu/schools-and-colleges/yale-gordon-college-of-arts-and-sciences/academics/explore-all-programs/bachelors-law-philosophy-and-history/index.cfm>

The **B.A. in Law, Philosophy, and History (LPH)** is a humanities-based interdisciplinary undergraduate pre-law program unlike any other in the state of Maryland. LPH integrates coursework from Legal Studies, Philosophy and History to prepare students for careers in law and leadership through a curriculum grounded in the theory and practice of law at the only university in Maryland that is home to both a law school and pre-law bachelor's degrees.

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.

GENERAL EDUCATION REQUIREMENTS (38 CREDITS)

In the face of pressing economic and social challenges, it is critical that The 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.

LAW, PHILOSOPHY, AND HISTORY PROGRAM REQUIREMENTS (36 CREDITS)

The curriculum of the Bachelor of Arts in Law, Philosophy, and History program requires an interdisciplinary core with students choosing to specialize in one of the program's three tracks. The core will be 18 credits, 6 credits each from Legal Studies, Law and Philosophy, and Law and History. Students may declare the track they intend to pursue only after they have taken at least one course from each track (total of 3 courses for 9 credits). In specializing in a single track, each student will be required to take 5 electives from a list of approved courses in that track (15 credits) and complete a capstone course (3 credits) in that track for a total of 18 credits within the chosen track and a total of 36 credits for the major. In addition, accelerated pathways to graduate school (including law school) and transfer options (including specific articulation agreements) will provide students with a range of options to pursue the LPH degree.

LPH Core Courses (18 Credits)

Legal Studies (6 Credits)

Choose two from the following four courses:

- LEST 401 Legal and Ethical Foundations (3)
- LEST 402 Legal Research and Analysis (3)
- LEST 403 The Trial Process (3)
- LEST 412 Law and Society (3)

Law and Philosophy (6 Credits)

Choose one of the following (3 credits):

- PHIL 101 Introduction to Philosophy (3)
- PHIL 140 Contemporary Moral Issues (3)
- PHIL 150 Critical Thinking and Arguments (3)

Choose one of the following (3 credits):

- PHIL 200 The Nature and Purpose of Law (3)
- PHIL 480 Philosophy, Law, and Current Events (3)

Law and History (6 Credits)

Choose two from the following four courses:

- HIST 325 Prisons and Police in U.S. History (3)
- HIST 330 Immigration and Law in U.S. History (3)
- HIST 335 Race, Gender, Sexuality and the Law in U.S. History (3)
- HIST 364 Civil Rights in U.S. History (3)

Track Specific Requirements (18 Credits)

Legal Studies

- LEST 498 Capstone Project (3)

Complete five of the following (courses not taken to fulfill the core requirements; 15 credits)

- PHIL 200 The Nature and Purpose of Law (3)
- HIST 340 American Legal History (3)
- LEST 400 Topics (3)
- LEST 401 Legal and Ethical Foundations (3)
- LEST 402 Legal Research and Analysis (3)
- LEST 403 The Trial Process (3)
- LEST 404 LSAT and Beyond (3)
- LEST 412 Law and Society (3)
- LEST 425 Topics in Law and Applied Ethics (3)
- LEST 496 Internships (3)

Law and Philosophy

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

Complete one PHIL course from the History of Ideas Series (3 credits)

- PHIL 317 Ancient Philosophy (3)
- PHIL 319 Modern Philosophy (3)

PHIL 320	20th Century Philosophy (3)
PHIL 321	Philosophers That Changed The World (3)

Complete four additional philosophy courses (courses not taken to fulfill the core requirements), two of which must be upper division (300 or 400) and one of which could be a history of ideas course not taken to fulfill the History of Ideas requirement. One philosophy course may be substituted after consultation with the faculty advisor. (12 credits).

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 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 450	AI And Philosophy (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)

Law and History

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

Complete One 100- or 200-level HIST course (3 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)
HIST 197	Conflicts in History (3)
HIST 204	African American History to 1865 (3)

HIST 205	African American History Since 1865 (3)
HIST 240	Everyday Lives (3)
HIST 250	Digital History (3)
HIST 290	Great Issues in History (3)

Complete Three 300- or 400-level HIST courses (courses not taken to fulfill core requirements; 9 credits)

HIST 306	Popular Music in U.S. History (3)
HIST 308	History of American Business (3)
HIST 310	Ancient Civilizations (3)
HIST 312	Age of Revolutions (3)
HIST 313	Europe 1815-1914 (3)
HIST 314	War in Europe, 1914-1945 (3)
HIST 315	Europe Since 1945 (3)
HIST 316	Black Europe (3)
HIST 321	America Since 1940 (3)
HIST 324	Modern China (3)
HIST 325	Prisons and Police in U.S. History (3)
HIST 326	Modern Japan (3)
HIST 328	Modern Korea (3)
HIST 330	Immigration and Law in U.S. History (3)
HIST 335	Race, Gender, Sexuality and the Law in U.S. History (3)
HIST 340	American Legal History (3)
HIST 344	World War II (3)
HIST 345	Politics in U.S. History (3)
HIST 350	History of U.S. Foreign Relations (3)
HIST 354	History of Germany (3)
HIST 360	Darwin, Marx, Nietzsche and Freud (3)
HIST 364	Civil Rights in U.S. History (3)
HIST 375	Civil War and Reconstruction (3)
HIST 380	The Chesapeake World (3)
HIST 381	American Cities (3)
HIST 382	History of Baltimore (3)
HIST 385	U.S. Women's History (3)
HIST 390	Film and History (3)
HIST 391	History of Fashion (3)
HIST 396	Introduction to Public History (3)
HIST 434	Constitutional History (3)
HIST 438	Great Trials in History (3)
HIST 440	History of Common Law (3)
HIST 445	Topics in the History of Religion (3)
HIST 460	The Cold War, 1945-1990 (3)
HIST 466	History of Africa (3)
HIST 477	Technology and History (3)
HIST 490	Internship (1-3)
HIST 492	Independent Study (1-3)
HIST 496	Seminar in Public History (3)
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 studies. Contact the program director for information and see [Accelerated Bachelor's/Master's Option](#).

LAW SCHOOL PRESUMPTIVE-ADMIT OPTION

Qualified graduates of all UBalt undergraduate programs can be admitted to the UBalt School of Law following their graduation through the University's presumptive-admit option. For more information, see [UBalt PreLaw](#).

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 LPH academic coordinator for the major requirements through the early-entry option.

B.A. IN MULTIMEDIA STORYTELLING

Jennifer Keohane, program director

FACULTY: Boyd, Delury, DeGeal, Keohane, Leyva, Meikle, Power, Rhee, Watkins, Zeleny

ADJUNCT FACULTY: Blum, Hubbs, Kopelke, Paul, Yarrison

As digital technologies alter the ways that individuals and organizations create and share narratives, there is a crucial need for professionals who can integrate theory, design, and production into ethically informed and culturally relevant storytelling. The emergence of AI is transforming the job market, and universities are scrambling to address this revolution within their classrooms and in their degree programs. The Multimedia Storytelling program meets these challenges and opportunities head on. It unites the study of classic narrative forms with emerging platforms, preparing students to adapt to ongoing technological change without sacrificing a foundation in strong thinking, writing, and analytical skills.

Writing for print and understanding face-to-face communication are no longer sufficient skills for college graduates, as today's messages circulate through a range of platforms and modalities. To that end, the Multimedia Storytelling program offers a core curriculum that emphasizes the essential role of storytelling in human interaction. In their core courses, students will acquire foundational skills in audience analysis, cross-platform communication, communication ethics, and design principles. They will learn to write effectively and for a range of purposes, adapting content to target audiences and evaluating the uses and limitations of emergent technologies such as generative AI. In all their classes, students will hone the analytical and creative thinking skills inherent in a liberal arts education.

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 communication, writing, and design 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, they broaden their knowledge of narrative, literary, and rhetorical theory, and build skills in production and design.

Through a set of eight core courses that provide a vast, practical understanding of the power of storytelling in the 21st century, students explore the theory and impact of words and images. They may then choose a six-course specialization.

FACILITIES

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.

GENERAL EDUCATION REQUIREMENTS (38 CREDITS)

In the face of pressing economic and social challenges, it is critical that The 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.

MULTIMEDIA STORYTELLING PROGRAM REQUIREMENTS (42 CREDITS)

Core Courses (24 credits)

STRY 301	Intro to Multimedia Storytelling (3)
STRY 310	Creativity and Voice (3)
STRY 360	Multimedia Production (3)
STRY 371	Storytelling Industries (3)
CMAT 315	Design Foundations (3)
CMAT 342	The Rhetoric of Digital Communication (3)
STRY 498	Capstone (3)

One Literature and Culture course (3) from the list below.

Literature and Culture Courses

ENGL 315	The Short Story (3)
ENGL 316	Modern Poetry (3)
ENGL 319	Topics in International Literature (3)
ENGL 320	Contemporary Literature (3)
ENGL 333/	Media Genres (3)

CMAT333	
ENGL 332	Literature and Film (3)
ENGL 337	Great Plays (3)
ENGL 349	American Identities (3)
ENGL 360	Major Authors (3)
ENGL 365	Shakespeare's Influence (3)
ENGL 391	Topics in Language and Society (3)
ENGL 397	Literary Theory and Interpretation (3)
ENGL 400	Literature in Society (3)
CMAT 230	Baltimore in the Media (3)
CMAT 231	Decoding Media (3)
CMAT 271	Interpreting Pop Culture (3)
CMAT 475	Media Criticism (3)
HIST 250	Digital History (3)

Students will choose another 18 credits of electives. They may group these electives into one of the following areas of focus:

Media Design and Production (choose 18 credits from the following courses)

CMAT 357	Principles of Design (prerequisite: CMAT315) (3)
CMAT 358	Digital Design (3)
CMAT364	Digital Photo (3)
CMAT367	Mobile Photo & Video (3)
CMAT369	Digital Video (3)
CMAT 392	Media Branding (prerequisite: CMAT315) (3)
CMAT456	Motion Graphics (3)
CMAT 457	Advanced Print Design (prerequisite: CMAT357) (3)
CMAT 459	Advanced Digital Design (prerequisite: CMAT358) (3)
ENGL 400/ ARTS 201	Literature in Society (3)
ENGL 401	Publication and Performance (3)
ARTS 353	Arts Event Production (3)

Creative Writing and Publishing (choose 18 credits from the following courses)

ENGL 321/ CMAT320	Argumentation, Debate, and Society (3)
ENGL 323	Writing, Editing, and Publishing (3)
ENGL 325	Introduction to Journalism (3)
ENGL 401	Publication and Performance (3)
ENGL 402	Copy-Editing and Document Design (3)
ENGL 324	Public Relations Writing (3)
ENGL 326	Writing for Digital Media (3)
CMAT 475	Media Criticism (3)
ENGL 382	Creative Writing Workshop: Poetry (3)
ENGL 383	Creative Writing Workshop: Fiction (3)
ENGL 385	Creative Writing Workshop: Playwriting (3)
ENGL 386	Creative Writing Workshop: Journalism (3)
ENGL 387	Creative Writing Workshop: Memoir (3)
ENGL 388	Creative Writing Workshop: Special Topics (3)

ENGL 363/ Creative Writing Workshop: Screenwriting (3)
CMAT363

Public Relations and Social Media

(choose 18 credits from the following courses)

ENGL 321/ Argumentation, and Debate, and Society (3)
CMAT 320
ENGL 324 Public Relations Writing (3)
ENGL 326 Writing for Digital Media (3)
ENTR 305 Entrepreneurship and Innovation (3)
MKTG 301 Marketing Management (3)
CMAT 357 Principles of Design (prereq: CMAT315) (3)
CMAT 358 Digital Design (3)
CMAT 364 Digital Photography (3)
CMAT 367 Mobile Photo & Video (3)
CMAT 368 Photojournalism (3)
CMAT 391 Public Relations Strategies (3)
CMAT 369 Digital Video (3)
CMAT 392 Media Branding (prereq: CMAT315) (3)
CMAT 457 Advanced Print Design (prereq: CMAT 357) (3)
CMAT 459 Advanced Digital Design (prereq: CMAT 358) (3)
CMAT 469 Advanced Digital Video (prereq: CMAT 369) (3)
MKTG 405 Digital Marketing Strategy (3)
MKTG 410 Buyer Behavior and Marketing Analysis (3)
MKTG 415 Marketing Communication (3)
ARTS 353 Arts Event Production (3)

Other Electives for all areas of focus

CMAT 407 Internship
CMAT 489 Directed Independent Study
CMAT 490 Honors Project
CMAT 497 Special Topics in Digital Communication

General Electives

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

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

ACCELERATED BACHELOR'S/MASTER'S OPTION

Students who qualify may apply to take up to 9 graduate credits that apply to both this undergraduate degree and the M.A. in Integrated Design, the M.S. in Interaction Design and Information Architecture, or the M.F.A. in Creative Writing and Publishing Arts. Contact the program director for information and see [Accelerated Bachelor's/Master's Option](#).

LAW SCHOOL PRESUMPTIVE-ADMIT OPTION

Qualified graduates of all UBalt undergraduate programs can be admitted to the UBalt School of Law following their graduation through the University's presumptive-admit option. For more information, see [UBalt PreLaw](#).

B.A. IN PSYCHOLOGY

ubalt.edu/psychology

Sally Farley, program director

FACULTY: Donahue, Eysell, Farley, Frederick, Gasparini, King, Vinson

ADJUNCT FACULTY: Carson, Garove

The B.A. in Psychology program immerses students in the scientific study of human behavior – it provides students with broad exposure to the theoretical, methodological, quantitative and applied aspects of the discipline. The program prepares students for admission to graduate school and professional programs and develops the foundational knowledge and skills necessary for careers in psychology and related fields. Faculty members bring expertise across a range of specializations, including counseling, behavioral neuroscience, social psychology, organizational psychology, and relationship science. Undergraduate students have opportunities to engage in collaborative research alongside faculty in the Wagman Applied Psychology Laboratory. 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. The program also sponsors a local chapter of Psi Chi, the international honor society in psychology, which recognizes students who demonstrate outstanding academic achievement in the field.

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 UBalt 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 255 The Psychology of Cults and Conspiracy Theories

GENERAL EDUCATION REQUIREMENTS (38 CREDITS)

In the face of pressing economic and social challenges, it is critical that The 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)

PSYC 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 250	Social Psychology (3)
PSYC 260	Psychology of Religion and Spirituality (3)
PSYC 310	Close Relationships (3)
PSYC 335	Theories of Personality (3)
PSYC 365	Psychology of Gender (3)
PSYC 435	Cross-Cultural Psychology (3)
PSYC 455	Nonverbal Communication (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	Behavioral Neuroscience (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 255	The Psychology of Cults and Conspiracy Theories (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 375	Environmental Psychology (3)
PSYC 400	Learning and Memory (3)
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)

Freshmen only; transfer students replace this with a different elective

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

ACCELERATED BACHELOR'S/MASTER'S OPTION

Students who qualify may apply to take up to 9 graduate credits that apply to both this undergraduate degree and the M.S. in Applied Psychology or Counseling Psychology. Contact the program director for information and see [Accelerated Bachelor's/Master's Option](#).

LAW SCHOOL PRESUMPTIVE-ADMIT OPTION

Qualified graduates of all UBalt undergraduate programs can be admitted to the UBalt School of Law following their graduation through the University's presumptive-admit option. For more information, see [UBalt PreLaw](#).

B.S. IN SIMULATION AND GAME DESIGN

ubalt.edu/games

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

Todd Harper, program director

FACULTY: Blodgett, Cahn, Harper, Newman, Oldenburg, Shrestha, Walsh

ADJUNCT FACULTY: Carter, Harris, Jack, Perez

The B.S. in Simulation and Game Design 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. Students will follow one of three 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 and user interface design.

Tracks from which students can choose include:

- **Technical Art:** For those who want to build their skill sets with 2D and 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 2D/3D skills and requires visual artistic talent.
- **Coding and Development:** This area of specialization is ideal for students who want to improve their programming skills in preparation for a career as a game developer. The track focuses on the designing of game concepts and turning them into functional video games 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 helps students advance their capabilities and make them an asset to their team.
- **Game Entrepreneurship:** Created in cooperation with the Merrick School of Business, in this track students will combine a knowledge of core game design and development skills with courses in business and project management. This will provide a foundation for working in the business side of games, either as project managers or producers for existing companies, or in starting and managing studios of their own.

FACILITIES

The College of Arts and Sciences 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:

- GAME 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 (GAME 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 (GAME 160: Graphics for Game Design or CMAT 212: Computer Graphics: Imaging)
- a college-level course in scripting for interaction design (GAME 250: Game Scripting)
- a college-level course in 3D modeling and/or animation (GAME 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 UBalt classes.

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 the mathematics requirement is MATH 111: College Algebra.

SIMULATION AND GAME DESIGN PROGRAM REQUIREMENTS (54 CREDITS)

Core Courses (39 credits)

GAME 150	Introduction to Game Design (3)
COSC 155	Internet Technologies: Mastering the Basics (3)
GAME 160	Graphics for Game Design (3)*
GAME 250	Game Scripting (3)
GAME 260	Introduction to 3D Graphics (3)
GAME 315	Programming for Interactive Design (3)**
GAME 320	Game Concept and Design (3)
GAME 324	Designing for Humans (3)
GAME 370	Level Design (3)
GAME 405	The Business of Game Development (3)
GAME 440	Frontiers of Game Design (3)
GAME 469	Game Development Project I (3)
GAME 470	Game Development Project II (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 AITC 351: Object-Oriented Programming, a course in the Java programming language.

One of the following games criticism courses:

GAME 425 Games Criticism
GAME 435 Games, Culture, and Society
One of the following serious games courses:
GAME 330 Games for Learning
GAME 477 Community-Focused Game Design

Content Tracks (15 credits)

Students complete one of the following tracks.

Technical Art

GAME 410 Intermediate 3D Art and Production (3)
Two of the following advanced technical art courses:
GAME 380 Advanced Topics in Art and Animation (3)
GAME 420 Advanced 3D Art and Production (3)
GAME 430 Topics in Technical Art (may be taken twice when course topic changes)

Coding and Development

GAME 415 Coding Tools for Designers (3)
GAME 418 Design of Multiplayer Games (3)
GAME 445 Practical Game Programming (3)

Game Entrepreneurship

INSS 300 Management of Information Systems
INSS 370 Project Management
ENTR 305 Entrepreneurship and Innovation

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 Learning](#)

LAW SCHOOL PRESUMPTIVE-ADMIT OPTION

Qualified graduates of all UBalt undergraduate programs can be admitted to the UBalt School of Law following their graduation through the University's presumptive-admit option. For more information, see [UBalt PreLaw](#).

UNDERGRADUATE CERTIFICATE OFFERED BY THE COLLEGE OF ARTS AND SCIENCES

UPPER-DIVISION CERTIFICATE IN COMPUTER PROGRAMMING

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

Applied Information Technology (AITC). 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)

AITC 350	Fundamentals of Computer Programming
AITC 351	Object-Oriented Programming
AITC 356	Database Systems or INSS 421 Design of Database Systems

Elective Courses (3 credits)

Choose one of the following:

AITC 451	Object-Oriented Analysis and Design or INSS 406 System Analysis and Logical Design
AITC 453	Server-Side Web Programming
AITC 457	Mobile Applications Development
AITC 499	Independent Study
MATH 321	Mathematical Structure for Information Technology

UPPER-DIVISION CERTIFICATE IN CYBERSECURITY

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

Applied Information Technology (AITC). 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)

AITC 310	Computer Networks
AITC 332	Computer Security

Elective Courses (6 credits)

Choose two of the following:

AITC 432	Information Assurance
AITC 433	Network Security
AITC 434	Web and Database Security
AITC 435	Digital Forensics for Information Technology
AITC 499	Independent Study

ACADEMIC MINORS OFFERED BY THE COLLEGE OF ARTS AND SCIENCES

ubalt.edu/minors

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.

CREATIVE WRITING MINOR REQUIREMENTS (15 CREDITS)

ENGL 215 Introduction to Creative Writing (3)

Choose one (1) Literature course from the list below (3 credits)

Choose three (3) Workshop courses from the list below (9 credits)

Literature Courses

ENGL 301 Introduction to English Studies (3)
ENGL 311 Wells of the Past: Classical Foundations (3)
ENGL 313 Worlds Beyond the West (3)
ENGL 315 The Short Story (3)
ENGL 316 Modern Poetry (3)
ENGL 317 The Novel (3)
ENGL 319 Topics in International Literature (3)
ENGL 320 Contemporary Literature (3)
ENGL 331 Popular Genres (3)
ENGL 332 Literature & Film (3)
ENGL 333 Media Genres (3)
ENGL 336 Young Adult Literature & Culture (3)
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 349 American Identities: Explorations in the Past & Present (3)
ENGL 350 Topics in African American Literature (3)
ENGL 351 Ancient Myths: Paradigms & Transformations (3)
ENGL 356 Literature & Law (3)
ENGL 360 Major Authors (if appropriate topic, approved by semester) (3)
ENGL 365 Shakespeare's Influence (3)
ENGL 372 Topics in Women's Literature (3)
ENGL 374 Austen, the Brontes & Woolf: Rooms of Their Own (3)
ENGL 395 Understanding Narrative (3)
ENGL 397 Literary Theory & Interpretation (3)
ENGL 400 Literature in Society (3)
ENGL 421 Elizabethan Renaissance: The Green World (3)
ENGL 441 The Romantic Imagination (3)
ENGL 442 The Victorian Paradox (3)
ENGL 450 The Great Moderns
ENGL 497 Topics in Literature (if appropriate topic, approved by semester) (3)

Workshop Courses

ENGL 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 386 Creative Writing Workshop: Creative Journalism (3)
ENGL 387 Creative Writing Workshop: Memoir (3)

ENGL 388 Creative Writing Workshop: Special Topics (3)
ENGL 401 Publication & Performance (3)

HISTORY MINOR (15 CREDITS)

BoRam Yi, 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 UBalt.
- Students must earn at least a C (2.0) in each course they apply to the minor.

HISTORY MINOR REQUIREMENTS (15 CREDITS)

HIST 295 The Historian's Toolkit (3)

Choose two (2) 100- or 200-level HIST courses (6 credits)

Choose two (2) 300- or higher-level HIST courses (6 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.

