



Fall 2009-Spring 2011

Undergraduate Catalog

Business and Liberal Arts

Fall 2009–Spring 2011

Undergraduate Catalog Business and Liberal Arts

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Academic Calendar 2009-11

Fall Semester 2009

Classes Begin..... Aug. 31
End of Semester Dec. 20*

Spring Semester 2010

Classes Begin..... Jan. 25
Spring Break..... March 15-21
End of Semester May 16*

Summer Session 2010

Classes Begin..... May 24
End of Semester July 19*

Fall Semester 2010

Classes Begin Aug 30
End of Semester Dec. 20*

Spring Semester 2011

Classes Begin Jan. 24
Spring Break March 20-27
End of Semester May 18*

Summer Session 2011

Classes Begin May 31
End of Semester July 24*
* last day of finals

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

About the University

LEADERSHIP IN PROFESSIONAL EDUCATION

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

In spring 2006, the University of Baltimore returned to four-year status in response to the state's growing enrollment demands; in fall 2007, UB once again opened admission to first-year students. This initiative allows for personal attention in a small class setting, as the First and Second Year Program is centered on learning communities of 20 to 25 students. UB's unparalleled programs—from undergraduate to graduate, doctoral to certificate—allow students to thrive in an environment filled with flexible scheduling options, hands-on instruction and strong ties to the city, state and surrounding community. UB also provides a law school and offers a number of professionally oriented, combined degree programs with other colleges and universities.

Nearly 50,000 alumni serve as testimony to the University's success in its educational endeavors. UB graduates are highly visible throughout the legal, industrial, corporate and civic communities, and their achievements have helped to build the University's outstanding reputation among employers.

The University of Baltimore is a leader among Maryland's many colleges and universities in the quality of its faculty and library resources. With a student-faculty ratio of 18:1 and a personalized system of student advising, UB programs emphasize one-on-one interaction and individual attention for both graduate and undergraduate students.

Approximately 92 percent of the full-time faculty hold terminal degrees (Ph.D., J.D., LL.B., D.B.A., D.P.A. and Ed.D.), and most full-time and adjunct faculty members are actively engaged in research, civic and professional activities related to their fields. A number of faculty supplement their teaching with research, consulting and service activities in the public and private sectors, helping to further enhance the University's reputation.

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

A STRATEGIC LOCATION

The University is situated in Baltimore's lively UB Midtown neighborhood and surrounded by a variety of noteworthy neighbors, including the Maryland Institute College of Art, the Lyric Opera House and the Meyerhoff Symphony Hall. Together, these cultural and educational institutions attract thousands of people to the area every week for concerts, plays, films, exhibits, lectures, seminars, social events and civic and professional meetings.

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

The University's urban location enhances cultural and educational opportunities and offers students an accessible learning and experiential laboratory. Through a long-established affiliation with Baltimore's corporate, government and professional communities, UB brings the region into the classroom and into the leadership of the University. Leaders in both the public and private sectors serve on the advisory boards of the Yale Gordon College of Liberal Arts, the Merrick School of Business and the School of Law, advising the faculty and administration on curricular and related matters. The involvement of these outstanding men and women, along with the University's strong traditions and connections as a professionally oriented institution, offer UB students a wide array of opportunities to work and study within the context of local business, government and nonprofit agencies.

DIRECTIONS

The University of Baltimore is located in Baltimore's midtown area at the corner of North Charles Street and Mt. Royal Avenue. It is easily accessible from I-83 (the Jones Falls Expressway) via the Maryland Avenue and St. Paul Street exits, and from I-95 via Martin Luther King Jr. Boulevard. The University offers multiple parking lots and a garage, all located within blocks of the campus.

Rail transportation is available via the Light Rail (University of Baltimore/Mt. Royal Station stop) and MARC and Amtrak (Penn Station). Major bus routes pass by and through the UB campus.

ACCREDITATION

The University of Baltimore is accredited by the Middle States Association of Colleges and Schools, 3624 Market St., Philadelphia, PA, 19104-2680; tel.: 215.662.5606.

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

The Master of Public Administration degree, offered by the Yale Gordon College of Liberal Arts' School of Public Affairs, is accredited by the National Association of Schools of Public Affairs and Administration.

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

The University is recognized by the Maryland Higher Education Commission; the Maryland State Board of Law Examiners; the Maryland State Board of Examiners of Public Accountants; many city, federal and state agencies for civil-service appointments; the Veterans Administration for veterans' training; the Armed Forces for officer appointments; and the Office of the Attorney General of the United States of America for acceptance of international students.

THE UNIVERSITY OF BALTIMORE ALUMNI ASSOCIATION

The mission of the University of Baltimore Alumni Association is to promote superior life-long learning opportunities and academic excellence at UB by coordinating and strengthening the support of the University's alumni and friends. The alumni association also works to establish a mutually beneficial relationship between alumni and the University.

Membership is automatic upon graduation and there are no dues to pay. The alumni association coordinates numerous programs and events that reconnect alumni with each other, current students and the University, including social and networking events, educational workshops, career development and volunteer opportunities. The association also offers alumni a range of benefits and services such as access to University facilities and resources, discounts on insurance, a credit card program and more.

Students are encouraged to visit the Office of Alumni Relations and to attend association events and activities. Please visit www.ubalt.edu/alumni for more information.

CENTERS AND INSTITUTES

The University of Baltimore supports and administers several centers and institutes that forge connections with the surrounding communities and provide special research and study opportunities for students and faculty in a wide range of business, law and liberal arts programs.

The Center for Baltimore Studies, established in 2000, formalizes the University's role as custodian of Baltimore's history and culture, especially as it relates to community-making and civic activity. It draws on the expertise of a diverse group of faculty members in matters of urban and community studies, student interest and the strength of its archives.

The center's efforts focus on archives and community documentation as well as on public programs and allow the University to become centrally involved in both theoretical and applied research concentrating on urban and regional issues. Using the Baltimore area as a laboratory, the center conducts research and organizes public activities designed to improve the quality of life in Central Maryland.

The *e-Learning Center* was established in 2001. The center supports current, state-funded e-learning activities at the University and uses its private resources and grant funds to stimulate the further development of e-learning at UB through activities designed for faculty, staff and students. The center's activities include coordinating the e-learning environment at UB, providing one-on-one and small-group training in the use of e-learning tools, offering grants to faculty and students to experiment with e-learning tools and strategies, and sponsoring workshops and conferences to bring leading thinkers and practitioners in the e-learning field to UB.

The *Hoffberger Center for Professional Ethics* was established in 1987 through a grant from the Hoffberger Foundation and received additional support from the foundation in 1996 to expand its activities. It is a University-wide center dedicated to promoting the discussion and analysis of ethical issues within the University community of ethics in business and the professions. The center promotes the study of ethics throughout the University's curricula (law, liberal arts and business), provides monthly ethics seminars in the humanities and the professions, sponsors visiting fellows and lectures on campus and presents the annual Ethics Week, Ethics Bowl and Business Ethics Colloquium. It offers onsite workshops on ethics for businesses within the region and presents conferences on business and professional ethics each year.

Centers Within the Yale Gordon College of Liberal Arts

The *Ampersand Institute for Words & Images*, established in 1989, is a component of the School of Communications Design; it creates links between the study and practice of writing and graphic design, including new technologies. The institute promotes research, undertakes contractual and consulting projects, and offers seminars, lectures, workshops, panel discussions and other programs. It strives to extend the school's curriculum while at the same time making the work of its students and faculty more visible.

Committed to developing a creative and professional community, the institute works with regional groups, public agencies and professional associations to bring together a range of professionals and students working in the communications design field. It supports the UB literary journal, *Welter*, national literary journal *Passager* and *Passager Books* as well as other traditional and online publications. The institute's achievements include successful partnerships with local businesses, funding from nonprofit foundations and area businesses and a collaboration with the entrepreneurship program in the University's Merrick School of Business.

The *Center for Negotiations and Conflict Management*, established in 1997, is a component of the Yale Gordon College of Liberal Arts. Its mission is to broaden the understanding of conflict, to provide training and assistance in the field of conflict resolution, and to expand the application of techniques and approaches for dispute resolution in a wide variety of contexts. Combining the expertise and intellectual resources of the University's law, business and liberal arts disciplines, the center offers alternative dispute-resolution services directly to businesses, government agencies, unions and various interest groups and communities, as well as cutting-edge opportunities for UB students.

The *Schaefer Center for Public Policy* was established in 1985 with a mission to bring the University's academic expertise to bear in solving problems faced by government and nonprofit organizations. The center has developed a reputation for excellence in management consulting and evaluative research. Principal services include strategic planning, program evaluation, performance measurement, needs assessment, staffing analysis and workforce planning, survey research, focus-group moderation and professional development. The center runs the Harry and Jeanette Weinberg Fellows Program, a leadership development program for nonprofit executive directors, on behalf of the Harry and Jeanette Weinberg Foundation. In addition, the center is the official provider of Managing for Results training for the state of Maryland. It is through the Schaefer Center that the University of Baltimore and the Yale Gordon College of Liberal Arts meet a key component of the University's mission by conducting applied research and providing public service to the Baltimore metropolitan area and to the state of Maryland.

The Schaefer Center offers faculty members the opportunity to conduct applied research relevant to their fields of expertise. In addition, the center offers up to seven fellowships each year that provide graduate students with a unique opportunity to work closely with faculty members while gaining real-world experience through participation in center projects.

Centers Within the Merrick School of Business

The *Information Systems Research Center* facilitates the business activities of groups in a laboratory setting. The Group Decision Support Systems (GDSS) Lab utilizes the commercial software designed by [GroupSystems™](#) to assist organizations, teams, committees and student groups in their strategic-planning and decision-making processes and to build group consensus. The lab accommodates 20 participants and is led by a trained facilitator. The GDSS lab is also enabled to create and record live and on-demand interactive online presentations. This technology supplements Merrick School of Business graduate and undergraduate online courses in a way convenient for the students.

The *Center for Global Business Studies*, established in 2005, provides education and training focused on the combined instruction of business, cultural and language skills crucial for success in a diverse global economy. The center also draws from the three UB schools as well as from other University System of Maryland institutions to offer nonacademic educational programs to both U.S. and non-U.S. businesspeople. By achieving its mission, the center contributes to the development of a vibrant business environment in Baltimore and in the state of Maryland.

The *Jacob France Institute* was established in 1989 to conduct research and evaluation studies of business, worker and government investment behaviors and outcomes. The institute recently added statistical data access and GIS mapping services through the Baltimore Neighborhood Indicators Alliance to an expanding portfolio of capabilities. Student and faculty participation in the institute's sponsored initiatives is encouraged, including involvement of research partners affiliated with other universities worldwide.

The *Entrepreneurial Opportunity Center* delivers coaching, counseling and support to new ventures in Baltimore. In addition, the center supports a popular and growing series of courses and specializations at the undergraduate and graduate levels. The center's objectives are to increase direct support to student entrepreneurs, increase business assistance to emerging companies in the Baltimore area and develop an increased presence and awareness of the University of Baltimore in the business community. In all its activities, the center works very closely with UB faculty to make sure that classroom learning is enhanced and supported by the center's activities. Key activities include free coaching for student-run businesses and free assistance to student entrepreneurs in pre-launch opportunity analysis. The center also offers an innovative Business Consulting Services program, providing technical business assistance to area firms by employing students in the Merrick School of Business as contracted consultants who address client needs such as market research, operational and financial analysis and business planning. The outreach efforts of the center help connect students to more than 1,500 area professionals and build partnerships with many local business and governmental organizations.

Centers Within the School of Law

The *Center for Families, Children and the Courts*, established in 2000, is the focal point of the School of Law's work on reforming state courts into more appropriate forums for the resolution of family legal crises. The center grew out of the recognition within the legal profession of an urgent need for a high-profile, specifically identified entity to expand and broaden family court reform work nationwide. Serving as a vehicle for changing the paradigm of judicial and legal thinking about family law, the center conducts the following activities: advocating for the unified family court concept in jurisdictions throughout the country; providing technical assistance necessary to support such pervasive change; and training lawyers, judges, court personnel and other professionals to collaborate to resolve family conflicts in a therapeutic, ecological and service-based manner.

The center also undertakes research on various family law issues and brings the results of this research to the attention of professionals through publications and conferences. It seeks to establish other partnerships and alliances as well as to pursue significant funding from foundations and state courts for projects within its mission.

The *Center for International and Comparative Law*, established in 1994, sponsors research, publication, teaching and the dissemination of knowledge about international legal issues, with special emphasis on human rights, environmental law, intellectual property and international business transactions. The center publishes the journal *Ius Gentium* and edits the American Society of International Law publication *International Legal Theory*. An American partner of the European-American Consortium for Legal Education, the center also maintains overseas programs for law students in Aberdeen, Scotland; Haifa, Israel; and Curaçao, Netherlands Antilles.

The *Stephen L. Snyder Center for Litigation Skills*, established in 2000 through a gift from nationally recognized litigation expert and School of Law alumnus Stephen L. Snyder, provides an endowment that supports the school's renowned litigation training programs. The center's activities include lectures by prominent lawyers, judges and scholars; special conferences; and litigation research. The center's goals include offering first-rate practical and theoretical training on an extensive range of litigation techniques and promoting discussion about important litigation issues. The center provides a resource for identifying and analyzing national litigation activities and trends.

OFF-CAMPUS PROGRAMS

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

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

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

Students enrolled in UB programs at USG are charged the same tuition and have the same financial aid opportunities as do those attending the Baltimore campus but may have differing fees based on home campus. A limited number of scholarships is available.

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

BUILDINGS AND FACILITIES

The Academic Center

Located at 1420 N. Charles St., this is the main building of the University of Baltimore. On the first floor are the Office of Freshman Admission, Office of Transfer Admission and Community College Relations, the Office of Graduate Admission offices, the Academic Resource Center, the International Services Office, Diversity Education and Programs, an ATM machine and a U.S. mailbox. Other offices on this floor include a student computer lab, the Division of Enrollment Management, the Office of Technology Services, the Department of Public Safety, the Bursar's Office, the Office of Records and Registration, the Office of Financial Aid, Disability Support Services, the Division of Student Affairs, the Office of the Dean of Students and student lounges.

The second floor houses the Office of the Provost, the Hoffberger Center for Professional Ethics, various faculty offices and other administrative offices.

The third floor houses the Office of the President, the Division of Administration and Finance and the Office of University Relations. The general science and forensic labs are located on the fourth floor. Classrooms are located throughout this building, except on the first floor.

The third and fourth floors also house Campus Recreation Services, which includes a gymnasium, racquetball courts, boxing bags, free weights, cardio equipment, a sauna and locker rooms.

Plant and selected Facilities Management personnel occupy the basement.

The University of Baltimore Student Center

The University of Baltimore Student Center, which opened in February 2006 at 21 W. Mt. Royal Ave., serves as a central gathering place for students, faculty and staff. This unique, six-floor facility is designed to promote the out-of-classroom experience that is essential to comprehensive higher education.

Student activities, such as club meetings, study groups and fundraisers, take place within the center. The facility houses the Henry and Ruth Blaustein Rosenberg Center for Student Involvement, the Career Center, a copy center and several lounge areas—from a quiet lounge for studying to a TV lounge for relaxing in front of a fireplace—that serve as ideal, comfortable venues in which students can spend time before, after and in between classes. The building offers an espresso bar and cafe; a computer lab and wireless Internet access; a recreation room complete with pool tables and other games, as well as memorabilia commemorating the University's Athletic Hall of Fame; several television areas; a theater; the Hilda and Michael Bogomolny Room (a multipurpose room); the University bookstore; and a convenience store.

Major special events for the University, including lectures, concerts, theater productions and celebrations, take place in the UB Student Center throughout the academic year.

The William H. Thumel Sr. Business Center

Located at 11 W. Mt. Royal Ave., the William H. Thumel Sr. Business Center houses the Merrick School of Business. This six-story building contains classrooms, faculty offices, a student lounge and the 160-seat M. Scot Kaufman Auditorium with numerous meeting facilities surrounding a central atrium and computer facilities. The Entrepreneurial Opportunity Center is located on the first floor.

The Langsdale Library

Located at 1420 Maryland Ave., the Langsdale Library provides a full range of services, including reference, electronic and print reserves, library instruction, photocopying equipment for classroom use and group study rooms. Its collection of more than

250,000 volumes consists of books, periodicals, government documents and audiovisual materials, as well as manuscript and archival collections containing primary sources. In addition to its physical collection, the library subscribes to dozens of article indexes, many with full-text access, and thousands of electronic journals.

The Langsdale Library's cooperative services include reciprocal borrowing privileges with other Baltimore-area libraries and an interlibrary loan service. This library is part of the University System of Maryland Libraries, which enables UB students to share the resources of the other 15 system libraries. Students have online access to the Langsdale Library's electronic materials from off campus as well as in the library.

The John and Frances Angelos Law Center

The Angelos Law Center, located at Maryland Avenue and Oliver Street, houses the library, classrooms and administrative offices for the law school, as well as an open-space seating area. The law library occupies the third and fourth floors of the building and includes nearly 210,000 volumes of books and microforms. Individual seating for more than 400 students, numerous study rooms, technical research areas and a rare-book room are included in the library facilities, providing an atmosphere conducive to comprehensive legal research and learning.

The law clinics are located at 40 W. Chase St. The law school's student organizations occupy an office suite in the Academic Center.

The Venable Baetjer Howard Moot Court Room serves as an auditorium and classroom in addition to a courtroom for experiential learning for students, alumni, faculty and special guests.

Liberal Arts and Policy Building

The Liberal Arts and Policy Building is located at 1300 N. Charles St., with the main entry located on Preston Street. The building houses the Yale Gordon College of Liberal Arts Office of the Dean, the faculty and administrative offices of the School of Public Affairs, which includes the Schaefer Center for Public Policy and the Division of Government and Public Administration as well as the administrative and faculty office of the School of Communications Design, including its Ampersand Institute for Words & Images and graphics and media laboratories.

The UB Foundation Building

Located at 1130 N. Charles St., this building houses the various divisions within the Office of Institutional Advancement, including the Office of Alumni Relations, the Office of Annual Giving, the Office of Research and Database Management and the University of Baltimore Foundation.

The Northwest Baltimore Park

Located at 2101 W. Rogers Ave., off I-83 and Northern Parkway, this outdoor facility is nestled in Baltimore's picturesque Mount Washington neighborhood. The park, leased by the city from UB, includes athletic fields and green space that are available for student club sports and special University events.

COMMUTER SERVICES

Since its founding, UB has served the needs of students who live and work within the region. The University has continuously developed and strengthened services to meet the commuting student's need for flexibility and convenience.

Many student and academic services offices are open 8:30 a.m. to 6 p.m. Monday through Thursday and 8:30 a.m. to 4:30 p.m. Friday. These include the offices of Admission, Financial Aid, and Records and Registration and as well as the Bursar's Office. Other offices have established hours to meet student demand.

In addition, the bookstore, library and student lounges have scheduled their hours according to the needs of commuter students, including extended hours during exam weeks.

TECHNOLOGY SERVICES

Office of Technology Services Call Center

Tel: 410.837.6262

E-mail: callcenter@ubalt.edu

Web: www.ubalt.edu/ots

The Office of Technology Services provides campus technology services, including e-mail, portal access, general-purpose computing labs, wireless access, file and print servers, the telephone system and audiovisual support for campus events as well as smart classrooms, technical desktop assistance and help desk services.

OTS Computer Labs

OTS-managed computer labs are available in most academic buildings. A University of Baltimore network account (netID) is required to access lab computers and the wireless network on campus. Other departments offer program-specific labs, which are not listed here.

Academic Center 103 — A 24-hour computer lab equipped with 24 workstations and two printers.

Business Center 002 and 015 — A computer lab on the lower level with a 30-computer open work area and a 20-computer classroom layout. Each lab has at least one printer.

Student Center 001 — A 20-computer, two-printer lab on the lower level of the UB Student Center.

Law Center 426 — A two-room lab open to all UB community members. This lab offers 26 computers and three printers.

Langsdale Library 200 — When not occupied with classes, the Langsdale Library 200 lab is available for use, in addition to the 40 workstations installed throughout the library. Printers are also available in the library.

Wireless Internet and Printing Access

Wireless Internet access is available in all academic buildings. Access is provided through an active, UB netID (e-mail/network/portal) account. Printing to lab printers is available through the wireless network.

Laptop and AV Loaner Programs

Laptops and audio-visual equipment are available to UB students for short-term loans for both personal use and instructional enhancement.

Instructional Technology

OTS supports the UB community in adopting and integrating technology to transform teaching and learning. This service is offered both through one-on-one staff support, training and instructional design and at a more global level in aiding the revision of academic programs and administrative processes.

OFF-CAMPUS HOUSING

Dean of Student's Office

Academic Center, 112

Tel: 410.837.4755

Fax: 410.837.4169

E-mail: housing@ubalt.edu

Web: www.ubalt.edu/housing

Although the University has no on campus housing, it has developed relationships with several apartment complexes in the Baltimore mid-town area. When you live in one of these participating residences, you'll also have access to a student living assistant who can answer questions, help you get involved in on-campus life and help you settle in to mid-town Baltimore living. In addition to these buildings, there are many other units and living opportunities in the vicinity. Rental rates in the area vary. Don't forget that renting a house or apartment can be very cost effective if shared with one or more housemates.

FOOD SERVICE

Office of Auxiliary Enterprises

Tel: 410.837.6635

Web: www.ubalt.edu/auxenterprises

Sandella's, - located on the second floor of the Student Center, is a nationwide chain that offers healthy menu selections like pizza, wraps and quesadillas that are prepared using Sandella's flatbread and only the finest ingredients available. The flatbread is trans-fat free, low fat and low calorie. It is also listed in Weight Watchers points guide.

Sizzles - is a food concept that provides fresh, hot meals to go at the espresso bar. These meals are made the same day and placed into prepackaged microwavable meal containers. Breakfast items, entrees and sides are available.

Grill 155 - is located on the second floor of the Student Center. Grill 155 has all your favorites.

PARKING

Office of Auxiliary Enterprises

Tel: 410.837.6573

E-mail: parking@ubalt.edu

Web: www.ubalt.edu/auxenterprises

For the most current parking information, including rates and locations, please visit the campus parking Web page at <http://www.ubalt.edu/parking>.

DEPARTMENT OF PUBLIC SAFETY

Tel: 410.837.5520

Web: www.ubalt.edu/publicsafety

The Department of Public Safety is a legislated police agency, and University police officers are vested with full police authority. The department consists of four operational components:

- 1) police (Officers patrol the campus 24/7.)
- 2) building security (Officers staff security posts in key University buildings.)
- 3) parking security and enforcement (Officers patrol parking lots and issue citations to illegally parked vehicles.)

A concurrent jurisdiction agreement with the Baltimore Police Department enables University police officers to respond to and assist with occurrences around the main campus. The department is in full compliance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act.

Emergencies

All crimes, incidents or like emergencies should be reported immediately and directly to the Department of Public Safety at 410.837.5520 to aid in providing timely warning notices to the campus community and to ensure inclusion in the annual crime statistics. Any campus member who is a victim of a crime is also encouraged to report the incident to the Baltimore Police Department. Emergency messages for students can be arranged by calling 410.837.5520; however, the caller must have all relevant information (class, building, room number, student ID number, etc.).

Emergency Closings

Official University closing announcements can be found via:

- the University EMERGENCY line: 410.837.4201
- the University Web site: www.ubalt.edu
- e-mail announcements issued by the University
- text message

Closing notifications will also be announced over several local radio and television stations.

Escort Program

When the shuttle service ends, security escorts are available to accompany faculty, staff and students between University facilities during the following times: 11 p.m. to 1 a.m. Monday through Thursday; 5 p.m. to 1 a.m. Friday; and from sundown to 11 p.m. Saturday and Sunday.

Office Locations

Police communications center: Academic Center lobby

Administrative offices: Academic Center, Room 128

Security booths: at the entrances to most University buildings

STUDENT AND ACADEMIC SERVICES

A staff of professionals provides services that complement students' academic experiences and assist in their development in four major areas: academics, career, health and personal/social growth. These services are offered during both day and evening hours.

Academic Resource Center

Academic Center, Room 116,

Tel: 410.837.5383

E-mail: arc@ubalt.edu

Web: www.ubalt.edu/arc

Whether your goal is earning a competitive GPA, getting the most from your investment in college or just surviving a tough statistics class, the Academic Resource Center is here to help. We can work with you to clarify and reinforce what you learn in the classroom, enhance specific skills (math, writing, exam-taking, memory, presentations, working in teams, etc.) or provide a network of support for your academic aspirations.

More than a thousand students each year take advantage of

- Tutoring in challenging undergraduate and graduate courses
- Writing consultations
- Learning and performance consultations
- Workshops in computer skills, learning, writing and public speaking
- Skills and placement testing
- Prerequisite skill reviews (e.g., algebra, statistics)
- Peer Network advisers—veteran student “buddies” who welcome new students and orient them to UB’s academic environment

The average GPA of students using tutoring services last year was 3.0 (undergraduate students) and 3.3 (graduate students).

Campus Recreation Services

Academic Center, Third Floor

Tel: 410.837.5591

Fax: 410.837.6646

E-mail: campusrec@ubalt.edu

Web: www.ubalt.edu/campusrec

Campus Recreation Services seeks to serve the recreation, fitness, health and leisure needs of the University community through instructional and competitive sport activities, including aerobics classes, golf lessons, intramural sports, informal recreation and sport clubs. The Recreation Center facilities include basketball, racquetball, badminton and volleyball courts, weight and cardio rooms, aerobic and spinning studios, indoor golf cage, foosball, darts, Wii gaming system, as well as locker rooms and a sauna. The facilities are open to students, faculty, staff and Recreation Center members with validated University of Baltimore I.D. cards.

For the latest league, class or activity schedules, visit www.ubalt.edu/campusrec.

Career Center

UB Student Center, Room 306

Tel: 410.837.5449

Fax: 410.837.5566

E-mail: careercenter@ubalt.edu

Web: www.ubalt.edu/careercenter

Each year, the Career Center helps thousands of UB students and alumni transform their academic pursuits and personal interests into tangible career goals. The Career Center offers a wide variety of career development services; with the assistance of outside advisers, students can identify their personal career objectives and plan for their futures. Among the center’s services are:

- **Career counseling:** Counselors help students better understand their interests, abilities and values; define their career goals; and set both short- and long-term educational and career objectives. Vocational assessments are offered in conjunction with individual interpretation sessions with career counselors.
- **Job Search Advising:** Advisers help students research careers, review resumes, practice interview techniques through mock interviews, develop job search plans and techniques for creative job hunting and explore advanced training options.
- **UBworks** is an online database managed by the Career Center to assist students in finding opportunities that match their interests. In addition, students can search the UB Campus Job Clearinghouse to apply for work-study, graduate assistantships and student assistant opportunities.
- **On-campus recruiting:** This program provides employers with the opportunity to interview graduating students from the liberal arts and business schools.
- **Workshops and seminars:** The center plans special events, workshops and class presentations each semester for students and alumni. These range from assessment and job search techniques to employer panels and spotlights.
- **Career Resource Center:** A wealth of career information is maintained in the career library. Printed information on many topics including employment trends and company literature is available for students and alumni to peruse during the center's office hours. Books and videos may be borrowed for up to one week.
- **Internships:** Paid and unpaid internships are offered to all majors. An internship provides a unique opportunity to "test drive" career goals and gain valuable, practical experience in a student's chosen field prior to graduation. The Career Center helps students find preprofessional, paid internships complementary to their studies at the University or tentative career goals.
- **Alumni networking:** Together with the Office of Alumni Relations, the Career Center maintains the Alumni Career Experts database. The searchable UBworks database lists UB alumni who have agreed to provide current students with career advice.

Counseling Services

Main Office: Thumel Business Center, Room 445

Tel: 410.837.5159

Fax: 410.837.5290

E-mail: We do not schedule appointments via e-mail.

Web: www.ubalt.edu/counseling

Our mission is to provide counseling services that promote mental health among our diverse multicultural student body. The goals of Counseling Services are to support undergraduate, graduate and law students' efforts to achieve challenging academic goals and to assist them in critical areas of overall personal development.

We seek to engage students in a developmental growth process in which their ability to achieve desired personal-social, academic and career outcomes is enhanced. This may occur through participation in confidential short-term individual counseling and/or through interactive workshop experiences that focus on a range of common mental health topics such as college adjustment, managing life transitions, healthy relationships and stress management. In addition, the office collaborates with faculty and staff by offering consultation related to student development and mental health issues. The staff is also available to support students during times of emotional distress and may offer referrals for off-campus mental health resources when deemed appropriate.

Student Health Insurance

Division of Student Affairs

Academic Center, Room 112

Tel: 410.837.5429

Web: www.ubalt.edu/studentaffairs

The University of Baltimore Student Health and Accident Insurance Plan is designed to help students meet medical costs, whether in Baltimore or outside the area. All part- and full-time students are eligible to enroll in the insurance program. The individual premium covers only the student; however, eligible students may also enroll their dependents. Eligible dependents include spouses and unmarried children 19 years of age or younger who are not self-supporting. Students wishing to have their financial aid cover the cost of the premium should submit their registration materials to the Bursar's Office, letting them know that the premium fee should be added to the student account. Others wishing to pay directly may pay the company online, by phone or through regular mail.

Information about the UB student health insurance plan may be obtained by contacting the Division of Student Affairs or the Bursar's Office.

International Services Office

Academic Center, Room 111

Tel: 410.837.4756

Fax: 410.837.6676

E-mail: intlservices@ubalt.edu

Web: www.ubalt.edu/international

The International Services Office offers programs and services to the university community related to international educational exchange and intercultural awareness. Among these are:

- Study abroad advising
- Coordination of international student admission, orientation and advising
- Workshops on intercultural communication skills, navigating UB and Baltimore, F-1 practical training, tax filing
Information and other topics relevant to the successful integration of nonimmigrant UB students
- Annual academic award for international students
- Emergency loan program
- Management of immigration services and SEVIS reporting requirements to ensure institutional compliance with federal regulations governing the hiring, hosting and enrollment of international faculty, staff, students, research scholars and their dependents
- Information about and referral to community resources, local English-language programs, legal assistance, intercultural organizations, international events and more.

Services for Students with Disabilities

Disability Support Services

Academic Center, Room 139

Tel: 410.837.4775; TTY: 410.837.5372

Fax: 410.837.4932

E-mail: disability@ubalt.edu

Web: www.ubalt.edu/disability

Services for students with disabilities are coordinated through Disability Support Services. Both full- and part-time students are eligible to benefit from these services, which include but are not limited to sign language interpreters, alternative testing, note takers and texts on tape/alternative format. Current medical documentation must be received before services can be provided. Please note that Individual Education Programs (IEPs) from high school are not considered adequate medical documentation and will not be accepted. Visit www.ubalt.edu/disability to view what is required and current medical documentation covering a variety of disabilities. This documentation should be sent or brought directly to Disability Support Services. The director will review all documentation and meet with the student to determine the appropriate academic accommodations.

Documentation should be received in Disability Support Services at least three weeks prior to the beginning of the semester. Updated documentation for continuing students should follow the same timetable as for new students. Documentation received late may cause a delay in securing appropriate accommodations. Questions or concerns may be relayed via e-mail or telephone to the disabilities director.

A detailed policy, Disabilities Documentation, outlines the rights and responsibilities of both students and the University of Baltimore in the delivery of services for students with disabilities. See the Policies section of this catalog.

Office of Diversity Education and Programs

Academic Center, Room 105

Tel: 410.837.5744

Fax: 410.837.5039

E-mail: diversity@ubalt.edu

Web: www.ubalt.edu/diversity

The Office of Diversity Education and Programs is responsible for the development of co-curricular programs and services that enhance sensitivity to and acceptance of the diversity within the University of Baltimore community and beyond. The Office of Diversity Education and Programs provides a wide range of services, educational programming and cultural activities to enhance and support the creation of a multicultural community at the University of Baltimore that reflects cultural heritage and racial understanding, and academic excellence.

The office houses a resource library containing periodicals, videos, DVDs and books on various areas of diversity. All students, student organizations, faculty and staff are encouraged to contact the office with any ideas, questions or concerns related to diversity.

Honor Societies

Web: www.ubalt.edu/csi

The University of Baltimore maintains affiliations with many national honor societies. Membership criteria vary for each society; however, members are usually admitted based on their superior academic achievements. Some of these societies are restricted to students pursuing certain academic disciplines.

The following is a list of the current honor societies and their respective academic disciplines:

Alpha Chi—any discipline

Beta Gamma Sigma—business

Mu Kappa Tau—marketing

Omicron Delta Kappa—leadership

Phi Alpha Theta—history

Phi Theta Kappa alumni chapter—
any discipline

Pi Alpha Alpha—public administration

Pi Sigma Alpha—government and public policy

Psi Chi—psychology

Sigma Iota Epsilon—management

Sigma Tau Delta—English

Upsilon Phi Delta—health administration.

Helen P. Denit Honors Program

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

The Denit Honors Program offers opportunities to liberal arts and business students who are academically talented and highly motivated. Central to the program is student-centered education; there is more give and take between the student and instructor through smaller, discussion-oriented classes; greater opportunity for independent research; interesting, enhanced opportunities for creativity and meeting individual goals; challenging seminars that examine current events and debate intellectual questions; as well as honors sections from which to choose when building schedules. The program offers flexibility in how the requirements are met according to scheduling needs of the students.

Belonging to the Denit Honors Program provides students with social and cultural opportunities and the use of the Honors Lounge and its computers.

Students transferring to UB with a grade point average of 3.5 or higher are invited to apply for the program. The program will consider on a case-by-case basis students below a 3.5 GPA who have had special circumstances. Completion of the Denit Honors Program is noted on the student's transcript.

Honors courses are part of the schedule of classes each semester and are easily identified because the letters HN are part of the section number.

Henry and Ruth Blaustein Rosenberg Center for Student Involvement

UB Student Center, Room 303

Tel: 410.837.5417

Fax: 410.837.5431

E-mail: csi@ubalt.edu

Web: www.ubalt.edu/csi

Leadership development, community service and outreach, student activities, events and new-student orientation are coordinated by the Henry and Ruth Blaustein Rosenberg Center for Student Involvement, which oversees the Student Government Association, the Student Events Board and the activities of student clubs and organizations. Student activity fees fund a variety of activities, such as Leadership UB (the leadership certification program), the *UB Post* (the student newspaper), student clubs and organizations, the leadership program, and programs planned by the Student Events Board. In addition, activity fees are used to purchase tickets to a variety of theater and symphony performances, sporting events and other activities in the Baltimore metropolitan area for the benefit of students.

Student Government Association: The SGA includes members from the Undergraduate Student Senate, the Graduate Senate and the Student Bar Association. SGA members represent students on all standing University committees and work with the Rosenberg Center for Student Involvement to administer student activity fees.

Clubs: There are more than 50 active clubs and organizations at UB. Many clubs on campus are closely related to an academic department. Examples include the English Club, the Marketing Club and the Human Resources Management Association. Other special-interest organizations, such as the Black Student Union, the International Students Association, OUTLAW (the GLBT organization), UB Democrats, UB Republicans and the Outdoors Club, are open to all students.

Student Events Board: This group plans and implements activities and events for the entire student body. The board structure includes committees for speakers, major performances and special activities. Membership is open to all UB students.

Judicial Issues

Division of Student Affairs

Academic Center, Room 112

Tel: 410.837.5429

Web: www.ubalt.edu/studentaffairs

Student violations of University regulations, either academic or nonacademic, are referred to the dean of students, who coordinates the judicial hearing process. Detailed descriptions of University regulations as well as judicial proceedings are available in the UB Student Handbook.

Violations of academic regulations include cheating, plagiarism, falsification of data and attempts of the aforementioned, among others. Violations of the student code –of conduct include fighting, underage drinking or giving false information to a university authority, among others.

While allegations of violations are being investigated and adjudicated, privileges such as the withdrawal from class without academic penalty and the refund of tuition and fees will be suspended for parties involved in the investigation.

Additional information can be obtained through the Division of Student Affairs or on the Web.

Admission

FRESHMAN AND TRANSFER ADMISSION

Office of Freshman Admission

Office of Transfer Admission and Community College Relations

Tel: 410.837.4777; 1.877.ApplyUB (toll-free)

Fax: 410.837.4793

E-mail: admissions@ubalt.edu

Web: www.ubalt.edu/admissions

As a member of the University System of Maryland, the University of Baltimore is committed to a mission of access and affordability and seeks to enroll students who can succeed academically in our undergraduate programs. Beginning in fall 2007, UB once again opened admission to entering freshman students. Applications for admission for both freshman and transfer students are available on the Web [at www.ubalt.edu/apply](http://www.ubalt.edu/apply) or by contacting the Offices of Admission.

Application Fees:

Online application—\$30

Paper application—\$45

After deadline, all application fees—\$60

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

ADMISSION AS A FRESHMAN STUDENT

Admission to the University of Baltimore for freshman students is based on the number of applications received and the available spaces in the freshman class. Applicants with 23 or fewer transferable college credits will be evaluated for admission based on freshman admission criteria. The Admission Committee reviews each applicant individually, evaluating the applicant's academic record, strength of academic program, grades earned, standardized test scores, special talents and interests and an essay. Optional, but not required for admission, are letters of recommendation, a resume or SAT subject tests.

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

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

The essay/personal statement is also required. Applicants may also submit a resume or a list of extracurricular activities.

APPLICATION DEADLINES

The University of Baltimore operates on a rolling admission cycle. Freshman applicants are encouraged to apply for admission in the fall of the senior year (or the fall prior to the term in which they plan to enroll). Applications are reviewed on a rolling basis; notification of admission is made within two weeks of review of the file. UB subscribes to the May 1 National Candidates' Reply Date for students offered admission for the fall semester and Dec. 1 for the spring semester. UB accepts a limited number of freshman students for the spring semester. Contact the Office of Freshman Admission for more information.

Applicants must:

- 1) Complete and submit the online application for admission.
- 2) Make an online payment at the time application is submitted.
- 3) Submit official transcripts from all secondary/high schools attended. Mid-year senior grades may be requested; all enrolling students must submit a high school transcript with final grades and verification of graduation.
- 4) Submit either the SAT Reasoning Test or ACT.
- 5) Submit an essay/personal statement.

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

SPECIAL FRESHMAN APPLICANT ADMISSION POLICIES

Students from Nonaccredited/Nonapproved High Schools

Freshman applicants for admission who are graduates of nonaccredited/nonapproved high schools will be reviewed individually, with consideration given to factors such as scores on nationally standardized tests, high school course content, performance in high school academic courses, the performance of previous students with similar academic preparation, and other appropriate criteria as developed by each institution.

Students Who Have Been Out of School More Than Three Years

Students who have earned a high school diploma (or equivalent) with a minimum GPA equivalent to a C or better, but who are more than three years beyond high school enrollment, may be admitted without meeting the usual criteria for admission if the UB Office of Freshman Admission determines that the individuals applying have the potential for successful college work. This determination may be made by evaluation of successful work experiences, by portfolio assessment and/or by placement testing.

Students with Proficiency-Based Standards, Standardized Examinations or Equivalency Diplomas (GED)

Students who have graduated from regionally accredited secondary institutions with proficiency-based standards will be considered individually. Each secondary institution with proficiency-based standards will be asked to provide documentation about the student's achievement in secondary school.

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

UB admission 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, a list of extracurricular activities or letters of recommendation) may be provided or requested. The same standards used in regular admission regarding breadth and depth in academic subjects, minimum standardized test scores and achievement in coursework apply to students admitted from this category.

Home-Schooled Students

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

UB admissions will evaluate the breadth and depth of academic preparation through documentation provided by the student. In addition to the standardized SAT/ACT tests and the essay/personal statement, optional materials (such as SAT subject tests, a resume, 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 24 transferable college credits. Students who transfer from a public institution in Maryland with at least 56 transferable credits or an associate degree and who have a minimum cumulative 2.0 grade point average (on a 4.0 scale) will be offered admission to the University on a space-available basis. Students transferring from an out-of-state or private institution and students who have fewer than 56 credits will be evaluated based on the college credits completed and grades earned. These credits must be earned at institutions (junior/community colleges, four-year colleges or universities) accredited by a regional accrediting association. Specific programs may have more restrictive admission criteria.

Additional Admission Requirements

B.A. in Jurisprudence: Admission requires a minimum 3.0 cumulative grade point average; the opportunity to apply for admission to the early-entry J.D. program requires a minimum 3.5 cumulative grade point average.

B.S. in Business Administration with a specialization in accounting: Admission requires a minimum 2.25 cumulative grade point average.

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

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

Application Deadlines

Fall Semester

- -Forensic studies (fall admission): June 1

Spring Semester

- Forensic Studies (spring admission): Nov. 1
- Forensic Studies does not admit new students for the summer term.

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:

- 1) Complete and submit the online application for admission.
- 2) Make an online payment at the time application is submitted.
- 3) Submit official transcripts from all colleges and universities previously attended if seeking admission as a degree-seeking student. An official copy of each transcript should be sent directly from the issuing institution to the Office of Transfer Admission and Community College Relations. This office cannot award transfer credits until these transcripts are received. The Office sends the applicant an evaluation of transfer credit upon receipt of the application, fee and official transcripts. Applicants are encouraged to forward their most recent transcripts at the time of application even if they do not reflect the latest semester's coursework so a preliminary transfer credit evaluation can be made. A final admission decision and transfer credit evaluation is made when the most recent transcripts are on file. These transcripts are due within the first 30 days of the semester to which the student is admitted.

ADMISSION AS A NONDEGREE STUDENT

Applicants who wish to enroll in courses for personal enrichment, 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 for Visiting Students below). The University has a rolling admission policy; however, students are encouraged to apply for admission as early as possible to ensure a prompt admission decision, advising and registration prior to the beginning of the semester.

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

Applicants for nondegree status must:

- 1) Complete and submit the online application for admission, indicating nondegree status. Also indicate your preference for business or liberal arts courses.
- 2) Make an online payment at the time the application is submitted.

Nondegree students desiring a University of Baltimore baccalaureate degree may be considered for admission as degree-seeking students upon completion of college credits transferable from institutions other than the University of Baltimore with the minimum required cumulative GPA. Students must file an application for admission and all supporting documents to become degree-seeking students. See Degree Status, previous section.

INTER-INSTITUTIONAL STUDENTS

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

VISITING STUDENTS

Students who wish to register for courses and have final grades transferred to count toward a degree at their home institution may enroll as visiting students. A visiting student is one who is currently enrolled at another institution outside of the USM, a USM student who has not obtained sophomore status or a USM student who is part time. Full-time USM students with sophomore standing must follow the inter-institutional registration procedures outlined above.

Applicants for visiting student status must:

- 1) Submit an application for undergraduate admission indicating nondegree status as a visiting student and pay the appropriate application fee.
- 2) Submit an authorization letter from the home institution that outlines the specific courses to be taken at the University of Baltimore and verifies good academic standing.

READMISSION

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

In addition, applications for readmission from students on academic probation and/or suspension must be approved by the dean of the college or his or her designee 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 International Services Office before re-enrolling.

Applicants for readmission should be aware of the following:

- 1) Students who have been absent for more than two consecutive semesters, excluding summer sessions, must submit an application for admission and include a check or money order payable to the University of Baltimore for the appropriate application fee.
- 2) Students who have attended another institution since their last period of enrollment at the University of Baltimore and who wish to transfer course credit should arrange to submit an official transcript to the Office of Transfer Admission and Community College Relations directly from the institution granting the course credit.
- 3) Any previous balance due the University must be paid in full before an application for readmission will be considered.

SECOND BACHELOR'S DEGREE

A student who earned a bachelor's degree from the University of Baltimore and wishes to earn another bachelor's from UB would be admitted as a second bachelor's student. A student who earned a bachelor's degree from another institution would be considered a regular transfer student. Second bachelor degrees cannot be obtained in the same academic major as the first degree.

Students who have previously earned a baccalaureate degree, at either the University of Baltimore or another accredited institution, may earn a second baccalaureate degree to pursue a new field of study, to train for a new career or for personal enrichment. Students must complete a minimum of 30 credits at the University of Baltimore as part of the second degree and must satisfy all the program requirements for the second degree, but they are not required to fulfill general education or University requirements. Credits used to obtain the first bachelor's degree may not be applied to the second bachelor's degree. In some cases, meeting the above requirements may necessitate the substitution of major discipline courses other than those specified by the second degree program. Students interested in pursuing a second baccalaureate degree should consult with the appropriate program director before making a formal application through the Office of Transfer Admission and Community College Relations.

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

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

TRANSFER CREDIT POLICIES

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

The following general policies also apply:

1) Credit earned and transferred from a two-year college is limited to 60 credits or half of the total credits required for the - baccalaureate degree program requirement and to the first two years of undergraduate study. Students transferring from a two-year college must complete a minimum of 60 credits at the University of Baltimore to be eligible for graduation.

Exceptions:

-Applicants to the Health Systems Management program: If an applicant has completed the equivalent of UB ACCT 201: Introduction to Financial Accounting with a grade of C or better, these 3 credits may exceed the 60-credit maximum from a community college.

-Applicants to the Criminal Justice program: If an applicant has completed CRJU 258 and CRJU 259 (Social Problems in the Urban Community and Criminological Perspectives) at the Community College of Baltimore County (CCBC) with a grade of C or better, these 6 credits may exceed the 60-credit maximum from a community college.

2) 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 100-200-level (freshman-sophomore) coursework. To satisfy graduation requirements, students transferring from a four-year college must complete a minimum of 30 credits at the University of Baltimore.

3) Students who transfer to the University of Baltimore with credits from at least one junior/community college and one or more baccalaureate degree-granting institutions will be evaluated utilizing the baccalaureate college's standard whenever possible.

4) Transfer credit is granted if the student has earned a grade of C or better in courses. The grade of D is transferable only if the overall cumulative grade point average (GPA) 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 or - better is required for general education, lower-division and upper-division major requirements.

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

6) 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. Additional credits in occupational/technical courses may be applied to meet the credit qualifications for admission but will not be applied toward any degree requirement. (This policy does not apply to radiologic technician, nursing or other occupational/ technical courses covered by other University policies and agreements.)

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

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

Please note:

1) Not all transfer credits may be applicable to graduation requirements. All students are required to take the last 30 credits toward the baccalaureate degree at the University of Baltimore.

2) A maximum of 30 business credits can be used toward a UB liberal arts baccalaureate degree.

Transfer Credit and General Education Requirements

University of Baltimore lower-division general education requirements may be satisfied by transfer courses or by courses taken at the University of Baltimore. Generally, evaluation of applicable transfer credit is done on a course-by-course basis. However, there is flexibility in meeting these requirements under the conditions of and in accordance with the Maryland Higher Education Commission General Education and Student Transfer Policies. (See the Policies section in the back of this catalog.) These conditions are as follows:

- 1) Students who transfer from a Maryland public community college with an A.A. or A.S. degree will automatically fulfill lower-level general education requirements at the University of Baltimore. They will be responsible for completing all upper-division general education requirements, in addition to any graduation requirements not already met.
- 2) The general education credits of students for whom the previous item does not apply will be evaluated on a course-by-course basis in accordance with MHEC student transfer policies.
- 3) Transfer students who need to take placement tests to be eligible to enroll in required lower-level general education courses must do so by their second registration. Transfer students will not be permitted to register a second time unless all required placement tests have been taken.
- 4) Applicants who hold a Maryland registered nurse or radiologic technician license are eligible to have certain general education requirements satisfied. These include writing, communication, social science and biological/physical sciences. Students must submit a copy of their license in addition to their official transcripts. In addition, a maximum of 60 credits will be awarded/satisfied for an RN or RT license in combination with community college credits.

ARTSYS AND ARTICULATION AGREEMENTS

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

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

CREDIT BY METHODS OTHER THAN FOR-CREDIT COLLEGE INSTRUCTION (AP, CLEP, IB, DANTES, MILITARY CREDITS, PRIOR LEARNING)

The University of Baltimore will accept a maximum of 30 total credits earned by any combination of credits from one or more of the following sources: acceptable College Level Examination Program (CLEP) scores, acceptable Advanced Placement (AP) examination scores, successful completion of International Baccalaureate (IB) examinations, Defense Activity for Nontraditional Education Support (DANTES) and/or transfer credit for occupational competency/life experience.

Students may have earned some credits by these methods that are not applicable to a degree at UB. Whether or not and in what manner these credits can be applied toward graduation requirements will be determined by the appropriate dean or program director or by the director of the First and Second Year Program.

For transfer students, the CLEP, AP, IB, DANTES or occupational competency/life experience credits previously applied by - another institution may be counted as part of the credits required for admission. In addition, for transfer students, a waiver to the 30-credit limit may be granted by the appropriate dean or program director when these credits are included as part of an associate degree.

College Level Examination Program (CLEP) Examinations

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

Advanced Placement (AP) Examinations

The University of Baltimore will award credit for Advanced Placement scores of 3 or higher. For information regarding general education equivalencies or lower-level elective equivalencies, check the UB Web site or contact the Office of Freshman Admission. Enrolling students are required to submit official AP scores from the College Board prior to matriculation to receive credit.

International Baccalaureate (IB) Examinations

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

Defense Activity for Nontraditional Education Support (DANTES)

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

Credit for Prior Learning

The University of Baltimore itself does not give academic credit for occupational competency/life experience. It will, however, accept up to 30 such credits, including institutional examination credits upon transfer, when they have been awarded by a regionally accredited academic institution and are documented on an official transcript.

FOREIGN TRANSCRIPTS

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

More information and appropriate forms may be obtained from the International Services Office at 410.837.4756, [intlads@ubalt.edu](mailto:intladms@ubalt.edu) or www.ubalt.edu/international. The University may also require some applicants to provide additional documentation such as syllabi and course descriptions.

ENGLISH-LANGUAGE PROFICIENCY POLICY

Applicants who are nonnative speakers of English, regardless of citizenship or visa status, must demonstrate a satisfactory level of English proficiency. A minimum score of 550 on the paper-based, 213 on the computer-based or 79 on the Internet-based version of the Test of English as a Foreign Language (TOEFL) is required of both degree and nondegree applicants.

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

TOEFL information may be obtained from the Educational Testing Service, Box 6151, Princeton, NJ 08541-6151 or www.toefl.org. The University of Baltimore's reporting code is 5810. The University reserves the right to require additional English-language instruction of any student.

INTERNATIONAL STUDENTS

The University of Baltimore welcomes applications from qualified international students. Students who submit transcripts from an institution outside of the United States should refer to the section on Foreign Transcripts. Students who are nonnative speakers of English should refer to the section on English-Language Proficiency. English translations must accompany all documents issued in a language other than English.

Immigrant and nonimmigrant students residing in the United States must submit copies of their green card (permanent - resident card) or visa documents with their application for admission. Such documentation is relevant to the determination of the applicant's eligibility for Maryland residency for tuition purposes by the Offices of Admission and to the provision of immigration services to the applicant by the International Services Office. Immigration status is not a factor in evaluating the 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: April 1 for fall, Nov. 1 for spring and March 1 for summer. Some academic programs may have earlier application deadlines.

International applicants should submit #1-5 below as part of the application for undergraduate admission to the Offices of Admission, 1420 N. Charles St., Baltimore, MD 21201-5779; tel: 410.837.4777 or toll-free in the U.S. at 1.877.ApplyUB; fax: 410.837.4793; e-mail: admissions@ubalt.edu; web: www.ubalt.edu/admissions:

- 1) undergraduate application form
- 2) application fee (nonrefundable)
- 3) official transcripts sent directly by each secondary/high school (freshman applicants) and college or university (transfer applicants) previously attended
- 4) an independent course-by-course evaluation report of foreign transcripts by a U.S. credential evaluation service, if applicable (see Foreign Transcripts section above)
- 5) evidence of English-language proficiency, if applicable (see English-Language Proficiency Policy section above).