LITERATURE & CULTURE MINOR REQUIREMENTS (15 CREDITS)

ENGL 395 Understanding Narrative (3)

Choose two (2) 300- or higher-level Literature courses from the list below (6 credits)

Choose two (2) 300- or 400- level ENGL courses or any course from the elective list below (6 credits)

Literature Courses

ENGL 301 Introduction to English Studies (3)
ENGL 311 Wells of the Past: Classical Foundations (3)
ENGL 313 Worlds Beyond the West (3)
ENGL 315 The Short Story (3)
ENGL 316 Modern Poetry (3)
ENGL 317 The Novel (3)

ENGL 319	Topics in International Literature (3)
ENGL 320	Contemporary Literature (3)
ENGL 331	Popular Genres (3)
ENGL 332	Literature & Film (3)
ENGL 333	Media Genres (3)
ENGL 336	Young Adult Literature & Culture (3)
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 349	American Identities: Explorations in the Past & Present (3)
ENGL 350	Topics in African American Literature (3)
ENGL 351	Ancient Myths: Paradigms & Transformations (3)
ENGL 356	Literature & Law (3)
ENGL 360	Major Authors (3)
ENGL 365	Shakespeare's Influence (3)
ENGL 372	Topics in Women's Literature (3)
ENGL 374	Austen, the Brontes & Woolf: Rooms of Their Own (3)
ENGL 395	Understanding Narrative (3)
ENGL 397	Literary Theory & Interpretation (3)
ENGL 400	Literature in Society (3)
ENGL 421	The Elizabethan Renaissance: In the Green World (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)

Elective Courses

300- or 400-level ENGL courses (WRIT/writing courses may not be used)

ARTS 304	Arts & Ideas
CMAT 352	Media Literacy

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 AND GUIDELINES

- Applied information technology majors are not eligible for this minor.

MINOR REQUIREMENTS (15 CREDITS)

AITC 151	Computer Programming I (3)
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AITC 251	Computer Programming II (3)
GAME 324	Designing for Humans (3)
AITC 351	Object-Oriented Programming (3)
AITC 457	Mobile Application Development (3)

PHILOSOPHY MINOR

Josh Kassner, faculty contact

Philosophy courses are excellent preparation for law, business, civic engagement and leadership in many other private and public endeavors. 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 lifelong learners, engaged citizens and flourish 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 social systems 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. in PLE program 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)

Jennifer Keohane, 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 (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)
 PPIA 362 Media and Government (3)
 HIST 390 Film and History (3)
 WRIT 211 Popular Writing (3)
 Special topics courses, as appropriate

PRE-LAW MINOR

The Pre-Law Minor (Minor) at the University of Baltimore (UBalt) provides all undergraduate students, regardless of program of study, with the skills and understanding needed to put them in the best position to gain admission to law school and to thrive as a law student. Informed by LSAT data on admissions, the American Bar Association's advice on pre-law education, and consultation with the UBalt Law School admission's team; the Minor's curriculum is intentionally interdisciplinary, drawing on UBalt's strengths in a range of law-related disciplines, including Politics, History, and Philosophy. The Minor is a great way for any UBalt undergraduate with an interest in pursuing law school to give themselves an edge.

MINOR REQUIREMENTS

The Minor is comprised of 6 courses (18 Credits) made up of the following:

Required Courses (2)

PHIL 150	Critical Thinking and Arguments
LEST 400	LSAT Prep

Elective Courses (4)

(two of which must be HIST, PHIL, or PPIA courses, or LEST 401)

Two of the following:

ANTH 295	Historical Archaeology
ECON 201	Principles of Microeconomics
ECON 202	Principles of Macroeconomics
HIST 111	Early America
HIST 112	Modern America
HIST 197	Conflicts in History
HIST 204	African American History to 1865
HIST 205	African American History Since 1865
HIST 290	Great Issues in History
PHIL 101	Introduction to Philosophy
PHIL 140	Contemporary Moral Issues
PHIL 200	The Nature and Purpose of Law
PHIL 250	Social and Political Philosophy
PHIL 280	Environmental Ethics
PPIA 201	American Government
PPIA 284	Politics in Comparative Perspective

*Two of the following:**

ANTH 440	Anthropological Theory
CMAT 475	Media Criticism
CRJU 300	Criminal Justice Ethics
CRJU 375	Women and Crime
CRJU 396	Contemporary Issues for Victims of Crime
CRJU 451	Minorities, Crime and Justice
CRJU 454	Criminal Behavior
CYFI 310	Cyber Crime and the Law
CYFI 390	Ethical Hacking
ECON 312	Introduction to Economic Development
FIN 331	Financial Management
ENGL 321	Argument and Persuasion
ENGL 356	Literature and the Law
ENGL 397	Literary Theory and Interpretation
HIST 312	Age of Revolutions
HIST 325	Prisons and Police in U.S. History
HIST 330	Immigration and Law in U.S. History
HIST 340	American Legal History
HIST 345	Politics in U.S. History
HIST 438	Great Trials in History

HIST 364	Civil Rights in U.S. History
HIST 375	Civil War and Reconstruction
HIST 382	History of Baltimore
HIST 434	Constitutional History
HIST 440	History of Common Law
HIST 492	Independent Study
HIST 497	Special Topics in History
LEST 400	Legal Topics (LSAT Prep Course)
LEST 401	Legal Foundations
PHIL 301	Ethics
PHIL 302	Philosophy of Community
PHIL 316	Logic of Language
PHIL 322	God, Philosophy, and Religion
PHIL 450	AI and Philosophy
PHIL 460	Moral Leadership and the Pursuit of Excellence
PHIL 470	Philosophy and American Society
PHIL 480	Philosophy, Law, and Current Events
PHIL 490	Theories of Justice
PHIL 496	International Law and Morality
PPIA 300	American Political Institutions
PPIA 324	American Public Policy
PPIA 326	Urban Politics and Public Policy
PPIA 361	Media and Government
PPIA 381	American Political Thought
PPIA 382	Political Ideologies
PPIA 384	Comparative Government
PPIA 410	Politics and Race
PPIA 426	Foundations of Democracy
PPIA 480	Environmental Politics and Policy
PPIA 482	Topics in Political Theory
PPIA 484	International Political Economy

*One course must conclude with a written assignment focused on analytic argumentation. Must be approved by Pre-Law Minor Director.

PROFESSIONAL WRITING 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 (3 CREDITS)

ENGL 390 Syntax, Semantics & Style (3)

Choose four (4) of the following electives (12 credits):

ENGL 321 Argument & Persuasion (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 391 Topics in Language & Society (3)
ENGL 392 Archaeology of Language (3)
ENGL 402 Copy Editing & Document Design (3)
ENGL 407 Internship in Professional Writing (1-3)
ENGL 408 Internship in University Publication (1-3)

PSYCHOLOGY MINOR

Psychology is the scientific study of behavior and mental processes. This minor in psychology provides flexibility in course offerings and is grounded in a foundation of research methodology and scientific writing. The minor complements a wide range of undergraduate majors and is particularly well-suited for students pursuing careers in health, education, business, law, social services, or any field requiring an understanding of human behavior.

Psychology majors are not eligible for this minor.

Requirements and Guidelines

- Admission to the minor requires a minimum of 24 credits and a cumulative grade point average of 2.0 or higher. This minor requires completion of PSYC 100: Introduction to Psychology with a grade of C or better.
- A maximum of 6 credits may be used to satisfy both major (degree) and minor requirements.
- A grade of C or higher is required in each course applied to the minor. A minimum of 9 credits applied toward the minor must be at the 300- or 400-level.

Minor Requirements (15 credits)

Required Courses (6 credits)

- Introduction to Professional Practices (PSYC 200)
- Research Methods and Statistics I (PSYC 308) or a quantitative methods course in another discipline

Electives (9 credits)

Choose three 300- or 400-level psychology courses.

Contact: Program Director, Dr. Sally Farley, sfarley@ubalt.edu

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.

REQUIREMENTS AND GUIDELINES

- Applied information technology majors are not eligible for this minor.

MINOR REQUIREMENTS (18 CREDITS)

Required Courses (12 credits)

AITC 210	Computer Hardware/Software Support (3)
AITC 310	Computer Networks (3)
AITC 332	Computer Security (3)
AITC 416	Wireless Networking: Applications and Security (3)

Electives (6 credits)

Two of the following:

AITC 312	System Administration (3)
AITC 431	Applied Cryptography (3)
AITC 432	Information Assurance (3)
AITC 433	Network Security (3)
AITC 435	Digital Forensics for Information Technology (3)

SIMULATION AND GAME DESIGN MINOR (15 CREDITS)

Todd Harper, faculty contact

This minor will give students foundations in game and simulation design theory. Students will choose two additional development-based courses in art and/or programming. This will allow non-SGD majors who are interested in the field to develop an understanding of the process of and applications for game development. It will open the possibility of cross-disciplinary collaborations between students of different majors.

REQUIREMENTS AND GUIDELINES

Simulation and Game Design majors are not eligible for this minor.

Students must take each of these:

- GAME 150 Introduction to Game Design
- GAME 320 Game Concept and Design

Students choose two of the following:

- GAME 250 Game Scripting
- GAME 260 Introduction to 3D Graphics
- GAME 315 Programming for Interactive Design
- CMAT 212 Computer Graphics: Imaging or Game 160 Graphics for Game Design

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.

REQUIREMENTS AND GUIDELINES

- Applied information technology majors are not eligible for this minor.

MINOR REQUIREMENTS (18 CREDITS)

AITC 151	Computer Programming I (3)
AITC 251	Computer Programming II (3)
AITC 253	Client-Side Web Development (3)
AITC 351	Object-Oriented Programming (3)
AITC 453	Server-Side Web Programming (3)
GAME 324	Designing for Humans (3)

ADDITIONAL STATE AND UBALT 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.

MARYLAND HIGHER EDUCATION COMMISSION GENERAL EDUCATION AND TRANSFER POLICIES

These policies that apply only to public institutions of higher education and can be found online on the [Maryland Higher Education Commission website](http://www.mhec.edu/).

MARYLAND SENATE BILL 540: HIGHER EDUCATION - TRANSFER PLATFORM (TRANSFER WITH SUCCESS ACT)

The provisions of this legislation were signed into law in order to facilitate the transfer of students from community colleges to four-year institutions of higher education in Maryland.

[Senate Bill 540 – Transfer With Success Act](http://www.maryland.gov/govexec/senate/bills/2010/540.html)

MARYLAND HIGHER EDUCATION COMMISSION GENERAL POLICIES

These policies apply to higher education in the state of Maryland and can be found online at http://www.dsd.state.md.us/COMAR/subtitle_chapters/13B_Chapters.aspx.

THE UNIVERSITY OF BALTIMORE POLICIES

UBALT 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/.

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 (first-year, 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, 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.

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 UBalt 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 UBalt 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 UBalt'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 UBalt 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 does not discriminate in its employment practices or in its educational programs or activities on the basis of sex/gender. The University of Baltimore also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internally or externally. Reports of misconduct, questions regarding Title IX, and concerns about noncompliance should be directed to the Title IX Coordinator at T9@ubalt.edu and you visit ubalt.edu/titleix. For a complete copy of the policy or for more information, please contact the Title IX Coordinator or the Assistant Secretary of Education within the Office for Civil Rights (OCR).

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, **Robert L.**

Bogomolny Library, Suite 012 (Lower Level), 1420 N. Charles St., 410.837.4755

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. 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 misconduct. For complete information, please visit 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 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 The 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)
- Covid-19.

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.

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 the health of 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/ubaltsafety. You may also obtain a paper copy of the report at the UBalt 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 Engagement and Inclusion

CATALOG USE AND INFORMATION

This 2022-2023 The University of Baltimore Undergraduate Catalog outlines the University's undergraduate programs, courses, policies and procedures that were in effect as of June 30, 2022. 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.

UBalt 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 stay 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](#)
- [UBalt 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/). The chancellor of the USM is Dr. Jay Perman.

UBALT ADMINISTRATION

Kurt L. Schmoke, President
J.D., Harvard University
Diploma (Rhodes Scholar), Oxford University
B.A., Yale University

Barbara Aughenbaugh, CFO and VP for Business Affairs
BS, University of Maryland, University College

Ralph Mueller, Provost
Ph.D., Virginia Tech
M.A., Wake Forest University
B.A., Elon University

Roxie M. Shabazz, Vice President for Enrollment Management
M.S.S., Bryn Mawr College
B.A., Villanova University

David F. Bobart, Vice President for Technology and Chief Information Officer
B.A., The Johns Hopkins University

Theresa Silanskis, Vice President for Institutional Advancement
M.P.A., The University of Baltimore
B.A., Saint Mary's College of Maryland

Ronald Castanzo, Interim Dean, Yale Gordon College of Arts and Sciences
Ph.D., The Pennsylvania State University
M.A., The Pennsylvania State University
M.S., Villanova University
B.S., University of Scranton

Daniel Gerlowski, Interim Dean, Merrick School of Business
Ph.D., University of Pittsburgh
M.A., University of Pittsburgh
B.A., University of Pittsburgh

LaVonda Reed, Dean, School of Law
J.D., University of Southern California Gould School of Law
B.A., University of Virginia

Ivan Sascha Sheehan, Interim Dean, College of Public Affairs
Ph.D., George Mason University
M.S., George Mason University
B.A., Swarthmore College

Nicole Marano, Associate Vice President for Student Success and Support Services
M.S., Loyola University Maryland
B.S., Washington College

UNDERGRADUATE AND GRADUATE COURSE DESCRIPTIONS FOR THE 2026-27 ACADEMIC YEAR

ACCT: ACCOUNTING

ACCT 201 INTRODUCTION TO FINANCIAL ACCOUNTING

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

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

The first course of the three-semester sequence of intermediate financial accounting. This course focuses on a comprehensive review of issues related to the reporting and analysis of financial accounting information. Topics include 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. Data analytics is used to analyze data and present findings. Prerequisite: ACCT 202 with a minimum grade of C.

ACCT 302 INTERMEDIATE ACCOUNTING II

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

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 INTERMEDIATE ACCOUNTING III

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

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. SQL and Python languages will be used to perform accounting information systems (AIS) tasks on the revenue, expense, production and payroll cycles. Prerequisite ACCT 202.

ACCT 401 AUDITING

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. Prerequisites: ACCT 302 with a minimum grade of C or permission of instructor.

ACCT 402 SEMINAR IN ASSURANCE SERVICES

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, audits of SEC registrants, in depth study of financial statements fraud, auditing complex accounting estimates, and other assurance services (internal audit or government financial statements audits). A case study approach is used to attempt to create a realistic view of how an auditor organizes and carries out an audit examination. Prerequisites: OPRE 202 and ACCT 401 or equivalent with a minimum grade of C.

ACCT 403 ADVANCED FINANCIAL REPORTING

A study of accounting concepts and financial reporting for state and local governments, not-for-profit entities, and partnerships; translation of foreign currency financial statements, and preparation of consolidated financial statements for consolidated enterprises. Data analytics is used to analyze data and present findings. Prerequisite: ACCT 302 with a minimum grade of C.

ACCT 405 INCOME TAXATION

Students develop skills to examine and evaluate data and problems in the context of income tax law. Primarily related to the taxation of individuals, students will use judgment to draw conclusions and demonstrate and apply tax concepts. Students will use income tax law to compute and minimize tax liability, analyze the interrelationships of separate areas of taxation to identify causes and find evidence to support inferences. The course includes the use of tax research databases to find evidence to support conclusions on tax issues and prepare an individual income tax return using tax return preparation software. Prerequisite ACCT 202

ACCT 406 ADVANCED TAXATION

Students develop skills to examine and evaluate data and problems in the context of the income tax law related to C corporations, S corporations, partnerships, trusts and estates. Students will use judgment to draw conclusions and demonstrate and apply tax concepts. Students will use income tax law to compute and minimize tax liability, analyze the interrelationships of separate areas of taxation to identify causes and find evidence to support inferences. The course includes the use of tax research databases to find evidence to support conclusions on tax issues and prepare an individual income tax return using tax return preparation software. Prerequisite ACCT 405.

ACCT 411 SEMINAR IN ACCOUNTING

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

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. Prerequisite: ACCT 202 with a minimum grade of C.

ACCT 413 ETHICAL ISSUES IN ACCOUNTING

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. Prerequisite: ACCT 202 with a minimum grade of C.

ACCT 414 FEDERAL AND STATE GOVERNMENT ACCOUNTING

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. Prerequisite: ACCT 202 with a minimum grade of C.

ACCT 420 LAW, REGULATION AND PROFESSIONAL RESPONSIBILITIES

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. Prerequisite: ACCT 202 with a minimum grade of C.

ACCT 435 FINANCIAL STATEMENT ANALYSIS

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 201 or equivalent with a minimum grade of C.

ACCT 495 ACCOUNTING INTERNSHIP

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:

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

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. Prerequisite: Merrick School of Business student or permission of the instructor.

ACCT 510 INTERMEDIATE ACCOUNTING I

The first course of the three-semester sequence of intermediate financial accounting. This course focuses on a comprehensive review of issues related to the reporting and analysis of financial accounting information. Topics include 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. Data analytics is used to analyze data and present findings. Prerequisites: ACCT 505 or GMAC Accounting Module.

ACCT 511 INTERMEDIATE ACCOUNTING II

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

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

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

Students develop skills to examine and evaluate data and problems in the context of the tax law and using judgment draw conclusions, demonstrate and apply tax concepts and the tax law to compute and minimize tax liability, analyze the interrelationships of separate areas of taxation to identify causes and find evidence to support inferences, use tax research databases to find evidence to support conclusions on tax issues, and prepare an individual income tax return using tax return preparation software. Prerequisite ACCT 505 or GMAC Accounting Module.

ACCT 601 FORENSIC ACCOUNTING PRINCIPLES

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. Prerequisites: ACCT 504 or ACCT 505.

ACCT 605 FINANCIAL STATEMENT ANALYSIS AND MANAGEMENT CONTROL

The course begins with a focus on financial statement analysis as an aid to managerial and investment decision making and in forecasting future company performance. The course then considers management control systems, such as break-even analysis, performance measurement, responsibility accounting and transfer pricing, and budgeting. The course emphasizes the use of data analytics tools including a heavy focus on Excel.

ACCT 624 ACCOUNTING ANALYTICS

This course focuses on applying cutting-edge analytics techniques to examine “big data” in areas of accounting, auditing, and related fields. It is designed to help motivated students who have little or no prior programming experience quickly grasp the concept of programming and apply it to real business situations. Upon successful completion, students will have a comprehensive understanding of data analytics principles and terminology, and able to proficiently execute projects that leverage data analytics tools and methodologies on accounting data to make informed business decisions. Prerequisite: ACCT 512 or equivalent or permission of program director.

ACCT 635 FINANCIAL STATEMENT ANALYSIS

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

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. Prerequisite: ACCT 505 or equivalent.

ACCT 655 TAX POLICY

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

Students develop skills to examine and evaluate data and problems in the context of the income tax law related to C corporations, S corporations, partnerships, trusts and estates, and using judgment draw conclusions, demonstrate and apply tax concepts and the income tax law to compute and minimize tax liability, analyze the interrelationships of separate areas of taxation to identify causes and find evidence to support inferences, use tax research databases to find evidence to support conclusions on tax issues, and prepare an income tax return using tax return preparation software. Prerequisite: ACCT 514

ACCT 701 ACCOUNTING ETHICS-

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. Prerequisites: ACCT 505 or permission of department.

ACCT 702 FEDERAL AND STATE GOVERNMENT ACCOUNTING

This 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 Parts II and III of Exam II of Certified Government Financial Manager examination. Prerequisites: ACCT 505 or permission of department.

ACCT 707 CURRENT AND EMERGING ISSUES IN FINANCIAL ACCOUNTING

Students develop skills to evaluate financial data and financial information and using judgment draw conclusions, apply accounting concepts and standards to measure and recognize financial statement

amounts, analyze the interrelationships of separate financial statement and financial statement areas to identify causes and find evidence to support inferences, and use FASB's and GASB's codification of accounting standards and the SEC EDGAR Database to find evidence to support conclusions on financial reporting and information. New and emerging issues in financial accounting and related disciplines are emphasized. Prerequisite: ACCT 511.

ACCT 720 DESIGN OF MANAGERIAL COST AND CONTROL SYSTEMS

Using data analytics techniques, applies theoretical knowledge to practical applications. Examines both the conventional and more recent advanced cost systems, such as activity-based costing, in many different environments. Through the analysis of the problems associated with identifying cost drivers, the determination of the allocation of costs, and the transfer of costs, students will gain an appreciation of the importance of managerial decision-making process using advanced data analytics techniques.

Prerequisite: Admission into MS in Acctg/BAS program or permission of the program director.

ACCT 740 ADVANCED TOPICS IN ASSURANCE SERVICES

This course delves into auditing and various assurance services, placing a strong focus on the application of data analytics techniques and tools within this domain. It explores the role of auditing analytics in risk assessment, providing an in-depth analysis of financial statement fraud and the utilization of data analytics for its detection. Additionally, the course offers comprehensive insights into the auditing of complex accounting estimates, emphasizing the use of data analytics to evaluate their plausibility. Beyond traditional auditing, the course extends its examination to include the integration of data analytics in other assurance services, including internal and governmental audits, thereby offering a broad perspective on the multifaceted applications of these techniques in the field. Prerequisites: ACCT 512 or equivalent.

ACCT 752 ADVANCED TOPICS IN ACCOUNTING INFORMATION SYSTEMS

An advanced study of accounting information system development, documentation and database implementation and the internal controls over the accounting information, including cybersecurity controls. Includes an exploration of advanced accounting information system topics, such as ERP systems, E-business applications, AI implementation, and the use of blockchains. Prerequisite ACCT 505.

ACCT 755 ADVANCED FINANCIAL REPORTING ISSUES

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 770 SEMINAR IN CURRENT TOPICS IN ACCOUNTING

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 792 SPECIAL TOPICS IN ACCOUNTING

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. Prerequisites: ACCT 605 or ACCT 640.

ACCT 795 GRADUATE ACCOUNTING INTERNSHIP

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

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 635 or permission of instructor.

ACCT 799 INDIVIDUAL RESEARCH

prerequisites: approval of accounting instructor, department chair and academic adviser

AITC: APPLIED INFORMATION TECHNOLOGY

AITC 151 COMPUTER PROGRAMMING I

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]

AITC 210 COMPUTER HARDWARE / SOFTWARE SUPPORT

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

AITC 212 INTRODUCTION TO LINUX

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

AITC 251 COMPUTER PROGRAMMING II

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: AITC 151 or equivalent

AITC 253 CLIENT-SIDE WEB PROGRAMMING

Introduces students to the basics of client-side web programming by looking at the Document Objects Model's structure and adding dynamic properties. Topics include HTML, CSS and JavaScript, with an introduction to frameworks such as JQuery and React. Lab fee required. Prerequisite: AITC 151

AITC 270 BASIC CONCEPTS OF ARTIFICIAL INTELLIGENCE

Offers an introductory survey of artificial intelligence (AI), exploring its foundational concepts, key models, and real-world applications. Students examine different AI systems, their roles in transforming society, and the ethical considerations surrounding their use. Topics include AI's impact on human-machine interaction, data analysis, and autonomous systems, as well as discussions on the future of AI. This

course is designed for students seeking a broad understanding of AI and its societal implications. Lab fee required. [TF] [ELECGE]

AITC 310 COMPUTER NETWORKS

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 : AITC 210 or equivalent

AITC 312 SYSTEM ADMINISTRATION

Prepares students to install, configure, administer and troubleshoot a server 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

AITC 317 VIRTUALIZATION AND CLOUD COMPUTING

This course exposes students to current topics and technologies in virtualization and cloud computing. Students become familiar with the various aspects of cloud computing systems and analyze new approaches. Topics include the concepts and principles of virtualization; the mechanisms and techniques of building virtualized systems; cloud architectures and service models, the economics and benefits of cloud computing, public cloud infrastructures such as Amazon Web Services, Google Cloud Platform and Microsoft Azure; free cloud services and open source software; and security in cloud computing. Prerequisite: AITC 310

AITC 332 COMPUTER SECURITY

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: AITC 210 or equivalent. [GD]

AITC 350 FUNDAMENTALS OF COMPUTER PROGRAMMING

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

AITC 351 OBJECT ORIENTED PROGRAMMING

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: AITC 251 or equivalent. [TF]

AITC 352 ADVANCED SCRIPTING AND TASK AUTOMATION

Focuses on the automation of tasks typically associated with system administration and security by using a scripting language. Applies concepts of computer programming to repetitive tasks, such as log analysis, times execution of actions, local and remote file operations. The course utilizes a scripting language that is widely used and applicable, such as Python or bash. Lab fee required. Prerequisite: AITC 251 [TF]

AITC 356 DATABASE SYSTEMS

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 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: AITC 251.