International applicants should submit #6 and #7 below to the International Services Office, University of Baltimore, 1420 N. Charles St., Baltimore, MD 21201-5779; tel: 410.837.4756; fax: 410.837.6676; e-mail: intlservices@ubalt.edu; web: www.ubalt.edu/international:

- 6) a completed I-20 Request Form, DS-2019 Request Form or Non-Immigrant Status Verification Form
- 7) evidence of financial resources to cover tuition and living expenses in full for the duration of the applicant's program of study (F-1 and J-1 visa students only).

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

For more information and to obtain appropriate forms, contact the Offices of Admission at 410.837.4777 or toll-free in the U.S. at 1.877.ApplyUB, admissions@ubalt.edu. Web: www.ubalt.edu/admissions.

Academic Advising

The University is committed to academic excellence and student success; therefore, a professional staff of academic advisers is available in the First and Second Year Program, the Yale Gordon College of Liberal Arts and the Merrick School of Business. 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 are urged to take any necessary writing or math placement examinations before registering for their first semester at the University. First and Second Year Program 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 UB. Placement test scores help the adviser do a better job of planning a program of study with the student. Early testing also helps to ensure that all requirements are completed on schedule.

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

- 1) College Algebra MATH 111
- 2) Introductory Statistics MATH 115
- 3) Introduction to Business Statistics OPRE 201
- 4) College Composition WRIT 101
- 5) Advanced Expository Writing WRIT 300 or WRIT 300L

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

See the Academic Resource Center Web site for information about placement testing. See the course descriptions in the catalog for information about preparatory courses (DVMA 93, DVMA 95, DVRW 90, DVRW 95 and WRIT 200).

FIRST AND SECOND YEAR PROGRAM (FSP) ADVISING

First and Second Year Program

Tel: 410.837.4186

The First and Second Year Program Office provides highly individualized advisement for students from the point at which they accept UB's offer of admission until they are accepted into the major of their choice.

FSP students meet with an adviser at least once a semester for program of study planning. FSP advisers also provide students with a resource to help them understand how the University works, how to solve problems, how to pursue a growing interest or inspiration and how to connect their academics to their lives. The purpose of this advising is to increase students' persistence, success and retention and to help students to have confidence and clarity about their academic, career and life goals. In addition, FSP advisers participate in the UB Early Alert program to follow up on students who might be at risk of disengaging from their academic work and to get those students back on track as quickly as possible. Students who are identified through the Early Alert program (by either lapses in attendance or poor midterm grades) will be contacted by an FSP adviser.

FSP students should make an appointment with an FSP adviser prior to registering for classes, when contemplating withdrawing from a class or making any other kind of schedule change and when preparing to officially apply for a major field of study.

YALE GORDON COLLEGE OF LIBERAL ARTS ADVISING

Yale Gordon College of Liberal Arts

Tel: 410.837.5353

All new students in the Yale Gordon College of Liberal Arts must meet with the director or adviser of their major program prior to registration for their first semester. Program directors and advisers assist students in planning their academic careers and in selecting appropriate courses to satisfy degree requirements. Students new to a major 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:

- 1) students new to UB
- 2) students declaring a major
- 3) students changing their major program
- 4) probationary students
- 5) reinstated or readmitted students
- 6) nondegree students
- 7) students registering for an independent study or internship
- 8) students requesting to take more than 15 credits during a regular semester or 6 credits during a summer session
- 9) students requesting to take a course at another college or university.

Students are responsible for reviewing carefully the requirements for their chosen major program and seeking clarification from a program director or adviser if necessary. Academic advisers are also available in the Office of the Dean, Academic Center, Room 200, to provide information and clarification about liberal arts programs, policies and procedures.

MERRICK SCHOOL OF BUSINESS ADVISING

Merrick School of Business

Tel: 410.837.4945

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

Continuing students in good academic standing can register without an adviser's signature and are responsible for following their program plan of study. Continuing students who must obtain advisement are:

- 1) students changing their program or specialization
- 2) students on academic probation
- 3) readmitted students in good standing
- 4) reinstated suspended students
- 5) nondegree students
- 6) students registering for an independent study or practicum course
- 7) students requesting to take more than 15 credits during a regular semester or 6 credits during a summer session
- 8) 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.

PLACEMENT TESTING AND DEVELOPMENTAL COURSES

Placement Testing for Lower-Level General Education Courses

The University of Baltimore requires students to have their skills assessed in reading, writing and mathematics. All first-year undergraduate students are required to take placement tests prior to their orientation date and registration. First-year students will be notified of their testing dates. Transfer students who have satisfied MHEC general education requirements in composition and mathematics at another college or university are exempt from placement testing. Transfer students who need to take placement tests should contact the Academic Resource Center, 410.837.5383.

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

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

Students who need to take placements tests to be eligible to enroll in required lower-level general education courses must do so within their first semester. Students will not be permitted to register for any courses after their first semester unless all required placement tests have been taken.

Placement Tests Taken at Another Institution

Placement tests taken at another institution within the last two years that are identical to the placement tests used at UB may be used to place students in the appropriate UB courses. Students must provide documentation of any test results that are less

than two years old to the First and Second Year Program director, who will determine placement based on UB's current required scores.

If placement test scores are more than two years old, the student must take the required placement tests at UB before registering for any general education courses that require placement tests.

Retest Policy

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

Appeal Policy

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

Developmental Course Placement

Students will be advised to register for appropriate courses based on their placement scores. The writing and reading test determines initial enrollment in WRIT 101 (College Composition), DVRW 95 (College Reading and Writing II) or DVRW 90 (College Reading and Writing I). The mathematics placement test determines initial enrollment in MATH 115 (Introductory Statistics), MATH 111 (College Algebra), OPRE 201 (Introduction to Business Statistics), DVMA 95 (Intermediate Algebra) or DVMA 93 (Introductory Algebra). First-year students who score below the DVMA 95 or DVRW 90 entry score are required to meet with an FSP adviser and may be required to complete developmental courses offered at a community college before enrolling in fall semester courses. These students must provide transcripts to document course completion and a final passing grade of C- or better.

Developmental Course Repeat Policy

Students are required to earn a C- or better in any developmental course to progress into the next course. Students who do not earn at least a C- are allowed to repeat the course one time. Since grades in developmental courses are not computed into the GPA, students who must repeat these courses should not file repeat/replace course forms.

If after two attempts the student still has not achieved a C- or better, the student will be required to suspend taking classes at UB until all of the following have been completed:

1. The student and an adviser meet and create a plan of study to address developmental needs.
2. All developmental requirements are completed at another institution, which may be a community college.
3. The student provides an official transcript showing that all developmental requirements have been passed.

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.

When all of these conditions have been met, the student should contact the FSP academic adviser or the appropriate dean to arrange to register for classes in the next academic semester. Students who have been out for more than two consecutive semesters must reapply for admission.

Registration

Office of Records and Registration

Tel: 410.837.4825

Fax: 410.837.4820

E-mail: records@ubalt.edu

Web: www.ubalt.edu/records

SCHEDULE OF CLASSES

The schedule of classes, posted online prior to advance registration each semester, is the official record of the class offerings for that semester. The schedule of classes, along with additional information about courses, registration dates, University policies, academic calendar and information necessary to plan for the semester, is available on the University's Web site at www.ubalt.edu/myub and www.ubalt.edu/records.

REGISTRATION

Students are advised to register as early as possible for the next semester when the largest array of open course sections is available. This will ensure the greatest flexibility in scheduling classes.

New students who have been officially accepted by the Office of Admission prior to the registration period may register. Registration is continuous from the initial date announced in the academic calendar through the end of the late registration period. Schedule adjustments, such as add/drop, may be done during this period according to the specific calendar established for each term.

Registration for each term begins with a period in which registration is limited to online registration by the student using the University's portal, MyUB. Many students take advantage of the MyUB registration period, which is the first opportunity any student has to register for the next semester. This is followed by a much longer continuing registration period that runs to the first day of class. During this continuing registration period, all students can register using either the MyUB portal or in person at the Office of Records and Registration.

Special advising and registration days will be offered throughout the registration period for both new and continuing students.

During registration, students will submit a class schedule and have the course selection confirmed. Students 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 Bursar's Office a signed and approved deferred payment form or the student has submitted an approved third-party contract by the specified payment deadline.

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

LATE REGISTRATION

During the first week of the semester (and the equivalent period during the summer term), late registration is held. An additional late registration fee is required. This is the student's last opportunity to register for classes in a semester. It is important to note that classes are already in progress and the student will have to make up any work that has been missed.

REGISTRATION FOR AUDIT AND CHALLENGE

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

CANCELLATION OF REGISTRATION

The University of Baltimore reserves the right to cancel the registration of any student who has not complied with the appropriate procedures, rules and regulations and financial requirements of the University.

TRANSCRIPTS

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

GOLDEN I.D.

It is the policy of the University System of Maryland to extend special privileges, where practicable, to senior citizens who are residents of the state of Maryland and enrolled in one of its institutions. The term "senior citizen" includes any individual who is 60 years of age or older, who is retired and whose chief income is derived from retirement benefits, and who is not employed full time. For details, see the Policies section of this catalog.

Tuition and Fees

Bursar's Office

Tel: 410.837.4848

E-mail: ubbursar@ubalt.edu

Web: www.ubalt.edu/bursar

The Bursar's Office does not cancel schedules for nonpayment. If you decide not to attend, you must formally withdraw by submitting a drop form to the Office of Records and Registration or by dropping online using MyUB. However, if you do not make payment in full or payment arrangements with the Bursar's Office by the established payment due dates, your account will be charged a late-payment fine of \$75.

NOTE: Notwithstanding any other provision of this or any other University (college) publication, the University (college) reserves the right to make changes in tuition, fees and other charges at any time such changes are deemed necessary by the University (college) and the University System of Maryland Board of Regents.

The following tuition and fees apply to the 2009-2010 academic year. Please visit www.ubalt.edu/tuition for the most up-to-date information regarding tuition and fees.

2009-2010 TUITION AND FEES

University full-time

In-State

Full-Time (12 or more credit hours per semester, day and/or evening)

Tuition	\$2,662.50
flat fee	\$ 893
Total, per semester	\$3,585.50

Out-of-State Resident

Full-Time (12 or more credit hours per semester, day and/or evening)

Tuition, per semester	\$ 9,416
University full-time flat fee	\$ 923
Total, per semester	\$10,339

Part-Time In-State/Out-of-State (fewer than 12 credits)

Tuition, In-State per credit hour	\$ 243
Tuition, Out-of-State per credit hour	\$ 784

Web classes are an additional \$38 per credit hour In-State and \$59 per credit hour Out-of-State.

University part-time fees are:

Auxiliary construction fees per credit (not to exceed \$98)	\$ 8
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Auxiliary operating fees per credit (not to exceed \$211)	\$ 18
Student Center fee per credit (not to exceed \$407)	\$ 34
Technology fee per credit (not to exceed \$72.50)	\$ 6
SGA fee is a flat rate	\$ 25

OTHER CHARGES AND FEES

Application Fees:

(payable at the time of application and not refundable)

Online application \$30

Paper application \$45

After deadline, all applications \$60

Graduation Fee (undergraduate): \$30 (payable at the time of application and not refundable)

This fee and all other outstanding charges must be paid before a degree will be conferred.

Graduation Late Filing Fee:

\$10, payable at the time of filing

Laboratory Fee:

variable as indicated each semester under each course in the schedule of classes and not refundable after the last regularly scheduled registration date

Returned Check Charge:

\$25 charged for each returned item, payable on the first of the month following the charge

Collection Charge:

17 percent of the unpaid balance, assessed when accounts are forwarded to the Maryland Central Collections Unit

Express Transcript Fee:

\$5 payable at the time of issuance

Duplicate I.D. Charge:

\$15 payable at the time the card is issued

POLICIES

The following policies govern tuition and fees:

- 1) If a student has not paid all bills from a previous semester, the student will not be allowed to reenter for the current semester.
- 2) If a student has an unpaid balance, the University will not issue official transcripts or any other official evidence of attendance or attainment until the balance is cleared.
- 3) Candidates for graduation must pay in full all bills due the University before a degree will be conferred.
- 4) All checks or money orders must be for the exact amount of the charges and made payable to the University of Baltimore. Postdated and two-party checks are not acceptable.
- 5) If a student's check is returned unpaid by his/her bank, the University will charge the student's account \$25 (for the returned check charge). A notice will be sent from the Bursar's Office and the student will have seven days to redeem the check. Any student who fails to do so will be subject to disciplinary action. Any check returned by reason of a closed account will subject the student to disciplinary dismissal from the University.
- 6) Graduate students taking undergraduate courses will be billed at the undergraduate tuition level. Undergraduate students taking graduate courses will be billed at the graduate tuition level, unless otherwise noted.

CREDIT CARD PAYMENTS

The University accepts credit cards in person, over the phone and via the Web. (Web credit card payments are charged 2.4 percent convenience fees.) The University also accepts electronic fund transfers from checking and savings via the Web with no convenience fee. (Information is available at www.ubalt.edu/bursar.)

DEFERRED PAYMENT PLAN

Normally, tuition is payable in advance for the semester. The University of Baltimore has partnered with Sallie Mae for a tuition payment plan. Information is available on the Web at www.TuitionPayEnroll.com.

TUITION CREDIT AND/OR REFUND FOR WITHDRAWAL

A student wishing to withdraw from a course must submit an official withdrawal request to the Office of Records and Registration. Students who withdraw online using the MyUB system should always confirm the completion of their withdrawal by reviewing their schedule after submitting the withdrawal or by contacting the Office of Records and Registration. No credit or tuition refund will be made unless such an official notice is submitted. The computation of any credit or refund is made from the date the formal notice of withdrawal is submitted to the Office of Records and Registration and not from the date the student stopped attending any class(es). Discontinued attendance or notification to the instructor or any other office will not constitute an official withdrawal. In all cases, responsibility for official withdrawal rests with the student.

For information concerning the computation of the refund, please contact the Bursar's Office, 410.837.4848.

When a student officially withdraws prior to the beginning or completion of a semester, the financial obligation is computed on the basis of the refund schedule posted on the Bursar's Office Web site and as described below under "Refund and Withdrawal Policy," as specified by the University System of Maryland Board of Regents.

Fees are not refundable after the start of the semester.

A student who registered as a full-time undergraduate (12 credits or more, day and/or evening) will be charged the appropriate resident or nonresident full-time rate. If the student then drops to less than full time after the first week of classes, the student will not be eligible for a reduction of the charges that reflect part-time status.

Any student dismissed by the University for disciplinary reasons shall not be entitled to any tuition or fee credit or refund.

REFUND POLICY

Before the first day of class, 100 percent of tuition and fees shall be credited and refund made if applicable.

Before the end of the first week of class of the semester, 100 percent of tuition shall be credited and refund made if applicable.

Beginning with the second week of the semester, 80 percent of the tuition shall be credited and refund made if applicable.

Beginning with the third week of the semester, 60 percent of the tuition shall be credited and refund made if applicable.

Beginning with the fourth week of the semester, 40 percent of the tuition shall be credited and refund made if applicable.

Beginning with the fifth week of the semester, 20 percent of the tuition shall be credited and refund made if applicable.

After the end of the fifth week of the semester, no tuition shall be credited or refunded to the student.

Once the semester begins, fees are nonrefundable.

The summer and winterim refund policy will be posted on the Bursar's Office Web site.

Financial Assistance

Office of Financial Aid

Tel: 410.837.4763

Toll-free: 1.877.APPLYUB

E-mail: financial-aid@ubalt.edu

The University of Baltimore recognizes the need for financial aid to help students meet the cost of higher education. Funds are available in the form of grants, scholarships, employment and loans. These are provided through federal, state and institutional sources. Funds are awarded primarily on the basis of need and in order of application. There are also scholarship awards based on academic achievement available to first-year and transfer students.

GENERAL ELIGIBILITY REQUIREMENTS

To receive financial aid, an eligible student must:

- 1) be admitted into a degree or eligible certificate program
- 2) be a U.S. citizen or eligible noncitizen
- 3) not be in default on a loan or owe a repayment on a grant at any institution

- 4) be making satisfactory academic progress
- 5) be registered with Selective Service, if required
- 6) be in compliance with all drug and alcohol policies.

APPLICATION PROCESS

To be considered for most types of aid, students must complete the Free Application for Federal Student Aid each and every year of their college education. Online applications are available at www.fafsa.ed.gov. All students are encouraged to submit the FAFSA after Jan. 1 and before March 1.

Some students may be required to provide additional information when selected for verification. The Department of Education randomly selects who must submit verification of their FAFSA information. Please check the financial aid Web site (www.ubalt.edu/financialaid) and MyUB for any other requirements or outstanding documents.

Students whose files are complete by the March 1 priority deadline should receive notification of their eligibility in April. Files completed after that date will be reviewed on a rolling basis. For students whose files are not completed in time for their tuition bill due date, payment arrangements must be made with the Bursar's Office.

Students transferring from another institution to UB must realize that all financial aid does not automatically transfer. Contact the Office of Financial Aid for any assistance.

SAMPLE BUDGET/TYPICAL EXPENSES

The following budgets are typically used when calculating the financial need of students with the characteristics indicated. Other budgets can be obtained from the financial aid office. Adjustments to student budgets can be made to reflect special needs of individual students. The following figures are estimated for the academic year 2010-2011 for in-state students. (All budget amounts are subject to change.)

Average full-time undergraduate student

	Dependent	
	With Parents	Independent
Number of months	9	9
Tuition and fees	\$7,051	\$7,051
Books and supplies	1,450	1,450
Room and board	5,350	13,100
Personal expenses	2,730	2,730
Transportation	3,380	3,380
<i>Total Estimated</i>		
<i>Budget</i>	\$19,961	\$27,711

SATISFACTORY ACADEMIC PROGRESS (SAP)

Students must show progress toward their academic objective to receive financial aid. Students who do not meet this requirement will be placed on financial aid probation or have their eligibility suspended. The following areas are considered in determining academic progress:

- 1) grade point average
- 2) total credits attempted
- 3) percentage of credits successfully completed
- 4) remedial coursework
- 5) academic dismissal.

This policy is for financial aid eligibility only and does not represent the academic requirements of the University. More details of this and other financial aid policies can be found at www.ubalt.edu/financialaid.

ATTENDANCE, WITHDRAWAL AND RETURN OF FUNDS POLICY

Adjustments to a student's financial aid award may be required if the student:

- 1) withdraws or drops from classes
- 2) changes the number of credits of enrollment
- 3) receives additional funds from outside sources
- 4) changes residency status
- 5) enrolls in courses not required for the academic program.

Financial aid can be used for the amount of time a student actually attends classes. A student who has not adequately attended classes or has withdrawn from all classes may be required to repay part or all of the financial aid money received.

Withdrawing from classes can also affect future financial aid eligibility, and students are encouraged to meet with a financial aid counselor prior to dropping classes.

STUDY AT OTHER INSTITUTIONS/STUDY ABROAD

Students may not receive financial aid from two institutions at the same time. However, a student may receive financial aid for courses taken at another institution if the appropriate academic official approves the courses, and the courses will be applied to the student's degree. Students contemplating enrolling for one or more courses at another school should make an appointment with a financial aid counselor well in advance of enrolling at the other school and submit all paperwork by the published deadline. The student must provide proof of the UB adviser's permission to take the course(s). A consortium agreement between the two institutions may be required.

It is the student's responsibility to meet payment obligations at the host school. Students must notify the financial aid office of any changes in their enrollment.

Programs of Aid

- 1) Institutional grants and scholarships
- 2) Federal Pell Grant
- 3) Federal Supplemental Education Opportunity Grant
- 4) Academic Competitiveness Grant (ACG)
- 5) National Science and Mathematics Access to Retain Talent Grant (SMART)
- 6) Federal work-study
- 7) Federal Perkins Loan
- 8) Federal Stafford Loan
- 9) Parent Loan for Undergraduate Students (PLUS)
- 10) Graduate PLUS Loan
- 11) Private/alternative loan

GRANT PROGRAMS

Grants are based on expected family contribution (EFC) and enrollment.

Federal Pell and Supplemental Education Opportunity Grants

These federally funded grants are awarded to exceptionally needy students working on their first bachelor's degree.

Academic Competitiveness Grant (ACG)

This grant is for undergraduate students receiving Pell Grants who are U.S. citizens enrolled full time in their first or second academic career year of study having just completed a rigorous secondary school program.

National Science and Mathematics Access to Retain Talent Grant (SMART)

This grant is for undergraduate students receiving Pell Grants who are U.S. citizens enrolled full time in their third or fourth academic year of an eligible degree program in specific University of Baltimore majors.

State Grants

In addition to federal grant programs, the state of Maryland offers need-based grants to its residents. Eligibility criteria and deadlines are found at www.mhec.state.md.us

Institutional Grants

These grants are funded by the University of Baltimore and awarded based on the student's financial need. Students may be required to enroll at least half time and meet the required grade point average as well as fulfill other requirements.

LOAN PROGRAMS

Federal Perkins Loan

Low-interest loans are available to eligible students who show financial need. Repayment begins nine months after a student ceases to be enrolled at least half time. No interest accumulates until the end of this grace period. A maximum 10-year repayment period is allowed. A variety of cancellation and deferment provisions are available to qualified individuals.

Loan Requirements:

- 1) First-time borrowers must complete online entrance counseling detailing borrower's rights and responsibilities.
- 2) Students must complete online exit counseling prior to leaving the University due to graduation, dismissal, transfer, withdrawal or dropping below 6 credits. Failure to complete this process will result in a hold being placed on transcripts and - diplomas.

Federal Stafford Loan

All applicants must complete the FAFSA.

Loan Requirements Include:

- 1) First-time borrowers must complete online entrance counseling detailing borrower's rights and responsibilities and a Master Promissory Note.
- 2) Current enrollment, previous loan amounts, number of credits completed and academic progress will be reviewed.
- 3) Students must complete exit counseling (online or in person) prior to leaving the University due to graduation, dismissal, transfer, withdrawal or dropping below 6 credits. Failure to complete this process will result in a hold being placed on transcripts and diplomas.

Subsidized loans are available to students who are determined to have financial need. The government pays the interest for these loans. Unsubsidized loans are for those students who are not eligible for need-based aid. Students may pay the interest while in school, and interest payments (without penalty) may be made monthly, quarterly or automatically capitalized (added to the loan principal). Independent students may be eligible for additional unsubsidized funds. Students must be enrolled at least half time for loan eligibility. Students have a six-month grace period for repayment.

Federal Parent Loan for Undergraduate Students (PLUS)

This program allows parents to borrow on behalf of their dependent children. The maximum amount available is determined by the amount of the student's cost of education minus other financial aid. A credit check is required.

Private/Alternative Loans

Additional funding (nonfederal) in the form of loans may be available to students. Information and applications are available on lender Web sites.

SCHOLARSHIP PROGRAMS

State Scholarships

In addition to federal financial aid opportunities, the state of Maryland provides many scholarships to its residents. Each scholarship has specific requirements and application processes. More information about these scholarships may be obtained from the Office of Student Financial Assistance at the Maryland Higher Education Commission at www.mhec.state.md.us or 410.260.4565 or by calling the UB Office of Financial Aid.

Institutional Scholarships

Undergraduate scholarships are available to new incoming freshman and transfer students. Freshman scholarship is for full-time study, and transfer scholarships may be for full-time or part-time study at the University of Baltimore. Scholarship is based on merit and is awarded at the time of admission to the University of Baltimore. Many merit scholarships are named and funded by the UB Foundation. Additional Foundation-supported competitive scholarships may be available by separate application. Visit www.ubalt.edu/scholarships to view the details and deadlines of each scholarship. The University reserves the right to make any changes deemed appropriate. Specific questions should be directed to the Office of Financial Aid at 410.837.4763.

MERIT SCHOLARSHIPS

First-Year Students

All new, incoming first-year students are automatically considered for merit scholarship. No separate application is required. To be considered for these scholarships, students must:

- 1) have applied for admission and submitted all required credentials (including transcripts from *all* previously attended secondary schools and colleges). The final secondary school transcript with graduation date posted must be received by July 15 for fall admission.
- 2) register and maintain full-time continuous enrollment (a minimum of 12 credits).

Merit scholarships vary in amount and are renewable based on academic performance. Initial eligibility is based on the strength of the student's high school curriculum, grades earned and submitted standardized test scores.

Transfer Undergraduate Students

All new incoming transfer undergraduates are automatically considered for merit scholarship. No separate application is required.

To be considered for these scholarships, students must:

- 1) have applied for admission and submitted all required credentials (including transcripts from *all* previously attended colleges and universities) except for the current semester's credits in progress. The final transcript with the last semester's courses must be submitted to the Office of Admission upon completion of that semester.
- 2) register and maintain enrollment per scholarship criteria (full-time or part-time study)

Students will continue to receive these scholarships as long they maintain required enrollment and maintain the appropriate UB GPA until they reach 120 credits or graduate, whichever occurs first. If a student does not enroll as required and/or maintain the necessary GPA, the scholarship will be cancelled.

Special/Donor Scholarships

A limited number of Foundation Scholarships are available to students. Some of these scholarships are available to both new and continuing students; others are available only to one category. Awards are for fall and spring only. Most of these scholarships can be combined with the above institutional merit scholarships. Apply for the special scholarships using the scholarship application available at www.ubalt.edu/scholarships.

VETERANS BENEFITS

The Office of Financial Aid is responsible for certification of Veterans Benefits. Veterans must submit the necessary forms to the Office of Financial Aid prior to the beginning of the semester. Any subsequent changes in course load, name and/or address must be reported to the Office of Financial Aid. Veterans interested in assistance in addition to their benefits may apply for financial aid following the procedures outlined above.

In addition to advance payments of VA benefits through the Veterans Administration, a tuition deferment plan is available that allows veterans to pay their tuition in one-third installments over the semester. Proof of veteran status is required to take advantage of this deferment program. For forms and more information, visit the financial aid Web site at www.ubalt.edu/financialaid.

STUDENT EMPLOYMENT

Federal College Work Study Program

Students awarded federal work-study funds may work in a variety of jobs throughout the college and the surrounding community. Jobs are generally limited to a maximum of 20 hours a week while classes are in session, and some positions may have additional hours available during semester breaks (limited to 30 hours). Jobs usually pay between \$7 and \$10 per hour. Individual hours available for employment are restricted to the amount of the award for each student. Enrollment in at least 6 credits and satisfactory academic progress is necessary to maintain eligibility for this program.

Student Assistantships

These positions are not based on financial need. Students apply to and are selected by the employing department. Pay rate and hours vary.

EMERGENCY LOANS

The ACG Student Emergency Loan was established with a grant from the Association for Corporate Growth to help students meet emergency financial obligations that may threaten their continued enrollment at the University. Such emergencies may include eviction.

It is a revolving loan with limited funds. As a result, students must provide documentation to the Bursar's Office of the nature of the need for the loan, and they must have the resources with which to repay the loan within 60 days. To optimize the funds, we ask that students limit the use of the funds to one loan per semester.

LAURENCE SHORT EMERGENCY LOAN PROGRAM

The International Services Office administers a short-term emergency loan program for students holding nonimmigrant F-1 visa status. Ninety-day loans of up to \$500 are available to enrolled students in good academic standing to cover unanticipated financial need. Funding for this program is made available through an endowment established by a generous international alumnus, Ali Alemi, M.S. '82, and his family. Contact the International Services Office for applications and information.

Academic Policies

Office of Records and Registration
Tel: 410.837.4825
Fax: 410.837.4820
E-mail: records@ubalt.edu
Web: www.ubalt.edu/records

DEFINITIONS OF UNDERGRADUATE STUDENT STATUS

Class Standing

Students are classified at the start of a semester based on the number of credits they have earned at that time that are applicable to the degree. A first-year student has earned between 0 and 29 credits, a second-year student has earned between 30 and 59 credits, a junior has earned between 60 and 89 credits, and a senior has earned 90 or more credits.

Degree Status

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

First and Second Year Program Status

All students who have 0-23 undergraduate credit hours of college-level courses will be part of the First and Second Year Program (FSP). Those who have earned at least 24 but fewer than 45 credit hours of college-level courses and have not been accepted into a major will also be part of the FSP Program.

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 standard eight-week summer session, the allowable credit load is 6 credits, and classification is part time.

Nondegree Status

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

UB Coursework as Part of an Associate Degree

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

- 1) Degree-seeking students must transfer to the University of Baltimore having earned an A.A., A.S. or A.A.S. degree.
- 2) Students must complete a minimum of 60 additional credit hours upon return to the University of Baltimore.
- 3) Students must complete a minimum of 120 credit hours to be awarded a baccalaureate degree at the University of Baltimore.

SATISFACTORY AND UNSATISFACTORY PROGRESS

Please note: These policies are for determining satisfactory academic progress. Review the Financial Assistance section of this catalog to determine the standards for satisfactory progress for eligibility for receiving or continuing to receive financial assistance.

Students are making satisfactory progress toward completion of their program as long as a GPA of 2.0 or higher is maintained.

- 1) A student who attempts 12 or more credits at the University of Baltimore and earns less than a 2.0 will be placed on academic probation. Notification of this action will be from the appropriate dean's office. It is the responsibility of each student to check the transcript when grades are posted at the end of each semester and to keep personal contact information current with UB.. Probationary status is a warning that satisfactory progress is in jeopardy.

- 2) Students who are placed on probation must obtain advisement from the appropriate academic adviser before attending classes the following semester or summer session, even if they have already preregistered. 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.
- 3) A student who has been placed on academic probation because of a deficient grade point average will be allowed up to 12 semester hours to obtain a cumulative GPA of 2.0. If the student does not reach a GPA of 2.0 or higher by the time the 12 additional credit hours are accumulated, the student will be suspended.
- 4) 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 FSP director or appropriate academic dean (see paragraph #5). In addition, for-credit courses taken elsewhere may not be applied to the academic program at UB.
- 5) Reinstatement at the University of Baltimore is not automatic. The suspended student must request reinstatement in writing from the FSP director or 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.
- 6) If suspended students have been away from the University for longer than two regular semesters, they must also apply for readmission. Suspended students must meet the requirements of the new catalog in effect upon return if they are readmitted.
- 7) A student returning from suspension must receive advising and be cleared by the FSP director or appropriate academic dean before registering. A Reinstatement or Readmission on Probation form must include a specific plan for academic recovery and 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.
- 8) A student suspended for a deficient GPA, when reinstated and/or readmitted, must achieve an overall cumulative GPA of 2.0 or higher within the first 12 hours attempted after reentry and/or must fulfill any requirements outlined in the Reinstatement or Readmission on Probation form. Failure to do so will result in immediate dismissal.
- 9) 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 FSP director or 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 FSP director or appropriate academic dean must be filed in the student's official record in the Office of Records and Registration.

GRADES

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

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

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

Midterm Grades

All courses taught as part of a learning community within the FSP and all developmental courses require midterm grades. Midterm grades for designated courses must be posted by the end of the eighth week of a regular semester and the fourth week of a summer semester. Other courses may require midterm grades but only after agreement by both faculty and administration in the appropriate academic units.

Allowable Grades

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

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

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

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

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

The following grades are not used in computing the GPA:

<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

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 instructor and dean for exceptional circumstances and/or other academic violations. (This grade is not initiated by the student.)

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

AU: audit—indicates registration only.. There is no credit or grade awarded in this option.

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

CS: continuing studies—given when it is known at the outset of the course that requirements for its completion will necessarily extend beyond the end of the semester. This grade is assigned at the discretion of the instructor for specifically designated courses only. A petition must be filed by the student with the instructor and must be signed by both parties. The petition must be filed in the student’s official record in the Office of Records and Registration.

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

- -If the grade I was earned in fall semester, the grade change must be submitted by May 1.
 - -If the grade I was earned in the spring semester or summer session, the grade change must be submitted by Dec. 1.
- A graduating student must remove an I grade within 60 calendar days after the last day of the student’s last semester; otherwise, the student’s graduation application will be withdrawn at that time and another application must be submitted for the following semester.

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

XC: excluded grade—grade assigned for previous academic work which does not apply to the specific program in which a student is enrolled

GRADE CHANGES

All undergraduate semester and summer grades become final 60 calendar days after the last day of that semester. Students should review the policy on incomplete grades under the preceding section on grades.

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:

- 1) High Honor—students having no grades lower than an A
 - 2) Honor—students who, for the semester, achieve a 3.25 GPA or higher in addition to having no grades lower than a B
- Students with repeat grades are not eligible for honors designation at the University of Baltimore.

VISITING STUDENT GRADES

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

SEMESTER LOAD

A student with full-time status may not register for more than 17 semester hours in the fall or spring semester, except with special permission from the dean or First and Second Year Program director. By definition, part-time students can take no more than 11 credit hours per semester. Courses with institutional credit (e.g., developmental courses) are included when determining full- and/or part-time status and for financial aid purposes.

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

In the summer session, the course load is designated by the deans according to the length of the session and may change from year to year. Any exception to the designated course load must have the written approval of the dean or the First and Second Year Program director.

ACCEPTANCE INTO A MAJOR

First-year students are required to indicate an intended major when they apply for admission to the University. They are encouraged to formally declare a major after they have completed 24 credits, and they must do so once they have completed 45 credits. To declare a major, students must complete the necessary forms, available at the adviser’s office. Transfer students declare a major when admitted as degree-seeking students.

CHANGE OF MAJORS

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

If students have been continuously enrolled in the University, they will not be required to complete University-wide degree requirements introduced after the time of initial enrollment.

REPEAT COURSES

While students may repeat any course in which they have received a grade below C, the number of courses for which students may repeat the course and replace the grade is determined by the number of transfer credits at admission. Those admitted as first-year students may replace four grades; those admitted as second-year students may replace three grades; those admitted as juniors or seniors may replace two grades. (Students should refer to the Definitions of Undergraduate Student Status in this section of the catalog.) The repeated courses with replaced grades must each be a different course.

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.

If a second attempt is intended to replace a grade, students must file a repeat course form at the time they register for the second attempt. Failure to file the form, which includes the approval of the dean or the First and Second Year Program director, for each of the allowable replacements results in both the original and the repeated grades being computed into the GPA.

If a student repeats a course that is not for replacement of a grade, then a repeat course form should not be filed. In such cases, the grade achieved in the original course, as well as the grade(s) earned in the retaking of the course, are calculated in the student's GPA. Students should be aware that earning C-, D+, D or F grades that are computed into the GPA may result in their being placed on probation, suspended or academically dismissed. (Students should refer to Satisfactory or Unsatisfactory Progress in this section of the catalog.)

Grades below C earned at the University of Baltimore must be repeated and replaced at the University of Baltimore. Grades cannot be changed on the basis of work taken elsewhere. The repeated course must be the original course; a substitute course is not acceptable for a grade change.

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

Students with repeat grades are not eligible for honors designation at the University of Baltimore.

WITHDRAWAL POLICIES AND PROCEDURES

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

The responsibility for official withdrawal rests with the student.

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

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

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

The University does not cancel your registration for nonpayment. If you decide not to attend, you must formally withdraw through the Office of Records and Registration. However, if you do not make payment in full or make payment arrangements with the Bursar's Office by the established payment due dates, your account will be charged a late payment fine of \$75.

CONTINUOUS ENROLLMENT/LEAVE OF ABSENCE

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

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

If students feel that it is necessary to be absent for more than two consecutive semesters (excluding summer), they 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 students who are absent for more than two consecutive semesters have not obtained an approved leave of absence, they must apply for readmission and pay a reapplication fee before being permitted to re-enroll. Student who apply for readmission must fulfill the admission and degree requirements set forth in the catalog in effect at the time they return to the University.

If students are absent from the University and have not maintained continuous enrollment status, the seven-year time period for completion of new degree requirements begins when they are readmitted to the University. Credits more than seven years old are not usually applied toward graduation requirements. (Students should refer to Catalog Under Which Students Graduate in this section of the catalog for further information.)

COURSEWORK TAKEN ELSEWHERE AFTER ENROLLMENT

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

ACADEMIC CLEMENCY

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

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

CATALOG UNDER WHICH STUDENTS GRADUATE

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

- 1) 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.
- 2) The student must not take longer than seven calendar years to complete the junior and senior years at the University of Baltimore after enrolling as a degree candidate. Credits accumulated in the major (area of specialization) and/or upper-division core 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.
- 3) If, for whatever reason, including academic suspension or other deficiencies, a student is not enrolled for two consecutive semesters or longer, the student must re-apply for admission and must meet the requirements of the catalog in effect upon returning and being admitted as a degree candidate.
- 4) If the student changes from one program and/or major to another, the graduation requirements are those listed in the catalog that is current at the time the student becomes a degree candidate in the new program or major.

- 5) If the student wishes to attend another institution or must drop out of the University temporarily because of family problems, sickness or other difficulties, the student may request in writing a leave of absence and permission to reenter under original catalog course requirements; however, the student will be governed according to the academic and administrative policies and procedures listed in the catalog in effect at the time of re-entry.
- 6) If a leave of absence is granted, a letter of written permission signed by the dean must be placed in the student's academic folder maintained in the Office of Records and Registration.

APPLYING FOR GRADUATION

The student is responsible for application for graduation and must file an application and pay the required fee at the beginning of the semester in which the student expects to complete degree requirements. Deadlines are established in the academic calendar and usually fall on the last date of late registration for a semester.

Students are advised to meet with their program director or adviser no later than the beginning of their last semester to make sure their course selections are correct. Students should resolve any outstanding problems prior to mid-semester, at which time copies of their records are submitted to the academic dean for clearance. It is the student's responsibility to make sure that all transcripts are in, and that any pending grade changes or incompletes are resolved and in the Office of Records and Registration prior to mid-semester. 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 is not approved, must file another graduation application and pay another fee in the future semester in which graduation will occur.

GRADUATION

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

- 1) fulfilled all entrance requirements
- 2) satisfactorily completed a specific curriculum with a grade point average of 2.0
- 3) acquired a minimum of 120 credit hours
- 4) met any additional requirements of the program from which they expect to receive their degree.

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

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

GRADUATION WITH HONORS

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

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

Students with repeat grades are not eligible for honors designation at the University of Baltimore.

GRADUATION FROM THE HELEN P. DENIT HONORS PROGRAM

A student is eligible to graduate from this program with a minimum of a 3.5 GPA and the completion of 12 semester hours of honors classes (including a capstone project).

HOLIDAY CLASSES

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

MAKE-UP POLICY FOR FINAL EXAMS

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

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

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

ATTENDANCE

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

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

ACADEMIC AND ADMINISTRATIVE APPEALS

Students desiring to appeal an academic or administrative decision should consult the UB Student Handbook. This handbook is available to all students at registration, in the Henry and Ruth Blaustein Rosenberg Center for Student Involvement and at www.ubalt.edu/studentlife.

INTER-INSTITUTIONAL REGISTRATION

University System of Maryland

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

For full details of this policy, see the policy printed in the back of this catalog or contact the Office of Records and Registration.

The Maryland Institute College of Art Program

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

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

The University of Baltimore Undergraduate Learning Goals

UB's undergraduate learning goals are centered in personal transformation. UB graduates students with the kinds of abilities and attributes that help them to engage in increasingly complex environments. Through their learning experiences at UB, students will have opportunities to be transformed by their refined abilities in the areas defined by these learning goals.

UB's undergraduate learning goals are embedded in both the lower-division and upper-division general education requirements as well as in courses within the majors. Students are provided with multiple opportunities to develop, assess, reflect on and improve these important habits of mind.

Undergraduate Learning Goals

1. Communicating effectively in various media
Definition: the ability of students to write, read, speak and listen
Outcomes: This set of skills is demonstrated by the ability to:
 - a) express ideas and facts to others effectively in a variety of written formats
 - b) communicate orally in one-on-one and group settings
 - c) make efficient use of information resources and technology for personal and professional communication
 - d) comprehend, interpret and analyze texts.
2. Developing a knowledge and skills base
Definition: the ability of students to examine and organize ways of knowing from varying perspectives and to apply them to specific issues and problems
Outcomes: This set of skills is demonstrated by the ability to:
 - a) acquire substantial knowledge and understanding of at least one field of study (intellectual depth)
 - b) compare and contrast approaches to knowledge in different disciplines (intellectual breadth)
 - c) modify one's approach to an issue or problem based on the contexts and requirements of particular situations (adaptability)
 - d) understand the broader societal context within which one lives and works (cultural literacy).
3. Engaging with others to take responsibility for our local and global communities
Definition: the ability of students to make judgments with respect to individual conduct and citizenship in local and global communities
Outcomes: this skill is demonstrated by the ability to:
 - a) make informed and principled choices regarding conflicting situations in their personal and public lives and to foresee the consequences of these choices
 - b) recognize the importance of civic engagement in their personal lives and to society
 - c) compare and contrast the range of diversity and universality in human history, societies and ways of life
 - d) understand the interconnectedness of global, local and personal concerns.
4. Growing in enthusiasm for the pursuit of excellence throughout a lifetime of learning
Definition: the ability of students to adapt to and thrive in a complex and changing world
Outcomes: This skill is demonstrated by the ability to:
 - a) develop broad interests and intellectual curiosity
 - b) access and evaluate needed information
 - c) make effective use of information resources and technology
 - d) recognize the importance of aesthetics in their personal lives and to society.
5. Maturing in interpersonal behavior and professional conduct
Definition: the ability of students to apply information and concepts from studies in multiple disciplines responsibly in their interpersonal and professional interactions
Outcomes: This skill is demonstrated by the ability to apply knowledge to:
 - a) enhance their personal lives
 - b) meet professional standards and competencies
 - c) work in teams and assume different roles as members of a team
 - d) develop their capacity for leadership
 - e) maintain civility in all interactions with others.
6. Thinking critically and creatively, analyzing and synthesizing information to solve problems
Definition: the ability of students to analyze carefully and logically information and ideas from multiple perspectives
Outcomes: This skill is demonstrated by the ability of students to:
 - a) analyze complex issues and make informed decisions
 - b) synthesize information to arrive at reasoned conclusions
 - c) evaluate the logic, validity and relevance of data

- d) solve challenging problems
 - e) use knowledge and understanding to generate and explore new questions.
7. Attaining quantitative and scientific knowledge and skills
 Definition: the ability of students to perform quantitative and scientific analysis
 Outcomes: This set of skills is demonstrated by the ability to:
- a) solve problems that are quantitative in nature and appreciate the ways of thinking in mathematics
 - b) use mathematical concepts and techniques that can be applied in other disciplines
 - c) discriminate science from nonscience and demonstrate an understanding of the scientific method
 - d) attain knowledge of some of the tools of science and to gather and process data.

UNIVERSITY-WIDE DEGREE REQUIREMENTS

IDENTIFYING GENERAL EDUCATION COURSES

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

WRIT English Composition (3)
 MATH Mathematics (3)

Arts and Humanities

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

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

Interdisciplinary and Emerging Issues

COSC Computer Literacy (3)

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

General Education

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

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

Lower Level General Education

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

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

Lower-Level General Education Requirements (34 credits)

General education supports the Undergraduate Learning Goals of the University of Baltimore. It encourages active learning, critical thinking and independent investigation and helps students assume responsibility for their own intellectual development. Lower-level general education requirements are designed to provide a broad exposure to topics and disciplines

that expand understanding of self. General education places this understanding in a context of history, culture and current thinking. It directs this understanding outward to engagement in the communities in which students live and work, from the local to the global.

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

English Composition Requirement (3 credits) WRIT

One course (prerequisite: adequate score on placement test or successful completion of designated developmental writing course)

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

Mathematics Requirement (3 credits) MATH

One course (prerequisite: adequate score on placement test or successful completion of DVMA 95: Intermediate Algebra)

- MATH 111 College Algebra (3)
- MATH 115 Introductory Statistics (3)
- OPRE 201 Introduction to Business Statistics (3)

Arts and Humanities Requirements (12 credits)

Students must complete one course in each area below.

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

- ENGL 200 The Experience of Literature (3)
- ENGL 250 Origins: In Search of Self (3)

Oral Communication (3): CMAT

- CMAT 201 Communicating Effectively (3)

History or Philosophy (3): One history or philosophy course; certain religion courses will also satisfy this requirement

HIPL

- HIST 101 World History to 1500 (3)
- HIST 102 World History Since 1500 (3)
- HIST 111 Early America (3)
- HIST 112 Modern America (3)
- HIST 290 Great Issues in History (3)
- HIST 314 Europe 1914-1945 (3)
- HIST 315 Europe Since 1945 (3)
- PHIL 101 Introduction to Philosophy (3)

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

- ARTS 101 Music and Arts as Craft (3)
- ARTS 201 World Music (3)
- CMAT 130 Baltimore in the Media (3)
- CMAT 215 Introduction to Design (3)
- CMAT 216 Designing With Type (3)
- CMAT 231 Decoding Media (3)
- CMAT 271 Interpreting Pop Culture (3)
- IDIS 304 Arts and Ideas (3)

Social and Behavioral Sciences Requirements (6 credits) SOSC

Students must complete one course from each of two different disciplines.

- ANTH 110 Cultural Anthropology (3)
- ANTH 115 Human Anthropology (3)
- CNCM 101 American Conflict Since 1890 (3)
- CNCM 102 Global Conflict (3)

CRJU 200	Criminal Justice (3)
CSCE 100	Urban Solutions (3)
CSCE 200	Understanding Community (3)
ECON 100	Economics of Contemporary Issues (3)
ECON 200	The Economic Way of Thinking (3)
GVPP 201	American Government (3)
GVPP 210	Global Politics (3)
ENTR 101	Imagination, Creativity and Entrepreneurship (3)
MGMT 101	Business in a Changing World (3)
PSYC 100	Introduction to Psychology (3)
SOCI 100	Introduction to Sociology (3)

Biological and Physical Sciences Requirements (7 credits) GSCI

Students must complete two courses; one of the two must be a laboratory course.

Nonlaboratory courses

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

Laboratory courses

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

Interdisciplinary and Emerging Issues Requirement (3 credits)

Students must complete a course in computer literacy. COSC

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

This requirement may be met by a sufficient test score on the waiver exam (see Academic Resource Center), but students may be required to successfully complete an additional general education course to meet state requirements.

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

Graduation Requirement

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

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

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

Upper-Level General Education

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

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

All undergraduates must complete 6 credits of required courses in the upper-division core with a grade of C (2.0) or better: WRIT 300/WRIT 300L Advanced Expository Writing (3)

(prerequisite: adequate score on upper-division writing placement test or successful completion of WRIT 200: Practicum in Writing)

IDIS 302 Ethical Issues in Business and Society (3)

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

IDIS 301 World Cultures (3)

IDIS 304 Arts and Ideas (3)

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

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

FIRST AND SECOND YEAR PROGRAM

Marguerite C. Weber, director, 410.837.4087

Sandra Lin, academic adviser, 410.837.1928

The work of the First and Second Year Program is undertaken 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, academic requirements and their future careers.
- Show respect for three dimensions of the student experience: students' struggles to attend college, to participate actively in the classroom and to understand a new standard for learning that involves students' ownership of their education.

In the FSP, students take general education courses in science, mathematics, composition, humanities, social sciences, information literacy, oral communication and computer literacy; a First-Year Seminar that provides a chance to practice academic success skills; 100- and 200-level courses in the majors; and developmental courses in reading, writing and mathematics.

Students admitted to UB through the FSP must have earned fewer than 24 academic credits at another institution of higher education and must attend as full-time, daytime pre-majors in the following programs:

- Business Administration
 - Accounting
 - Computer Information Systems
 - Entrepreneurship
 - Finance
 - General Business
 - Human Resource Management
 - International Business
 - Management
 - Marketing
- Community Studies and Civic Engagement
- Corporate Communication
- Criminal Justice
- English
- Government and Public Policy
- History
- Interdisciplinary Studies

- Jurisprudence
- Management Information Systems
- Psychology
- Real Estate and Economic Development
- Simulation and Digital Entertainment

FSP students are required to participate in the FSP offerings described below.

Students who are admitted to UB with 23 to 45 credit hours from another institution and who have not yet been admitted into one of UB's majors in the Merrick School of Business or the Yale Gordon College of Liberal Arts receive academic advisement from the FSP and are eligible to take part in any or all of the FSP offerings below, as appropriate. Please consult with an FSP adviser for guidance in course selection and for permission to register for a learning community, developmental courses or either of the First-Year Seminar courses.

FSP Components

Learning Communities: UB has chosen to have learning communities as the centerpiece of the First and Second Year Program. The curricular coherence provided by the thematically linked humanities, social sciences and skills (information literacy, computer literacy and oral communication) courses provides an excellent environment for student success. An important goal for learning communities is guiding students to build social and intellectual connections from what they know when they come to UB, to what they learn in their first and second years, to what they learn in their major areas of study and eventually to how they will act as responsible and educated professionals, citizens and family members.

Implementation of the learning communities in any semester is determined by the FSP director in consultation with faculty and deans. All first-year students choose two learning communities, one each semester of the first year. These communities will ease students' transition from high school to college by promoting cooperation and intellectual development by using critical thinking, reading and writing skills that will help students to engage in Knowledge That Works in an ever more complex world. Learning communities are a proven way to help students to participate more fully in their own learning, to interact more often and more deeply with UB faculty and staff and, most importantly, to develop academic maturity and self-confidence as they move toward their major fields of study.

The following guidelines apply to FSP students:

- FSP students are required to enroll in two learning communities within their first 30 credit hours at UB. However, FSP students admitted with 15 to 23 credits (from AP, IB, CLEP, etc.) may waive the requirement of the second learning community with written approval of the FSP director.
- First-year transfer students may enroll in a learning community with written approval of the FSP director.
- Learning communities are designed for full-time day students.
- Faculty members teaching any course within a learning community will issue midterm grades.
- In rare circumstances, students may withdraw from one or more learning community courses with the written approval of the FSP director in consultation with the learning community faculty members.

First-Year Seminar: The required First-Year Seminar (IDIS 101) is an innovative 2-credit course that combines classroom and online instruction with campus activities to give students practical, adaptable skills that will help them to achieve their academic goals. In addition, it will give students opportunities to reflect and build on their understanding of themselves as students and their abilities to set and achieve personal, academic and professional learning goals. Finally, it will serve as an extended orientation to facilitate their awareness of UB, its resources and its goals to support their learning experiences. In this course, students will create a four-year plan for their personal success and will also develop an electronic portfolio that they can build on throughout their academic career at UB to record not only what they're learning, but how they're developing their skills in communication, critical thinking, leadership, cultural competence, personal management and other areas that they will need to be successful in the workforce and throughout their lives.

Critical Thinking and Multicultural Awareness (IDIS 102) is a 1-credit elective course that students can take after successfully completing IDIS 101. In this course, students will continue to build their abilities to be both systematic and creative in analyzing and synthesizing information to solve problems and will focus this understanding on the knowledge, skills and personal attributes college graduates need to live and work in a diverse world.

The following principles apply to FSP students:

- All FSP students are required to successfully complete IDIS 101: Applied Learning and Study Skills prior to applying to be accepted into a major in either the Yale Gordon College of Liberal Arts or the Merrick School of Business.
- Other students may enroll in IDIS 101 or IDIS 102 with the written approval of the FSP director.