AITC 371 FUNDAMENTALS OF MACHINE LEARNING

This course offers an introduction to the core principles and techniques of machine learning. Students will learn to implement and evaluate supervised and unsupervised learning algorithms, including regression, classification, and clustering models. Topics also include model optimization, regularization, and neural networks. Emphasis is placed on practical applications, ethical considerations, and the responsible use of machine learning technologies. Lab fee required. prerequisites: AITC 151, AITC 270, and MATH 115

AITC 372 AI ALGORITHMS AND IMPLEMENTATIONS

Introduces students to data structures and algorithms, which are the programmatic components that enable computers to mimic human intelligence. Students become familiar with complexity as a metric to compare algorithmic and structural implementations. Topics include recursion, linear and non-linear data structures, and algorithms for supervised, unsupervised, and reinforcement learning. The course utilizes multiple object-oriented programming languages. Lab fee required. prerequisites: AITC 251, AITC 371, and MATH 321

AITC 375 INTERNET OF THINGS, SMART DEVICES, AND SENSOR DATA

Exposes students to the emerging technologies and trends associated with the Internet of Things (IoT), smart devices, and sensor data. Topics include IoT architecture, IoT communication protocols, smart devices and their practical functions, IoT-enabled AI applications, integration with cloud services, sensor data collection and analysis, and IoT applications and case studies. Ethical considerations in IoT deployment and sensor data security issues are also discussed. Lab fee required. prerequisites AITC 270 and AITC 310

AITC 401 THE TCP/IP PROTOCOL SUITE

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: AITC 310

AITC 412 UNIX / LINUX ADMINISTRATION

Students develop skills required to administer the Unix /Linux operating systems. Topics include installing and configuring a popular distribution, common tools and utilities, file system administration, user and group management, network / Internet service configuration, user and system security, shell scripting, kernel configurations, interoperability with Windows, back-up and storage, and troubleshooting. Lab fee required. prerequisites: AITC 151 and AITC 212 or their equivalents.

AITC 416 WIRELESS NETWORKING: APPLICATIONS AND SECURITY

This course provides an introduction to the fundamental principles, protocols, architectures, and current applications of wireless technologies. Examines the methods and techniques to secure these wireless technologies against threats and attacks. this course also explores emerging wireless technologies and Internet of Things (IoT) systems and their related security issues. Prerequisite: AITC 310

AITC 431 APPLIED CRYPTOGRAPHY

This course introduces the principles and practices of cryptography. The course consists of three parts: mathematical background, cryptographic concepts and algorithms, and technologies to secure data and networks. Emphasizes the application and uses of these algorithms. The course also exposes students to the basic steganography techniques and their applications. Topics include symmetric and public key encryption, key establishment and management, hash functions, digital signatures, public key infrastructures, and efficient implementation. Prerequisites: AITC 310, AITC 332, and MATH 321

AITC 432 INFORMATION ASSURANCE

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: AITC 310 and AITC 332

AITC 433 NETWORK SECURITY

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: AITC 310 and AITC 332

AITC 434 WEB AND DATABASE SECURITY

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, AITC 332, and AITC 356.

AITC 435 DIGITAL FORENSICS FOR INFORMATION TECHNOLOGY

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: AITC 310 and AITC 332.

AITC 451 OBJECT-ORIENTED ANALYSIS AND DESIGN

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: AITC 351

AITC 453 SERVER-SIDE WEB PROGRAMMING

Focuses on the development of applications that reside on the server, powering the logic layer of modern software solutions based on three-tier and multi-tier architectures. Students learn server-side programming languages and frameworks, while balancing performance, security, and maintainability. Technologies include PHP, JSON, Node.JS, and various database query languages. Requires students to implement web applications in phases. Lab fee required. Prerequisite: AITC 251 and AITC 253.

AITC 456 ADVANCED DATABASE SYSTEMS

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: AITC 356

AITC 457 MOBILE APPLICATIONS PROGRAMMING

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: AITC 351 or equivalent.

AITC 458 SOFTWARE SECURITY

Reinforces concepts of secure programming introduced in earlier courses. Students focus on injecting security-based techniques and algorithms into new or already existing applications through concepts of application design and code refactoring. Topics include SQL injections, Web application vulnerabilities, data type overflows and race conditions. Lab fee required. Prerequisites: AITC 351 and AITC 356

AITC 459 OPEN SOURCE SOFTWARE DEVELOPMENT

Allows students to learn about and practice the development of open source application, including the contribution to well-known systems as well as starting brand new projects. Introduces students to tools and practices typically utilized in the development and dissemination of open source software. Topics include licensing, versioning systems, testing, and source code documentation. Lab fee required. Prerequisite: AITC 351 and AITC 356.

AITC 461 IT PROJECT MANAGEMENT

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. prerequisite: WRIT 300

AITC 470 CLOUD AND EDGE INTELLIGENCE

Focuses on IT infrastructures and computing environments that leverage large-scale resources to enable AI operations. Explores the foundations of distributed and parallel systems identical to cloud-based computing environments, which are essential in handling large volumes of data processing and the training of AI models. Introduces the differences between cloud-based and edge-based systems from the design and cyber security perspective. The course utilizes multiple object-oriented programming languages. Lab fee required. prerequisites: AITC 371 and AITC 375

AITC 471 SOFTWARE DEVELOPMENT AND AI

Focuses on the utilization of artificial intelligence (AI) in two ways: as an assistant to application development and as an entity that extends the capabilities of the application that is being developed. Introduces AI as a tool to identify, collect, and manipulate data that will power applications. Discusses

how the process of developing, deploying, and maintaining applications can be integrated with AI tools. The course focuses on user-facing applications, such as interactive websites, as well as autonomous software, such as autonomous agents. The course utilizes multiple object-oriented programming languages. Lab fee required. prerequisites: AITC 356, AITC 372, and AITC 453

AITC 475 AI AND CYBER SECURITY

Introduces the conceptual and technological aspects of artificial intelligence (AI) and their application to cybersecurity. Provides a mix of theoretical principles, practical exercises, and applied case studies. Ethical and privacy issues in AI and cybersecurity integration are also discussed. Students develop familiarity with research and information resources to forecast emerging problems and strategies in this area. Lab fee required. prerequisites: AITC 270 and AITC 332

AITC 480 INTERNSHIP IN APPLIED INFORMATION TECHNOLOGY

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. Prerequisites: five courses (15 credits) within the AITC major at any level and approval of the instructor.

AITC 481 UNDERGRADUATE RESEARCH EXPERIENCE

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 AITC major at any level and approval of the instructor.

AITC 490 CAPSTONE IN INFORMATION TECHNOLOGY

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: AITC 461 and at least 4 courses in the student's chosen concentration or AITC 461 and at least 4 elective courses in the general track. [OC] [CAP]

AITC 491 CAPSTONE IN ARTIFICIAL INTELLIGENCE

Provides students with hands-on work experience in applied artificial intelligence. Students will participate in an in-house project managed by the instructor. Students attend regular class meetings as part of their project work. Alternatively, students may arrange placement with an external organization, subject to written approval by the instructor and an official of the organization. Lab fee required. prerequisites: two AITC courses at the 400-level from the major requirements. [OC] [CAP]

AITC 497 SPECIAL TOPICS IN INFORMATION TECHNOLOGY

Intensive exploration of topics in information technology 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.

AITC 499 INDEPENDENT STUDY

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.

AITC 670 USABLE SECURITY AND PRIVACY

This seminar explores the critical intersection of security, privacy, and usability. Students will gain a foundational understanding of key concepts, practical skills, and a deep appreciation for the human element in security. By analyzing real-world case studies, applying user-centered design principles, and evaluating ethical considerations, students will develop the expertise to design and implement effective, user-friendly security solutions.

AITC 674 REQUIREMENTS ELICITATION AND UX

Bridges user experience design concepts with traditional software requirements elicitation processes and cyber security. Students learn about and implement best practices in requirements elicitation, maintaining the focus completely on the user experience rather than other functional and non-functional requirements that are traditionally at the core of the process of identifying software specifications.

AITC 676 DOCUMENTATION AND TESTING FOR USABLE SECURITY

Focuses on the deliberate inclusion of concepts and practices related to user experience into software testing and documentation, which are processes that are closely tied to cyber security. Students will learn about testing and documentation tools and techniques, and the course content will focus on aspects related directly to usability and user experience. The material covered in this course takes the students from the initial steps of the process of testing as well as documentation, all the way to finished reports and documents. The instructor will utilize free and open-source software for practical examples throughout the course.

ANTH 110 CULTURAL ANTHROPOLOGY

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: ANTHROPOLOGY

ANTH 115 HUMAN ORIGINS

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

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

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

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

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

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

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

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

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

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

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

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

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: APPLIED PSYCHOLOGY

APPL 604 INTERVIEWING

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 607 BEHAVIORAL MEDICINE

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: only open to the following majors: M.S. in Counseling Psychology, 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

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 612 HUMAN RELATIONS

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 615 COGNITIVE AND PSYCHOLOGICAL FOUNDATIONS

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 620 INTRODUCTION TO CLINICAL NEUROPSYCHOLOGY

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: only open to the following majors: M.S. in Counseling Psychology, 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

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: only open to the following majors: M.S. in Counseling Psychology, M.S. in 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

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, Industrial Organizational Psychology, or Certificate in Professional Counseling Studies. Other majors may take this course with departmental permission only.

APPL 632 RESEARCH METHODS FOR APPLIED PSYCHOLOGY

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 635 PROGRAM EVALUATION

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

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

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, Industrial Organizational Psychology, or Certificate in Professional Counseling Studies. Other majors may take this course with departmental permission only.

APPL 642 MOTIVATION, SATISFACTION AND JUSTICE

Critical and in-depth examination of the research evidence for theories of job satisfaction, motivation, and organizational justice. Students gain an understanding of how individual differences and situational factors shape employees' attitudes toward their work and organizations. Emphasis is placed on how job attitudes influence employee behavior and organizational outcomes. Prerequisite: This course is open only to the following majors: Social-Organizational Psychology and Industrial and Organizational Psychology. Other majors may take this course with departmental permission only.

APPL 643 ADVANCED SOCIAL PSYCHOLOGY

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: only open to the following majors: M.S. in Counseling Psychology, M.S. in Applied Psychology, or Certificate in Professional Counseling Studies; other majors may take this course with departmental permission only.

APPL 644 PERSONNEL PSYCHOLOGY

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

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

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 anti discriminatory 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 DEVELOPMENT

Theory, findings and methods relating to how an organization ensures that its employees are equipped to accomplish its mission. This course focuses on training, development, and organizational learning including how employees learn, how to design and deliver effective training programs, how to evaluate training outcomes, and how development initiatives align with broader organizational strategy.

Prerequisite: This course is open only to the following majors: Social-Organizational Psychology and Industrial and Organizational Psychology. Other majors may take this course with departmental permission only.

APPL 648 EMPLOYEE SELECTION

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

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 LEADERSHIP AND WORK GROUPS

Study of leadership and group dynamics in the context of organizations, focusing on the predominant psychological theories and research findings that explain leadership processes, group formation, and team development. Emphasis on learning how effective leadership strategies and group-based techniques can be used to enhance organizational effectiveness. Prerequisite: This course is open only to the following majors Social-Organizational Psychology and Industrial and Organizational Psychology. Other majors may take this course with departmental permission only.

APPL 651 JOB ANALYSIS

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

Survey of organizational theory and techniques used in organizational development. Topics include organizational structure and communication, sources of power, organizational culture, and organizational diagnosis. Students engage in discovery of an organization's pain points, recommendations for organizational changes, and apply sound judgment based on empirical works associated with best practice interventions.

APPL 653 CONSULTING SKILLS

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

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 657 PERSONALITY AT WORK

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

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

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 660 APPLIED INTERNATIONAL WORK AND ORGANIZATIONAL PSYCHOLOGY

Expose students to the increasingly geographically dispersed and technologically connected world by examining topics in work and organizational psychology through an international field experience, collaborating with peers, instructors, and local experts from a different cultural environment. Students will practice intercultural interactions and enhance their cross-cultural competence, drawing on contextual factors influencing strategic decision-making in different national contexts. Topics may address personnel selection, performance management, organizational development, motivation, leadership, occupational health and stress, and more. Students will engage in site visits, case analyses, and intercultural team collaborations.

APPL 661 DEATH, DYING, LOSS AND GRIEF

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: only open to the following majors: M.S. in Counseling Psychology, 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

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: only open to the following majors: M.S. in Counseling Psychology, M.S. in Applied Psychology, or Certificate in Professional Counseling Studies; other majors may take this course with departmental permission only.

APPL 701 SEMINAR IN APPLIED PSYCHOLOGY

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. Only open to the following majors: M.S. in Counseling Psychology, M.S. in Applied Psychology, or Certificate in Professional Counseling Studies; other majors may take this course with departmental permission only.

APPL 702 FIELD EXPERIENCE

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 704 PRACTICUM IN RESEARCH

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. Only open to the following majors: M.S. in Counseling Psychology, M.S. in 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

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 755 PRACTICAL APPLICATIONS IN I/O PSYCHOLOGY

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 779 DIRECTED STUDY IN APPLIED PSYCHOLOGY

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

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

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

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.

ARTS: ARTS

ARTS 101 MUSIC AND ARTS AS CRAFT

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

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

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

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] [ART]

ARTS 230 THE ART OF FILM

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. [AH] [ART]

ARTS 240 THE BALTIMORE ART WORLD

Meet the personalities and enter the spaces that make art in Baltimore. Taught by established faculty who are artists in Baltimore themselves, this class will be a bird's eye view of the landscape of who is making music, visual art, theater, poetry, literature, and film and TV in Charm City. Featuring local and national artists as guests, and the occasional field trip to Baltimore arts events, museums, venues, public art spaces, and more. [AH] [ART]

ARTS 297 TOPICS IN THE ARTS I

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

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

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

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

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 353 ARTS EVENT PRODUCTION

Learn how to plan and produce an art event such as a concert, variety show, gallery, pop-up or fundraiser by doing just that. In a real-world, semester-long exercise, students will work together to inception, plan, negotiate and publicize the event they decide on together. This class develops networking skills, a knowledge of Baltimore's arts infrastructure, and, at the end, an actual arts event produced by the class in cooperation.

ARTS 397 TOPICS IN INTEGRATED ARTS

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

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

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

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

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

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

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

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: BIOLOGY

BIOL 101 HUMANKIND AND THE BIOLOGICAL WORLD

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

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

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]

BUAD: BUSINESS ADMINISTRATION

BUAD 301 ETHICAL ISSUES IN BUSINESS

This course introduces students to common ethical issues that arise in business organizations with the goal of helping student enhance and exercise their capacity for ethical and moral reasoning. To achieve this outcome students are equipped with a practical knowledge of major ethical theories and moral reasoning, an understanding of markets, corporate governance and individual, professional and corporate social responsibility. At the institutional level, the course emphasizes the application of concepts such as stakeholders, ethical leadership, stewardship of business assets, and moral climate. At the individual level, students learn about taking action based on their values; developing in character, professionalism, integrity, independence and objectivity; and applying them to decision-making. [ETH]

BUAD 601 BUSINESS ETHICS

This course introduces students to common ethical issues that arise in business organizations with the goal of helping student enhance and exercise their capacity for ethical and moral reasoning. To achieve this outcome students are equipped with a practical knowledge of major ethical theories and moral reasoning, an understanding of markets, corporate governance and individual, professional and corporate social responsibility. At the institutional level, the course emphasizes the application of concepts such as stakeholders, ethical leadership, stewardship of business assets, and moral climate. At the individual level, students learn about taking action based on their values; developing in character, professionalism, integrity, independence and objectivity; and applying them to decision-making.

BULA: BUSINESS LAW

BULA 151 BUSINESS LAW I

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

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: CHEMISTRY

CHEM 101 CHEMISTRY AND THE MODERN WORLD

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: COMMUNICATIONS

CMAT 201 COMMUNICATING EFFECTIVELY

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] [ELECCE] [OC]

CMAT 207 PRACTICUM IN COMMUNICATION

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

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

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

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

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 230 BALTIMORE IN THE MEDIA

A study of the image of Baltimore through the lens of the media. Students will 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 required. [ART] [GIK] [AH]

CMAT 231 DECODING MEDIA

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

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

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] [ELECCE]

CMAT 297 TOPICS IN DIGITAL COMMUNICATION

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

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

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] [ELECCE]

CMAT 315 DESIGN FOUNDATIONS

This course introduces visual design as a foundation for creative storytelling and communication. Students learn and apply core principles of visual design—contrast, repetition, alignment, and proximity—to a series of creative assignments. Students explore color theory, grid systems, and the design process while analyzing the work of influential designers and major design movements of the 19th and 20th centuries. Emphasis is placed on visual literacy, audience awareness, and the historical and cultural contexts of design. Lab fee required.

CMAT 320 ARGUMENTATION, DEBATE AND SOCIETY

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

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 may be required. [AH]

CMAT 334 ORAL INTERPRETATION OF LITERATURE

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

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

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 [TF]

CMAT 352 MEDIA LITERACY

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

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. Pre or co-requisite: WRIT 300. [IL]

CMAT 355 COMMUNICATION THEORY AND LEARNING

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

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. Prerequisite: CMAT 315.

CMAT 358 DIGITAL DESIGN

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

CMAT 359 PRINT PRODUCTION

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

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

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. Prerequisite: CMAT 212 or equivalent.

CMAT 366 PRODUCING SOUND PORTRAITS

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 367 MOBILE PHOTO & VIDEO

This hands-on course introduces students to the creative and technical aspects of mobile digital photography and video production. Through a blend of theory and practice, students will explore camera operation, composition, lighting, editing, and storytelling techniques. Lab fee required.

CMAT 368 PHOTOJOURNALISM

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

The use of portable video equipment and non-linear editing software for the production of location and small-studio non-broadcast presentations. The production context is emphasized with special attention given to social media, corporate and institutional uses of video. Laboratory fee required.

CMAT 371 MASS MEDIA AND SOCIETY

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

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

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

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. Prerequisites: CMAT 315.

CMAT 407 INTERNSHIP IN COMMUNICATION

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

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

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

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

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. Prerequisites: CMAT 211, 212 or Computer Graphics Equivalency.

CMAT 457 ADVANCED PRINT DESIGN

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

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

This course builds upon the skills and fundamental Web design concepts introduced in CMAT 358 Digital Design. Students 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

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

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

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

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

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:

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

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

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: NEGOTIATIONS AND CONFLICT MANAGEMENT

CNCM 102 GLOBAL CONFLICT

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

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

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

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 counterterrorist 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

Topics cover a broad overview of the conflict management field. Their primary emphasis is the study 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

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

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

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 513 NEGOTIATIONS: THEORY AND PRACTICE

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

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

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 613 NEGOTIATIONS: THEORY AND PRACTICE

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 615 MEDIATION: THEORY AND PRACTICE

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 617 GROUP FACILITATION AND DIALOGUE PROCESSES

Introduces the theory and practice of group facilitation and dialogue processes for managing multi-party conflicts and fostering constructive communication across differences. Explores various facilitation models and dialogue frameworks and examines their applications in diverse conflict contexts. Emphasizes skill development through experiential learning and interactive exercises that enable students to design and lead inclusive group processes across various settings.

CNCM 620 SPECIAL TOPICS:

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 630 INDEPENDENT STUDY

Research project related to studies in Negotiations and Conflict Management. Topics will vary based on individual student interest. Course may be repeated with permission of program director. Students should develop a proposal outlining their chosen topic for review by instructor of record and program director. Prerequisite: Permission of program director. Credit Hours: Variable (1-3).

CNCM 710 TERRORISM & COUNTERTERRORISM

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 counter terrorists 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

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

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 750 RESEARCH METHODS

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 790 INTERNSHIP

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

A highly interactive seminar that guides students in completing their capstone research projects and in showcasing their research to the program community and beyond. 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. Eligible for continuing studies (CS) grade; otherwise, grading is pass/fail.

COSC: COMPUTER SCIENCE

COSC 100 INTRODUCTION TO COMPUTER TECHNOLOGIES

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 101 BASIC CONCEPTS OF COMPUTER PROGRAMMING

Provides an overview of fundamental concepts related to computer programming. Introduces students to programming terminology, computational thinking, flowcharting, and working with computer languages. Hands-on experience with the creation of small programs and web pages. Laboratory fee required. [ELECGE] [TF]

COSC 102 BASIC CONCEPTS OF CYBERSECURITY

Provides an overview of fundamental concepts related to cybersecurity. Introduces students to cybersecurity terminology, concepts, and technology. Provides the foundation for understanding computer security, mobile device security, and web security; the key issues associated with protecting information assets, and the latest computer/cyber-attacks and counter measures. Explores the basics of social, ethical, and legal issues associated with cybersecurity. Laboratory fee required. [TF]

COSC 155 INTERNET TECHNOLOGIES: MASTERING THE BASICS

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 297 TOPICS IN COMPUTER SCIENCE

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 430 LEGAL ISSUES IN HIGH TECHNOLOGY CRIME

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 493 HONORS SEMINAR

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

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

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 789 SPECIAL TOPICS IN COMPUTER SCIENCE

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

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.

CPSY: COUNSELING PSYCHOLOGY

CPSY 601 THE BIOLOGICAL BASIS OF BEHAVIOR

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 Counseling Psychology, M.S. in Applied Psychology, or Certificate in Professional Counseling Studies; other majors may take this course with departmental permission only.

CPSY 602 PROFESSIONAL IDENTITY, ETHICS, AND LEGAL ISSUES IN THE PRACTICE OF COUNSELING AND PSYCHOLOGY

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 Counseling Psychology, M.S. in Applied Psychology, or Certificate in Professional Counseling Studies; other majors may take this course with departmental permission only.

CPSY 603 LEARNING AND COGNITION

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 Counseling Psychology, M.S. in Applied Psychology, or Certificate in Professional Counseling Studies; other majors may take this course with departmental permission only.

CPSY 605 ADVANCED THEORIES OF PERSONALITY AND COUNSELING

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 Counseling Psychology, M.S. in Applied Psychology, or Certificate in Professional Counseling Studies; other majors may take this course with departmental permission only.

CPSY 606 BASIC COUNSELING TECHNIQUES

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 Counseling Psychology, M.S. in Applied Psychology, or Certificate in Professional Counseling Studies; other majors may take this course with departmental permission only.