- Students who have completed a learning styles and study skills course at another institution of higher education with a grade of C or better may request a waiver from the IDIS 101 requirement by providing appropriate documentation (transcript and course description) to the FSP director.
- Only students who have taken IDIS 101 at the University of Baltimore are eligible to participate in the electronic portfolio project and/or the four-year plan project.
- Students may elect to take IDIS 102: Critical Thinking and Multicultural Awareness, but IDIS 102 is not a substitute for IDIS 101.

Developmental Education: UB will offer four developmental courses to address the learning needs of students who come to UB needing to improve skills in college-level reading, writing and mathematics. These courses include a 3-credit combined developmental reading and writing course that helps students to build the critical reading and academic writing skills necessary for success in college-level courses; a 2-credit, highly individualized, writing course that students may be required to take while enrolled in College Composition; and two 3-credit developmental mathematics courses to prepare students for College Algebra or Finite Mathematics. These courses have been designed to serve as a seamless bridge between students' high school learning and the expectations of college-level courses. UB has developed testing procedures for placing students in these developmental courses. Students who accept UB's offer of admission in May will be scheduled to take placement tests and retests, if needed, in June and July. For more information, see page 24.

Co-curricular learning: UB students' undergraduate learning experiences will be complemented by a full schedule of out-of-classroom activities designed to help them to carry what they learn in the classroom into real-world environments. These activities will include field trips, special speakers, leadership opportunities, service learning experiences and study circles (small group discussions and activities grouped around the themes of service and civic engagement, leadership and followership, cultural competence, wellness and arts appreciation). Because these co-curricular activities reinforce classroom learning, they can help students to become more proficient thinkers, communicators, problem-solvers, ethicists and creative learners. An important goal of co-curricular activities is to increase student engagement: The more connected students feel to UB, the more likely they are to persist and succeed in their ambitions.

Through IDIS 101, described in the First-Year Seminar section above, FSP students are required to participate in a minimum number of activities, but may, of course, choose to get more involved. Through IDIS 102, also described above, students may be involved in planning and implementing co-curricular activities. After completing IDIS 101, participating in co-curricular activities is voluntary but encouraged, and a schedule of events will appear each semester in the FSP section of the student portal.

Merrick School of Business

Darlene Brannigan Smith, dean
Marilyn Oblak, associate dean
Web: <http://www.ubalt.edu/merrick>

MISSION

The Merrick School of Business is an AACSB International-accredited school committed to delivering a premier business education to our diverse student body. We provide a rigorous learning environment with a student focus, a regional commitment and a global perspective. We achieve our mission by:

- Delivering a relevant and innovative curriculum in partnership with the business community.
- Attracting and supporting recognized faculty who are committed to excellence in teaching and research.
- Encouraging students, faculty and staff to engage in value-added service activities with business and the broader community for mutual benefit.
- Being a preferred source of graduates for business and managerial talent.
- Adhering to our core values of:
 - Teaching excellence
 - Quality scholarship
 - Community engagement
 - Appreciation for diversity
 - Ethical conduct
 - Collegiality.

ACCREDITATION

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

STUDENTS

Approximately 2,000 students are enrolled in programs in the Merrick School of Business. The average age of undergraduate students is approximately 28. More than 80 percent of students work full or part time. Our students are active learners who strive to polish their thinking and communication skills and apply them in a variety of professional environments. The interchange of ideas in the classroom is lively and highly informative.

FACULTY

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

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

FACILITIES

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

CENTERS AND INSTITUTES

Centers and institutes housed within the Merrick School of Business are:

- Center for Global Business Studies
- Entrepreneurial Opportunity Center
- Information Systems Research Center
- Jacob France Institute.

These are described in detail in the introductory section of this catalog.

GENERAL POLICIES AND INFORMATION

Admission and Transfer

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

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

Students seeking admission to the accounting specialization in the B.S. in Business Administration program must have a GPA of 2.25 or higher at the time of admission. Transfer credit is granted for courses equivalent to Principles of Accounting I and II when the student has grades of C (2.0 on a 4.0 point scale) or higher in those courses. A maximum of 6 lower-level transfer credits, excluding Intermediate Accounting II (ACCT 302), may be applied to the Accounting Specialization.

Validation Requirement

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

Technology Proficiency Requirements

Students enrolling in Merrick School undergraduate programs must have a working knowledge of Windows-based systems and basic functional competence with spreadsheets, word processing, e-mail 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 Admissions section of this catalog. Before admission, nondegree students registering for 300- or 400-level business courses must have written approval of the Merrick School to register; contact the Merrick Advising Center for assistance.

Graduation Requirements

To graduate, students must earn grades of C- or better in lower-division business core courses, and in all business competency, core and specialization courses required by the degree program. Additionally, students must meet all University-wide 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). Please also refer to the Merrick School's Collegewide Degree Requirements section of this catalog.

Independent Study Policy

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

- consult with the Merrick Advising Center for degree applicability
- be within 30 hours of graduation
- have a minimum GPA of 3.0
- complete an Independent Study Form

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

Academic Advising

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

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

- students changing their degree program or specialization
- students enrolling after an absence of more than two consecutive semesters
- nondegree-seeking students
- readmitted students in good academic standing
- students on academic probation
- students reinstated after academic suspension
- students registering for an independent study or practicum course
- students requesting to take a course at another college or institution.

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

Satisfactory/Unsatisfactory Progress

A student who attempts 12 or more credits while enrolled in any Merrick School program and earns less than a GPA of 2.0 will be considered on academic probation. In this instance, the student must abide by University of Baltimore academic and financial aid policies on satisfactory and unsatisfactory progress. Please also see the Academic Policies section of this catalog.

Second Bachelor's Degrees

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

Credits used to satisfy a first degree at the University of Baltimore may not be applied toward the 30-credit residency requirement for the second degree. In some cases, this policy may require the substitution of courses in the major, other than those specified by the second-degree program. Students interested in pursuing a second bachelor's degree at the University of Baltimore for at least one semester should consult with the Merrick Advising Center before making a formal application through the Office of Undergraduate Admissions.

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

Accelerated B.S./M.B.A./M.S.

Undergraduate students of recognized academic ability and educational maturity may combine the requirements for an undergraduate business degree with those of a master's degree in the Merrick School. 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 baccalaureate and the graduate degree. Those interested should discuss their options with their academic adviser.

To be eligible for the Accelerated B.S./M.B.A./M.S., students must have a cumulative GPA of 3.5 in their undergraduate coursework completed at the University of Baltimore. To remain in the program, students must maintain a 3.5 GPA in their undergraduate course work and a 3.0 GPA in their graduate coursework. Graduate tuition and fees are charged for up to 9 graduate credits when the credits are applied toward both the bachelor's and master's degrees.

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

Courses taken in the Accelerated B.S./M.B.A./M.S. will be determined by the Merrick School and may not include independent study/research, directed study, thesis or internship courses. The undergraduate specialization in the B.S. program may be tailored to meet individual student needs. Changes in the program of study require the approval of the associate dean. Students must be in continuous enrollment at the University of Baltimore for this agreement to remain in effect. Those who fail to maintain the eligibility requirements will be dropped from the accelerated option. Applicability (if any) of graduate courses to the undergraduate degree will be determined on an individual basis. Students should be aware that graduate courses applied to both undergraduate and graduate degrees at the University of Baltimore may not transfer as graduate credits to another institution.

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

LAW SCHOOL AUTOMATIC ADMIT OPTION

Students who graduate from a University of Baltimore undergraduate program with a **cumulative cross-institutional grade point average of 3.35 or better** as computed by the Law School Data Assembly Service and an **LSAT score of 154 or better** can be automatically admitted into the entering class of the UB School of Law following their graduation. Admission is for the fall semester only (note that the law school cannot make an admission decision until students have completed 75 credits of undergraduate coursework). Students should take the LSAT no later than February of the calendar year in which they would like to enter law school. **Note that** if students answer yes to any section of Question 28 of the UB School of Law application, they are not eligible for automatic admission; instead, their application will be forwarded to the admissions committee for a complete review. Question 28 concerns information regarding academic and disciplinary probation, criminal offenses, civil suits and employment termination. The UB School of Law does not ensure acceptance into the full-time day program; students may be admitted to the full-time day program, the part-time day program or the evening program. The law school reserves the right to increase the grade point average and the LSAT score required on an annual basis.

LAW SCHOOL EARLY ENTRY OPTION

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

To pursue this option, students must complete the 90 undergraduate credits required for their degree and complete a minimum of 36 credits at UB, excluding AP, IB, DANTEs, CLEP or challenge examinations. The AACSB residency requirement states that students must complete 30 credits of upper-division core requirements at the Merrick School of Business. This includes all business core courses, with the exception of MGMT 475: Strategic Management. Students must complete all lower- and upper-division general education requirements and apply to the UB School of Law. Admission is for the fall semester only (note that the law school cannot make an admission decision until students have completed 75 credits of undergraduate coursework). 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 section of Question 28 of the UB School of Law application, they are not eligible for automatic admission; instead, their application will be forwarded to the admissions committee for a complete review. Question 28 concerns 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 lwadmiss@ubalt.edu. For the complete list of requirements for the B.S. in Business Administration, see page 54. Students pursuing this option are required to complete all lower- and upper-division general education and University requirements, business prerequisite

courses and business core requirements, with the exception of MGMT 475: Strategic Management. Students should work closely with their academic advisor to ensure that all requirements are met.

HELEN P. DENIT HONORS PROGRAM

See the Honors section of this catalog or visit www.ubalt.edu/honors.

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 administration honor society)
- Marketing Club
- Human Resource Management Society
- Sigma Iota Epsilon (management honor society)
- Collegiate Entrepreneurs' Club
- Mu Kappa Tau (marketing honor society)
- UB Finance Society

MERRICK SCHOOL UNDERGRADUATE PROGRAMS

Lisa Park, director of enrollment management and student services

Jacqueline Lewis, academic adviser

Judy Sabalauskas, academic adviser

Degrees

The Merrick School of Business offers three degree programs:

- Bachelor of Science (B.S.) in Business Administration with specializations in accounting, computer information systems, entrepreneurship, finance, general business, international business, management, human resource management, and marketing
- Bachelor of Science (B.S.) in Management Information Systems
- Bachelor of Science (B.S.) in Real Estate and Economic Development

COLLEGEWIDE DEGREE REQUIREMENTS

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

- complete a minimum of 120 credits that satisfy MHEC general education, business core and specialization requirements
- apply no more than 60 credit hours of community college work toward graduation, except in specific articulated programs
- earn a minimum grade of C- in all lower-level general education requirements taken at UB and a minimum grade of C (2.0) in all upper-level general education requirements
- earn a minimum grade of C- in all lower-division business requirements, and all business competency, core and 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 in this catalog
- earn a minimum cumulative grade point average of C (2.0)
- earn their final 30 credit hours required for the degree at the University of Baltimore.

Note: Any deviation from the program requirements described in the catalog requires the written permission of the dean of the Merrick School of Business.

B.S. IN BUSINESS ADMINISTRATION DEGREE

PROGRAM GOALS AND LEARNING OBJECTIVES

Mission Statement: The goal of the Bachelor of Science in Business Administration at the Merrick School of Business is to produce students with the capacity to compete and be productive in today's complex business environment. The program will provide high-quality management education that develops the skills required to meet the diverse needs of employers in a variety of areas in business.

Specifically, as a result of the education they receive at the Merrick School of Business, our graduates will have:

Goal 1 – A Broad Knowledge of Business Disciplines: Students will obtain general knowledge and acquire proficiency in the key functional areas of business.

Goal 2 – A Global Perspective: Students will analyze international business environments and formulate global adaptation strategies.

Goal 3 – Effective Communication Skills: Students will demonstrate an acceptable level of written and oral communication skills.

Goal 4 – Analytical Thinking and Problem-Solving Skills: Students will demonstrate problem-solving skills, supported by appropriate analytical and quantitative techniques.

Goal 5 – An Ethical Perspective: Students will understand the importance of behaving ethically in their professional lives.

Goal 6 – Team Skills and Dynamics: Students will understand group and individual dynamics in organizations.

Goal 7 – An Understanding of Information Technology: Students will demonstrate competency in the use of technology.

DEGREE REQUIREMENTS

The requirements for the B.S. in Business Administration have been grouped into two categories: lower- and upper-division - requirements.

Students who transfer from community colleges typically complete the lower-division requirements by following an articulated transfer program. All students' transcripts are evaluated course by course to ensure the maximum transferability of courses taken prior to starting at the Merrick School of Business. Admitted students receive a transfer evaluation from the Office of Transfer Admissions.

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 page 76 of this catalog for further details.

Lower-Division General Education Requirements (34 credits)

English Composition	(3)
Mathematics	(3)
*MATH 111	
Literature	(3)
Oral Communication	(3)
*CMAT 201 or 303	
History or Philosophy	(3)
Fine Arts	(3)
Computer Literacy	(3)
*INSS 300	

- Biological and Physical Sciences
 - Laboratory course (4)
 - Nonlaboratory course (3)
 - Social and Behavioral Sciences 1(3)
 - *ECON 200
 - Social and Behavioral Sciences 2(3)
 - (Other than ECON)
- *denotes preferred general education course*

University Requirements (2-5 credits)

- IDIS 101 First Year Seminar: Applied Learning and Study Skills (2)*
 - Information Literacy (3)**

**Transfer students replace this requirement with lower-level electives.*

***Students in the B.S. Business Administration program will meet the University's information literacy requirement through successful completion (a grade of C- or better) of either IDIS 110 or INSS 300.*

Upper-Division General Education Requirements (6 credits)

- IDIS 302 Ethical Issues in Business and Society (3)
- WRIT 300 Advanced Expository Writing (3)

Lower-Division Business Core Requirements (24 credits)

- ACCT 201 Introduction to Financial Accounting (3)
- ACCT 202 Introduction to Managerial Accounting (3)
- BULA 151 Business Law (3)
- CMAT 201 or 303 Oral Communications in Business (3) [CMAT]
- ECON 200 The Economic Way of Thinking (3) [SOSC]
- MATH 111 College Algebra (3) [MATH]
- OPRE 201 Introduction to Business Statistics (3) [MATH]
- OPRE 202 Statistical Data Analysis (3)

Upper-Division Business Core Requirements (31 credits)

Today's managers need to keep pace with a continuously changing business environment. Each professional is equipped with a unique set of skills and experiences. The business core teaches the functional skills needed to navigate the ever-changing world of business. The course numbers are for courses taught at UB. All courses listed are 3 credits. These courses are required of all Business Administration students with the exception of students choosing the accounting specialization. The accounting core and competency courses are listed separately under the section for the specialization in accounting. Students transferring with an articulated A.A. or A.S. degree may have completed all or most of the prerequisite core.

- ECON 305 Managerial Economics (3)
- FIN 331 Financial Management (3)
- INSS 300 Management Information Systems (3)* [COSC]
- MGMT 301 Management and Organizational Behavior (3)
- MGMT 302 Global Business Environment (3)

- MGMT 315 Human Resource Management (3)

- MGMT 330 Personal and Professional Business Skills for Business (1)
- MGMT 339 Process and Operations Management (3)
- MKTG 301 Marketing Management (3)
- OPRE 315 Business Application of Decision Science (3)

- MGMT 475 Strategic Management (3) (This course is taken in a student's last semester.)

**This course satisfies the computer literacy general education requirement as well as the University's information literacy requirement.*

Specialization Requirements (12 to 21 credits)

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

By completing the B.S. with a general business specialization, students can benefit if they prefer:

- to complete the B.S. online
- a more flexible/transfer-friendly option when transferring upper-level business credit earned prior to UB
- a faster track to specialize in graduate school while earning a broader undergraduate business degree
- a practical option for the generalist.

Alternatively, students can choose a defined specialization in accounting, computer information systems, finance, entrepreneurship, management, human resource management, international business or marketing.

Each specialization allows students to pursue an area of study in depth. The number of business elective credits required for each specialization varies from 12 to 21 credits. The maximum number of lower-level (200-level) courses that can count toward a specialization is six (6).

Electives

The number of electives required is the number of credits needed to complete the 120-credit minimum requirement after meeting the specific course requirements. This number will vary and will be determined at the initial advising appointment.

GENERAL BUSINESS SPECIALIZATION

Students may choose a 15-credit customized specialization, in lieu of one of the more formal specializations defined below, by choosing courses that include at least the following:

- one course from each of three areas, denoted by different course abbreviation codes, e.g., ACCT, ECON, ENTR, FIN, INSS, OPRE, MGMT or MKTG
- 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 terms of transferring from prior institutions, scheduling courses and taking their courses online in the Merrick School's webBachelor's program.

ACCOUNTING SPECIALIZATION

FACULTY: Korb, Lynn, Sigler, Tong, Vermeer, White, Williams

Students in the Accounting specialization of the B.S. in Business Administration who have not completed IDIS 110 may satisfy the University's information literacy requirement through successful completion (a grade of C- or better) of ACCT 405. In addition, students in this program may satisfy the computer literacy general education requirement through successful completion (a grade of C- or better) of ACCT 310, ACCT 317, and ACCT 405.

A maximum of 6 lower-level transfer credits, excluding Intermediate Accounting II (ACCT 302), may be applied to the Accounting Specialization.

Upper-Division Business Core Requirements (27 credits)

- ACCT 317 Accounting Information Systems (3)
- ECON 305 Managerial Economics (3)
- FIN 331 Financial Management (3)
- MGMT 301 Management and Organizational Behavior (3)
- MGMT 302 Global Business Environment (3)
- MGMT 315 Human Resource Management (3)

MKTG 301 Marketing Management (3)

Choose two of the following:

- OPRE 315 Business Application of Decision Science (3)
- MGMT 339 Process and Operations Management (3)
- MGMT 475 Strategic Management (3) (This course is taken in a student's last semester.)

Accounting Specialization Requirements (27 credits)

ACCT 301	Intermediate Accounting I (3)
ACCT 302	Intermediate Accounting II (3)
ACCT 306	Cost Accounting (3)
ACCT 310	Intermediate Accounting III (3)
ACCT 401	Auditing (3)
ACCT 403	Advanced Financial Reporting (3)
ACCT 405	Income Taxation (3)
ACCT ELEC	Any 3-credit accounting course that is not required

COMPUTER INFORMATION SYSTEMS SPECIALIZATION

FACULTY: Aggarwal, A. Bento, Fowler, Mirani

Please note: Students interested in studying information systems in depth may also wish to consider the B.S. degree in Management Information Systems.

The computer information systems specialization provides the student with skills necessary to analyze, design and implement an information system in an organization. Students receive instruction in computer technology management, including exposure to appropriate hardware and software design and selection. Students may choose electives from several advanced courses in information systems.

The University, with the cooperation of local businesses, has established internship and co-op programs with opportunities in the area of information systems. This program is highly recommended for all students who have no work experience in computer systems. A substantial number of students attending the University of Baltimore hold full-time jobs related to computer and information systems in many local business organizations.

Specialization Requirements

For prerequisites, see individual course descriptions at the back of the catalog.

Required Courses (21 credits)

INSS 209	Introduction to Programming (3)*
INSS 225	Structured Programming Using Procedural Languages (3)*
INSS 315	Information Technology (3)
INSS 406	Systems Analysis and Logical Design (3)
INSS 421	Design of Database Management Systems (3)
INSS 427	Business Data Communications (3)

** These courses may be replaced by 6 credit hours of programming language approved by the Merrick Advising Center.*

Choose one of the following:

INSS 327	Program Design and Data Structure (3)
INSS 401	Internet and Business (3)
INSS 431	Electronic Commerce (3)
INSS 452	Web Server Management and CGI Programming (3)
INSS 453	Internet and Network Security
INSS 454	Operating Systems (3)
INSS 460	Component-Oriented Programming (3)
INSS 495	Internship in MIS (3)
INSS 497	Special Topics in Information Systems (3)
INSS 499	Independent Study (3)

ENTREPRENEURSHIP SPECIALIZATION

FACULTY: Isberg, Kucher, Laric, Luchsinger, Morse, Weiss

As corporate America continues to downsize, the need increases for entrepreneurial ventures to take over an ever greater portion of the nation's employment base and to create the bulk of new employment and new wealth. This trend is expected to continue well into the 21st century, resulting in a boom in new enterprises and in new ventures within existing organizations. Consequently, entrepreneurship is the fastest-growing subject in business schools today.

The Baltimore-Washington, D.C., region has many features that encourage entrepreneurial activity. The combination of a highly skilled and educated work force, a vibrant economy and a strong technology base make this area attractive for new venture activities.

The specialization in entrepreneurship in the B.S. in Business Administration degree program empowers students to - understand how the major elements of business—economics, finance, management, marketing, operations and accounting—are brought together to create value. The program is not limited to simply teaching students how to start a business; rather, it addresses the broader question of how to organize resources to capitalize on a market need.

Students enrolled in entrepreneurship complete four courses designed to sharpen their critical thinking and problem-solving abilities in areas important to the creation of new ventures. The specialization is truly an interdisciplinary experience that exposes students to relevant issues in accounting, management, marketing, economics and finance.

Entrepreneurship Requirements (15 credits)

For prerequisites, see individual course descriptions.

Required Courses (9 credits)

ENTR 300	The Entrepreneurial Experience (3)
FIN 430	Entrepreneurial Organization and Finance (3)
MKTG 450	New Venture and Industry Analysis (3)

Electives (6 credits)

Choose two of the following:

ACCT 301	Intermediate Accounting I (3)
ACCT 317	Accounting Information Systems (3)
CSCE 400	Nonprofit Management (3)
ENTR 330	Internal Control and Growth for Entrepreneurial Ventures (3)
ENTR 460	Social Enterprise (3)
ENTR 497	Special Topics in Entrepreneurship (3)
MGMT 415	Compensation and Performance Management (3)
MKTG 420	Marketing Research (3)
MKTG 440	Product Management (3)

Upper-Division Electives (6 credits)

FINANCE SPECIALIZATION

FACULTY: Chen, Ford, Isberg, Morse, Nguyen, Yu, Yunus

The Finance program 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.

The first course in the finance specialization is designed to equip students with a working knowledge of the technical methods and tools of financial analysis, as well as provide them with the ability to design and implement professional-quality written, oral and electronic presentation of their results.

Upon successful completion of this program, students will have constructed a professional portfolio that demonstrates their ability to conduct analysis and present findings within their areas of interest in finance.

Students will be prepared for career opportunities with domestic and international corporations, financial institutions and both governmental and educational organizations. Specific areas of employment might include economic forecasting and analysis, bank management, capital investment analysis, security analysis, working capital management, portfolio management, real estate management and various other managerial and professional staff positions with financial institutions. The logical and rigorous arguments in finance also provide excellent preparation (in terms of skill and professional competency development) for graduate work or law school.

Finance Requirements (15 credits)

Required Courses (9 credits)

FIN 332	Financial Modeling and Communication (3)
FIN 333	Investment Analysis and Portfolio Management (3)
FIN 433	International Financial Management (3)

Electives (6 credits)

Choose two of the following:

- FIN 420 Risk and Insurance (3)
- FIN 430 Entrepreneurial Organization and Finance (3)
- FIN 450 Professional Finance Portfolio (3)
- FIN 470 Real Estate Investments (3) (or FIN 471: Real Estate Finance)
- FIN 497 Special Topics in Finance (3)

Upper-Division Electives (6 credits)

MANAGEMENT AND HUMAN RESOURCE MANAGEMENT SPECIALIZATIONS

FACULTY: R. Bento, Kemery, Milbourn, Nielsen, Randolph, Stickney, Trotter, Zacur

The two programs in the field of management help students build the managerial knowledge and ability needed to operate in an international world of information, innovation and entrepreneurship. Students are exposed to concepts involved in the solution of human, organizational and business problems.

Nearly all activities in an organization involve some form of management of employees, finances, raw materials or information. Managers must be creative people who can motivate and guide others in the achievement of organizational goals. They are the leaders who establish departmental objectives consistent with the organizational mission or vision, develop plans and procedures, orchestrate the work of their human resources, foster teamwork and ultimately influence the productivity of their organizations.

These programs emphasize the importance of understanding the business environment and how it is affected by social, political and economic events and trends. Students learn the skills and responsibilities of management with a particular emphasis on the influence managers can exercise on changing conditions, productivity, morale and attitudes. Accordingly, the goal of the Management program is to teach the student to become an efficient, well-rounded manager who is capable of assessing the work situation, initiating proper action with sensitivity to workforce diversity and achieving objectives under a multitude of conditions in business and public enterprises. Clearly, the art and science of management is not restricted merely to job-related functions but also can be applied to everyday situations.

Management Requirements

For prerequisites, see individual course descriptions.

Required Courses (12 credits)

MGMT 465 International Management (3)

Choose any three of the following:

- ENTR 300 The Entrepreneurial Experience (3)
- MGMT 400 Human Resource Analysis and Communications (3)
- MGMT 410 Employment Relations Law (3)
- MGMT 415 Compensation and Performance Management (3)
- MGMT 419 Seminar in Human Resource Management (3)
- MGMT 425 Employee and Labor Relations (3)
- MGMT 430 Quality and Productivity Management (3)
- MGMT 445 Service Operations (3)
- MGMT 495 Internship: Management (3)*
- MGMT 496 International Business Practicum (3)
- MGMT 497 Special Topics in Management (3)**
- MGMT 499 Independent Study (3)*

* See *Independent Study Policy, Merrick School*.

** See the current class schedule for exact topic and prerequisites.

Business Elective (3 credits)

Take one recommended 300- or 400-level business course offered by the Merrick School.

Upper-Division Electives (6 credits)

Human Resource Management Requirements

For prerequisites, see individual course descriptions.

Required Courses (12 credits)

MGMT 400 Human Resource Analysis and Communications (3)

MGMT 425 Employee and Labor Relations (3)

Choose any two of the following:

MGMT 410 Employment Relations Law (3)

MGMT 415 Compensation and Performance Management (3)

MGMT 419 Seminar in Human Resource Management (3)

MGMT 495 Internship: Management (3)*

MGMT 497 Special Topics in Management (3)**

MGMT 499 Independent Study (3)*

* See *Independent Study Policy, Merrick School of Business.*

** See the current class schedule for exact topic and prerequisites.

Business Elective (3 credits)

Take one recommended 300- or 400-level business course offered by the Merrick School.

Upper-Division Electives (6 credits)

INTERNATIONAL BUSINESS SPECIALIZATION

FACULTY: Mersha, Nielsen, Pitta, Randolph, Sawhney, Sriram, Trotter The Merrick School offers this interdisciplinary international business specialization in recognition of the increasing need for global awareness and expertise. Students first take Management 465: International Management to develop an analytical base for exploring the complex issues of international business. This course emphasizes the underlying rationale for trade, investment entry strategies and global management. Students then choose four courses to focus on more specific skills applicable to the international arena.

In addition to developing skills in international business, students gain a broader understanding of the environment in which global business is conducted by drawing on the resources of the University's Yale Gordon College of Liberal Arts.

International Business Requirements

For prerequisites, see individual course descriptions.

Required Courses (15 credits)

ECON 409 International Economics (3)

MGMT 465 International Management (3)

Choose any three of the following courses:

FIN 433 International Financial Management (3)

INSS 431 Electronic Commerce (3)

MGMT 496 International Business Practicum (3)

MKTG 407 International Marketing (3)

approved electives (3-6 credits)*

* Students may choose up to two electives not specifically listed above, including MGMT 497: Special Topics in Management (for international internships and other special studies), or non-business electives from undergraduate courses offered through the Yale Gordon College of Liberal Arts. Students must meet the prerequisites for each elective and obtain the approval of the international business student adviser, demonstrating how these electives would assist the student in achieving career goals.

Upper-Division Electives (6 credits)

MARKETING SPECIALIZATION

FACULTY: Laric, Lynagh, Pitta, Richardson, Smith, Sriram

Marketing positions include advertising and promotions manager, account executive, market research manager, market analyst, product manager, transportation manager, sales representative and public relations officer. Marketing graduates work in business, industrial, government and nonprofit organizations. They design and manage programs that create and deliver a

company's products and services to its varied customers. Many nonprofit and government organizations use marketing techniques and strategies as an increasingly important aspect of their management and development.

To prepare students for rewarding careers, the marketing program blends theoretical and applied concepts in coursework and hands-on experiences involving case studies of marketing organizations.

Marketing Required Courses (15 credits)

For prerequisites, see individual course descriptions.

MKTG 450 New Venture and Industry Analysis (3)

MKTG 460 Advanced Marketing Management (3)

Choose three from the following:

MKTG 407 International Marketing (3)

MKTG 415 Advertising and Promotion (3)

MKTG 420 Marketing Research (3)

MKTG 440 Product Management (3)

MKTG 497 Special Topics in Marketing (3)*

MKTG 499 Independent Study (3)**

* See the current class schedule for exact topic and prerequisites.

** See Independent Study Policy, Merrick School of Business.

Upper-Division Electives (6 credits)

B.S. IN MANAGEMENT INFORMATION SYSTEMS

FACULTY: Aggarwal, A. Bento, Fowler, Mirani

What is the B.S. in Management Information Systems?

- The B.S. in MIS will prepare you to become a “core IT worker” in the digital economy of the 2000s. It builds on core knowledge of arts and sciences to deliver key business competencies and develop specialized skills needed for successful information systems professionals. (Twelve information systems courses are part of the program.)
- You will learn systems, databases, networking, Web and object-oriented programming technologies and apply these technologies to develop information systems and electronic commerce in business and public/nonprofit organizations.
- You will be able to work as end-user support, operating systems support, a business programmer, system administrator, database analyst, network specialist, Web designer, webmaster or systems analyst and in many other jobs that are being created in the new digital economy.
- The B.S. in MIS differs from the B.S.B.A. 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.
- The B.S. in MIS differs from the B.S. in Computer Science in two respects: It emphasizes the application of information systems technology to business, rather than its development, and it provides a thorough understanding of business function and techniques.

Program Goals and Learning Objectives

Mission Statement: The Bachelor of Science in Management Information Systems 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.

Our graduates will have:

Goal 1 – Competencies in the Application of Technologies in the Development of Information Systems: Students will apply information systems technology to business.

Goal 2 – Effective Communication Skills: Students will demonstrate an acceptable level of written and oral communication skills.

Goal 3 – An Ethical Perspective: Students will understand the importance of behaving ethically in their professional lives.

Goal 4 – Team Skills and Dynamics: Students will understand group and individual dynamics in organizations.

DEGREE REQUIREMENTS

There are 120 credit hours required for this degree as outlined below. The number of electives required is the number of credits needed to complete the 120-credit minimum requirement after meeting the specific course requirements.

Below is a brief summary of general education requirements. Please see page 43 of this catalog for further details.

Lower-Division General Education Requirements (34 credits)

English Composition	(3)
Mathematics	(3)
*MATH 111	
Literature	(3)
Oral Communication	(3)
*CMAT 201 or 303	
History or Philosophy	(3)
Fine Arts	(3)
Computer Literacy	(3)
*INSS 300	
Biological and Physical Sciences	
Laboratory course	(4)
Nonlaboratory course	(3)
Social and Behavioral Sciences 1(3)	
*ECON 200	
Social and Behavioral Sciences 2(3)	
Other than ECON	
<i>*denotes preferred general education course</i>	

University Requirements (2-5 credits)

IDIS 101 First-Year Seminar: Applied Learning and Study Skills (2)*
 Information Literacy (3)**

**Transfer students replace this requirement with lower-level electives.*

***Students in the B.S. in Management Information Systems program will meet the University's information literacy requirement through successful completion (a grade of C- or better) of either IDIS 110 or INSS 300.*

Upper-Division General Education Requirements (6 credits)

IDIS 302 Ethical Issues in Business and Society (3)
WRIT 300 Advanced Expository Writing (3)

Lower-Division Core Requirements (27 credits)

ACCT 201 Introduction to Financial Accounting (3)
BULA 151 Business Law (3)
CMAT 303 Oral Communication in Business (3) [CMAT]
ECON 200 The Economic Way of Thinking (3) [SOSC]
INSS 209 Introduction to Programming (3)*
INSS 225 Structural Programming Using Procedural Languages (3)*
MATH 111 College Algebra (3) [MATH]
OPRE 201 Introduction to Business Statistics (3) [MATH]
OPRE 202 Statistical Data Analysis (3)

**These courses may be replaced by 6 credit hours of programming language approved by the Merrick Advising Center.*

Upper-Division Core Requirements (24 credits)

INSS 300 Management Information Systems (3)* [COSC]
MGMT 301 Management and Organizational Behavior (3)
MGMT 315 Human Resource Management (3)
OPRE 315 Business Applications of Decision Science (3) Select four of the following:
ECON 305 Managerial Economics (3)

ENTR 300	The Entrepreneurial Experience (3)
FIN 331	Financial Management (3)
MGMT 302	Global Business Environment (3)
MGMT 339	Process and Operations Management (3)
MKTG 301	Marketing Management (3)

**This course satisfies the computer literacy general education requirement as well as the University's information literacy requirement.*

MIS Requirements (21 credits)

For prerequisites, see individual course descriptions.

INSS 315	Information Technology (3)
INSS 327	Program Design and Data Structure (3)
INSS 406	Systems Analysis and Logical Design (3)
INSS 421	Design of Database Management Systems (3)
INSS 427	Business Data Communications (3)
INSS 460	-Component-Oriented Programming (3)
INSS 490	MIS Capstone Project (3)

MIS Elective Requirements (9 credits)

Select any three of the following:

INSS 401	-Internet and Business (3)
INSS 431	Electronic Commerce (3)
INSS 452	Web Server Management and CGI Programming (3)
INSS 453	Internet and Network Security (3)
INSS 454	Operating Systems (3)
INSS 495	Internship in MIS (3)
INSS 497	Special Topics in Information Systems (3)
INSS 499	Independent Study (3)

B.S. IN REAL ESTATE AND ECONOMIC DEVELOPMENT

FACULTY: Ford, Isberg, Pitta, Sigler, Weiss, Yunus

What is the B.S. in Real Estate and Economic Development?

- Students in the B.S. in Real Estate and Economic Development will demonstrate a basic professional competency in the vocabulary, concepts and tools of analysis needed by real estate professionals.
- Students will demonstrate the appropriate communication skills used by real estate professionals. This skill set includes writing case analyses, memoranda, financial reports and market opportunity analyses citing accounting and other data.
- Students will demonstrate the ability to access and utilize information available from a variety of online and electronic media. They will also demonstrate the ability to use spreadsheets fluently to estimate forecasts, cash flows and appreciation.
- Students will demonstrate analytical and critical thinking skills by solving a variety of complex real estate-related problems requiring them to identify salient issues; obtain, screen and select relevant information and data; frame and conduct an analysis; and report findings and/or recommendations.
- Students will exhibit an ability to identify ethical issues and problems related to real property transfer and situations involving conflict, explain the impact on the conduct of business and society as a whole, and articulate solutions in the context of an ethical model.

Program Goals and Learning Objectives

Mission: The goal of the Bachelor of Science in Real Estate and Economic Development program at the Merrick School of Business is to provide students with a rigorous education that prepares them for successful careers in real estate investment, commercial property development and/or management, mortgage banking, commercial lending and related fields.

As a result of the education they receive in the program, our graduates will have:

Goal 1 – Real Estate Professional Competencies: Students will obtain and integrate knowledge and competencies of real estate professionals.

Goal 2 – Research Skills: Students will possess the research skills necessary to study issues in commercial real estate and economic development.

Goal 3 – Effective Communication Skills: Students will demonstrate the appropriate communication skills used by real estate professionals. This skill set includes writing case analyses, memoranda, financial reports and market opportunity analyses citing accounting and other data.

Goal 4 – Analytical Thinking and Problem Solving Skills: Students will demonstrate problem-solving skills, supported by appropriate analytical and quantitative techniques.

Goal 5 – An Ethical Perspective: Students will understand the importance of behaving ethically in their professional lives.

Degree Requirements

There are 120 credit hours required for this degree as outlined below. The number of electives required is the number of credits needed to complete the 120-credit minimum requirement after meeting the specific course requirements. Below is a brief summary of general education requirements. Please see page 43 of this catalog for further details.

Lower-Division General Education Requirements (34 credits)

English Composition	(3)
Mathematics	(3)
*MATH 111	
Literature	(3)
Oral Communication	(3)
*CMAT 201 or 303	
History or Philosophy	(3)
Fine Arts	(3)
Computer Literacy	(3)
*INSS 300	
Biological and Physical Sciences	
Laboratory course	(4)
Nonlaboratory course	(3)
Social and Behavioral Sciences 1(3)	
*ECON 200	
Social and Behavioral Sciences 2(3)	
Other than ECON	
<i>*denotes preferred general education course</i>	

University Requirements (2-5 credits)

IDIS 101 First-Year Seminar: Applied Learning and Study Skills (2)*
Information Literacy (3)**

**Transfer students replace this requirement with lower-level electives.*

***Students in the B.S. in Real Estate and Economic Development program will meet the University's information literacy requirement through successful completion (a grade of C- or better) of either IDIS 110 or INSS 300.*

Upper-Division General Education Requirements (6 credits)

IDIS 302 Ethical Issues in Business and Society (3)
WRIT 300 Advanced Expository Writing (3)

Lower-Division Business Requirements (24 credits)

ACCT 201 Introduction to Financial Accounting (3)
ACCT 202 Introduction to Managerial Accounting (3)
BULA 151 Business Law (3)

CMAT 303 Oral Communication (3)[CMAT]
ECON 200 The Economic Way of Thinking (3)[SOSC]
MATH 111 College Algebra (3)[MATH]
OPRE 201 Introduction to Business Statistics (3) [MATH]
OPRE 202 Statistical Data Analysis (3)

Business Fundamental Requirements (18 credits)

ENTR 300 The Entrepreneurial Experience (3)
FIN 331 Financial Management (3)
FIN 332 Financial Modeling and Communications (3)
INSS 300 Management Information Systems (3)*[COSC]
MGMT 315 Human Resource Management (3)
MKTG 301 Marketing Management (3)

**This course satisfies the computer literacy general education requirement as well as the University's information literacy requirement.*

Real Estate Core Requirements (18 credits)

BULA 312 Real Estate Legal Rights and Responsibilities (3)
ECON 312 Public Economics and Land Use Policy (3)
FIN 312 Real Estate Principles and Transactions (3)
FIN 470 Real Estate Investments (3)
FIN 471 Real Estate Finance (3)
MKTG 470 Real Estate Market Analysis (3)

Program Electives (15 credits)

Additional five elective courses in areas of the student's needs and interests. Suggested areas are government, community studies and civic engagement, finance, accounting and marketing. Elective courses must be approved by the program adviser.

Yale Gordon College of Liberal Arts

Larry Thomas, dean

Irvin Brown, associate dean

Margaret Potthast, associate dean

Suzanne Behr, director of academic advising

Jennifer Hankin, academic adviser

PROFESSIONAL APPLICATIONS OF THE LIBERAL ARTS

The Yale Gordon College of Liberal Arts awards bachelor's, master's and doctoral degrees that combine traditional liberal arts and professional studies. This combination, which emphasizes inter- and cross-disciplinary work, makes the college unique among the institutions within the University System of Maryland and allows students to pursue academic programs that prepare them for the work of the world as well as for the life of the mind.

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 and offered its first graduate program in 1974. 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 was named for Yale Gordon, a University of Baltimore alumnus and businessman who understood the central importance of the humanities in higher education and in the life of a community. With his wife, he established the Peggy and Yale Gordon Trust, which supports organizations such as the Yale Gordon College of Liberal Arts that are dedicated to advancing the humanities.

Along with this endowment from the Gordon Trust, the college is supported by endowment grants from Barbara Apell, the Baltimore Community Foundation, the Goldseker Foundation, the Hearst Foundation, the Helen P. Denit Foundation, the Henry and Ruth Blaustein Rosenberg Foundation, Howard County General Hospital, the Klein Family, Rocky Levee, the Maryland Humanities Council, the Robert W. Deutsch Foundation, Althea and William Wagman and other generous donors.

The college's mission is to advance professional applications of the liberal arts—that is, to define and explore the connections between the intellectual and practicality, theory and function, and to apply the insights and critical perspectives of the liberal arts disciplines to professional studies. The college embraces this concentrated, innovative focus. Its purpose, strengths and offerings are geared toward students who are interested in establishing and/or advancing their careers in specific areas in the humanities and social sciences. Most students—even undergraduates—work full or part time. All undergraduate programs are available to transfer students in the evening; some are available during weekends. With few exceptions, undergraduate programs are also available to students who wish to attend full time during the day. Certain courses are available online. Student services are available during the various class schedules.

The college is the principal seat of the undergraduate general education curriculum—the series of humanities, composition, social science, mathematics and science courses required of all undergraduate degree students.

As a public institution, the college recognizes its responsibility to the state and to the Baltimore metropolitan area. It carries out this responsibility in numerous ways, notably through the work of the Schaefer Center for Public Policy, the Ampersand Institute for Words & Images, the Center for Negotiations and Conflict Management and various specific projects undertaken in conjunction with the Merrick School of Business and the University of Baltimore School of Law.

The college's combination of the liberal arts and professional studies includes integrated, interdisciplinary curricula for individual degree programs. It aims to stimulate the integration of disciplines at fundamental levels, to foster professional applications of the liberal arts and to encourage research and the development of new programs and approaches to learning.

A select number of the college's graduate and undergraduate programs are offered at the Universities at Shady Grove in Rockville, Md. See page 6 of this catalog for more information about UB programs at USG or visit www.ubalt.edu/shadygrove.

DIVISIONS AND SCHOOLS

The college comprises six academic units: three divisions and three schools. The divisions focus primarily on academic work. Each of the schools includes an academic division that focuses on degree offerings and a research and service center. All units award bachelor's and master's degrees; some offer doctoral degrees. Each unit includes opportunities for interdisciplinary studies as a platform for cross-divisional innovation.

Division of Applied Behavioral Sciences

John Bates, division chair; interim director, B.A. in Psychology

Elaine Johnson, director, Certificate in Professional Counseling Studies

Thomas Mitchell, director, M.S. in Applied Psychology

Bridal Pearson, director, B.A. and M.S. in Human Services Administration

Educating students for life and for work, the Division of Applied Behavioral Sciences is committed to developing and offering educational and professional programs of the highest quality to meet the emerging needs of students, the community and the region. This division offers graduate programs leading to degrees in applied psychology (M.S.)—with specialization tracks in psychological applications, counseling or industrial/organizational psychology—and human services administration (M.S.). The division also offers a post-master's certificate program in professional counseling studies, which prepares students for Maryland state and national licensure as licensed clinical professional counselors (LCPCs). The division offers undergraduate programs (both B.A.) leading to degrees in psychology and human services administration; accelerated B.A./M.S. programs are offered for both.

Division of Criminology, Criminal Justice and Forensic Studies

Debra L. Stanley, division chair

Kathleen Block, director, B.S. in Criminal Justice

Jami Grant, director, B.S. in Forensic Studies

Heather Pfeifer, director, M.S. in Criminal Justice

The University of Baltimore campus, in the heart of the largest city in Maryland, is an ideal environment in which to study and—perhaps more importantly—to practice the skills necessary for a career in criminal justice or forensic science. With complementary emphases on applied research, policy and administration, the Division of Criminology, Criminal Justice and Forensic Studies offers a graduate program leading to a degree in criminal justice (M.S.) and undergraduate programs leading to degrees (both B.S.) in criminal justice and forensic studies. Both the M.S. and B.S. programs in criminal justice are among very few programs nationally to be certified by the Academy of Criminal Justice Sciences. In collaboration with the UB School of Law, the division also offers a joint J.D./M.S. in Criminal Justice program.

Division of Legal, Ethical and Historical Studies

Thomas Carney, division chair and director, B.A. in History and Center for Negotiations and Conflict Management

Johannes Botes, director, M.S. in Negotiations and Conflict Management

Alfred Guy Jr., director, B.A. in Jurisprudence

Elizabeth M. Nix, director, B.A. in Community Studies and Civic Engagement

Jeffrey Sawyer, director, M.A. in Legal and Ethical Studies

Law, ethics and history are woven into our society. The Division of Legal, Ethical and Historical Studies offers an array of both graduate and undergraduate degree programs that examine these areas of study from various perspectives. It offers graduate programs leading to degrees in legal and ethical studies (M.A.) and negotiations and conflict management (M.S. and J.D./M.S. in collaboration with the UB School of Law). The division offers undergraduate programs leading to degrees in history, jurisprudence, and community studies and civic engagement. Special emphasis is given to the study of ideas and ethics as well as to regional, economic and cultural studies. The division is closely affiliated with the University's Hoffberger Center for Professional Ethics and includes the Center for Negotiations and Conflict Management.

School of Communications Design

Jonathan Shorr, executive director and division chair

Virginia Kirby-Smith Carruthers, director, B.A. in English

Stephanie Gibson, director, M.A. in Publications Design

Edwin Gold, director, M.F.A. in Integrated Design and Ampersand Institute for Words & Images

Kendra Kopelke, director, M.F.A. in Creative Writing & Publishing Arts

Julie Simon, director, B.S. in Corporate Communication

Reaching beyond providing a traditional liberal arts education, the School of Communications Design blurs the boundaries between creativity and practicality. It promotes learning as both a key to and a function of life and offers programs that examine the marriage of art and commerce, words and images, and old and new media. The school encompasses the Ampersand Institute for Words & Images, which conducts research and in other ways promotes and supports the mission of the academic division of the school. That division offers graduate programs leading to degrees in publications design (M.A.), integrated design (M.F.A.) and creative writing & publishing arts (M.F.A.). It also offers undergraduate programs leading to degrees in corporate communication (B.S.) and English (B.A.), which has three concentrations: literature, the writing programs—which include tracks in creative and professional writing—and discourse & technology.

School of Information Arts and Technologies

Nancy Kaplan, executive director and division chair

Stuart Moulthrop, director, B.S. in Simulation and Digital Entertainment

Kathryn Summers, director, Doctor of Communications Design (D.C.D.), M.S. in Interaction Design and Information Architecture and Certificates in Information Design and New Media Publishing

Charles Sykes, director, B.S. in Applied Information Technology

Focusing on the complexities of computer-related skills and the workforce demand for those who possess them, the School of Information Arts and Technologies offers academic programs that reach out to students with computer-related interests in everything from information technology, usability studies and system development to game and simulation design to interaction design and advanced online communication techniques. The school offers graduate programs leading to a doctoral degree in communications design (D.C.D.) and a master's degree in interaction design and information architecture (M.S.). It also offers undergraduate programs leading to degrees in applied information technology and simulation and digital entertainment (both B.S.).

School of Public Affairs

Laura A. Wilson-Gentry, executive director and division chair

Samuel Brown, director, Master of Public Administration (M.P.A.)

John Callahan, director, B.S. and M.S. in Health Systems Management

Ann Cotten, director, Schaefer Center for Public Policy

Patria Julnes, director, Doctor of Public Administration (D.P.A.)

John Willis, director, B.A. in Government and Public Policy

With its abundance of government, public-sector and nonprofit organizations, the Baltimore-Washington metropolitan region is an ideal location to immerse oneself in the in-depth study of public affairs and health systems management. The School of Public Affairs includes the Schaefer Center for Public Policy, which conducts research and public-service projects and sponsors conferences and other special programs. The academic division of the school offers graduate programs leading to a doctoral degree in public administration (D.P.A.) as well as master's degrees in public administration (M.P.A. and J.D./M.P.A. in collaboration with the UB School of Law) and health systems management (M.S.). It also offers undergraduate programs leading to degrees in government and public policy (B.A.) and health systems management (B.S.).

STUDENTS

The approximately 2,400 men and women enrolled in the Yale Gordon College of Liberal Arts—slightly more than half in undergraduate programs—represent about 45 percent of the total UB student population. The average age of the undergraduate students in the college is 29, and more than half are women. About 60 percent of all students take evening classes; although more than half attend part time, the number of full-time students is increasing. While many are returning to

school after long or short intervals, others also transfer into bachelor's degree programs directly from community colleges or other four-year schools. An increasing number of students come to UB as first-year undergraduates. The diversity of age and experience is an important and invigorating element of the classroom experience and of campus life.

FACULTY

College of Liberal Arts faculty members are leaders in teaching, research, scholarship and service to the community. Full-time faculty members teach both graduate and undergraduate courses, conduct sponsored research, publish papers and articles and engage in public service as consultants, board members and volunteers. The college's teaching faculty also includes a cadre of adjunct professors who are leading professionals in dozens of fields—from government to the arts, nonprofit organizations to businesses. These adjunct faculty members contribute in significant ways to creating and advancing professional applications of the liberal arts. A number of the University's chief administrative officers also serve as adjunct faculty members.

A complete list of both full- and part-time faculty members can be found in the Directories section of this catalog.

FACILITIES

Classrooms, laboratories and faculty offices for the Yale Gordon College of Liberal Arts are located in the Liberal Arts and Policy Building and in the Academic Center. The college shares the University of Baltimore's Langsdale Library, Law Library, Office of Technology Services and Academic Resource Center with other components of the University.

On the fourth floor of the Academic Center, a sophisticated forensics instrumentation laboratory with classroom space provides a hands-on environment for students to put their knowledge into practice. The forensics lab was developed in conjunction with the Baltimore Police Department and also serves as a reserve crime lab for the city.

Also on the fourth floor, a general science laboratory with 24 workstations supports general education in the sciences and provides the flexibility needed to address more advanced topics. Its equipment and workspace can accommodate instruction in many scientific disciplines, including microbiology, zoology, human physiology, ecology and chemistry.

Advanced laboratories in the School of Communications Design support student work in graphics and desktop publishing, audio/video production, electronic publishing and nonlinear editing. Laboratories include high-end Macintosh computers; an extensive array of quality printers, including those for posters; CD/DVD-R burners for data, audio and/or video; 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 desktop publishing; image creation, correction and manipulation; audio and video post-production; animation; and Web design.

Laboratories in the School of Information Arts and Technologies support work in PC and network administration, information security, hypermedia, game design and usability research. Facilities include several PC labs supporting programming, network administration, information security, 3-D graphics and computer game development. The information security lab provides students with access to networking hardware from Cisco Systems, including network switches, firewalls, intrusion detection systems and VPN servers. A specialized usability lab available for graduate research includes video and audio recording as well as the latest screen-capture technologies. The school also operates several Internet servers that provide students with access to PHP, Cold Fusion, multi-user Flash applications and other tools for advanced electronic publishing. All labs are outfitted with the full suite of Microsoft products, including development packages, servers and operating systems.

The William and Althea Wagman Applied Psychology Laboratory was dedicated in 2000. This gift of Professor Emeritus William Wagman and his wife includes a computer intranet system, a sensory deprivation room, an individual testing room and a wet lab.

GRADUATE PROGRAMS

Most divisions in the College of Liberal Arts offer qualified undergraduates the opportunity to participate in accelerated programs leading to master's degrees.

Graduate Degree Programs

- Applied Psychology (M.S.)
- Creative Writing & Publishing Arts (M.F.A.)
- Criminal Justice (M.S.)
- Health Systems Management (M.S.)
- Human Services Administration (M.S.)
- Integrated Design (M.F.A.)
- Interaction Design and Information Architecture (M.S.)

- Legal and Ethical Studies (M.A.)
- Negotiations and Conflict Management (M.S.)
- Public Administration (M.P.A.)
- Publications Design (M.A.)

Doctoral Degree Programs

- Doctor of Communications Design (D.C.D.)
- Doctor of Public Administration (D.P.A.)

Combined Degree Programs (offered in conjunction with the UB School of Law)

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

Graduate Certificate Programs

- Information Design
- New Media Publishing
- Professional Counseling Studies

UNDERGRADUATE PROGRAMS

All programs are open to transfer students.