CPSY 608 APPLIED ASSESSMENT PROCEDURES

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 Counseling Psychology, M.S. in Applied Psychology, or Certificate in Professional Counseling Studies; other majors may take this course with departmental permission only.

CPSY 610 PSYCHOPATHOLOGY AND DIAGNOSIS

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. Lab fee required. Prerequisite: only open to the following majors: M.S. in Counseling Psychology, M.S. in Applied Psychology, or Certificate in Professional Counseling Studies; other majors may take this course with departmental permission only.

CPSY 613 HUMAN DEVELOPMENT

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 Counseling Psychology, M.S. in Applied Psychology, or Certificate in Professional Counseling Studies; other majors may take this course with departmental permission only.

CPSY 614 COMMUNITY PSYCHOLOGY

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 Counseling Psychology, M.S. in Applied Psychology, or Certificate in Professional Counseling Studies; other majors may take this course with departmental permission only.

CPSY 616 ADVANCED TREATMENT TECHNIQUES

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. Only open to the following majors: M.S. in Counseling Psychology, M.S. in Applied Psychology, or Certificate in Professional Counseling Studies; other majors may take this course with departmental permission only.

CPSY 617 PERSONALITY ASSESSMENT

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 Counseling Psychology, M.S. in Applied Psychology, or Certificate in Professional Counseling Studies; other majors may take this course with departmental permission only.

CPSY 618 INTELLECTUAL ASSESSMENT

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; only open to the following majors: M.S. in Counseling Psychology, M.S. in Applied Psychology, or Certificate in Professional Counseling Studies; other majors may take this course with departmental permission only.

CPSY 619 PSYCHOLOGICAL ASSESSMENT

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. Only open to the following majors: M.S. in Counseling Psychology, M.S. in Applied Psychology, or Certificate in Professional Counseling Studies; other majors may take this course with departmental permission only.

CPSY 621 TREATMENT OF SUBSTANCE USE DISORDERS

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 Counseling Psychology, M.S. in Applied Psychology, or Certificate in Professional Counseling Studies; other majors may take this course with departmental permission only.

CPSY 622 GROUP COUNSELING

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 Counseling Psychology, M.S. in Applied Psychology, or Certificate in Professional Counseling Studies; other majors may take this course with departmental permission only.

CPSY 623 CAREER COUNSELING

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 Counseling Psychology, M.S. in Applied Psychology, or Certificate in Professional Counseling Studies; other majors may take this course with departmental permission only.

CPSY 625 MULTICULTURAL COUNSELING

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 Counseling Psychology, M.S. in Applied Psychology, or Certificate in Professional Counseling Studies; other majors may take this course with departmental permission only.

CPSY 626 FAMILY THERAPY

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 Counseling Psychology, M.S. in Applied Psychology, or Certificate in Professional Counseling Studies; other majors may take this course with departmental permission only.

CPSY 627 CHILD AND ADOLESCENT THERAPY

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 Counseling Psychology, M.S. in Applied Psychology, or Certificate in Professional Counseling Studies; other majors may take this course with departmental permission only.

CPSY 628 COLLEGE COUNSELING

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 Counseling Psychology, M.S. in Applied Psychology, or Certificate in Professional Counseling Studies; other majors may take this course with departmental permission only.

CPSY 629 SPECIAL TOPIC: TOPICS IN COUNSELING

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: only open to the following majors: M.S. in Counseling Psychology, M.S. in Applied Psychology, or Certificate in Professional Counseling Studies; other majors may take this course with departmental permission only.

CPSY 630 PRIVATE PRACTICE

Provides a comprehensive survey of the components involved in creating an independent private practice in counseling. Covers practical concerns and business aspects of establishing a private practice, as well as the necessary steps in personal and professional development that lead toward independent practice. Addresses multicultural and social justice advocacy issues related to private practice. prerequisites: only open to the following majors: M.S. in Counseling Psychology or Certificate in Professional Counseling Studies; other majors may take this course with departmental permission only.

CPSY 633 RESEARCH AND EVALUATION

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 Counseling Psychology, M.S. in Applied Psychology, or Certificate in Professional Counseling Studies; other majors may take this course with departmental permission only.

CPSY 662 TREATMENT OF TRAUMA

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 Counseling Psychology, M.S. in Applied Psychology, or Certificate in Professional Counseling Studies; other majors may take this course with departmental permission only.

CPSY 663 TREATMENT OF DEPRESSIVE DISORDERS

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 Counseling Psychology, M.S. in Applied Psychology, or Certificate in Professional Counseling Studies; other majors may take this course with departmental permission only.

CPSY 664 PERSONALITY DISORDERS

Examines issues in the classification, diagnosis, and treatment of personality disorders. Major attention is given to contemporary research methodologies and findings and their application to changing theoretical perspectives of personality pathology. Addresses ethical, multicultural and social justice advocacy considerations in relation to the classification, diagnosis, and treatment of personality disorders. prerequisite: CPSY 605 and CPSY 610; only open to the following majors: M.S. in Counseling Psychology or Certificate in Professional Counseling Studies; other majors may take this course with departmental permission only.

CPSY 665 CLINICAL SUPERVISION

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 Counseling Psychology, M.S. in Applied Psychology, or Certificate in Professional Counseling Studies; other majors may take this course with departmental permission only.

CPSY 666 TREATMENT OF ANXIETY DISORDERS

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 Counseling Psychology, M.S. in Applied Psychology, or Certificate in Professional Counseling Studies; other majors may take this course with departmental permission only.

CPSY 703 PRACTICUM IN COUNSELING

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 Counseling Psychology, M.S. in Applied Psychology, or Certificate in Professional Counseling Studies; other majors may take this course with departmental permission only.

CPSY 705 PRACTICUM IN ASSESSMENT

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. Only open to the following majors: M.S. in Counseling Psychology, M.S. in Applied Psychology, or Certificate in Professional Counseling Studies; other majors may take this course with departmental permission only.

CPSY 706 RESEARCH PRACTICUM IN COUNSELING PSYCHOLOGY

Supervised participation in research relevant to the field of counseling psychology 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: CPSY 633 or equivalent and approval of instructor; only open to the following majors: M.S. in Counseling Psychology or Certificate in Professional Counseling Studies; other majors may take this course with departmental permission only.

CPSY 708 INTERNSHIP IN COUNSELING

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 Counseling Psychology, M.S. in Applied Psychology, or Certificate in Professional Counseling Studies; other majors may take this course with departmental permission only.

CRJU: CRIMINAL JUSTICE

CRJU 200 CRIMINAL JUSTICE

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

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 270 HOW TO BREAK OUT OF PRISON

Focuses on issues, barriers and challenges to the successful reintegration of individuals transitioning from prison to society. Provides an examination of historical and emerging developments in the field of re-entry with special emphasis on evidence-based practices.

CRJU 275 URBAN STREET CRIME

Street crime may be defined as the most public and violent form of crime in the United States. Because of its visibility, street crime often generates the greatest fear of becoming a victim. This course critically analyzes the complexity, pervasiveness and multiplicity of urban street crime. Political, economic and societal contexts provide the framework for an examination of the commission and reactions to street crime. The focus is proportionately on the relationship between street crime and street culture, and the driving forces behind street offenders.

CRJU 300 CRIMINAL JUSTICE ETHICS

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.[IL]

CRJU 301 THE CONTEMPORARY CRIMINAL JUSTICE SYSTEM

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. [SBS]

CRJU 302 CRIMINAL JUSTICE RESEARCH METHODS

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. Pre-requisite: CRJU 301 [IL]

CRJU 306 CRIMINOLOGICAL PERSPECTIVES

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. Pre-requisites: CRJU 301 AND WRIT 300.

CRJU 308 CYBER CRIME

This course examines both the traditional and contemporary forms of cybercrime, including hacking, insider threat, cyberbullying, hacktivism, and cyberterrorism. In addition, this course will apply a variety of sociological, psychological, and criminological theories to explore the cause and motivation of offenders that has led to the significant rise in cybercrimes.

CRJU 320 POLICE ADMINISTRATION

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

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

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

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 350 CRIME, FILM, AND REALITY

This course focuses on how cinema and literature depict images and concepts of justice. Films and stories about crime and the criminal justice system will be analyzed to see how these depictions of justice relate to gender, race, sexuality and social class. Empirical research will be contrasted with depictions of justice issues in film and literature.

CRJU 375 WOMEN AND CRIME

A study of the nature and extend of women's crime, theories of female criminality, processing of women offenders through the criminal justice system. Additionally, the course provides examination of changing social values about gender and of the response of law enforcement agencies and society as whole to women as victims of crime.

CRJU 380 POLICE REFORMS

Almost all policing is done at the local and state level, not federal; while there are over 18,000 law enforcement agencies in the United States, only a dozen or so are federal. It's at the local and state level, then, where reform can and should happen. This course explores the various models of police reform that have been effectively implemented in recent years and the option of defunding police versus rebuilding police.

CRJU 390 VICTIMOLOGY

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.

CRJU 392 THE TRAUMA OF VICTIMIZATION

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

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

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 [GD]

CRJU 398 INTERVENTIONS AND BEST PRACTICES IN TRAUMA AND VICTIM SERVICES

Examines evidence-based interventions and emerging areas of best practices in Trauma and Victim Services; describes the different models and techniques currently used with different populations and discusses their effectiveness. A thorough analysis of the system of trauma and victim services, both within the criminal justice system and through other allied professions, is examined.. prerequisite: none

CRJU 400 A DIALOGUE WITH A VICTIM

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

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. [GD]

CRJU 406 POLITICAL TERRORISM

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.

CRJU 408 CRIME AND DELINQUENCY PREVENTION

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.

CRJU 420 SPEC PROBS IN POLICING

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

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

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.

CRJU 441 SPECIAL PROBLEMS IN CORRECTIONS

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

CRJU 442 COMMUNITY CORRECTIONS

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

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. prerequisites: none

CRJU 451 MINORITIES, CRIME AND JUSTICE

An analysis of race, ethnicity and gender issues and how they impact the criminal justice system. An examination of how race, ethnicity, and gender issues revolve around questions associated with evidence of disparity, disproportionality and discrimination within the criminal justice system.

CRJU 454 CRIMINAL BEHAVIOR

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

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.

CRJU 464 CRIMINAL JUSTICE ISSUES

An examination of a selected topic or issue, such as women and criminal justice, private security, criminal justice legislation, or ethical issues. The topic studied will appear in the Schedule of Classes. CRJU 464 may be repeated for credit when the topic changes.

CRJU 485 ADVANCED CRIMINAL JUSTICE STUDIES

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 300, 301, 302, 306, and MATH 115. [CAP]

CRJU 490 CRIMINAL JUSTICE INTERNSHIP

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. Prerequisites: CRJU 300, CRJU 301, CRJU 302, CRJU 306, and consent of instructor.

CRJU 493 HONORS SEMINAR

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

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

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 501 PROFESSIONAL SKILLS IN CRIMINAL JUSTICE

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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 INTERVENTIONS AND BEST PRACTICES IN TRAUMA AND VICTIM SERVICES

Examines evidence-based interventions and emerging areas of best practices in Trauma and Victim Services; describes the different models and techniques currently used with different populations and discusses their effectiveness. A thorough analysis of the system of trauma and victim services, both within the criminal justice system and through other allied professions, is examined. prerequisite: none

CRJU 688 SUBSTANCE ABUSE, MENTAL HEALTH, AND THE CRIMINAL JUSTICE SYSTEM

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

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

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 705 A DIALOGUE WITH A VICTIM

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

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

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

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

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

Evaluation of management problems relating to courts and the role of court functions and personnel.

CRJU 715 STUDIES/READING IN CRIMINAL JUSTICE

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

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

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

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

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 777 CAPSTONE IN CRIMINAL JUSTICE

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

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

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: COMMUNITY SERVICES AND CIVIC ENGAGEMENT**CSCE 100 URBAN SOLUTIONS**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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: CREATIVE WRITING AND PUBLISHING ARTS

CWPA 610 INTRODUCTION TO PUBLICATIONS SOFTWARE

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

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

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

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

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

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

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 630 SCREENWRITING I

In this introductory course, students analyze and write short entertainment-oriented scripts for television and film. Emphasizes the art of the scene, also plot and character development, dialogue, writing for the eye and the ear and following industry script and program conventions.

CWPA 631 SCREENWRITING II

In this intermediate course, students draft a full-bodied script treatment and then write an original three-act, entertainment-oriented script for television or film. Advanced discussion of plot and character development, dialogue. Emphasizes big-picture narrative structure. Introduces script revision skills. Presents strategies for script submission.

CWPA 651 TYPE AND DESIGN FOR CREATIVE WRITERS

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

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

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)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

CYFI: CYBER FORENSICS

CYFI 305 FUNDAMENTALS OF CYBERSECURITY

Provides a basic understanding of cybersecurity and its relationship with networks and operating systems. Students will be able to recognize threats to an organization and to infrastructure. Examines the frameworks, roles, and competencies involved with information security. The fundamentals of cybersecurity that will be examined include network and security concepts, attacker techniques, data security, system and applications security. Lab Fees: \$65.

CYFI 308 CYBER CRIME

This course examines both the traditional and contemporary forms of cybercrime, including hacking, insider threat, cyberbullying, hacktivism, and cyberterrorism. In addition, this course will apply a variety of sociological, psychological, and criminological theories to explore the cause and motivation of offenders that has led to the significant rise in cybercrimes.

CYFI 310 CYBER CRIME AND THE LAW

Learn concepts and techniques related to data analytics and analysis techniques to discover forensic evidence. The course teaches students to apply basic statistical, machine learning, and artificial intelligence tools to describe, visualize, and analyze forensic data collected from computing devices. The class focuses on detecting anomalies on collected forensic log files.

CYFI 315 OPERATING SYSTEM FORENSICS

Explores the roles of an operating system, its basic functions, and the services provided by the operating system. Learn the forensic analysis of the three major operating systems (Windows, Mac OS X, and Linux) in the real world. Topics include disk acquisition and analysis, file system forensic, memory acquisition and analysis, timeline investigation, as well as tracking and analyzing operating system configuration settings. \$65 course fee.

CYFI 330 MOBILE FORENSICS

Provides a framework for learning the latest developments in wireless and mobile communications; the characteristics and operations of wireless network technologies. Examines wireless network principles, protocols, and applications and provides basic knowledge necessary to complete a logical acquisition of

digital evidence from mobile devices. Demonstrates the use of wireless networks and mobile forensics investigative techniques and tools. Explains mobile forensics procedures and principles, related legal issues, mobile platform internals, bypassing passcode, rooting, logical and physical acquisition, data recovery and analysis. Some of the topics covered will include hand-on extraction using iOS, Blackberry and Android platforms. Lab Fees: \$65.

CYFI 345 NETWORK FORENSICS

Explores the methodology and procedures associated with analyzing and mitigating threats in a network environment; identification of potential risks, inappropriate software activity, and security breaches. Examines the topologies, protocols, and applications required to conduct forensic analysis in networks. Other topics include an overview of the various types of VPNs and the utility of firewalls and limitations of firewalls. Explains network forensic principles, legal considerations, digital evidence controls, and documentation of forensic procedures. Laboratory exercises will reinforce practical applications of course instruction. Lab Fees: \$65.

CYFI 360 ADVANCED PYTHON FOR FORENSICS

Provides advanced elements of regular expressions in Python; explores the python working with databases, files, Unicode and text encoding, and object-oriented coding in Python as it relates to forensics. Examines how to test and debug Python codes. Describes Python language and constructs used to write script and complex programs using Python's OOP model. Python software will be used to perform diagnostics and investigations, and ways to visualize data. The course will teach students to use the Python libraries as an investigative tool. Lab Fees: \$65.

CYFI 375 FUNDAMENTALS OF CRYPTOGRAPHY

Introduces the historical and modern cryptography to ensure the confidentiality, integrity, and authenticity of data and communication. Study how cryptographic algorithms and protocols work and how to use them. Topics include symmetric cryptography, asymmetric cryptography, hash functions, as well as various attacks to cryptographic algorithms and protocols. Explores decryption techniques as applied to businesses and to government. Steganography is a process by which information is hidden within other media. Also presents the processes of hiding or encrypting data to inhibit a forensic analysis and of the detection and counter-resolution of hidden information. Lab Fees: \$65.

CYFI 390 ETHICAL HACKING

Learn how to apply knowledge of engineering to security evaluations, design and conduct security assessment experiments as well as analyze and interpret the resulting data. Learn various practice techniques for penetration testing and provide various methods of discovering ways of exploiting vulnerabilities to gain access to a system. Understand professional and ethical responsibility. Recognize the need for life-long learning in the quickly changing cybersecurity environment. Lab Fees: \$65. Prerequisites: FSCS 305, FSCS 310, and FSCS 360.

CYFI 415 FORENSIC INVESTIGATIONS

Examines the theory, best practices, and methodologies to conduct computer forensics investigations; it includes ethical issues, evidence collection and preservation, data presentation, and chain-of evidence procedures. Explore current tools and technologies used to analyze, acquire, and organize digital evidence. Case studies are used to illustrate successful and sometimes less successful investigations. An introduction to LAN investigation as well as PC and Mac Forensics will be included. Lab Fees: \$65. Prerequisites: FSCS Fundamentals of Cyber Security, FSCS 310 Cyber Crime and the Law.

CYFI 445 FORENSIC DATA ANALYSIS

Learn concepts and techniques related to data analytics and analysis techniques to discover forensic evidence. Applying basic statistical, machine learning, and artificial intelligence tools to describe,

visualize, and analyze forensic data collected from computing devices. Focus on detecting anomalies on collected forensic log files. Lab Fees: \$65. Prerequisites: CYFI 305, 315, 345, 360, and 415

CYFI 485 MONEY LAUNDERING

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.

CYFI 490 FORENSIC INCIDENT RESPONSE - CAPSTONE

Examines the methods, procedures, and policies necessary for a collaborative incident response team. Allows opportunity to review, analyze, and integrate what has been learned in each of the prerequisites courses. Students will learn how incident response teams organize, identify, and gather evidence using a number of real-world scenario cases related to various aspects of cyber forensics to complete a capstone project that demonstrate mastery of the culmination of the cyber forensics degree program. Laboratory fee required. Prerequisites: FSCS 305, 310, 315, 330, 345, 360, 375, and 390.

CYFI 496 INTERNSHIP IN CYBER FORENSICS

Provides a field experience to students in cyber forensics entities. This requirement is completed at the end of the program. Prerequisites: CYFI 305, 310, 315, 330, 345, 360, and 375. Eligible for continuing studies grade.

CYFI 499 DIRECTED STUDY

Provides research experience to students in cyber forensics.

CYFI 600 LEGAL ISSUES IN HIGH TECHNOLOGY CRIME

Examines the general regulatory and statutory computer-related law, ethics, and policies associated with high technology crimes. Areas of major focus include legal issues facing the private, corporate, and governmental sectors, relative to the application of traditional search and seizure, chain of custody, and ethical considerations. Problem oriented course that focuses on criminal and civil issues in the law, including the interpretation and application of the holdings in various landmark cases, and the analyses of statutes to different criminal/civil fact patterns. Prerequisites - None

CYFI 605 FOUNDATIONS OF COMPUTING FOR CYBER FORENSICS

Introduces foundational computing concepts and develops practical skills essential for cyber forensic investigations. Focuses on computer hardware components, operating systems, and network fundamentals. Students apply virtual machines and forensic tools to extract, interpret, and document digital evidence from file systems, memory, and network data.

CYFI 610 AI TECHNOLOGY IN CJ

This course provides a comprehensive overview of how AI is reshaping law enforcement, legal procedures, and public safety. Students will develop a thorough understanding of the capabilities of AI within the Criminal Justice domain. Examples of AI technologies covered include data pattern and image recognition, data prediction, and natural language processing.

CYFI 620 FORENSIC INVESTIGATIVE TECHNIQUE I

Examines forensic investigative techniques as it relates to civil and criminal procedure. Explains technical skills in data collection, data acquisition, hard drive imaging, reconstruction of past events, collection and preservation of electronic evidence and consideration if search and seizure violates any constitutional rights. Analyzes storage media structures and content. Intended as an introduction to CYFI 720. Prerequisite: CYFI 605. Lab fee required.

CYFI 625 INFORMATION SYSTEMS, THREATS, ATTACKS, AND DEFENSE STRATEGIES

Examines information systems and the threats from malicious activities that attempt to collect data from or control, disrupt, deny, or destroy information within a system and through external networks. Explores origins of such attacks and effective responses to various threat actors as part of pen testing and related processes. Explores auditing methodologies and quality assurance, control, and management requirements necessary for information systems, Introduces disaster recovery and business impact analysis as part of the required business policy and recovery processes. Lab fee required. Prerequisite: CYFI 605.

CYFI 630 INTRODUCTION TO CRYPTOGRAPHY

Provides a detailed synopsis to historical and modern cryptography. Examines fundamentals of cryptographic algorithms and protocols, including encryption, decryption, hashing, message authentication, digital signature, and key agreement protocols. Analyzes the differences between symmetric and asymmetric encryption. Prerequisite: CYFI 605. Lab fee required.

CYFI 700 MOBILE FORENSICS

Addresses both scientific methodologies and practical skills to extract digital evidence in a legal context. Examines mobile forensics investigation techniques on various phases of the mobile forensics process for both Android and iOS-based devices. Provides a hands-on approach to mobile forensics using industry and government-recognized guidelines and software, i.e., Encase and FTK. Lab fee required. Prerequisite: CYFI 620

CYFI 720 FORENSIC INVESTIGATIVE TECHNIQUES II

A continuation of CYFI 620 that examines fundamental principles and hands-on practice of forensic investigations. Examines the use of networking techniques and tools for retrieval, recovery, authentication, and analysis of electronic data from file systems and memory. Explores practical approaches and investigation methods to retrieve evidence from network traffic, software application, source code, and compiled code. Prerequisite: CYFI 620. Lab fee required.

CYFI 725 COMPUTER AND DIGITAL FORENSICS

Examines fundamental principles and hands-on practice of computer and digital forensics. Examines the use of computer forensic theories, techniques, and tools for retrieval, recovery, authentication, and analysis of electronic data from file systems and memory with extensive use of command lines of Windows and Linux-based systems. Reconstructs computer usages that are associated with cybercrimes. Lab fee required. Prerequisite: CYFI 605

CYFI 740 INTERNSHIP IN CYBER FORENSICS

Supervised professional experience in cyber forensics with government, industry, or research organizations. Focuses on applying forensic skills to real-world cases, maintaining ethical standards, and communicating findings. Includes periodic reports and a final presentation linking practice to academic learning.

CYFI 745 AI AND LLMS IN CYBER FORENSICS

Examines how artificial intelligence (AI) enhances cyber forensics while preserving the trustworthiness of evidence. Focuses on applying machine learning and large language models to extract and interpret digital evidence, visualize findings, and evaluate AI forensic tools for transparency and reliability. Emphasizes chain-of-custody and reproducibility considerations when integrating AI into investigations.

CYFI 750 CAPSTONE COURSE

Integrates and applies knowledge, theories, principles, skills and practical applications learned in Master of Science in Forensic Science - Cyber Investigations courses to actual cybercrime case scenarios. Lab fee required. Prerequisite: CYFI 620, CYFI 625, CYFI 725 and permission of program director.