*Applied Information Technology (B.S.)

Community Studies and Civic Engagement (B.A.)

Corporate Communication (B.S.)

Criminal Justice (B.S.)

English (B.A. with concentrations in literature, the writing programs and discourse & technology)

*Forensic Studies (B.S. with concentrations in forensic science and police science)

Government and Public Policy (B.A.)

**Health Systems Management (B.S.)

History (B.A.)

*Human Services Administration (B.A.)

Interdisciplinary Studies (B.A.)

Jurisprudence (B.A.)

Psychology (B.A.)

Simulation and Digital Entertainment (B.S.)

Note: Descriptions of these programs follow Academic Policies and Information in the above-listed alphabetical order.

* *designates a transfer-only program*

** *designates a transfer-only weekend program*

HELEN P. DENIT HONORS PROGRAM

Both faculty and students in the Yale Gordon College of Liberal Arts participate actively in the Helen P. Denit Honors Program. See page 13 for a description of the honors program or visit www.ubalt.edu/honors.

ACADEMIC POLICIES AND INFORMATION

University-Wide Degree Requirements

See the University-Wide Degree Requirements section of this catalog.

Collegewide Degree Requirements

All Yale Gordon College of Liberal Arts bachelor's degree candidates are required to:

- complete a minimum of 120 credits, including the specific requirements of their major, with a minimum cumulative grade point average of 2.0
- apply no more than 60 credit hours of community college work toward graduation
- earn a minimum grade of C (2.0) in all courses required for the major, including courses that are regarded as electives in the major. Some programs may have additional requirements or standards, which are specified in the program requirements in this catalog.

- apply no more than 30 credits in business courses toward requirements for the bachelor's degree
- complete the last 30 credit hours required for the degree at the University of Baltimore.

Note: Any deviation from the program requirements described in the catalog requires the written permission of the dean of the Yale Gordon College of Liberal Arts.

OPTIONS AND REQUIREMENTS FOR UNDERGRADUATE STUDENTS TAKING GRADUATE COURSES

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

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

ACCELERATED BACHELOR'S/MASTER'S OPTION

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

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

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

To take advantage of the option, students need the approval of the dean of the college and of the appropriate graduate and undergraduate program directors and must elect to take advantage of the option prior to beginning the last 30 credits of their undergraduate degree. Moreover, students must secure approval for participating in the option as special students in the appropriate graduate program and pay the applicable fees. Graduate tuition and fees will be charged for up to 9 graduate credits applicable to the bachelor's and master's degrees.

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

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

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

LAW SCHOOL AUTOMATIC ADMIT OPTION

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

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

Note that if students answer yes to any section of Question 28 of the UB School of Law application, they are not eligible for automatic admission; instead, their application will be forwarded to the admissions committee for a complete review. Question 28 concerns information regarding academic and disciplinary probation, criminal offenses, civil suits and employment termination.

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

The law school reserves the right to increase the grade point average and the LSAT score required on an annual basis. For more information about this option, contact the Office of Law Admissions at 410.837.4459 or lwadmiss@ubalt.edu.

LAW SCHOOL EARLY ENTRY OPTION

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

To pursue the option, students must complete the 93 undergraduate credits required for their degree and complete a minimum of 33 credits at UB, excluding AP, IB, DANTES, CLEP or challenge examinations. Students must complete all lower- and upper-division general education requirements and apply to the UB School of Law. Admission is for the fall semester only (note that the law school cannot make an admission decision until students have completed 75 credits of undergraduate coursework). 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 section of Question 28 of the UB School of Law application, they are not eligible for early entry; instead, their application will be forwarded to the admissions committee for a complete review. Question 28 concerns 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 lwadmiss@ubalt.edu.

For more detailed information about B.A. in Government and Public Policy requirements for this option, see page 99; for B.A. in History requirements, see page 106; for B.A. in Jurisprudence requirements, see page 118.

SECOND BACHELOR'S DEGREES

Students who have previously earned a baccalaureate degree, at either the University of Baltimore or at another accredited institution, may earn a second baccalaureate degree to pursue a new field of study, to retrain for a new career or for personal enrichment. Students must complete a minimum of 30 credits at the University of Baltimore as part of the second degree and must satisfy all the program requirements for the second degree, but they are not required to fulfill University-wide course requirements. Credits used to obtain the first bachelor's degree may not be applied to the second bachelor's degree. In some cases, meeting the above requirements may necessitate the substitution of major discipline courses other than those specified by the second-degree program. Students interested in pursuing a second baccalaureate degree should consult with the appropriate program director before making a formal application through the Office of Transfer Admission and Community College Relations. Information about applying for a second bachelor's degree may be found in the Admissions section of this catalog.

INDEPENDENT STUDY

Students may pursue independent research with faculty members through independent or directed study courses. Each academic discipline within the College of Liberal Arts offers an independent study course that is described in the appropriate course description section of this catalog. Students must obtain permission of their program director and the supervising faculty member before registering for an independent study course.

APPLIED INFORMATION TECHNOLOGY, BACHELOR OF SCIENCE

(Transfer Program)
www.ubalt.edu/ait

Charles Sykes, program director

FACULTY: Kaplan, Ketel, Moulthrop, Sykes

ADJUNCT FACULTY: Bergkvist, Brown, Carpeneto, Somerset, Spencer, Wright-Brown

The B.S. degree in Applied Information Technology is offered by the School of Information Arts and Technologies. The degree program is rooted in computer science—centered around microcomputers and server-based computing—and focuses on the details of how computer technology works. The curriculum provides a solid academic foundation in networking, desktop and server-based applications development, Web site development and support, and information security, while also preparing students for valuable information-technology industry certifications in these areas.

Although earning an industry certification is not a program requirement, students are encouraged to sit for at least one certification exam in parallel with the bachelor's degree. A certification may require the student to pass several industry-administered exams.

FACILITIES

The School of Information Arts and Technologies maintains several PC labs supporting programming, network administration, information security, 3-D graphics and computer game development.

COURSE CODE

Computer science (COSC). Descriptions and prerequisites for individual courses are detailed in the Course Descriptions section of this catalog.

ADMISSION REQUIREMENTS

See the Admission section of this catalog.

DEGREE REQUIREMENTS

In addition to the requirements of the major, all bachelor's degree candidates are required to fulfill the collegewide degree - requirements outlined under Yale Gordon College of Liberal Arts, Academic Policies and Information.

Information Literacy

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

- IDIS 110: Introduction to Information Literacy.

Lower-Division Requirements

Applied Information Technology students are expected to complete MATH 111: College Algebra at the University of Baltimore if they have not completed an equivalent course at another institution. MATH 111 also fulfills the lower-division general education mathematics requirement.

Students are also expected to have successfully completed at least one course in each of the following:

- microcomputer maintenance and troubleshooting
- basics of Web authoring with HTML/CSS
- general elements of computer programming (using any language)
- introduction to Visual Basic programming.

The program director may require students who have not done so to take one or more of these courses at UB.

General Education Requirements (9 credits)

WRIT 300/300L Advanced Expository Writing (3)
IDIS 302 Ethical Issues in Business and Society (3)
Take one of the following:
IDIS 301 World Cultures (3)
IDIS 304 Arts and Ideas (3)

Applied Information Technology Requirements (40 credits)

Students complete prescribed courses in three modules: networking, applications development, and Web development and security.

Networking Module (11 credits)

Students learn fundamental networking principles as well as general operating and network operating system concepts. They learn to administer, implement and support a network in both standard and enterprise environments. Included is a study of the TCP/IP suite of protocols. This module also includes a course that teaches students the architecture and hardware components of the microcomputer as well as fundamental microcomputer operating system concepts.

COSC 305 Networking: Theory and Application (4)
COSC 307 Administering and Supporting a Network Operating System (4)
COSC 401 The TCP/IP Protocol Suite (3)

Applications Module (13 credits)

In the design and implementation of desktop and server-based applications module, students learn to program in two languages (Visual Basic and Java) and to develop desktop and server-based applications using these languages.

Only elementary programming experience is necessary for the programming sequence, which begins with Computer Programming I (a pre-major requirement). Students learn to code applications in Visual Basic and Java as well as to integrate spreadsheets, databases and Web page applets into applications.

COSC 310 Computer Programming II (3)
COSC 403 Advanced and Object-Oriented Programming (3)
COSC 416 Advanced Web Site Development (3)
COSC 425 Database Design and Implementation (4)

Web Development and Security Module (7 credits)

This module builds on both the networking and applications development modules, concentrating on the creation and maintenance of secure information processing systems. Students learn about major issues in network security and standard solutions, then apply theoretical knowledge by setting up, operating and testing experimental networks.

COSC 432 Information Assurance (3)
COSC 433 Network Security (4)

Other Major Requirements (9 credits)

COSC 490 Practicum in Information Technology (3)
MATH 321 Mathematical Structure for Information Technology (3)
WRIT 313 Writing for Information Systems (3)

General Electives (12 credits)

Students may take 12 credits in courses from any University discipline.

Accelerated Bachelor's/Master's Option (See page 71.)

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.

Law School Automatic Admit Option (See page 71.)

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

Transfer Program

General education:	9
Major requirements:	40
General electives:	12
Total UB credits:	61
Total for degree:	120

COMMUNITY STUDIES AND CIVIC ENGAGEMENT, BACHELOR OF ARTS

(Full-Time, Four-Year Day Program; Transfer Program)
www.ubalt.edu/communitystudies

Elizabeth Nix, program director

FACULTY: Elfenbein, Kucher, Nix, Shorr, Weiss

ADJUNCT FACULTY: G. Carney, Crouch, Luchey, McNeely, Pearl, Stein, Victorson

The B.A. in Community Studies and Civic Engagement program is administered by the Division of Legal, Ethical and Historical Studies. An undergraduate degree in community studies and civic engagement provides students who are actively committed to working beyond the boundaries of the university an opportunity to discover trends and practices for initiating innovations in social, political and economic spheres. This interdisciplinary program encompasses courses in entrepreneurship, history, communication, philosophy, government, economics, accounting, and negotiations and conflict management.

Through a variety of courses, internships and co-curricular activities, students develop skills in resource and program development, strategic communication, organizational accountability, volunteer recruitment, human resource management and social entrepreneurship. They benefit from courses taught by professor/practitioners who are experts in philanthropy and nonprofit organizations. Many courses have a service-learning component, and students complete a capstone experience based on a semester-long field study (internship) with a community-serving nonprofit organization. Upon graduation, students will have completed at least 300 hours of practical experience.

Students are eligible to earn American Humanics certification, the only national undergraduate certification offered in nonprofit management and leadership. The certification offers students numerous opportunities to experience diverse co-curricular activities such as the annual American Humanics Management Institute, professional development training and access to scholarships and internship stipends. Students planning to work in the nonprofit sector will benefit from American Humanics' national network and will have a competitive edge in a growing profession.

COURSE CODES

Community studies and civic engagement (CSCE) is an interdisciplinary major that draws on courses from history (HIST), government and public policy (GVPP), philosophy (PHIL), corporate communication (CMAT), sociology (SOCI), negotiations and conflict management (CNCM), accounting (ACCT), economics (ECON), entrepreneurship (ENTR) and management (MGMT). Descriptions and prerequisites for individual courses are detailed in the Course Descriptions section of this catalog.

ADMISSION REQUIREMENTS

See the Admission section of this catalog.

DEGREE REQUIREMENTS

In addition to the requirements of the major, all bachelor's degree candidates are required to fulfill the collegewide degree - requirements outlined under Yale Gordon College of Liberal Arts, Academic Policies and Information.

Information Literacy

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

- IDIS 110: Introduction to Information Literacy
- CSCE 301: Community Studies.

Lower-Division Requirements (60 credits)

General Education (34 credits)

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) *CSCE 100: Urban Solutions	
Social and Behavioral Science 2 (3)	
Biological and Physical Science	
Laboratory course	(4)
Nonlaboratory course	(3)

* denotes preferred general education course

First-Year Seminar (2 credits)

(Transfer students replace this requirement with a lower-level elective.)

IDIS 101 First-Year Seminar: Applied Learning and Study Skills

Major Requirements (6 credits)

CSCE 100	Urban Solutions (3)
CSCE 200	Understanding Community (3)

Lower-Division General Electives (18 credits)

Students may take 18 credits in courses from any University discipline.

Upper-Division Requirements (60 credits)

General Education (9 credits)

WRIT 300/300L	Advanced Expository Writing (3)
IDIS 302	Ethical Issues in Business and Society (3)
One of the following:	
IDIS 301	World Cultures (3)
IDIS 304	Arts and Ideas (3)

Major Courses (36 credits)

Major Requirements (18 credits)

CSCE 301	Community Studies (3)
CSCE 302	Philanthropy and Voluntarism (3)
CSCE 400	Nonprofit Management (3)
CSCE 481	Field Study (3)
CSCE 482	Field Study Seminar (3)
One of the following:	
CMAT 453	Media & Community/Community Media (3)
HIST 383	Community History (3)

Major Electives (18 credits)

Government and Public Policy

One of the following:

GVPP 326	Urban Politics and Public Policy (3)
GVPP 348	State and Local Government (3)
GVPP 426	Foundations of Democracy I (3)
GVPP 461	Maryland Government Processes and Politics (3)

History

Two of the following:

- HIST 377 New South and Civil Rights (3)
- HIST 380 The Chesapeake World (3)
- HIST 381 American Cities (3)
- HIST 382 History of Baltimore (3)
- HIST 473 U.S. Women's History (3)
- HIST 480 Introduction to Public History (3)

Skills

Two of the following:

- CSCE 401 Economic and Community Development (3)
- CSCE 497 Special Topics in Community Studies and Civic Engagement (when skills-based)
- ENTR 300 The Entrepreneurial Experience (3)
- CNCM 340 Community Conflict: Causes, Sources, Solutions (3)
- SOCI 312 Community Organization Practice and Analysis (3)

Business

One of the following:

- ACCT 201 Introduction to Financial Accounting (3)
- MGMT 300 Human Resource Management (3)
- MKTG 301 Marketing Management (3)

Upper-Division General Electives (15 credits)

Students may take 15 credits in courses from any University discipline.

Law School Automatic Admit Option (See page 71.)

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

Four-Year Program

General education:	43
Major requirements:	42
General electives:	35
(includes First-Year Seminar)	
Total for degree:	120

CORPORATE COMMUNICATION, BACHELOR OF SCIENCE

(Full-Time, Four-Year Day Program; Transfer Program)
www.ubalt.edu/corporatecommunication

Julie Simon, program director

FACULTY: Carr, Carruthers, Delury, Fitz, Friskey, Gibson, Gold, Justice, K. Kopelke, Matanle, Pointer, Shorr, Simon, B. Smith, Winik, Yarrison

WRITER IN RESIDENCE: Magida

ADJUNCT FACULTY: Flinkman, Gibbons, P. Kopelke, Page, Patschke

The Corporate Communication program—housed in the Division of English & Communications Design in the School of Communications Design—leads to the Bachelor of Science degree. The program prepares students for positions in government, private industry and the nonprofit sector as specialists in the presentation of information: writing, graphic design, Web site and Internet design and video production. The program is designed for people who are transferring from community colleges and four-year schools as well as for working professionals who want to develop their communication skills further, either for continued advancement in their present careers or as preparation for a career change.

Students enter the program from a variety of backgrounds, including production areas such as photography, video and graphic design as well as business, English and other liberal arts disciplines. Once in the program, students broaden their information and skills base. Moving from a foundation of communication theory, students examine and analyze the components of the communication process (message content, audiences and media) and the learning process (social learning and modeling, conditioning and reinforcement).

They understand the strengths and weaknesses of a variety of communication media, from print and video to computer graphics, Web animation, podcasting and the Internet. They graduate with a working knowledge of how to use these media to communicate effectively and responsibly specific information to specific audiences.

COURSE CODE

Corporate communication (CMAT). Additional courses are listed under English (ENGL) and writing (WRIT); certain courses may be selected from simulation and digital entertainment (COSC), marketing (MKTG) or management (MGMT). Descriptions and prerequisites for individual courses are detailed in the Course Descriptions section of this catalog.

FACILITIES

School of Communications Design facilities include state-of-the-art Macintosh laboratories in the Liberal Arts and Policy Building. Students have access to digital HD video cameras and digital audio recorders; industry-standard software for desktop publishing; applications for image creation, correction and manipulation; audio and video post-production; animation and Web design.

ADMISSION REQUIREMENTS

See the Admission section of this catalog.

DEGREE REQUIREMENTS

In addition to the requirements of the major, all bachelor's degree candidates are required to fulfill the collegewide degree - requirements outlined under Yale Gordon College of Liberal Arts, Academic Policies and Information.

Information Literacy

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

- IDIS 110: Introduction to Information Literacy
- CMAT 451: Communication Technologies and CMAT 458: Project Management I.

Lower-Division Requirements (60 credits)

General Education (34 credits)

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)

First-Year Seminar (2 credits)

(Transfer students replace this requirement with a lower-level elective.)

IDIS 101 First-Year Seminar: Applied Learning and Study Skills (2)

Major Requirements (6 credits)

CMAT 211	Computer Graphics: Publishing (3)
CMAT 212	Computer Graphics: Imaging (3)

Lower-Division General Electives (18 credits)

Students may take 18 credits in courses from any University discipline.

Recommended electives:

At least one of the following:

CMAT 231	Decoding Media (3)
CMAT 271	Interpreting Pop Culture (3)

At least one of the following:

CMAT 213	Introduction to Graphic Design (3)
CMAT 214	Designing With Type (3)

Upper-Division Requirements (60 credits)

General Education (9 credits)

WRIT 300/300L	Advanced Expository Writing (3)
IDIS 302	Ethical Issues in Business and Society (3)
One of the following:	
IDIS 301	World Cultures (3)
IDIS 304	Arts and Ideas (3)

Major Courses (42 credits)

Major Requirements (30 credits)

CMAT 351	Project Management I: Principles (3)
CMAT 352	Media Literacy (3)
CMAT 357	Print Design (3)*
CMAT 358	Electronic Design (3)*
*Prerequisite: CMAT 211 and CMAT 212 (6) or CMAT 350 (3)	
WRIT 361	Writing for the Media (3)
CMAT 451	Communication Technologies (3)
CMAT 458	Project Management II: Practices (3)*
*Prerequisite: CMAT 351 (3)	

One of the following:

CMAT 407 Internship in Corporate Communication (3)

CMAT 480 Portfolio Development (3)

One of the following advanced writing courses:

WRIT 314 Argument & Persuasion (3)

WRIT 317 Techniques of Popularization (3)

WRIT 330 Writing, Editing & Publishing (3)

WRIT 331 Public Relations Writing (3)

WRIT 363 Screenwriting (3)

WRIT 380 Syntax, Semantics & Style (3)

One of the following background & ideas courses:

ENGL 337 Great Plays (3)

ENGL 338 Modern Drama (3)

ENGL 346 The American Dream (3)

ENGL 351 Ancient Mythology & Modern Myth (3)

ENGL 354 Images of Love (3)

ENGL 361 The Hero & the Quest (3)

ENGL 364 Shakespeare: Kings, Knaves & Fools (3)

ENGL 365 Shakespeare: Love, Myth & Metamorphosis (3)

ENGL 450 The Great Moderns (3)

CMAT 355 Communication Theory & Learning (3)

CMAT 371 Mass Media & Society (3)

CMAT 381 Representing Reality (3)

Major Electives (12 credits)

With the advice and consent of an adviser, corporate communication majors take 12 credits of elective courses related to the major that further enhance their career preparation. Elective areas include writing, graphic design, media and multimedia production, advertising and public relations, and media management.

Computer Graphics Competency Requirement

Students admitted to the four-year degree program will satisfy this requirement through successful completion of CMAT 211 and CMAT 212.

Transfer students may satisfy the requirement by:

- successful completion of CMAT 211 and CMAT 212
- approved transfer credit
- Computer Graphics Competency Examination
- successful completion of CMAT 350: Workshop in Computer Graphics, preferably during the first semester in which they enter the program, and the Dreamweaver and PowerPoint sections of the Computer Graphics Competency Examination.

If CMAT 350 is taken to satisfy the requirement instead of CMAT 211 and CMAT 212, it will count as one of the 12 major elective credits (see above) and the lower-division requirement for the degree will be automatically waived.

Corporate Communication Participation Requirement

During their tenure at the University of Baltimore, corporate communication majors must attend at least five co-curricular activities related to the major. These could include lectures, workshops or conferences; professional association meetings; and a wide assortment of other events. Approved events are posted and announced in advance.

Upper-Division General Electives (9 credits)

Students may take 9 credits in courses from any University discipline.

Special Opportunities

Full-time UB students may enroll in one 3-credit course per semester at the Maryland Institute College of Art and, with the permission of their adviser, count it as a corporate communication elective. For more information about this program, contact the registrar.

Accelerated Bachelor's/Master's Option (See page 71.)

Students who qualify may apply to take up to 9 graduate credits that apply to both this undergraduate degree and the M.A. in Publications Design or the M.S. in Interaction Design and Information Architecture. Contact the program director for information.

Law School Automatic Admit Option (See page 71.)

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

Four-year Program

General education:	43
Major requirements:	48
General electives:	29
(includes First-Year Seminar)	
Total for degree:	120

CRIMINAL JUSTICE, BACHELOR OF SCIENCE

(Full-Time, Four-Year Day Program; Transfer Program)
www.ubalt.edu/criminology

Kathleen Block, program director

FACULTY: Block, Dai, Grant, Pfeifer, Ross, Smith, Stanley, Wright

ADJUNCT FACULTY: Brodus, Ferree, Johnson, Kinlock, Rice

The undergraduate B.S. degree in Criminal Justice is administered through the Division of Criminology, Criminal Justice and Forensic Studies and is one of few programs in the country to be certified by the Academy of Criminal Justice Sciences. The key objective of the criminal justice program is to meet the educational needs of individuals planning criminal justice careers and those of individuals already enjoying criminal justice careers. The program is designed to build on and complement prior academic work and professional experience. The program integrates theory and practice in the study of crime and criminal justice.

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

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

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

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

COURSE CODE

Criminal justice (CRJU). Descriptions and prerequisites for individual courses are detailed in the Course Descriptions section of this catalog.

ADMISSION REQUIREMENTS

See the Admission section of this catalog.

DEGREE REQUIREMENTS

In addition to the requirements of the major, all bachelor's degree candidates are required to fulfill the collegewide degree - requirements outlined under Yale Gordon College of Liberal Arts, Academic Policies and Information.

Information Literacy

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

- IDIS 110: Introduction to Information Literacy
- CRJU 304: Criminal Justice Professional Studies.

Lower-Division Requirements (60 credits)

General Education (34 credits)

English Composition (3)
Mathematics (3) *MATH 115 Introductory Statistics
Oral Communication (3)
Literature (3)
History or Philosophy (3)
Fine Arts (3)
Computer Literacy (3)
Social and Behavioral Science 1 (3) *CRJU 200 Criminal Justice
Social and Behavioral Science 2 (3)
Biological and Physical Science:
 Laboratory course (4)
 Nonlaboratory course (3)

* denotes preferred general education course

First-Year Seminar (2 credits)

(Transfer students replace this requirement with a lower-level elective.)

IDIS 101 First-Year Seminar: Applied Learning and Study Skills

Major Requirements (6 credits)

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

Lower-Division General Electives (18 credits)

Students may take 18 credits in courses from any University discipline.

Recommended electives:

CRJU 220 Police and Society (3)
PSYC 100 Introduction to Psychology (3)

Upper-Division Requirements (60 credits)

General Education (9 credits)

WRIT 300/300L Advanced Expository Writing (3)
IDIS 302 Ethical Issues in Business and Society (3)
One of the following:
IDIS 301 World Cultures (3)
IDIS 304 Arts and Ideas (3)

Major Courses (36 credits)

Major Requirements (24 credits)

Core Courses (15 credits):

CRJU 301 Social Justice in the Urban Community (3)
 Prerequisite: CRJU 200 or equivalent
CRJU 302 Criminal Justice Research Methods
 Prerequisite: CRJU 200 or equivalent
CRJU 304 Criminal Justice Professional Studies (3)
 Prerequisite: WRIT 300/300L and CRJU 200 or equivalent

- CRJU 306 Criminological Perspectives (3)
Prerequisite: CRJU 200 or equivalent
- CRJU 485 Advanced Criminal Justice Studies (3)
Prerequisites: MATH 115 or equivalent; CRJU 301, 302, 304, 306

Area Courses (9 credits—one course from each area):

Law Enforcement Area:

- CRJU 320 Police Administration (3)
Prerequisite: CRJU 200 or equivalent
- CRJU 420 Special Problems in Policing (3)
Prerequisite: CRJU 301

Courts and Law Area:

- CRJU 330 Criminal Law (3)
Prerequisite: CRJU 200 or equivalent
- CRJU 430 Juvenile Justice (3)
Prerequisite: CRJU 301
- CRJU 432 Criminal Courts (3)
Prerequisite: CRJU 301

Corrections Area:

- CRJU 341 Correctional Perspectives (3)
Prerequisite: CRJU 200 or equivalent
- CRJU 441 Special Problems in Corrections (3)
Prerequisite: CRJU 301 or CRJU 341
- CRJU 442 Community Corrections (3)
Prerequisite: CRJU 301 or CRJU 341

Major Electives (12 credits)

Select 12 credits of electives from CRJU courses. Courses in excess of the 3 credits needed to satisfy the area requirements may be used as electives. Pre-service students who do not transfer to UB with a college-level criminal justice internship course must complete CRJU 490: Criminal Justice Internship (3). CRJU 490 credits will be included in the 12 credits of major electives.

Upper-Division General Electives (15 credits)

Students may take 15 credits in courses from any University discipline.

Accelerated Bachelor's/Master's Option (See page 71.)

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.

Law School Automatic Admit Option (See page 71.)