CYFI 799 DIRECTED STUDY

Provides research experience to students in cyber forensics.

DESN: DESIGN

DESN 501 INTRODUCTION TO WEB DEVELOPMENT

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.

DESN 502 INTRODUCTION TO GRAPHIC DESIGN PRINCIPLES

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.

DESN 503 WORKSHOP IN WRITTEN COMMUNICATION

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.

DESN 505 SHORT COURSE IN WRITING

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.

DESN 506 SHORT COURSE IN WRITING

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.

DESN 508 SHORT COURSE IN GRAPHICS

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.

DESN 509 SHORT COURSE IN GRAPHICS

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.

DESN 600 MEDIA DESIGN

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.

DESN 601 WORDS AND IMAGES: CREATIVE INTEGRATION

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

DESN 602 INTRODUCTION TO DIGITAL VIDEO

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 non-broadcast applications including social media and the Web. Lab fee required.

DESN 603 EDITORIAL STYLE

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.

DESN 604 WRITING FOR THE MARKETPLACE

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.

DESN 605 PUBLIC AND PRIVATE LANGUAGES

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.

DESN 610 VISUAL & VERBAL RHETORIC

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.

DESN 611 THE CRAFT OF POPULARIZATION

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.

DESN 612 CREATIVE METHODOLOGIES

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.

DESN 613 DESIGN WRITING

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.

DESN 615 TYPOGRAPHY I

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.

DESN 617 CREATIVE CONCEPTS

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 638 DIGITAL PHOTOGRAPHY

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.

DESN 639 VIDEO AESTHETICS & TECHNIQUE

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: DESN 602

DESN 640 DESIGN PRINCIPLES AND STRATEGIES

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: DESN 612 and DESN 615

DESN 641 MAGAZINE DESIGN

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: DESN 615 and DESN 612

DESN 642 BOOK DESIGN

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: DESN 615 and DESN 612

DESN 645 TYPOGRAPHY II

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: DESN 615 and DESN 612

DESN 647 INFORMATION DESIGN

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: DESN 615, DESN 612, and DESN 660.

DESN 649 DESIGNER'S SURVIVAL GUIDE

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: DESN612 and 615

DESN 650 ADVANCED GRAPHIC DESIGN

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: DESN 615 and DESN 612

DESN 660 WEB DEVELOPMENT

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 DESN 501 before registering for this course. lab fee required.

DESN 661 ADVANCED WEB DEVELOPMENT

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: DESN 612, DESN 615 and DESN 660, or permission of the instructor

DESN 662 DESIGN FOR DIGITAL ENVIRONMENTS

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

DESN 670 MOTION GRAPHICS FOR INTERACTIVE MEDIA

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: DESN 615, DESN 612, Adobe CS4 competency and one of the following: DESN 645, DESN 714 or permission of program director

DESN 671 MOTION GRAPHICS I

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: DESN 612 and DESN 615

DESN 672 MOTION GRAPHICS II

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 notion 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: DESN 612, DESN 615 and DESN 671, or permission of the instructor.

DESN 680 ADVANCED PR STRATEGIES

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.

DESN 691 ART OF THE INTERVIEW

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.

DESN 692 WRITING FOR DIGITAL ENVIRONMENT

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.

DESN 693 MAGAZINE WRITING

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.

DESN 704 COPYRIGHT AND PUBLISHING

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.

DESN 705 DESIGN-BUSINESS LINK

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.

DESN 712 HISTORY OF GRAPHIC DESIGN

History of graphic design in Europe and in America, centering on the modern period but also dealing with design influences from earlier periods and from other cultures. Provides a background of visual solutions on which students may draw to solve their own publications design problems.

DESN 713 INTEGRATED DESIGN STUDIO I: PRINCIPLES

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 714 INTEGRATED DESIGN STUDIO II: TYPOGRAPHY

An intensive, multilayered studio experience focused on the study of typography. Students discuss the relationship between fine art and typography. Students produce an in-depth project based on individual reading and research. Lab fee required. Prerequisite: PBDS 645 or equivalent.

DESN 715 INTEGRATED DESIGN STUDIO III: READINGS AND RESEARCH

An intensive workshop focused on readings and research. Engages students in the critical analysis of field-based literature. Provides students with the opportunity to participate in constructive critique of project ideas and the sharing of research resources and approaches. Prerequisite: permission of program director.

DESN 719 DESIGN THINKING

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.

DESN 720 THE DIGITAL ECONOMY

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.

DESN 723 THEORY OF VISUAL COMMUNICATION

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 731 SEMINAR IN CREATIVE WRITING AND PUBLISHING

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.

DESN 735 PORTFOLIO

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: DESN 615 and DESN 612

DESN 740 SEMINAR IN PUBLICATIONS DESIGN

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: DESN 615 and DESN 601; course should be taken in a student's final semester

DESN 750 WRITING: SPECIAL TOPICS

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.

DESN 751 GRAPHIC DESIGN: SPECIAL TOPICS

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: DESN 615 and 601

DESN 753 MEDIA: SPECIAL TOPICS

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. Lab fee may be required. Prerequisites: DESN 612 and DESN 615.

DESN 754 BUSINESS PRACTICES: SPECIAL TOPICS

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.

DESN 755 BACKGROUNDS AND IDEAS: SPECIAL TOPICS

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.

DESN 756 HYPERMEDIA: SPECIAL TOPICS

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: DESN 615 and 612

DESN 775 INTERNSHIP

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

DESN 779 INDEPENDENT STUDY

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

DESN 789 CREATIVE THESIS

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

DESN 790 INDEPENDENT STUDY

Research or problem-solving project in some aspect of integrated design. Topics vary with individual student interests. Course may be repeated with permission of program director. Lab fee required. Prerequisite: permission of program director.

DESN 791 PRACTICUM IN INTEGRATED DESIGN

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

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

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

DESN 798 CONTINUOUS ENROLLMENT

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

DESN 799 INTEGRATED DESIGN THESIS

Independent and original project supervised by one or more faculty members. Thesis can be either research-based or an applied project. The thesis must demonstrate comprehensive knowledge of the foundations of design in addition to a specialized focus for the thesis. Finished work is reviewed by a faculty committee. Pass/fail grading. This course may be repeated once. Eligible for continuing studies (CS) grade. Lab fee required. Program director's permission required for registration. Prerequisites: completion of MFA candidacy, DESN 793, and program approval of thesis topic.

ECON: ECONOMICS

ECON 100 ECONOMICS OF CONTEMPORARY ISSUES

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 201 PRINCIPLES OF MICROECONOMICS

This course introduces economic analysis of individual, business, and industry choices in the market economy. Topics include the price mechanism, supply and demand, optimizing economic behavior, costs and revenues, market structures, income distribution, market failure, and government intervention. [SBS]

ECON 202 PRINCIPLES OF MACROECONOMICS

This course introduces economic analysis of aggregate output, employment, income, and prices. Attention is paid to international trade and global impacts across economies. The main analytical goal is application of the aggregate supply and demand model to understand fluctuations and government intervention. Students will be exposed to economic data and asked to present the data with an explanation. [SBS]

ECON 312 INTRODUCTION TO ECONOMIC DEVELOPMENT

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 410 ECONOMICS OF SUSTAINABILITY AND SOCIAL RESPONSIBILITY

Students are exposed to evolving firm strategies and actions generally designed and invoked under the umbrella of social responsibility from the vantage point of Economics. The broadness of social responsibility is continually growing and much analysis in the course is from the stakeholder point of view. A component of the course will relate to emergent issues from the Economic/Financial role. Prerequisite: Junior Status and Econ 200 or equivalent.

ECON 497 SPECIAL TOPICS IN ECONOMICS

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

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. Prerequisites: Merrick School of Business student or permission of the instructor

ECON 606 ECONOMICS FOR MANAGERS

This course integrates managerial economics, microeconomics, and macroeconomics to provide a comprehensive understanding of the economic environment affecting businesses. Students will apply economic theories to optimize business strategies, analyze consumer behavior and market competition, and explore the impact of national and global economic trends, such as inflation and trade. Emphasis is also placed on business ethics and organizational architecture, examining how these factors shape decision-making and strategy. Students are exposed to a variety of methods and their applications

spanning qualitative and quantitative approaches, particularly data analysis, to understand and react to complex economic challenges.

ECON 710 ECONOMICS OF SUSTAINABILITY AND SOCIAL RESPONSIBILITY

Students are exposed to evolving firm strategies and actions generally designed and invoked under the umbrella of social responsibility from the vantage point of Economics. The broadness of social responsibility is continually growing and much analysis in the course is from the stakeholder point of view. A component of the course will relate to emergent issues from the Economic/Financial role.

ECON 740 BUSINESS, ETHICAL, AND REGULATORY PERSPECTIVES OF AI

This course delves into the ethical and regulatory dimensions of using artificial intelligence in business activities incorporating perspectives of stakeholders. Introductions to various ethical perspectives and approaches are used to conduct analysis within various domains of ethical reasoning. Current and proposed regulations are discussed through an economic lens. Students will gain an understanding of the ethical principles guiding AI applications, as well as the legal frameworks and compliance requirements for businesses operating in AI-driven environments. Students will be encouraged to critically consider how to apply AI in their personal and professional lives.

ECON 797 SPECIAL TOPICS IN ECONOMIC MANAGEMENT

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

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: ENGLISH

ENGL 200 THE EXPERIENCE OF LITERATURE

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

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

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

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

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

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

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

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

An intensive study of some of the great writing from non-Western literatures. Topics may include literatures of the ancient Near East, East Asia, or Africa and its worldwide diaspora. Course may be repeated for credit when the topic changes. [HAT] [AH]

ENGL 315 THE SHORT STORY

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

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

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

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

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

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 323 WRITING, EDITING AND PUBLISHING

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

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

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

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 331 POPULAR GENRES

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

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 may be required. [HAT] [AH]

ENGL 333 MEDIA GENRES

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 may be required. [HAT] [AH]

ENGL 336 YOUNG ADULT LITERATURE AND CULTURE

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

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

The drama of the 20th century, with emphasis on contemporary movements and innovations. [HAT] [AH] [GD]

ENGL 341 AMERICAN LITERATURE TO 1900

A critical and historical study of representative 18th and 19th Century American authors and movements, including Romanticism, Realism, Naturalism.

ENGL 344 AMERICAN LITERATURE SINCE 1900

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

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

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

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

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] [GD]

ENGL 351 ANCIENT MYTH: PARADIGMS AND TRANSFORMATIONS

An introduction to classical mythology as well as other ancient literatures and mythographies along with their later adapters and interpreters. Prerequisite: None [HAT]

ENGL 356 LITERATURE AND LAW

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 360 MAJOR AUTHORS

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 363 CREATIVE WRITING WORKSHOP: SCREENWRITING

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 365 SHAKESPEARE'S INFLUENCE

Explores the works and historical context of one of the world's greatest storytellers and investigates the ways in which his legacy continues to shape the art of narrative today.[AH]

ENGL 372 TOPICS IN WOMEN'S LITERATURE

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] [GD]

ENGL 374 AUSTEN, THE BRONTES AND WOOLF: ROOMS OF THEIR OWN

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

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

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

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

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

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

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

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

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

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. [AH][GD]

ENGL 395 UNDERSTANDING NARRATIVE

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

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

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

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

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

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 INTERNSHIP IN UNIVERSITY PUBLICATIONS

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. Course may be repeated for credit. A maximum of 6 credits may be applied toward the degree.

ENGL 421 ELIZABETHAN RENAISSANCE: IN THE GREEN WORLD

A study, through poetry and drama, of the 16th-century English Renaissance. The world that molded Shakespeare and about which Shakespeare wrote.

ENGL 441 THE ROMANTIC IMAGINATION

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

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

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

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

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

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

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

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

A close examination of a major author, work, theme or period in the light of literary traditions. Emphasizes independent thought, culminating in a written project to be presented before the class. Topic may change from year to year. Prerequisite: senior status and completion of English 301. [IL] [CAP]

ENTR: ENTREPRENEURSHIP

ENTR 101 IMAGINATION, CREATIVITY AND ENTREPRENEURSHIP

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 305 ENTREPRENEURSHIP AND INNOVATION

An introductory course on entrepreneurship and innovation with emphasis on concepts of new market opportunity identification in both new ventures and existing organizations. Students will apply creative problem solving to identify entrepreneurial opportunities which are financially viable. Interdisciplinary analysis will be utilized and involves identifying, evaluating, and determining whether a scalable business opportunity exists. Students will develop the analytical and conceptual skills required to understand and explore the creative and innovative underpinnings of new products, services, and organizations. Similarities and differences in creativity and innovation across different levels, from the individual level to the organizational or industry level, will be highlighted, as are differences in financing options and early-stage sources of capital for new ideas. The course includes oral, visual, and written communication, including distilling an entrepreneurial idea into elevator pitches and summarizing complex market opportunities into a multi-stakeholder dialogue.

ENTR 320 OPPORTUNITY ASSESSMENT AND DEVELOPMENT

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 305

ENTR 390 ENTREPRENEURSHIP MENTORSHIP

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 ENTREPRENEUR VENTURES.

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

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 305 and ENTR 320 / Merrick School of Business student or by permission of the instructor

ENTR 460 SOCIAL ENTERPRISE

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 305 / Merrick School of Business student or by permission of instructor

ENTR 490 ENTREPRENEURIAL STRATEGY

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 497 SPECIAL TOPICS IN ENTREPRENEURSHIP

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 305.

ENTR 499 INDEPENDENT STUDY

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. Prerequisites: Merrick School of Business student and permission of the instructor.

ENTR 606 CREATING NEW THINGS

Focuses on the creation of new ideas - solutions, products, services, processes, markets, ventures, distribution channels, or even individual commercial initiatives. The course develops competency by navigating the ambiguous, uncertain, complex and volatile world of creativity in organizational settings. Frameworks are introduced that showcase the interplay between creativity, organizational processes and systems. Experiential tools and models show students how to foster successful and scalable innovation and what inhibits them.

ENTR 635 RESOURCE ACQUISITION FOR NEW VENTURES

Provides intermediate-level coverage of topics in venture capital and private equity, asset allocation, security risk and pricing, decision-making and nonpublic corporate finance. Topics include the valuation problem of early-stage ideas, the sources of financing for young businesses, strategies in venture fundraising across a business's life-cycle, potential exit strategies. Prerequisites: Completion of finance module of GMAC; ENTR 606 or instructor approval.

ENTR 740 BUSINESS APPLICATIONS OF ARTIFICIAL INTELLIGENCE IN ENTREPRENEURSHIP

Introduces students to the opportunities and challenges of artificial intelligence (AI) in entrepreneurship. Main topics include the practical applications of AI in opportunity identification, evaluation and exploitation, the role of AI in shaping startup activity, and societal implications of AI-driven entrepreneurship.

ENTR 750 LEADING AND MANAGING INNOVATION

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

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 761 PATENTS

This course covers the basic principles of U.S. patent law. The course will examine issues that arise in the acquisition and assertion of patent rights, including patent validity requirements, the elements of a claim of patent infringement, affirmative defenses to such a claim, and remedies for infringement. This course is cross-listed with LAW 761 and taught by Law School faculty. Students will be subject to Law School academic policies and follow the Law school academic calendar.

ENTR 771 THE DESIGN /BUSINESS LINK

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. prerequisites: MKTG 504 or MKTG 505.

ENTR 792 SPECIAL TOPICS IN ENTREPRENEURSHIP

As specified in the course syllabus

ENTR 797 SPECIAL TOPICS IN ENTREPRENEURSHIP

As specified in the course syllabus

ENVS: ENVIRONMENTAL SCIENCE

ENVS 175 INTRODUCTION TO ECOLOGY

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

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

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

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

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. Students may earn up to 3 credits for this independent study. Lab fee may be required. Prerequisite: permission of the program director.

ENVS 300 GREATER BALTIMORE URBAN ECOSYSTEMS: FIELD INVESTIGATIONS

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

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

The science behind practices such as cloning and genetic engineering and advances in biotechnology in human health, agriculture, aquaculture and environmental sciences are discussed. This course raises awareness of the impact of biotechnology on human society and discusses related ethical issues, and it provides students with the knowledge to evaluate the risks and impacts of advances in biotechnology. The laboratory portion of the course introduces students to the techniques used in molecular genetics, molecular biology and biotechnology. Prerequisite: BIOL 121.

ENVS 420 RESEARCH SEMINAR IN ENVIRONMENTAL SCIENCES

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

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

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

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

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: FINANCE

FIN 205 ESSENTIALS OF FINANCIAL LITERACY

This undergraduate course provides students with essential knowledge and skills to manage their personal finances effectively. Through a blend of theoretical concepts and practical applications, students will explore key topics such as budgeting, saving, investing, credit management, and retirement planning. The course aims to empower students to make informed financial decisions that promote long-term financial well-being. Interactive activities and real-world scenarios will enhance the learning experience, fostering critical thinking and problem-solving skills relevant to everyday financial situations.

FIN 330 EXCEL FOR FINANCIAL ANALYSIS

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

An overview and understanding of fundamental principles of financial decision-making and their application to internal and external problem-solving by the business enterprise. Topics include financial statement analysis and forecasting, time value of money and security valuation, corporate capital budgeting, cost of capital and capital structure. Thematic coverage encompasses the traditional, international and ethical dimensions of financial decision-making. prerequisites: ACCT 201, ECON 200 or 3 hours of micro- or macroeconomics, and MATH 115

FIN 333 INVESTMENT ANALYSIS AND PORTFOLIO MANAGEMENT

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 340 FINANCIAL PLANNING

A practical introduction to applying financial concepts and tools such as the time value of money, risk-return tradeoffs, asset pricing models, and financial databases to personal financial decisions about budgeting, housing, debt, insurance, taxes, retirement planning, education planning and investments. Prerequisite: FIN 331.

FIN 420 RISK AND INSURANCE

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. Prerequisite: Merrick School of Business students or by permission of the instructor.

FIN 430 ENTREPRENEURIAL ORGANIZATION AND FINANCE

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 450 FINANCIAL STATEMENT ANALYSIS AND FIRM VALUATION

Students learn how to apply the tools of financial ratio analysis, financial statement forecasting, and valuation taken from a wide variety of business settings and industries, including retail, manufacturing, distribution, service, and technology. Students also learn how to create well-crafted presentation exhibits and written documents, and develop the ability to present the findings of their analysis in verbal and written forms. Prerequisites: FIN 330 and FIN 331.

FIN 470 REAL ESTATE INVESTMENTS

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

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 495 INTERNSHIP IN FINANCE

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

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

An independent study under the direction of a faculty member. For eligibility and procedures, refer to the Merrick School of Business Independent Study Policy. Prerequisites: Merrick School of Business students and by permission of the instructor.

FIN 624 FINANCE AND ACCOUNTING ANALYTICS

This course focuses on applying cutting-edge analytics and artificial intelligence (e.g. machine learning and generative AI) techniques to examine big data in finance, accounting, and auditing. Students will acquire working knowledge of common financial data analytics software packages (e.g. Python, SAS, Tableau, ChatGPT and similar generative AI packages). 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 635

FIN 635 CORPORATE FINANCE

Covers topics in cash flow analysis, financial forecasting, discounted cash flow analysis, bond analysis and term structure of interest rates, equity analysis, capital asset pricing model, market efficiency, cost of capital, capital budgeting, capital structure, corporate payout policy, ESG and derivative instruments such as options and futures. Prerequisites: GMAC Finance Module completion

FIN 700 ADVANCED FINANCIAL ANALYSIS AND FORECASTING

Integrates U.S. generally accepted accounting principles and International Financial Reporting Standards to develop students' understanding of financial accounting transactions, reporting standards, and their resulting impact on companies' financial statement analysis and forecasting. Topics include standard setting, financial statement presentation issues, measurement issues (including fair-value accounting) and classification and recognition issues, and their impact on financial statement analysis and forecasting. The course emphasizes the use of data analytics, data visualization, and report-writing techniques as part of financial statement analysis. Prerequisite: FIN 635.

FIN 704 FINANCIAL MARKETS AND INSTITUTIONS

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 635

FIN 715 INVESTMENT ANALYSIS

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. The course utilizes data analytics skills in financial data analysis. Prerequisites: FIN 635.

FIN 720 GLOBAL FINANCE

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. The course utilizes data analytics skills in financial data analysis. Prerequisites: FIN 635.

FIN 724 APPLICATIONS OF BUSINESS ANALYTICS AND MACHINE LEARNING

The course examines main algorithms of Supervised and Unsupervised Learning, and Reinforcement Learning, and will be able to use ML open source Python packages to design, test, and implement ML algorithms in Finance.

FIN 725 RISK MANAGEMENT

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. The course utilizes financial data-processing and statistical dynamic modeling techniques as well as report writing used in financial data analytics. Prerequisite: FIN 635.

FIN 730 FIXED INCOME ANALYSIS

This course provides an in-depth exploration of fixed income securities, with a focus on understanding their yield measures, risk factors, and valuation measurements and drivers. We will also explore recent developments such as green bonds and their impact on sustainable finance. The course integrates practical examples, case studies, and current market trends to offer a comprehensive understanding of fixed income markets and instruments. The course stresses data analytical skills in analyzing fixed income securities. Prerequisite: FIN 635

FIN 740 APPLICATIONS OF AI, BUSINESS ANALYTICS AND MACHINE LEARNING IN FINANCE AND ACCOUNTING

This course provides a comprehensive introduction to the practical applications of AI, business analytics and machine learning in finance and accounting. Students will explore how data-driven decision-making can enhance financial business operations, improve strategic planning, and foster innovation. They will gain hands-on experience in using AI and machine learning techniques to uncover insights and drive strategic decisions in accounting and finance, preparing them for advanced roles in analytics and AI-driven organizations. The course covers essential concepts and tools, including predictive modeling, data visualization, and machine learning algorithms including Supervised and Unsupervised Learning, and Reinforcement Learning, with a focus on their real-world application in finance and accounting. Prerequisites: INSS 615, OPRE 607 or permission of the instructor.

FIN 750 REAL ESTATE INVESTMENT

An advanced course in the analysis and valuation of income-producing real property with an emphasis on data analytics. 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 635

FIN 755 REAL ESTATE FINANCE

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, as well as the use of data analytic skills. Prerequisite: FIN 635

FIN 770 NEW VENTURE FINANCING

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 635

FIN 780 BUSINESS VALUATION AND LITIGATION FINANCE

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 data analytics applications and tools, 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 635.

FIN 792 SPECIAL TOPICS IN FINANCIAL MANAGEMENT

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 635

FIN 795 GRADUATE FINANCE INTERNSHIP

Students will attain professional experience in finance and work on assigned projects within a workplace finance environment. Requirements include a work supervisor evaluation, a journal detailing the work experience, and a self-assessment of the student's Internship experience. Graduate standing and permission of instructor.

FIN 797 SPECIAL TOPICS IN FINANCIAL MANAGEMENT

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

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: FORENSIC SCIENCE

FSCS 201 HOW TO GET AWAY WITH MURDER

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

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. Laboratory Fee required.

FSCS 302 HEALTH AND WELLNESS FOR PUBLIC SAFETY

This course examines the unique stressors public safety professionals encounter in high-risk and emotionally demanding environments. Navigating these high-stress situations requires them to protect their physical, mental, and emotional capacity. Students will learn evidence-based skills and practices to

regulate their stress responses and develop wellness strategies that foster resilience and reduce the risk of compassion fatigue and burnout.

FSCS 307 CRIME SCENE INVESTIGATION

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. Lab fee required.

FSCS 310 VISUAL AND MICROSCOPIC EVIDENCE ANALYSIS

This course examines how forensic scientists individualize evidence through visual observation, microscopic examination, and pattern recognition techniques. Students learn to classify evidence based on morphological and physical characteristics, progressively narrowing from class-level categories toward unique source identification. Topics include microscopy fundamentals, forensic pathology, anthropology, odontology, entomology, bloodstain pattern analysis, hair and fiber examination, glass analysis, friction ridge analysis, impression evidence, firearms examination, and tool mark analysis. Laboratory exercises provide hands-on experience with each evidence type, emphasizing comparison techniques and the interpretation of visual characteristics. Laboratory Fee: \$65.

FSCS 311 CHEMICAL AND INSTRUMENTAL EVIDENCE ANALYSIS

This course examines how forensic scientists individualize evidence through chemical testing and instrumental analysis methods. Students learn to classify evidence based on chemical composition and molecular characteristics, progressively narrowing from class-level categories toward unique source identification. Topics include spectroscopic techniques, chromatographic separation methods, mass spectrometry, serology, DNA analysis, illicit drug identification, forensic toxicology, paint analysis, soil examination, fire and explosion investigation, questioned document analysis, and digital evidence. Laboratory exercises provide hands-on experience with each evidence type, emphasizing instrumental techniques and the interpretation of chemical data. Laboratory Fee: \$65.

FSCS 318 STATISTICS AND MEASUREMENTS IN FORENSIC INVESTIGATIONS

This course introduces students to statistical methods and measurement science as applied to forensic investigations. Through hands-on laboratory exercises, students will apply descriptive and inferential statistics to analyze forensic data, construct and interpret graphs using correlation and regression analysis, and use probabilistic methods to evaluate evidence. Topics include hypothesis testing, confidence intervals, Bayesian statistics for DNA interpretation, bloodstain pattern analysis, and statistical evaluation of measurement uncertainty. Laboratory Fee: \$65.

FSCS 320 INTERVIEWS AND INTERROGATIONS

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 325 MICROSCOPY

Provides instruction in the methods of collecting, handling, preparing, identifying, and comparing items of trace evidence. Topics include use of the stereo microscope, compound microscope, comparison microscope, microspectrophotometer, scanning electron microscope, polarizing microscope, fluorescent microscope, and hot-stage microscope. These methods are demonstrated and students conduct hands-on analyses of materials using some of this equipment. Prerequisites: Biology I, Chemistry I and II, Organic Chemistry I and II, Physics I and II. Laboratory fee.

FSCS 337 INSTRUMENTAL ANALYSIS

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. Laboratory fee.

FSCS 354 DEATH INVESTIGATION

Death investigation explores the medical examiner and homicide investigator perspectives in cases involving human remains. Lecture topics include the cause/manner of death (i.e., sharp and blunt force trauma, thermal injuries, drowning, drug and alcohol abuse, pediatric forensics, gunshot injuries, asphyxia and motor vehicle trauma), and biochemical/physical processes associated with body decomposition. The medical, practical, and legal issues related to forensic and law enforcement investigations will be examined. Pre-requisite: FSCS 301

FSCS 360 FORENSIC PHOTOGRAPHY

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 400 LABORATORY SAFETY AND QUALITY ASSURANCE

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

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 325 and FSCS 337 I.

FSCS 404 FIRE DEBRIS AND EXPLOSIVES ANALYSIS

Introduces fire debris analysis using gas chromatography-mass spectrometry (GC-MS) and the analysis of some low explosives using GC-MS and Fourier transform infrared spectrometry (FTIR). Laboratory fee required. Prerequisites: Biology I, Chemistry I and II, Organic Chemistry I and II, Physics I and II, FSCS 301 and FSCS 337.

FSCS 405 FINGERPRINT ANALYSIS

This course introduces students to the fundamental principles of fingerprint evidence throughout forensic investigations. Students will learn how fingerprints form, the difference between ridge patterns, how fingerprint evidence is developed, and how to preserve fingerprints for further analysis. Topics include an introduction and the history of fingerprint analysis, skin anatomy and fingerprint formation, fingerprint patterns and ridge characteristics, deposition, location and detection methods, variables affecting fingerprint quality, development techniques, collection and preservation, comparison and identification,

case applications, and the legal aspects of fingerprint evidence. Laboratory exercises will provide hands-on experience with latent print visualization, development, and preservation techniques. Laboratory Fee: \$65. Prerequisite: FSCS 310

FSCS 408 CONTROLLED SUBSTANCES

Focuses on the investigation of drug-related crimes. Students will be able to recognize, identify, properly collect, preserve, transport, and record drug evidence. Students become familiar with the legal framework governing scheduled substances, drug classifications, minimum standards for drug identification, novel psychoactive substances, investigation of clandestine laboratories, as well as ethical considerations. Laboratory work includes simulations of clandestine drug manufacturing and testing of drug samples. Prerequisite: FSCS 301. Course Fee: \$65.

FSCS 409 FORENSIC DRUG ANALYSIS

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 301 and FSCS 337. Laboratory fee required.

FSCS 410 FORENSIC BIOLOGY

Students will study the forensic theory and methodology for identification, collection, preservation, and examination of biological evidence, with emphasis on bodily fluids (blood, urine, semen, saliva) and nuclear/mitochondrial DNA analysis. Lecture content will be supplemented by practical experiments featuring some of the most common techniques currently employed by forensic laboratories. Prerequisites: Biology I, Chemistry I and II, Organic Chemistry I and II, FSCS 301.

FSCS 412 FIREARMS/TOOL MARKS EXAMINATION

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. Laboratory Fee required.

FSCS 416 ARSON AND EXPLOSIVE INVESTIGATION

This course focuses on the various scientific techniques used to investigate arson and low explosive crime scenes. Students will be able to recognize, identify, properly collect, preserve, transport, and record all physical evidence and be introduced to the theory and practice of arson investigation through the use of gas chromatography. Different types of ignitable liquids used in arson and various types of low explosives and their precursors will be explored. Prerequisite: FSCS 301. Course Fee: \$65.

FSCS 418 MATHEMATICAL APPLICATIONS IN FORENSIC INVESTIGATIONS

Successful investigations often rely on careful application of mathematics. In this course, students will learn to interpret and construct graphs and tables, calculate clearance rates, and conduct trend analysis. The concepts of probability and other statistical techniques as they relate to biological evidence (e.g. DNA interpretation, blood spatter analysis) and narcotics evidence (sampling) will also be discussed.

FSCS 424 FOURTH AMENDMENT : INTERPRETATION AND APPLICATION

Covers the doctrines and cases inherent in and arising from the Fourth Amendment: the law of arrest, search and seizure, standing, forfeiture, and derivative evidence. Organized as a topical analysis, the course identifies the elements of each constitutional area and references major federal and state cases to illustrate the application and source of the rules.

FSCS 426 INNOVATIVE INVESTIGATIVE TECHNIQUES

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 440 ADVANCED CRIME SCENE INVESTIGATION

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 455 HOMICIDE INVESTIGATION

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

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.

FSCS 460 REPORT WRITING FOR LAW ENFORCEMENT

This course develops professional writing skills for criminal justice and law enforcement fields. Students learn to compose accurate, complete reports that support prosecution and provide evidence in criminal and civil cases. Topics include writing with clarity, documenting persons and property crimes, completing standardized forms, internal documentation, and testifying from written reports. NIBRS and FBI reporting requirements will be emphasized. Prerequisite: WRIT 300

FSCS 462 INTRODUCTION TO DOCUMENT EXAMINATION

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

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

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

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

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][OC]

FSCS 484 ART AND FORENSICS

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

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

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

Directed individual instruction in an advanced project in 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

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

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

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

FSCS 740 GRADUATE INTERNSHIP

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.

GAHS: GLOBAL AFFAIRS AND HUMAN SECURITY

GAHS 504 HUMAN SECURITY AND SOCIAL CHANGE

This course examines the impact of globalization on political authority, primarily focusing on the core concepts of human security. It covers topics that range from the origins of human security to applies human security concepts such as human rights, conflict and war, post-conflict construction, food security, environmental sustainability, and gender concerns. The topics are related to globalization and the cross-border flow of people, information, and ideas, which at times have exacerbated issues of human security or in other instances helped resolve many of these issues. Given its scope, the course can be understood as one that bridges globalization, human security, and global affairs.

GAHS 508 GLOBAL GOVERNANCE

Explores the role of international organizations, regimes, states, and non-state actors in global governance. In an increasingly globalized world where conflict, disease, financial crises, migration, and climate change cannot be solely addressed by individual states alone, cooperation and concerted efforts are necessary to address current transnational challenges. As such, this course addresses the important role global governance structures and agents, both in their informal and formal settings, play in coordinating responses to challenges faced in our current global environment.

GAHS 510 INTERNATIONAL MIGRATION AND HUMAN SECURITY

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

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

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

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 620 SPECIAL TOPICS

Explores topics in the field of Global Affairs and Human Security. Topics vary according to student interest and faculty member specialization. Course may be repeated for credits with the topic differs.

GAHS 625 ATROCITIES, GENOCIDES, AND PREVENTION

This course examines the meaning of atrocities and genocides within the broader context of human security and global affairs. The topics explored in the course range from the origins of genocide and genocide-related concepts, dimensions of gender and genocide, relevant actors in atrocities, and transitional justice processes (i.e., truth-seeking; criminal accountability; and reparations). In doing so, the course engages in an atrocity prevention lens that allows us to think about not only conceptual matters related to genocide but engage ourselves actively in the prevention of atrocities.

GAHS 630 INDEPENDENT STUDY

Research project related to studies in Global Affairs and Human Security. Topics will vary based on individual student interest. Course may be repeated with permission of program director. Students should develop a proposal outlining their chosen topic for review by instructor of record and program director. Prerequisite: Permission of program director. Credit Hours: Variable (1-3).

GAHS 740 GLOBAL AFFAIRS AND HUMAN SECURITY CAPSTONE

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.

GAHS 760 INTERNSHIP/FIELD PLACEMENT SEMINAR

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

GAME: GAME DESIGN

GAME 150 INTRODUCTION TO GAME DESIGN

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]

GAME 160 GRAPHICS FOR GAME DESIGN

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.

GAME 250 GAME SCRIPTING

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.

GAME 260 INTRODUCTION TO 3D GRAPHICS

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. Pre or co-requisite: GAME 160, CMAT 212 or equivalent

GAME 315 PROGRAMMING FOR INTERACTIVE DESIGN

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: GAME 250 or equivalent and Simulation and Game Design major.

GAME 320 GAME CONCEPT AND DESIGN

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]

GAME 324 DESIGNING FOR HUMANS

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. Corequisite WRIT 300. [IL]

GAME 330 GAMES FOR LEARNING

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

GAME 370 LEVEL DESIGN

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, GAME 250, and GAME 260 or their equivalents

GAME 380 ADVANCED TOPICS IN ART AND ANIMATION

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. Prerequisites: GAME 160 or CMAT 212.

GAME 390 GAME JOURNALISM

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

GAME 402 INTERACTIVE NARRATIVE

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

GAME 405 THE BUSINESS OF GAME DEVELOPMENT

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.

GAME 407 SOCIAL MEDIA AND GAMES

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: GAME 320 and WRIT 300

GAME 408 HISTORY OF VIDEO GAMES

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

GAME 410 INTERMEDIATE 3D ART AND PRODUCTION

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: GAME 260

GAME 415 CODING TOOLS FOR DESIGNERS

Teaches programmers to create modular tools for other team members, including non-programming game designers. Tools may consist of components, kits, 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: GAME 315

GAME 418 DESIGN OF MULTIPLAYER GAMES

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: GAME 250

GAME 420 ADVANCED 3D ART AND PRODUCTION

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. Laboratory fee required. Prerequisite: GAME 260, GAME 410 or their equivalents

GAME 425 GAMES CRITICISM

An analysis and critique of the games medium, through the lens of a rotating area of focus. Students will gain a broadly foundational understanding of the theory and practice of media and arts criticism before applying that skill set in performing critical analysis of games within a selected domain (such as genres, specific creators, historical eras, etc.). Critical projects will consistently involve analytical writing, and may also include multimedia work, presentations or creative projects relevant to the course topic as well. This course will aid students in building a critical vocabulary to communicate about the games medium in an effective way.

GAME 430 TOPICS IN TECHNICAL ART

Revolving topics focusing on technical art skills, and their application in a team-based setting where artists collaborate with other developers. Students will learn and apply one or more skill sets such as (but not limited to) advanced rigging and skinning, scripting of shaders or 3D software extensions, designing systems for artists and animators, and integrating art assets into a game engine. Projects require the creative and technically-sound application of these skills, and work will be assessed for both aesthetic

qualities and technical proficiency. NOTE: Additional lab time outside of class will be required to complete course projects. This course may be repeated for up to six credit hours when the topic changes. Lab fee required. Prerequisites: GAME 250 and GAME 260.

GAME 435 GAMES, CULTURE, AND SOCIETY

Explores the relationship between games, culture and society. Students will be introduced to foundational theory for understanding how the games medium participates in and influences relationships between people and their understanding of the world, before applying those theories in directed analysis of a specific domain (such as history of the medium, social media, etc.). Critical projects will involve analytical writing, and may include multimedia work, presentations or creative projects as well. This course will help students to understand the impact games have on the world at large.

GAME 440 FRONTIERS OF GAME DESIGN

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. GAME 250 or GAME 315 or equivalent, and Simulation and Game Design major.

GAME 445 PRACTICAL GAME PROGRAMMING

Builds upon existing knowledge students have acquired to introduce production environment programming concepts and habits. Examines common programming techniques used in a business environment, which may include program modeling, unit testing, and/or 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. Laboratory fee required. Prerequisite: GAME 315

GAME 450 SGD INTERNSHIP

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. Students may earn up to 3 credits for this course and it may be repeated for credit. Laboratory fee required.

GAME 469 GAME DEVELOPMENT PROJECT I

Constitutes the first part of the capstone experience in the Simulation and Game Design major. Students work through design assignments to practice project management and team coordination. Students 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, GAME 320, GAME 260 and GAME 250. For those in the Coding and Development Track, GAME 315. For those in the Technical Art track, GAME 410. pre- or corequisite: COSC 155 [CAP]

GAME 470 GAME DEVELOPMENT PROJECT II

Provides the capstone experience for students in the Simulation and Game Design 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: GAME 469 and Simulation and Game Design major with senior status. [OC] [CAP]

GAME 477 COMMUNITY -FOCUSED GAME DESIGN

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

GAME 497 TOPICS IN SIMULATION AND GAME DESIGN

Intensive exploration of topics in simulation and game development 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.

GAME 499 INDEPENDENT STUDY

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

HIST: HISTORY

HIST 101 WORLD HISTORY TO 1500

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

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

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

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

Student 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

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

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] [GD]

HIST 205 AFRICAN AMERICAN HISTORY SINCE 1865

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] [GD]

HIST 240 EVERYDAY LIVES

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

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

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

What constitutes historical evidence? What sources are credible? What historical context is necessary to understand information? How do you uncover evidence about past events? How do you organize information to make an historical argument? This course asks you to consider these questions as you develop historical thinking skills to investigate a person in your past. In the process you will discover ways you can employ historical research methods in a variety of professional fields. Required of all history majors. [IL]

HIST 306 POPULAR MUSIC IN U.S. HISTORY

Explores popular music's relationship to social, economic and cultural transformations in the United States' history, with a focus on race, gender, class and sexuality. Topics include hip-hop, jazz, Motown, disco, punk, blues, house and club music. [AH]

HIST 308 HISTORY OF AMERICAN BUSINESS

An historical survey of American business and labor from Colonial America to the recent past. [AH]

HIST 310 ANCIENT CIVILIZATIONS

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

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

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 WAR IN EUROPE, 1914-1945

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; the Holocaust, and the development of modernism in European society in the years up to 1945. [HIPL][GD][AH]

HIST 315 EUROPE SINCE 1945

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 316 BLACK EUROPE

What were the roles Black people played in Europe's modern history? Why do they remain absent from the way people characterize the continent's history? This course takes a deep dive into the stories of men and women of African descent who contributed to European politics and culture, or subverted norms, since the French revolution. Students will use biographies and autobiographies, fiction, film, and the words of historical figures themselves to discover the extraordinary agency of Black women and men who left their mark on Europe and its colonies. [AH] [GD]

HIST 321 AMERICA SINCE 1940

Examines the United States from 1940 to the 21st century and explores such topics as the Cold War, suburbanization, the civil rights movement, feminism, LGBT activism, the war in Vietnam, deindustrialization, the New Left, the New Right, the War on Drugs, the AIDS crisis, the War on Terror, electoral politics and more. [AH] [GA] [DP]

HIST 324 MODERN CHINA

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

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

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] [AH]

HIST 328 MODERN KOREA

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] [AH]

HIST 330 IMMIGRATION AND LAW IN U.S. HISTORY

Provides a chronological overview of the history of immigration to the United States to demonstrate the centrality of immigration to U.S. history. Through examination of the key immigration and naturalization laws and their context, students will see how current discussions on immigration are deeply rooted in centuries-long legal and cultural debates about who is allowed into the country and what it means to be an American citizen. In addition, students will look at the changing immigration patterns and the historical causes and contexts that brought different groups of immigrants to the U. S. at different times, narrating the history of the global U.S.

HIST 335 RACE, GENDER, SEXUALITY AND THE LAW IN U.S. HISTORY

This course examines how race, gender, and sexuality have historically shaped and been shaped by societies, legal systems and political structures in the United States from the colonial era to the present. By analyzing key historical events, legal cases, legislation and social movements, the course investigates how these categories have functioned as both sources of self-identity and collective belonging, as well as catalysts for cultural and political conflict and changes. It also considers how race, gender and sexuality have been constructed and regulated through government policies and legal frameworks. Through critical legal theories and scholarly debates, students will explore the evolving application of law in reinforcing and challenging social hierarchies, gaining a nuanced understanding of the intersections of identity, justice and legal systems in the United States.

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HIST 340 AMERICAN LEGAL HISTORY

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 341 HISTORY OF EUROPEAN LAW

A general survey of the development of European law from ancient Rome to the formation of the E.U. Emphasizes the layering of legal traditions in Britain and the Continent. Topics include landmarks in Roman civil law, medieval common and canon law, the Napoleonic Code, and the E.U.'s legal integration. Coursework involves the analysis of legal documents and comparative law.

HIST 344 WORLD WAR II

A comprehensive study of the origins, events, and effects of the 20th century's second experience in total war.

HIST 345 POLITICS IN U.S. HISTORY

Examines lawmakers, political parties and protest movements from the United States' founding to today with a focus on such legislative developments as the Constitutional Convention, laws to both protect and limit slavery before the Civil War, the Reconstruction amendments, Progressive-era and New Deal legislation to regulate business and the social safety net, civil rights legislation of the 1960s and '70s and competing efforts to limit and expand civil rights legislation and corporate regulations from the 1980s to the 21st century [GD]

HIST 350 HISTORY OF U.S. FOREIGN RELATIONS

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 .

*HIST 350 course satisfies 3 credits of the history major requirement. **This course is an enhanced course that fulfills the requirements of the Helen P. Denit Honors Program. [AH][GD]

HIST 354 HISTORY OF GERMANY

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 360 DARWIN, MARX, NIETZSCHE AND FREUD

Examines the most controversial thinkers of the 19th century in the context of European imperialism and the Industrial Revolution. The course also brings to light the professional and political achievements of European women in the second half of the 19th century. [AH]

HIST 364 CIVIL RIGHTS IN U.S. HISTORY

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. [AH] [GD]

HIST 375 CIVIL WAR AND RECONSTRUCTION

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

The Chesapeake Bay is the largest estuary in America and a complex ecosystem that has served as a "protein factory" for thousands of years. The Bay's human history includes the Powhatan, the Piscataway, the Nanticoke, the first permanent English settlement in North America, and the first enslaved Africans. This course examines the environmental history of the Chesapeake, the effect of human settlement on its biodiversity, and the ways that history helps us make ethical choices about the future of the bay.

HIST 381 AMERICAN CITIES

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

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. [GD]

HIST 385 U. S. WOMEN'S HISTORY

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. [AH]

HIST 390 FILM AND HISTORY

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. [AH] [GD]

HIST 391 HISTORY OF FASHION

A history of fashion, fashion designers and the global fashion system from the 19th century to the present. Topics include the iconic designers, the history of African-American fashion, fashion and gender, and how people have consumed fashion. [AH] [GD]

HIST 396 INTRODUCTION TO PUBLIC HISTORY

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 434 CONSTITUTIONAL HISTORY

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

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

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

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

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

Studies in African history from early cultures to the late 19th century.

HIST 477 TECHNOLOGY AND HISTORY

Selected topics in the cause-and-effect relationship of technological developments on societies in various historical periods.

HIST 490 INTERNSHIP

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

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

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 two core requirements. Students need to earn a C or higher to fulfill this major requirement. Prerequisite: HIST 295. [CAP]

HIST 496 SEMINAR IN PUBLIC HISTORY

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

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: HUMAN SERVICES ADMINISTRATION**HSAD 600 FUNDRAISING AND GRANT WRITING**

Provides students with a through 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

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

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

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

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

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

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

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. prerequisites: HSAD 620 or permission of program directors.

HSAD 696 FIELD PRACTICUM II: HUMAN SERVICES ADMINISTRATION

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

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

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: HUMAN SERVICES ADMINISTRATION

HSER 100 INTRODUCTION TO HUMAN SERVICES

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

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

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

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

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

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

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

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 360 SOCIAL POLICY AND THE AMERICAN POLICY PROCESS

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 370 COMMUNITY SUBSTANCE ABUSE

This course will provide students with an overview of substance use disorders and addiction using a biopsychosocial approach. Students will learn about the major drug classes and the effects of various substances on individuals, families, and society. The course is also designed to examine the epidemiology of substance use and addiction, as well as the psychological and physiological components of addiction and major theoretical frameworks. In addition, modalities for diagnosis, treatment, and prevention will be discussed, as well as the social inequalities associated with substance use and addiction (e.g. racial/ethnic groups, social class, etc.) and its influence on public policy.

HSER 372 SOCIAL PROBLEMS

This course provides students with an overview of "social problems" in the United States, how they are constructed within our society and why they persist despite current laws and policies. Students learn about historical influences contributing to contemporary social problems and how they affect specific social groups. Various theoretical perspectives are discussed to assist students in building upon existing knowledge and experiences to analyze social problems in new ways. Topics such as economic inequality (poverty and race), drug abuse and incarceration, police brutality (race and policing), mass shootings, gender violence, obesity (poverty and food deserts), cyberbullying and suicide, and mental illness are discussed.

HSER 373 COMMUNITY MENTAL HEALTH

This course is designed to provide students with a distinct understanding of mental health and mental illness, in addition to risk and protective factors associated with these concepts. Students will examine mental health across the life span and common mental health issues affecting individuals, families, and communities. Topics include the etiology and stigma of mental illness, societal, cultural, and environmental influences on mental health, and trends in the delivery of mental health services, inclusive of mental health treatment, prevention, and promotion.

HSER 375 ADOLESCENTS IN THE 21ST CENTURY

This course is designed to prepare students interested in working with adolescents with an in-depth understanding of adolescent development. Adolescence is characterized by significant physical, cognitive, emotional, and social changes; therefore, students will examine the evolution of adolescents

across various contexts, including school, family, and peers. In addition, several adolescent development theories will be explored, as well as cultural differences among adolescents. Additional topics include puberty, identity development, sexuality, dating, common psychosocial problems (e.g., substance use, delinquency, mental disorders) and the implications of social media use on the development of 21st century adolescents.

HSER 378 PROFESSIONAL ETHICS IN HUMAN SERVICES ADMINISTRATION

This course explores the roles, functions and legal/ethical responsibilities of human services workers, including the process of ethical decision-making and awareness of the moral and legal complexities in the field of human services. Special emphasis will be placed on local and state regulations for licensed practitioners.

HSER 400 FIELD PRACTICUM FOR HSER

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

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

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

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 Prerequisite : HSER 100 and HSER 200

HSER 440 EVALUATION OF HUMAN SERVICES PROGRAMS

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

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 453 SOCIAL RESEARCH METHODS

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 470 SENIOR SEMINAR IN HUMAN SERVICES

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: HEALTH SYSTEMS

HSMG 300 POPULATION HEALTH

This course introduces essential frameworks for describing and analyzing population health. Students will develop the ability to interpret and communicate health information effectively using tables, graphs, and other visual formats. [IL] [TF]

HSMG 301 INTRODUCTION TO HEALTH ECONOMICS

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

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

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

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 on health care delivery.

HSMG 371 PRINCIPLES OF HEALTH CARE MANAGEMENT I

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

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

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)

HSMG 374 EPIDEMIOLOGY

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

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

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

This course provides future healthcare managers with an overview of health information systems. Students will gain an understanding of 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

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

This course will cover specific topics, issues and trends in health management. Prerequisite: None

HSMG 472 INTRODUCTION TO QUALITY PERFORMANCE AND IMPROVEMENT IN HEALTHCARE

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 teamwork and collaboration.

HSMG 475 MANAGED CARE I

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

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)

HSMG 490 SURVEY RESEARCH AND DATA ANALYSIS FOR HEALTH SVCS ADMINISTRATION

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. Prerequisites: HSMG 302.

HSMG 491 HEALTH PLANNING AND PROGRAM EVALUATION

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

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. prerequisites: WRIT 300, HSMG 303, 376, 472, and 477.

HSMG 493 HONORS SEMINAR

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; the 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

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. The 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

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 WRIT 300, HSMG 303, 376, 472, and 477. [CAP] [OC]

HSMG 630 THE LEGAL ENVIRONMENT OF HEALTH CARE MANAGEMENT

Provides a framework for understanding the legal implications of advancing medical technologies and of new forms for health-services financing and delivery systems. Prerequisite: HSMG 750 - Healthcare Delivery Systems.

HSMG 632 QUANTITATIVE TOOLS FOR HEALTH SYSTEMS MANAGEMENT I

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 650 QUANTITATIVE TOOLS FOR HEALTH SYSTEMS MANAGEMENT II

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 651 SURVEY RESEARCH & DATA ANALYSIS FOR HEALTH ADMINISTRATORS

This course is designed to provide hands-on experience using data analytic methods that are typically used in health care settings. The course emphasizes surveys and their application to managerial decisions.

HSMG 660 COMPARATIVE GLOBAL HEALTH AND HUMAN SECURITY

Examines the social, economic and political determinants of a nation's health-care infrastructure; variations in national capacities and de facto 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

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

Provides an extensive overview of information systems in health-care organizations from the perspective of health systems managers.

HSMG 697 PRIVATE HEALTH INSURANCE, PUBLIC PROGRAMS, AND THE UNINSURED

Provides an operational understanding of insurance and alternate payment methods in health care. Includes topics relating to private health insurance, public programs (including Medicare, Medicaid and military healthcare), disparities in health insurance and access to healthcare. This includes 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

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 AND ECONOMICS

HSMG 699 Health Finance and Economics focuses on the various health insurance and reimbursement methods. Students will learn the logistics of financial statements, cost allocation intricacies of organizational, departmental and service line costing, profit analysis, pricing, budgeting and time value of money. The course will include spreadsheet case studies in accordance with the above concepts. It relies heavily on proficiencies of excel spreadsheet competencies. Conclusively, students will learn the market forces of supply/demand and its applications to healthcare efficiencies and equities.

HSMG 702 SPECIAL ANALYSIS OF HEALTH CARE FRAUD

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

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

This course will cover specific topics, issues and trends in health management that would be of mutual interest to faculty and students alike. Prerequisite: None

HSMG 725 FUNDAMENTALS OF GEOGRAPHIC INFORMATION SCIENCE AND SYSTEMS

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 HEALTHCARE DELIVERY SYSTEMS

This course broadly surveys the organization, financing, and delivery of health services in the U.S. An examination of policy and regulations in terms of their impact on the delivery of health services are also examined. Comparisons to other national systems will be discussed to better understand the complexity of the American health system.

HSMG 751 LONG-TERM CARE ADMINISTRATION

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

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, and successful completion of HSMG 630, 632, 650, 699, 750, 755 and 766.

HSMG 753 POLICY ISSUES IN HEALTH CARE

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 QUALITY MANAGEMENT AND PERFORMANCE IMPROVEMENT FOR HEALTH ADMINISTRATORS

This course focuses on quality improvement and patient safety theories, models, methods and tools in healthcare settings. Content areas include systems assessment and measurement as they relate to quality improvement. The course also explores quality outcomes and accountability at all levels and settings of healthcare and focuses on continuous improvement related to the delivery of healthcare services. Pre-requisites: HSMG 632 and HSMG 750.

HSMG 757 CAPSTONE: STRATEGIC MANAGEMENT AND OPERATIONS FOR HEALTH ADMINISTRATORS

This is an integrative capstone course that provides a comprehensive look at health care organizations applying the fundamentals of finance and economics, quality management, policy analysis, quantitative analysis, health law and contemporary management practices of healthcare organizations. Pre-requisites: HSMG 630, HSMG 632, HSMG 650, HSMG 699, HSMG 750, HSMG 755, HSMG 766.

HSMG 766 HUMAN RESOURCES MANAGEMENT AND ORGANIZATIONAL BEHAVIOR FOR HEALTH ADMINISTRATORS

This course provides an in-depth examination of evidence-based practices related to managing human resources that include: personal and interpersonal communication, group process and leadership, organizational behavior and change. Pre-Requisites: HSMG 750.

IDIA: INTERACTION DESIGN AND INFORMATION ARCHITECTURE**IDIA 602 GRAPHIC DESIGN PRINCIPLES**

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

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.

IDIA 614 SEQUENTIAL VISUALIZATION AND ANALYSIS

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

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.

IDIA 618 DYNAMIC WEB SITES

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.

IDIA 619 PROGRAMMING FOR UX DESIGN

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.

IDIA 630 INFORMATION ARCHITECTURE

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.

IDIA 640 HUMANS, COMPUTERS, AND COGNITION

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 APPLIED USER RESEARCH FOR UX

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 660 USABILITY AND ACCESSIBILITY IN CYBERSECURITY

Examines the critical challenges of usability and accessibility within cybersecurity. This course emphasizes user-centered design and iterative development to create secure, intuitive, and inclusive cybersecurity experiences. Students will engage in user testing methodologies to evaluate and enhance cybersecurity tools and practices, ensuring they are effective and accessible for diverse user populations. prerequisite: IDIA 640 Humans, Computers, and Cognition. Lab fee required.

IDIA 662 DESIGNING FOR SECURITY

Bridges the gap between cybersecurity and user experience (UX) design, providing students with the skills to create secure systems that are also user-friendly. Through hands-on activities and theoretical study, students will learn how poor usability can compromise security and how human-centered design principles can enhance security features. Topics include designing intuitive authentication systems, addressing common usability pitfalls in security, and conducting usability testing to improve system effectiveness. This course is ideal for programmers and cybersecurity professionals looking to integrate UX principles into security solutions. Lab fee required.

IDIA 672 HUMAN FACTORS IN SECURITY DESIGN

The human factor in cybersecurity threats is often overlooked and solutions often focus upon forcing humans to adapt to the technological fix. This course examines the neurocognitive, psychological, and physical aspects of human cognition that impact the development and deployment of cybersecurity tools. It emphasizes the methodological approaches to designing security tools and interfaces that work alongside human cognition. Students will examine the levels of analysis at which humans interact with cybersecurity solutions from the internal through the organizational. The focus will be on how cybersecurity professionals and solutions can better leverage human abilities to improve cybersecurity.

IDIA 712 TOPICS IN ADV INTERACTION DESIGN

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.

IDIA 715 MANAGING UX PROJECTS

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

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: IDIA 630.

IDIA 740 TOPICS IN COMPUTERS AND COGNITION

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

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: IDIA 642

IDIA 750 SPECIAL TOPICS

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

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

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

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.

IDIS: INTERDISCIPLINARY STUDIES**IDIS 101 FIRST YEAR SEMINAR: INTRODUCTION TO UNIVERSITY LEARNING**

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. Course fee required. [PPS] [ELECCE]

IDIS 102 CRITICAL THINKING AND MULTICULTURAL AWARENESS

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 298 SPECIAL TOPICS IN INTERDISCIPLINARY STUDIES

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

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:

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] [ELECCE]

IDIS 302 ETHICAL ISSUES IN BUSINESS AND SOCIETY

Explores and critically examines ethical issues in business and society. Students will deliberate about ethics as it arises in their personal, professional, and public lives. Emphasis is placed on a practical understanding of major ethical frameworks and their applications for ethical decision-making, ethically assessing institutions, and creating and critically evaluating personal and professional ethical frameworks. Students will join a larger IDIS 302 course community linked together through co-curricular programming. [CTE] [AHE] [UETH] [ETH]

IDIS 305 INTRO TO INTERDISCIPLINARY STUDIES

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 497 INTERDISCIPLINARY STUDIES SENIOR CAPSTONE

In this capstone course, students undertake a final project that incorporates their three IDIS concentrations. Following a detailed proposal, students work with the instructor, a personal coach, and fellow students in the format that best suits their goal, which may be a research project, local event, creative work, etc. At the end of the semester, the students finish with an oral defense of their project and a class presentation. Permission of IDIS advisor required. prerequisites: IDIS 305 and WRIT 300 [CAP]

IDIS 498 SPECIAL TOPICS IN INTERDISCIPLINARY STUDIES

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

INFO: INFORMATION LITERACY

INFO 110 INTRODUCTION TO INFORMATION LITERACY

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: INFORMATION SCIENCE AND SYSTEMS

INSS 100 COMPUTER INFORMATION SYSTEMS

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 300 MANAGEMENT INFORMATION SYSTEMS

Provides fundamental information systems (IS) and information technology (IT) knowledge and skills for business professionals, with a focus on the strategic, tactical, and operational applications of current information technologies and resulting products. Topics will include the role of IS and IT in decision-making process effectiveness; IS for competitive advantage; the economic, social, legal, and ethical impacts of IS and IT; information security; and key technologies that underpin important business applications such as machine learning, artificial intelligence, and cloud computing. Students will develop introductory skills in Python and SQL, and intermediate skills in Excel.

INSS 305 DATA DRIVEN DECISION MAKING

An essential skill for any business student is the ability to make data meaningful. This includes the ability to source, analyze, and present data effectively, as well as having an understanding of the major technological platforms used in industry for this purpose. Whether it is manipulating financial data or understanding social media feeds, identifying ethical or broader societal concerns, the data skills needed for modern data driven decision making have these common elements. Students will apply analytical techniques in order to make data-driven business decisions. They will improve their database, data management, data analytics, and data visualization skills as well as learning new methods like machine learning and data mining. They will also acquire basic proficiency in the industry-dominant technology platforms used for these tasks, like Tableau or Python. The course will use real live data, whenever possible, to address pressing business issues from a variety of disciplines.

INSS 310 CODING FOR DATA ANALYTICS

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. Prerequisite: MATH 111 or MATH 115.

INSS 325 FOUNDATIONS OF AI FOR BUSINESS

In a business landscape increasingly driven by data and technology, artificial intelligence (AI) has emerged as a transformative force with the potential to drive efficiency, innovation, and competitive advantage across industries. This introductory course aims to equip students with the knowledge and tools needed to harness the power of AI to make informed decisions, enhance processes, and create value. Upon completing this course, participants will have a foundational understanding of AI and its practical applications in the business world. They will be equipped with the knowledge to engage in informed discussions about AI strategies, make data-driven decisions, and explore opportunities for AI integration within their organizations, as well as practical skills using generative AI tools such as ChatGPT.

INSS 350 FUNDAMENTALS OF MACHINE LEARNING FOR BUSINESS.

This course provides a systematic understanding of why and when machine learning models can help business decision-making processes in various areas. Students learn the use of unsupervised techniques, such as clustering, association, and dimensionality reduction, and supervised techniques, such as regression and classification. Algorithms covered include logistic regression, support vector machines, decision trees, K-Means, KNN, random forest, etc. Hands-on exercises using Python also teach students how to perform machine learning analyses, from data preprocessing to model evaluation. An introduction to deep learning concepts, including tools such as neural networks, caps off the course.

INSS 370 PROJECT MANAGEMENT

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 [CAP]

INSS 406 SYSTEM ANALYSIS AND LOGICAL DESIGN

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

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

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 the use of industry standard software packages. Prerequisites: INSS 300 or permission of the instructor.

INSS 427 BUSINESS DATA COMMUNICATIONS

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 470 IT SERVICE DELIVERY

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 495 INTERNSHIP IN MIS

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

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

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

This course delves into the strategic role of information systems and technology (IS&T) in driving business transformation. Students will explore how various technologies, including cloud computing, generative AI, machine learning, blockchain, and IoT, can be leveraged to create enterprise systems and applications that achieve competitive advantage, enhance operational efficiency, and foster innovation. The course will equip students with the knowledge and skills necessary to assess IT investments, align technology strategies with business goals, and lead digital transformation initiatives.

INSS 615 DATA SCIENCE TOOLKIT

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 and improving the results' accuracy and reliability. No prior programming experience is required. Students will learn programming logic, basic Python knowledge, data wrangling (clean, transform, merge, and reshape), and data management in Python. Types of data sources covered will include databases as well as unstructured data sources such as textual information. Techniques include data cleaning, aggregation, grouping, time series forecasting, and data visualization.

INSS 625 INTRODUCTION TO AI FOR BUSINESS

In a business landscape increasingly driven by data and technology, artificial intelligence (AI) has emerged as a transformative force with the potential to drive efficiency, innovation, and competitive advantage across industries. This introductory course aims to equip students with the knowledge and tools needed to harness the power of AI to make informed decisions, enhance processes, and create value. Upon completing this course, participants will have a foundational understanding of AI and its practical applications in the business world. They will be equipped with the knowledge to engage in informed discussions about AI strategies, make data-driven decisions, and explore opportunities for AI integration within their organizations, as well as practical skills using generative AI tools such as ChatGPT.

INSS 630 MACHINE LEARNING FOR BUSINESS

This course provides a systematic understanding of why and when machine learning models can help business decision-making processes in various areas. Students learn the use of unsupervised techniques, such as clustering, association, and dimensionality reduction, and supervised techniques, such as regression and classification. Algorithms covered include logistic regression, support vector machines, decision trees, K-Means, KNN, random forest, etc. Hands-on exercises using Python also teach students how to perform machine learning analyses, from data preprocessing to model evaluation. An introduction to deep learning concepts, including tools such as neural networks, caps off the course.

INSS 651 DATABASE MANAGEMENT SYSTEMS

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

INSS 703 PRINCIPLES OF INFORMATION SECURITY MANAGEMENT

Awareness and management of information security have 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. Prerequisites: INSS 605 or INSS 640.

INSS 704 CYBER INSURANCE FOR RISK MANAGEMENT PROFESSIONALS

The course addresses how cybersecurity risk is priced by the insurance market. In particular, the course focuses on the factors affecting the risk of cyber breaches, such as cyber controls and cyber risk management methodologies, data privacy, and associated laws and regulations. There is a deeper exploration into how these various factors affect cyber insurance underwriting and cyber incidence response.

INSS 722 VISUAL BUSINESS INTELLIGENCE

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.

INSS 753 INFORMATION SECURITY AND BUSINESS CONTINUITY

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 797 ADVANCED TOPICS IN INFORMATION SYSTEMS

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

Prerequisites: approval of information systems instructor, department chair and academic adviser

LEGL: LEGAL STUDIES**LEST 400 TOPICS**

An exploration of varying legal studies topics or a cross-listed graduate course of interest to legal studies majors. Course may be repeated for credit when topic changes.

LEST 401 LEGAL AND ETHICAL FOUNDATIONS

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 402 LEGAL RESEARCH AND ANALYSIS

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. [IL]

LEST 403 THE TRIAL PROCESS

Explores 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. This course cannot be used to satisfy degree requirements in the CRJU or FSCS programs. [OC]

LEST 404 LSAT AND BEYOND

This course is designed to teach, reinforce, and strengthen analytical and critical thinking skills to enhance performance on the Law School Admission Test (LSAT). This course is run in conjunction with the Kaplan LSAT prep course. Through in-person lectures and Kaplan prerecorded lectures, in addition to Kaplan educational materials, students learn techniques and strategies that strengthen their analytical and critical thinking skills.

LEST 412 LAW AND SOCIETY

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 425 TOPICS IN LAW AND APPLIED ETHICS

Varying course offering that explores a particular topic in law and / or applied ethics. Course may be repeated for credit where topic differs.

LEST 496 INTERNSHIPS

Provides students with an opportunity to work at an organization, government entity or business that offers an experience relevant to legal studies. Students may choose from established internship options or propose an independently-arranged internship option for approval. May be repeated up to four times for credit.

LEST 498 CAPSTONE PROJECT

Students consult with the instructor or another faculty member with relevant expertise to develop a mutually agreed-upon capstone project that employs legal skills and knowledge. Examples include legal memoranda, analyses of legislation and legal problem-solving proposals. [CAP]

LEST 500 LEGAL RESEARCH AND ANALYSIS

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 I

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

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 600 COMPLEX LEGAL ANALYSIS

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 useful skills 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

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

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

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

Varying course offering that explores a particular area of law. Course may be repeated for credit when topic differs.

LEST 606 FAMILY LAW

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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 699 INDEPENDENT STUDY

Individual exploration, with the guidance of a faculty member advisor, of an area of interest involving the law. Can take the form of working through a reading list with discussion and short reflection papers; or researching and writing a longer paper, article, or memorandum; or any other appropriate advanced academic study. This course may be taken more than once, with the approval of the program director. Prerequisite: approval of program director

MATH: MATHEMATICS

MATH 82 INTRODUCTORY ALGEBRA

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

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

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

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

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

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: meet or exceed required math placement score and/or successful completion of a developmental math (MATH 82/83/84/86/100), or 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 or math placement coordinator before enrolling in this course.

MATH 113 MATHEMATICS FOR LIBERAL ARTS

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: meet or exceed required math placement score and/or successful completion of a developmental math (MATH 82/83/84/86/100), or 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 or math placement coordinator before enrolling in this course.

MATH 115 INTRODUCTORY STATISTICS

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: meet or exceed required math placement score and/or successful completion of a developmental math (MATH 82/83/84/86/100), or 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 or math placement coordinator before enrolling in this course.

MATH 153 INTRODUCTORY STATISTICS

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. [MA]

MATH 163 COLLEGE ALGEBRA

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. [MA]

MATH 201 CALCULUS I

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

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

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

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

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: MANAGEMENT

MGMT 101 BUSINESS IN A CHANGING WORLD

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

Management and Organizational Behavior is an exploration into the functions of management, individual behavior, and interpersonal relationships in organizations with an emphasis on teamwork and the

development of skills required by effective managers. Topics covered include but are not limited to group dynamics & teamwork, values, personality, motivation, leadership, communication, power & political behavior, conflict management. Course coverage includes global perspectives and significant research from the behavioral sciences.

MGMT 302 GLOBAL BUSINESS ENVIRONMENT

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 and multinational corporations. 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 and sociocultural environments including business ethics and social responsibility. Students will survey theories of international trade, foreign direct investment, international financial institutions, as well as business functions as they are applied to expand and manage international operations. [GD] Prerequisites: (ECON 200 or ECON 202) and (CMAT 201 or CMAT 303).

MGMT 315 TALENT MANAGEMENT PRINCIPLES FOR MANAGERS

MGMT 315 is an introductory survey course in Talent Management (TM), which spans the life cycle of the employee. Rooted in Human Resource Management (HRM) principles, TM involves functions and activities that are common to all managers (HR and non-HR alike) such as recruitment, selection, training & development, compensation, and performance management. As a survey course, it offers exposure to these functions with an emphasis on practical application for managers in all types of organizations (traditional corporate, non-profit, small businesses, entrepreneurial/start-up, etc.).

MGMT 330 PERSONAL AND PROFESSIONAL SKILLS FOR BUSINESS

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

This course focuses on the five areas of operations management: upstream supply chain, downstream supply chain, design of the product or service, management of projects, and the process of creating the product or service in the company. Also studied will be the effects of these areas on the organization's performance via four value related parameters a customer focuses on while buying a physical good or service: cost, quality, flexibility, and response time.

MGMT 400 HUMAN RESOURCE ANALYSIS AND COMMUNICATIONS

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

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

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

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

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

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 445 SERVICE OPERATIONS

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

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 470 ENTERPRISE MANAGEMENT AND STRATEGY

This BSBA capstone course builds on and integrates the disciplinary knowledge, skills, and competencies developed in prior BSBA coursework to promote an understanding of enterprise-level strategic and tactical decisions and their implementation. This general management perspective highlights how individual employees can best understand and contribute to organizational performance and how managers and leaders can identify problems and choose appropriate actions to achieve the organization's goals. (CAP)

MGMT 495 INTERNSHIP IN MANAGEMENT

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 497 SPECIAL TOPICS:

The course is designed to give students a focused study of selected current topics in management. It enables students to learn about a management topic in more depth. Students should refer to the semester class schedule for the topic offered. The course may be repeated for credit when the topic varies. Prerequisites: Determined by instructor.

MGMT 498 GLOBAL FIELD STUDY

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: Acceptance into MSB Global Field Study

MGMT 499 INDEPENDENT STUDY: MANAGEMENT

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 615 MANAGING IN A DYNAMIC ENVIRONMENT

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 625 COLLABORATION, NEGOTIATION AND CONFLICT MANAGEMENT

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, multi-issue negotiations. prerequisite: MGMT 605 or MGMT 600

MGMT 710 STRATEGIC HUMAN RESOURCE MANAGEMENT

MGMT 710 covers human-resource management from a strategic perspective with an emphasis on fit with organizational goals and strategies in order to gain and sustain a competitive advantage. Issues discussed include HRM strategies, HR planning, recruitment, selection, performance management, and training and development. Additional emphasis is placed on high performance work systems, the increased use of contract workers, international dimensions of HR and ethical considerations.

MGMT 730 LEADERSHIP, LEARNING AND CHANGE

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

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 740 ARTIFICIAL INTELLIGENCE: APPLICATIONS FOR HUMAN RESOURCES AND GENERAL MANAGEMENT

Combining theory and practical application, this course first introduces students to foundational principles of General Management and Strategic Human Resource Management. Specific AI applications related to decision-making and management of these functions are then presented and practiced. Finally, students will apply such relevant tools to business situations.

MGMT 780 LEADING ACROSS CULTURES

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 790 STRATEGIC MANAGEMENT CAPSTONE

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 606, ENTR 606, FIN 635, INSS 605, MGMT 615, MKTG 645, OPM 625, OPRE 607

MGMT 797 SPECIAL TOPICS IN MANAGEMENT

The course is designed to give students a focused study of selected current topics in management. It enables students to learn about a management topic in more depth. Students should refer to the semester class schedule for the topic offered. The course may be repeated for credit when the topic varies. Prerequisites: Determined by instructor.

MGMT 798 GLOBAL FIELD STUDY

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: Acceptance into an MSB Global Field Study

MGMT 799 INDIVIDUAL RESEARCH

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: MARKETING

MKTG 301 MARKETING MANAGEMENT

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.

MKTG 405 DIGITAL MARKETING STRATEGY

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

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

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

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

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

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

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

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

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 495 INTERNSHIP IN MARKETING

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

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

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 or permission of the instructor.

MKTG 635 ENTREPRENEURIAL MARKETING STRATEGY

Explores the role of marketing in creating value for the firm and its stakeholders. In particular, this course underscores market opportunity analysis, product development, creation and formulation of strategic positioning, pricing feasibility, channel strategies and communication in entrepreneurial and intrapreneurial settings with limited resources. Students may choose either MKTG 635 or MKTG 645 but credit will not be awarded for both. The 3-credit course MKTG 645 combines and updates the content of two 1.5-credit courses (MKTG 605 and 615). As such, credit will not be awarded for MKTG 635 for students who previously completed the two-course sequence.

MKTG 645 MARKETING STRATEGY AND ANALYSIS

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. It also focuses on choosing customers and markets through analysis of market dynamics in B2C, B2B and nonprofit organizations. Students may choose either MKTG 635 or MKTG 645 but credit will not be awarded for both. The 3-credit course MKTG 645 combines and updates the content of two 1.5-credit courses (MKTG 605 and 625). As such, credit will not be awarded for MKTG 645 for students who previously completed the two-course sequence.

MKTG 740 APPLICATIONS OF ARTIFICIAL INTELLIGENCE IN MARKETING

This course provides a basic understanding of the role artificial intelligence (AI) plays in marketing. The course will provide an overview of the machine learning techniques and applications for marketing.

MKTG 755 MARKETING COMMUNICATION AND SOCIAL MEDIA

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 635 or 645.

MKTG 760 GLOBAL MARKETING MANAGEMENT

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 635 or 645.

MKTG 762 MARKET OPPORTUNITY ANALYSIS

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 635 or 645.

MKTG 770 PRODUCT AND BRAND DEVELOPMENT AND MANAGEMENT

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 635 or 645.

MKTG 780 MARKETING INFORMATION AND ANALYSIS

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. Prerequisites: MKTG 635 or 645.

MKTG 795 GRADUATE MARKETING INTERNSHIP

Students will attain professional experience in marketing and work on assigned projects within a workplace marketing environment. Requirements include a work supervisor evaluation, a journal detailing the work experience, and a self-assessment of the student's internship experience. Prerequisites: MKTG 635 and 645, graduate standing and departmental consent.

MKTG 797 SPECIAL TOPICS

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 635 or 645.

MKTG 799 INDEPENDENT STUDY

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 marketing instructor, faculty chair, and academic adviser and MKTG 635 or MKTG 645.

OPM: OPERATIONS MANAGEMENT

OPM 615 INNOVATION AND PROJECT MANAGEMENT

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: GMAC Business Fundamentals statistics module in alignment with the revised MBA curriculum structure.

OPM 625 OPERATIONS AND SUPPLY CHAIN MANAGEMENT

The course provides in-depth coverage of the concepts, techniques and tools used to design, manage, control, and improve operations and supply chains in manufacturing and services. 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.

OPM 740 APPLICATIONS OF ARTIFICIAL INTELLIGENCE FOR OPERATIONS AND SUPPLY CHAIN MANAGEMENT

Combining theory and practical application, this course introduces students to important principles related to developing and implementing the integration of artificial intelligence tools into key areas related to operations and supply chain management such as forecasting, quality control, service quality, production efficiency, inventory management, and route optimization.

OPM 797 SPECIAL TOPICS IN OPERATIONS MANAGEMENT

An extensive exploration of topics in the area of Operations Management. Refer to class schedule and syllabus for title and further description. Prerequisites: OPM 615 or OPM 625.

OPRE: OPERATIONS RESEARCH

OPRE 202 STATISTICAL DATA ANALYSIS

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 or MATH 115.

OPRE 315 BUSINESS ANALYTICS FOR DECISION MAKING

An introductory course in business analytics and its application to support business decision-making and improve business performance. The focus is on descriptive and predictive analytics, including optimization, decision analysis, data mining, data visualization, forecasting and simulation and their application to various functional areas in business such as finance, marketing, operations, and human resources. Special emphasis is placed on analytical concepts, computer implementation and communication of recommendations based on findings. Prerequisites: MATH 115 and OPRE 202

OPRE 497 SPECIAL TOPICS IN OPERATIONS RESEARCH

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, Merrick School of Business students.

OPRE 499 INDEPENDENT STUDY: OPERATIONS RESEARCH

An independent study under the direction of a faculty member. For eligibility and procedures, refer to the Merrick School of Business Independent Study Policy. Department consent required.

OPRE 607 BUSINESS ANALYTICS

This course explores business analytics techniques to discover meaningful insights and support decision-making in business. Students will understand the role of business analytics in today's data-driven world and gain practical skills for exploring data to extract patterns and associations, segmenting data, making predictions, modeling uncertainty using simulation, developing and solving optimization models, and performing risk analysis.

OPRE 797 SPECIAL TOPICS IN OPERATIONS RESEARCH

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

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 854 ADVANCED WORKSHOP: PUBLISHING

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: PHILOSOPHY

PHIL 101 INTRODUCTION TO PHILOSOPHY

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

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] [ETH]

PHIL 150 CRITICAL THINKING AND ARGUMENTS

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 200 THE NATURE AND PURPOSE OF LAW

Introduces students to the nature and purpose of law 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, including a discussion of how judges ought to decide cases. Emphasis is on development of student's critical-thinking and written and oral communication skills. Prerequisite: None

PHIL 250 SOCIAL AND POLITICAL PHILOSOPHY

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

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

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. [ETH]

PHIL 302 PHILOSOPHY OF COMMUNITY

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

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

A study of the history, beliefs and rituals of Hinduism, Buddhism, Taoism, Confucianism and Shinto

PHIL 316 LOGIC OF LANGUAGE

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

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

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

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

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

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

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. [AH]

PHIL 450 AI AND PHILOSOPHY

Examines the most recent developments in artificial intelligence (AI) in relation to philosophical questions prompted by this far-reaching technology. What is mind and consciousness in human beings, and to what extent does AI have the potential to replicate these qualities? What are the most important ethical, legal, and political impacts raised by AI developments? The class guides students in thinking more clearly and systematically about how to address these and other philosophical questions related to AI. Students read a wide variety of classic and contemporary texts from diverse philosophical traditions. Course activities include extensive use of AI.

PHIL 460 MORAL LEADERSHIP AND THE PURSUIT OF EXCELLENCE

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

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

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

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. [AH]

PHIL 492 INDEPENDENT STUDY

Provides for individual work in research. prerequisites: presentation of a research proposal to the divisional chair, and permission of the chair and instructor. prerequisites: 3.5 GPA and permission of the Denit Honors Program director

PHIL 493 HONORS SEMINAR

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

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

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

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

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

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

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: PHYSICAL SCIENCE

PHSC 101 EARTH IN FOCUS

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]

PPIA: POLICY, POLITICS, AND INTERNATIONAL AFFAIRS

PPIA 201 AMERICAN GOVERNMENT

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]

PPIA 210 INTRO TO GLOBAL AFFAIRS

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]

PPIA 279 SPECIAL TOPICS IN INTERNATIONAL AFFAIRS

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.

PPIA 284 POLITICS IN COMPARATIVE PERSPECTIVE

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]

PPIA 286 AUTHORITARIANISM

Authoritarianism is a major force shaping politics and governance around the world. This course examines why authoritarian regimes emerge and how authoritarian leaders build and maintain their power. It also explores how authoritarian regimes weaken and collapse, with insights on why some breakdowns lead to democracy while most others do not. Through case studies of autocrats and their regimes, students will develop a clearer understanding of modern authoritarian politics. [SBS] [GA]

PPIA 297 TOPICS IN POLITICS AND POLICY

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.

PPIA 300 AMERICAN POLITICAL INSTITUTIONS

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.

PPIA 315 PUBLIC POLICY ANALYSIS

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.

PPIA 320 INTRO TO PUBLIC SERVICE

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.

PPIA 321 LEADERSHIP

Leadership is critical in the delivery of government services and in maintaining our democracy. This course will actively engage students in theories, traits, concepts and behaviors of leadership. Students will learn tasks, skills, and professional competencies to become effective leaders in government and non-profit organizations.

PPIA 322 BUREAUCRACY AND PUBLIC POLICY

An understanding of the institutional political, legal, and ethical challenges of public policy management in the contemporary administrative state

PPIA 324 AMERICAN PUBLIC POLICY

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.

PPIA 326 URBAN POLITICS AND PUBLIC POLICY

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.

PPIA 340 CONSTITUTIONAL LAW

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.

PPIA 341 CIVIL LIBERTIES AND THE BILL OF RIGHTS

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.

PPIA 344 AMERICAN PRESIDENCY

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.

PPIA 345 THE LEGISLATIVE PROCESS

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.

PPIA 348 STATE AND LOCAL GOVERNMENT

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.

PPIA 360 PARTIES, CAMPAIGNS, AND ELECTIONS

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.

PPIA 362 MEDIA AND GOVERNMENT

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.

PPIA 385 THEORIES OF INTERNATIONAL RELATIONS

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. prerequisites: PPIA 210 or CNCM 102.

PPIA 408 METHODS IN GOVERNMENT AND PUBLIC POLICY

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]

PPIA 410 DIVERSITY IN PUBLIC SERVICE

Addresses the demographic dimensions of diversity including race, ethnicity, sex, disability, gender, pregnancy, sexual orientation, and transsexual in public service. Provides a theoretical as well as a historical framework for understanding contemporary prejudice and discrimination. Representative bureaucracy, critical race theory, and intersectionality are described. Explores ongoing disparities in America, and its impact in education, employment, health, wealth, and incarceration. [GD]

PPIA 423 PUBLIC BUDGETING AND HUMAN RESOURCE MANAGEMENT

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: PPIA 320 or permission of the instructor.

PPIA 425 ADMINISTRATIVE LAW AND PROCESSES

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.

PPIA 426 FOUNDATIONS OF DEMOCRACY I

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.

PPIA 461 MARYLAND GOVERNMENT PROCESSES AND POLITICS

A study of the structure of Maryland's three branches of government and their relationship to interest groups, political parties, and public policies.

PPIA 463 INTEREST GROUP POLITICS AND LOBBYING

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.

PPIA 470 INDIVIDUAL RESEARCH

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.

PPIA 471 INDIVIDUAL RESEARCH

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.

PPIA 479 SPECIAL TOPICS IN INTERNATIONAL STUDIES

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

PPIA 480 ENVIRONMENTAL POLITICS AND POLICY

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

PPIA 481 GLOBALIZATION

This course is an examination of the rapid global changes shaping society. Students examine the social, economic, and political effects of a more connected world. Transnational problems requiring transnational solutions are presented as an integral part of 21st century global connectivity and affect how actors view national identities, economies, and public policy. Prerequisites: none

PPIA 484 INTERNATIONAL POLITICAL ECONOMY

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.

PPIA 489 GLOBAL GOVERNANCE

Explores the role of international organizations, regimes, states, and non-state actors in global governance. In an increasingly globalized world where conflict, disease, financial crises, migration, and climate change cannot be solely addressed by individual states alone, cooperation and concerted efforts are necessary to address current transnational challenges. As such, this course addresses the important role global governance structures and agents, both in their informal and formal settings, play in coordinating responses to challenges faced in our current global environment.

PPIA 490 INTERNSHIP

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 PPIA 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.

PPIA 491 INTERNSHIP II

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 PPIA 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.

PPIA 493 HONORS SEMINAR

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.

PPIA 494 HONORS PROJECT

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.

PPIA 497 TOPICS IN GOVERNMENT AND PUBLIC POLICY

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.

PPIA 499 CAPSTONE IN PUBLIC SERVICE

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]

PSYC: PSYCHOLOGY

PSYC 100 INTRODUCTION TO PSYCHOLOGY

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

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

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

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

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

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. prerequisite: PSYC 100 or an equivalent introductory psychology course or permission of the program director

PSYC 230 BEHAVIOR MODIFICATION IN APPLIED SETTINGS

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

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 255 THE PSYCHOLOGY OF CULTS AND CONSPIRACY THEORIES

An exploration of cults (high control groups) and conspiracy theories through the lens of empirical psychological science to uncover how our vulnerability to these influences can shed light on our everyday psychology. Topics include: why do people join cults and believe weird things? What do cults share with other groups and what makes them unique? How can training in critical thinking inoculate us from misleading information? And what do cults and conspiracies reveal about the profound power of our social environment? [SBS] [IL]

PSYC 260 PSYCHOLOGY OF RELIGION AND SPIRITUALITY

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

Provides an overview of the processes involved in developing and maintaining the strengths and virtues that enable individuals and communities to thrive. Explores the correlations of life satisfaction and

examines empirical science and practical strategies for promoting well-being, quality of life and resilience.
prerequisites: none

PSYC 280 PSYCHOLOGY IN THE MEDIA

Media representations of psychological phenomena are ubiquitous-and often wrong. Using a generalist approach, students read scientifically supported literature on a variety of psychological topics, and watch, read or listen to relevant media depictions. Emphasis will be on critically analyzing the media representation. This course is writing intensive. prerequisite: PSYC 100

PSYC 297 TOPICS IN PSYCHOLOGY

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

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

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. Prerequisite: PSYC 200 or permission of the undergraduate program director for psychology. [GD]

PSYC 308 RESEARCH METHODS AND STATISTICS I

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. Prerequisite: PSYC 200. Corequisite: WRIT 300

PSYC 309 RESEARCH METHODS AND STATISTICS II

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 310 CLOSE RELATIONSHIPS

This course will explore the psychology of close relationships using social psychological theory and research. It provides an overview of the processes involved in the development, maintenance and

dissolution of friendships and romantic relationships. Topics include interpersonal attraction, theories of love and relationship development, conflict, communication, and therapeutic interventions for improving relationships. Prerequisite: PSYC 100 or permission from instructor.

PSYC 315 MOTIVATION

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

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

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

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

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

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

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

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

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

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

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

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. Prerequisites: PSYC 100.

PSYC 400 LEARNING AND MEMORY

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

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

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

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

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

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 200 or permission of instructor

PSYC 425 SENSATION & PERCEPTION

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

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

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 455 NONVERBAL COMMUNICATION

Nonverbal communication: A comprehensive introduction to nonverbal communication in interpersonal relationships. This course explores the various channels of nonverbal communication (e.g., voice, touch, personal space) as well as how communicators and their environment influence these nonverbal behaviors in relationships. This course also examines how nonverbal communication plays a key role in topics such as dominance, intimacy, persuasion, and the law. Prerequisite: PSYC 200 or advanced standing.

PSYC 490 SENIOR PROJECT IN PSYCHOLOGY

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

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

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

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

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: PUBLIC ADMINISTRATION

PUAD 619 PUBLIC MANAGEMENT

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

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.

PUAD 621 HUMAN RESOURCES MANAGEMENT IN PUBLIC AND NONPROFIT ORGANIZATIONS

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

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

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

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

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

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

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

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

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 TOOLS IN PUBLIC ADMINISTRATION

Review of analytical tools conventionally used in the planning, formulation and implementation of public policy. Topics include forecasting techniques, cost-benefit analysis, PERT and other commonly used tools. prerequisite: PUAD 628

PUAD 700 INTRO TO NONPROFITS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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 COMMUNITY DEVELOPMENT

Introduce community development concepts and theories. Understand context in which community development work operates, highlighting the urban setting, neighborhood change and government and

business cooperation in community development. Work to develop practical knowledge and skills needed to operate effectively in the broad field of community development. Students write and present analytical research papers on pertinent topics.

PUAD 775 INTERGOVERNMENTAL ADMINISTRATION

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

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

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

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

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

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

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

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

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

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. Students 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

REED 312 REAL ESTATE PRINCIPLES AND TRANSACTION

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: REAL ESTATE AND ECONOMIC DEVELOPMENT

REED 315 REAL PROPERTY LAW

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

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

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

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

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

REED 797 SPECIAL TOPICS IN REAL ESTATE AND ECONOMIC DEVELOPMENT

Explores specialized topics in real estate and economic development, 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.

RMGT: RISK MANAGEMENT

RMGT 301 MANAGING PROPERTY AND CASUALTY RISK

This course examines the basic operational functions of a property-liability insurer and how the market and regulatory environments affect insurer operations. Key topics addressed in the course include industry structure, regulation, distribution systems, underwriting, ratemaking and insurance pricing, reinsurance, loss control and solvency. Throughout the course current issues affecting insurer options are examined. This course evaluates property, net income, cyber, environmental, and liability loss exposures, analysis of insurance contracts, specific insurance coverages designed to handle the above exposures and other industry related topics.

RMGT 475 MANAGING RISK ACROSS THE ENTERPRISE

This course provides the student with a context for applying the risk management process in a business setting. Prerequisites: RMGT 301, FIN 420, OPRE 315

RMGT 495 INTERNSHIP IN RISK MANAGEMENT AND INSURANCE

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 students responsibilities and faculty/firm monitoring mechanism. Students will work closely with both the firm and a faculty member. Prerequisites: Completion of minimum of 9 credits of business core with a cumulative GPA of 3.0. Completion of FIN 420. Completion of MGMT 330 is recommended. Permission of the instructor is required.

RMGT 497 SPECIAL TOPICS: RISK MANAGEMENT AND INSURANCE

An exploration of emerging risks in the workplace that students may face when they enter the workforce. Students will learn how to research emerging risk and how to apply the research to create real-world solutions to risks as they emerge. Refer to the current Class Schedule for topic offered. Prerequisites: As specified in the class schedule.

SOCI: SOCIOLOGY

SOCI 100 INTRODUCTION TO SOCIOLOGY

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

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.

STRY: STORYTELLING

STRY 301 INTRODUCTION TO MULTIMEDIA STORYTELLING

A study of how narrativity and storytelling works across media. The course focuses on the nature of storytelling, types of stories, types of media, and the role of audience in the storytelling process. In addition to reading, viewing, listening to, and playing a wide range of narrative texts, students compose their own stories to gain a deeper understanding of storytelling.

STRY 310 CREATIVITY AND VOICE

This course cultivates creative thinking and the development of a distinctive voice across multiple forms of storytelling. Students will engage in hands-on exercises, workshops, and experiments that encourage risk-taking, improvisation, and cross-media expression.

STRY 360 MULTIMEDIA PRODUCTION

A continuation of Creativity and Voice in which students will adapt their projects across multimedia including video, audio, photography, graphic design, while applying their developing writing skills. Basic mobile production skills will be taught. Lab fee required. Prerequisite: STRY310.

STRY 371 STORYTELLING INDUSTRIES

This course explores the business of storytelling across media industries, whether film, television, publishing, music, or gaming. Students learn how content is produced, regulated, and distributed, within specific industrial contexts like conglomeration, convergence, and streaming. Prerequisite/corequisite: WRIT 300.

STRY 397 SPECIAL TOPICS IN MULTIMEDIA STORYTELLING

Intensive exploration of topics in multimedia storytelling. The topic for study appears on the schedule. Course may be repeated for credit when the topic changes. Laboratory fee required.

STRY 498 SENIOR CAPSTONE

This advanced, project-based course prepares students to design and execute an original, public-facing storytelling project with an external organization or specific audience in mind. Students will reflect on their projects in a statement exploring process and choices when forming creative identities. To help situate students in real-life practice, students will engage with professionals from various fields.

UNIV: UNIVERSITY STUDIES

UNIV 300 CONSTRUCTING A PORTFOLIO OF PRIOR LEARNING

Students may earn credit for prior learning acquired outside a typical academic setting by submitting a portfolio that demonstrates the learning associated with a particular course. This portfolio course provides students with an understanding of the methodology of portfolio design and prepares them to create a portfolio to be submitted for evaluation by a faculty member with appropriate expertise. Portfolio preparation demands good writing skills, critical thinking, and organization. The course guides students through a structured portfolio development process and provides directions in organizing the required documentation for prior achievements. The course instructor will work with the program offering the course the student wants credit for to determine who the faculty evaluator will be. At the end of the course, students are expected to complete a portfolio and submit it within a month to the faculty member designated to review the portfolio for a particular course. There is no course fee, but students must pay a [est \$350] fee for each course portfolio evaluated; students do not pay tuition for the credits earned via portfolio. Successful completion of this course is a prerequisite for submitting one or more portfolios for course credit.

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UNIV 302 CONSTRUCTING A PORTFOLIO OF PRIOR LEARNING

Students may earn credit for prior learning acquired outside a typical academic setting by submitting a portfolio that demonstrates the learning associated with a particular course. This portfolio course provides students with an understanding of the methodology of portfolio design and prepares them to create a portfolio to be submitted for evaluation by a faculty member with appropriate expertise. Portfolio preparation demands good writing skills, critical thinking, and organization. The course guides students through a structured portfolio development process and provides directions in organizing the required documentation for prior achievements. The course instructor will work with the program offering the course the student wants credit for to determine who the faculty evaluator will be. At the end of the course, students are expected to complete a portfolio and submit it within a month to the faculty member designated to review the portfolio for a particular course. There is no course fee, but students must pay a [est \$350] fee for each course portfolio evaluated; students do not pay tuition for the credits earned via portfolio. Successful completion of this course is a prerequisite for submitting one or more portfolios for course credit.

WRIT: WRITING

WRIT 100 READING AND WRITING PROCESS FOR COLLEGE COMPOSITION

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. Graded Pass/Fail. Pre-requisite: Directed Self Placement Co-requisite: College Composition

WRIT 101 COLLEGE COMPOSITION

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

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

Fundamental methods for developing expository essays, exploring how writers use descriptions, stories, reasoning, and the techniques of persuasion in essays that aim to define, identify, 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

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

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 Placement Test or successful completion of WRIT 200. [WRIT] [COM] [UCOMP] [WFP]