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

Four-Year Program

General education:	43
Major requirements:	42
General electives:	35
(includes First-Year Seminar)	
Total for degree:	120

ENGLISH, BACHELOR OF ARTS

(Full-Time, Four-Year Day Program; Transfer Program)
www.ubalt.edu/english

Virginia Kirby-Smith Carruthers, program director

FACULTY: Carr, Carruthers, Cortese, Delury, Fitz, Friskey, Gibson, K. Kopelke, Matanle, Plochocki, Pointer, Shorr, Simon, B. Smith, Summers, Winik, Yarrison

WRITER IN RESIDENCE: Magida

ADJUNCT FACULTY: N. Bates, Blatt, Brewer, Caudill, Dearing, Gibbons, Haulsee, Hazen, Herdson, Keen, Messick, Miller, Ray, Rockett, Stark, Toran

The B.A. in English is housed in the Division of English & Communications Design within the School of Communications Design. Students majoring in English choose from among three concentrations: literature, the writing programs (with opportunities to focus on creative or professional writing) and discourse & technology. Sharing a core of three courses, all concentrations emphasize the development of the critical thinking and communication skills that are necessary for success both in the world of work and in the pursuit of advanced degrees. The major prepares its students for positions in publications and communications (media production, graphic design, electronic publishing, writing, editing and public relations, for example) and provides a sound basis for graduate work in areas such as literature, rhetoric, creative writing and the law.

Extracurricular opportunities for English majors include Sigma Tau Delta (the national English honor society), the literary magazine *Welter* and the University newspaper, the *UB Post*. The division is also affiliated with the Edgar Allan Poe Society of Baltimore and the literary journal *Passager*.

COURSE CODES

English (ENGL), writing (WRIT) and corporate communication (CMAT). Descriptions and prerequisites for individual courses are detailed in the Course Descriptions section of this catalog.

ADMISSION REQUIREMENTS

See the Admission section of this catalog.

Degree requirements are listed separately for each concentration.

LITERATURE

This concentration has been designed for students who wish to acquire a broad cultural background based in the study of literature. It is intended to prepare students for graduate work in English, for admission to professional schools and for careers in teaching and writing. During the course of this program, students develop critical skills through a study of key literary works and comparative analysis of early and modern texts. The approach is both eclectic and rigorous. All students take, as a part of this curriculum, an advanced seminar that requires them to combine a historical perspective with critical ability and independent judgment. With approval of the faculty, students may undertake an independent project or an honors thesis.

DEGREE REQUIREMENTS

In addition to the requirements of the major, all bachelor's degree candidates are required to fulfill the collegewide degree - requirements outlined under Yale Gordon College of Liberal Arts, Academic Policies and Information.

Transfer students may apply up to 9 credits of 200-level courses in literature taken elsewhere to count toward the 36 credits required for the program. For students transferring with 300- and 400-level courses, at least 18 credits in the program must be taken at the University of Baltimore. Any special exceptions to these requirements must have the permission of both the division chair and the dean of the college. The literature concentration has no lower-division prerequisites.

Information Literacy

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

- IDIS 110: Introduction to Information Literacy
- ENGL 498: Seminar in English: The Modern Tradition.

Lower-Division Requirements (60 credits)

General Education (34 credits)

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)

First-Year Seminar (2 credits)

(Transfer students replace this requirement with a lower-level elective.)

IDIS 101 First-Year Seminar: Applied Learning and Study Skills

Lower-Division General Electives (24 credits)

Students may take 24 credits in courses from any University discipline.

Recommended electives:

ENGL 200 The Experience of Literature (3) or another 200-level literature course

Upper-Division Requirements (60 credits)

General Education Requirements (9 credits)

WRIT 300/300L Advanced Expository Writing (3)

IDIS 302 Ethical Issues in Business and Society (3)

One of the following:

IDIS 301 World Cultures (3)

IDIS 304 Arts and Ideas (3)

Literature Concentration Requirements (36 credits)

Major Requirements (18 credits)

English Core (9 credits)

Choose one Period & Context course from the following:

ENGL 311, 342, 361, 362, 366, 374, 400, 421, 431, 432, 441, 442 or 450 (3).

Also take

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

ENGL 498 Seminar in English: The Modern Tradition (3)

Literature Core (9 credits)

ENGL 397 Reading Strategies (3)

Choose two additional courses from the Period & Context series (6).

Major Electives (18 credits)

Students must select 9 credits of literature (ENGL) courses and 9 credits of related electives including any 300- or 400-level courses in English (ENGL), writing (WRIT) or corporate communication (CMAT).

Upper-Division General Electives (15 credits)

Students may take 15 credits in courses from any University discipline.

Accelerated Bachelor's/Master's Option (See page 71.)

Students who qualify may apply to take up to 9 graduate credits that apply to both this undergraduate degree and the M.A. in Publications Design. Contact the program director for information.

Law School Automatic Admit Option (See page 71.)

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

Four-Year Program

General education:	43
Major requirements:	36
General electives:	41
(includes First-Year Seminar)	
Total for degree:	120

THE WRITING PROGRAMS

The specific areas of emphasis within the writing programs are creative writing and professional writing—, both providing opportunities to acquire a variety of skills appropriate for different media and different audiences. Writers of poetry, fiction and literary nonfiction develop the awareness of language, the mastery of technique and the creative vision that are prerequisites for publication.

Majors in professional writing refine communication skills in preparation for careers that involve, for example, the writing and editing of publicity materials, newsletters, brochures, annual reports, magazines, software documentation, technical proposals and trade journals. Two courses are common to both of the writing programs: WRIT 380: Syntax, Semantics & Style, which explores structural and aesthetic principles underlying written discourse, and WRIT 382: The Writer as Reader, which approaches reading as an essential part of the writer's experience.

To supplement coursework, opportunities exist for independent studies and internships with various publications and organizations.

DEGREE REQUIREMENTS

In addition to the requirements of the major, all bachelor's degree candidates are required to fulfill the collegewide degree - requirements outlined under Yale Gordon College of Liberal Arts, Academic Policies and Information.

Transfer students may apply up to 9 credits of 200-level courses in literature or writing taken elsewhere to count toward the 36 credits required for the program. For students transferring with 300- and 400-level courses, at least 18 credits in the program must be taken at the University of Baltimore. Any special exceptions to these requirements must have the permission of both the division chair and the dean of the college.

The writing programs concentrations have no lower-division prerequisites.

Information Literacy

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

- IDIS 110: Introduction to Information Literacy
- ENGL 498: Seminar in English: The Modern Tradition.

Lower-Division Requirements (60 credits)

General Education (34 credits)

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)

First-Year Seminar (2 credits)

(Transfer students replace this requirement with a lower-level elective.)

IDIS 101 First-Year Seminar: Applied Learning and Study Skills

Lower-Division General Electives (24 credits)

Students may take 24 credits in courses from any University discipline.

Recommended electives:

ENGL 200 The Experience of Literature (3) or another 200-level literature course

For Professional Writing:

 WRIT 211 Popular Writing (3)

 CMAT 211 Computer Graphics: Publishing (3)

 CMAT 212 Computer Graphics: Imaging (3)

For Creative Writing:

 WRIT 215 Introduction to Creative Writing

Upper-Division Requirements (60 Credits)

General Education Requirements (9 credits)

WRIT 300/300L Advanced Expository Writing (3)

IDIS 302 Ethical Issues in Business and Society (3)

One of the following:

IDIS 301 World Cultures (3)

IDIS 304 Arts and Ideas (3)

The Writing Programs Concentration Requirements (36 credits)

Major Requirements (27 credits)

English Core (9 credits)

Choose one Period & Context course from the following:

ENGL 311, 342, 361, 362, 366, 374, 400, 421, 431, 432, 441, 442 or 450 (3).

Also take

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

ENGL 498 Seminar in English: The Modern Tradition (3)

(6 credits)

WRIT 380 Syntax, Semantics & Style (3)

WRIT 382 The Writer as Reader (3)

Application Areas (12 credits)

Select one of the following programs:

Professional Writing Area

CMAT 211 Computer Graphics: Publishing (3) or CMAT 350 Integrated Computer Graphics (3)

WRIT 330 Writing, Editing & Publishing (3)

WRIT 407 Internship in Professional Writing (3)

WRIT 430 Copy Editing & Document Design (3)

Creative Writing Area

ENGL 320 Contemporary Literature (3)

WRIT 401 Publication & Performance (3)

Two of the following:

WRIT 315 The Art of Memoir (3)

WRIT 318 Creative Writing Workshop: Poetry & Personal Essay (3)

WRIT 319 Creative Writing Workshop: Fiction & Nonfiction (3)

WRIT 363 Creative Writing Workshop: Screenwriting (3)

Major Electives (9 credits)

Students must select 6 credits of writing electives related to the area of emphasis and 3 credits of related electives, including any 300- or 400-level courses in English (ENGL), writing (WRIT) or corporate communication (CMAT).

Upper-Division General Electives (15 credits)

Students may take 15 credits in courses from any University discipline.

Accelerated Bachelor's/Master's Option (See page 71.)

Students who qualify may apply to take up to 9 graduate credits that apply to both this undergraduate degree and the M.A. in Publications Design. Contact the program director for information.

Law School Automatic Admit Option (See page 71.)

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

Four-Year Program

General education: 43

Major requirements: 36

General electives: 41

(includes First-Year Seminar)

Total for degree: 120

DISCOURSE & TECHNOLOGY

This concentration is designed to balance the study of theory with the development of technical abilities. Students acquire a well-defined set of marketable skills at the same time that they receive a strong liberal arts education based in the study of literature. Each student must select at least one area of practical application (media production, graphic design or writing) in which to develop skills. To learn how to think about a technology and the culture that surrounds it, students are also required to take special core courses in language, technology and theory so that they can understand how technology affects society and culture and how it shapes forms of expression.

By the time they graduate, students can expect to have a well-rounded education in the background and ideas that inform culture and literary traditions; to have at least basic competency in one technological application that allows them to control a technology and to express themselves while using it; to understand the syntax and grammar of various technologies (how the structure of a technology shapes ideas and expression and how different technologies alter meaning); and to understand how technologies change cultural values and serve as metaphors, in both literature and in society.

DEGREE REQUIREMENTS

In addition to the requirements of the major, all bachelor's degree candidates are required to fulfill the collegewide degree - requirements outlined under Yale Gordon College of Liberal Arts, Academic Policies and Information.

Transfer students may apply up to 9 credits of certain approved 200-level courses taken elsewhere to count toward the 36 credits required for the major. These courses, however, must specifically meet the requirements of the program. For students transferring with 300- and 400-level courses, at least 18 credits in the program must be taken at the University of Baltimore. Any special exceptions to these requirements must have the permission of both the division chair and the dean of the college.

The discourse & technology concentration has no lower-division prerequisites.

Information Literacy

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

- IDIS 110: Introduction to Information Literacy
- ENGL 498: Seminar in English: The Modern Tradition.

Lower-Division Requirements (60 credits)

General Education (34 credits)

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)

First-Year Seminar (2 credits)

(Transfer students replace this requirement with a lower-level elective.)

IDIS 101 First-Year Seminar: Applied Learning and Study Skills

Lower-Division General Electives (24 credits)

Students may take 24 credits in courses from any University discipline.

Recommended electives:

ENGL 200 The Experience of Literature (3) or another 200-level literature course

CMAT 211 Computer Graphics: Publishing (3)

CMAT 212 Computer Graphics: Imaging (3)

Upper-Division Requirements (60 credits)

General Education Requirements (9 credits)

- WRIT 300/300L Advanced Expository Writing (3)
IDIS 302 Ethical Issues in Business and Society (3)
One of the following:
IDIS 301 World Cultures (3)
IDIS 304 Arts and Ideas (3)

Discourse & Technology Concentration Requirements (36 credits)

English Core (9 credits)

Choose one Period & Context course from the following:
ENGL 311, 342, 361, 362, 366, 374, 400, 421, 431, 432, 441, 442 or 450 (3).

Also take:

- ENGL 364 Shakespeare: Kings, Knaves & Fools (3) (or ENGL 365: Shakespeare: Love, Myth & Metamorphosis)
and
ENGL 498 Seminar in English: The Modern Tradition (3)

Discourse & Technology Core (9 credits)

- CMAT 352 Media Literacy (3)
ENGL 392 The Archaeology of Language (3)
ENGL 395 Narrative Discourse: Cross-Media Comparisons (3)

Directed Project or Internship (3)

Choose one:

- WRIT 407 Internship in Professional Writing (3)
WRIT 489 Directed Independent Study (3)

Application Areas (15 credits)

With the advice and consent of an adviser, select 15 credits of related courses from one or more of the following categories:

Media Production Area

- CMAT 367 Multi-Image Production
CMAT 369 Digital Video
CMAT 451 Communication Technologies
CMAT 456 Multimedia Design & Production
CMAT 469 Advanced Audio/Video Production
other undergraduate and graduate courses as appropriate

Graphic Design Area

- CMAT 350 Integrated Computer Graphics
CMAT 357 Print Design
CMAT 358 Electronic Design
WRIT 374 The Magazine
WRIT 375 Graphic Design & Production
other undergraduate and graduate courses as appropriate

Writing Area

- CMAT 475 Media Criticism
WRIT 313 Writing for Information Systems
WRIT 316 Creative Journalism
WRIT 317 Techniques of Popularization
WRIT 320 Writing for Managers & Executives
WRIT 330 Writing, Editing & Publishing
WRIT 331 Public Relations Writing

WRIT 361 Writing for the Media
WRIT 380 Syntax, Semantics & Style
WRIT 430 Copy Editing & Document Design
other undergraduate and graduate courses as appropriate

Upper-Division General Electives (15 credits)

Students may take 15 credits in courses from any University discipline.

Accelerated Bachelor's/Master's Option (See page 71.)

Students who qualify may apply to take up to 9 graduate credits that apply to both this undergraduate degree and the M.A. in Publications Design. Contact the program director for information.

Law School Automatic Admit Option (See page 71.)

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

Four-Year Program

General education:	43
Major requirements:	36
General electives:	41
(includes First-Year Seminar)	
Total for degree:	120

FORENSIC STUDIES, BACHELOR OF SCIENCE

(Transfer Program)

www.ubalt.edu/forensics

Jami Grant, program director

FACULTY: Block, Grant, Koch, Tumosa

ADJUNCT FACULTY: Bailey, Cassidy, Fowler, Gersh, Redhead, Tress, Williams

The Forensic Studies program, offered by the Division of Criminology, Criminal Justice and Forensic Studies, incorporates science, criminal investigation and the law to provide a comprehensive understanding of the evidentiary process. This academic approach familiarizes students with the major components of the criminal justice process, from the investigation and collection of crime-scene evidence to its scientific evaluation and subsequent presentation in court. The program offers broad preparation in substantive areas of the field with the opportunity for an in-depth exploration of forensic science or police science.

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

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

FACILITIES

The fields of forensic and police science are becoming increasingly sophisticated, with rapid advances in DNA analysis and computer technology accelerating this trend. The University's unique partnership with the Baltimore Police Department provides students with access to facilities and expertise that enrich the curriculum.

Students pursuing the forensic science concentration complete laboratory coursework in the University's forensic laboratory, which features state-of-the-art instrumentation and serves as a reserve crime lab for the Baltimore Police Department. In this laboratory, students learn the basics of evidence collection, processing and analytical techniques.

Students pursuing the police science concentration work with professionals in the Baltimore Police Department's Criminal Investigation Bureau 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.

COURSE CODES

Forensic studies (FSCS). Additional courses are listed under criminal justice (CRJU). Descriptions and prerequisites for individual courses are detailed in the Course Descriptions section of this catalog.

ADMISSION REQUIREMENTS

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

- a cross-institutional GPA of 2.75 or better
- completion of COSC 100: Introduction to Computer Technologies or an equivalent transferable course; this course also fulfills a lower-division general education requirement
- completion of the admission application process by
 - June 1 for the fall semester
 - Nov. 1 for the spring semester.

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

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

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

PRE-REGISTRATION REQUIREMENT

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

Degree Requirements are listed separately for each concentration.

FORENSIC SCIENCE

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

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

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

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

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

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

DEGREE REQUIREMENTS

In addition to the requirements of the major, all bachelor's degree candidates are required to fulfill the collegewide degree - requirements outlined under Yale Gordon College of Liberal Arts, Academic Policies and Information.

Information Literacy

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

- IDIS 110: Introduction to Information Literacy.

General Education Requirements (9 credits)

WRIT 300/300L Advanced Expository Writing (3)

IDIS 302 Ethical Issues in Business and Society (3)

One of the following:

IDIS 301 World Cultures (3)

IDIS 304 Arts and Ideas (3)

Forensics Science Concentration Requirements (43 credits)

Foundation Courses (15 credits)

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

CRJU 301 Social Justice in the Urban Community (3)

FSCS 301 Forensic Science (3)

FSCS 307 Crime Scene Investigation (3)

FSCS 480 Forensic Documentation (3)

FSCS 482 Moot Court and Trial Advocacy for Forensics (3)

Forensic Science Concentration Major Requirements (28 credits)

Forensic science focuses on the laboratory aspects of investigation.

Required Courses (10 credits)

FSCS 400 Laboratory Safety and Quality Assurance (3)

FSCS 407 Instrumental Analysis (4)

FSCS 487 Field Internship in Forensic Science (3)

Trace Evidence (12 credits)

FSCS 401 Trace Evidence I (4)

FSCS 403 Trace Evidence II (4)

FSCS 405 Microscopy (4)

Major Electives (6 credits)

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

Forensic Studies Electives

FSCS 410 Forensic Serology (4)

FSCS 454 Death Investigation (3)

FSCS 460 Forensic Photography (3)

FSCS 497 Topics in Forensics (3)

FSCS 498 Laboratory Topics in Forensics (4)

Criminal Justice Electives

CRJU 302 Criminal Justice Research Methods (3)
CRJU 306 Criminological Perspectives (3)
CRJU 320 Police Administration (3)
CRJU 380 Forensics in Criminal Justice I (3)
CRJU 381 Forensics in Criminal Justice II (3)
CRJU 390 Victimology (3)
CRJU 408 Crime and Delinquency Prevention (3)
CRJU 420 Special Problems in Policing (3)
CRJU 432 Criminal Courts (3)
CRJU 434 Survey of Law (3)
CRJU 456 Drugs and Crime (3)
CRJU 464 Criminal Justice Issues (3)
CRJU 470 Biosocial Perspectives in Criminology (3)

General Electives (8 or 9 credits)

Students may take 8 (or 9) credits in courses from any University discipline.

Transfer Program

General education:	9
Major requirements:	43
General electives:	8
Total UB credits:	60
Total for degree:	120

POLICE SCIENCE

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

DEGREE REQUIREMENTS

In addition to the requirements of the major, all bachelor's degree candidates are required to fulfill the collegewide degree - requirements outlined under Yale Gordon College of Liberal Arts, Academic Policies and Information.

Information Literacy

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

- IDIS 110: Introduction to Information Literacy.

General Education Requirements (9 credits)

WRIT 300/300L Advanced Expository Writing (3)
IDIS 302 Ethical Issues in Business and Society (3)
One of the following:
IDIS 301 World Cultures (3)
IDIS 304 Arts and Ideas (3)

Police Science Concentration Requirements (42 credits)

Foundation Courses (15 credits)

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

CRJU 301 Social Justice in the Urban Community (3)
FSCS 301 Forensic Science (3)

- FSCS 307 Crime Scene Investigation (3)
- FSCS 480 Forensic Documentation (3)
- FSCS 482 Moot Court and Trial Advocacy for Forensics (3)

Police Science Concentration Major Requirements (27 credits)

Police science focuses on the investigative aspects of police work.

Required Courses (9 credits)

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

Courts and Investigation (9 credits)

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

Major Electives (9 credits)

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

Forensic Studies Electives

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

Criminal Justice Electives

- CRJU 302 Criminal Justice Research Methods (3)
- CRJU 306 Criminological Perspectives (3)
- CRJU 320 Police Administration (3)
- CRJU 380 Forensics in Criminal Justice I (3)
- CRJU 381 Forensics in Criminal Justice II (3)
- CRJU 390 Victimology (3)
- CRJU 408 Crime and Delinquency Prevention (3)
- CRJU 420 Special Problems in Policing (3)
- CRJU 432 Criminal Courts (3)
- CRJU 434 Survey of Law (3)
- CRJU 456 Drugs and Crime (3)
- CRJU 464 Criminal Justice Issues (3)
- CRJU 470 Biosocial Perspectives in Criminology (3)

General Electives (9 credits)

Students may take 9 credits in courses from any University discipline.

Law School Automatic Admit Option (See page 71.)

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

Transfer Program

General education:	9
Major requirements:	42
General electives:	9
Total UB credits:	60
Total for degree:	120

GOVERNMENT AND PUBLIC POLICY, BACHELOR OF ARTS

(Full-Time, Four-Year Day Program; Transfer Program)
www.ubalt.edu/publicpolicy

John T. Willis, program director

FACULTY: Darling, Gawthrop, Gibson, Haynes, Henderson, Naylor, Swaim, Thomas, Willis, Wilson-Gentry, Wyatt-Nichol

ADJUNCT FACULTY: Brown, Crites, McGrath, Payne

The undergraduate B.A. degree in Government and Public Policy is administered through the Division of Government and Public Administration in the School of Public Affairs. The program focuses on political institutions and processes. Students gain a broad understanding of government and public policy and processes.

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

Government and public policy is also a solid undergraduate major for students preparing for law school. Although no one discipline can best prepare students for the legal profession, specific courses in government and public policy illuminate the critical relationships between law and politics. The program regularly offers courses in American political institutions, constitutional law, administrative law, judicial processes, civil liberties, political theory, public administration and international relations. Combined with other offerings in government and public policy, philosophy, history, economics, business and English, such courses establish a curriculum that provides the broad-based knowledge needed by persons entering the legal profession.

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

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

COURSE CODE

Government and public policy (GVPP). Descriptions and prerequisites for individual courses are detailed in the Course Descriptions section of this catalog.

ADMISSION REQUIREMENTS

See the Admission section of this catalog.

DEGREE REQUIREMENTS

In addition to the requirements of the major, all bachelor's degree candidates are required to fulfill the collegewide degree requirements outlined under Yale Gordon College of Liberal Arts, Academic Policies and Information.

Information Literacy

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

- IDIS 110: Introduction to Information Literacy.

Lower-Division Requirements (60 credits)

General Education (34 credits)

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)

First-Year Seminar (2 credits)

(Transfer students replace this requirement with a lower-level elective.)

IDIS 101 First-Year Seminar: Applied Learning and Study Skills

Major Requirements (12 credits)

GVPP 201 American Government (3)

GVPP 210 Global Politics (3)

One course in Economics (3) and one course in History or Philosophy (3) beyond the general education requirements stated above.

Lower-Division General Electives (12 credits)

Students may take 12 credits in courses from any University discipline.

Upper-Division Requirements (60 credits)

General Education Requirements (9 credits)

WRIT 300/300L Advanced Expository Writing (3)

IDIS 302 Ethical Issues in Business and Society (3)

One of the following:

IDIS 301 World Cultures (3)

IDIS 304 Arts and Ideas (3)

Government and Public Policy Requirements (36 credits)

Major Requirements (12 credits)

GVPP 408 Methods in Government and Public Policy (3)

Select one GVPP course in international studies:

GVPP 385 International Relations (3)

GVPP 386 American Foreign Policy (3)

GVPP 484 International Political Economy (3)

GVPP 485 The Far East in World Affairs (3)

GVPP 486 The Middle East (3)

GVPP 487 Western Europe (3)

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

GVPP 489 The United Nations (3)

Select one GVPP course in political theory:

GVPP 381 American Political Thought (3)

GVPP 382 Political Ideologies (3)

GVPP 426 Foundations of Democracy I (3)

GVPP 427 Foundations of Democracy II (3)

GVPP 482 Topics in Political Theory (3)

GVPP 499 Senior Seminar (3)

Major Electives (24 credits)

Courses are selected after consultation with an 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 three areas of interest listed below.

Students may take up to 6 nonclassroom contact credits in one of the following:

GVPP 470/471 Individual Research

GVPP 490/491 Internship

3 credits in Individual Research and 3 credits in Internship.

Public Policy and Administration

GVPP 320 Public Administration

GVPP 322 Bureaucracy and Public Policy

GVPP 324 American Public Policy

GVPP 326 Urban Politics and Public Policy

GVPP 423 Public Budgeting and Personnel Administration

GVPP 425 Administrative Law and Processes

GVPP 427 Foundations of Democracy II

HSMG 373 Health Policy and Politics

Public Law and American Constitutional Systems

GVPP 340 Constitutional Law

GVPP 341 Civil Liberties and the Bill of Rights

GVPP 344 American Presidency

GVPP 345 The Legislative Process

GVPP 348 State and Local Government

GVPP 381 American Political Thought

GVPP 426 Foundations of Democracy I

Applied Politics

GVPP 360 Parties, Campaigns and Elections

GVPP 362 Media and Government

GVPP 461 Maryland Government Processes and Politics

GVPP 463 Interest Group Politics and Lobbying

GVPP 465 Survey Research and Public Opinion Analysis

Other Electives

GVPP 382 Political Ideologies

GVPP 384 Comparative Government

GVPP 385 International Relations

GVPP 386 American Foreign Policy

GVPP 470/471 Individual Research

GVPP 482 Topics in Political Theory

GVPP 483 Aging and Public Policy

GVPP 484 International Political Economy

GVPP 485 The Far East in World Affairs

GVPP 486 The Middle East

GVPP 487 Western Europe

GVPP 488 The Commonwealth of Independent States and China in World Affairs

GVPP 489 The United Nations

GVPP 490/491 Internship

GVPP 493 Honors Seminar

GVPP 497 Topics in Government and Public Policy

Upper-Division General Electives (15 credits)

Students may take 15 credits in courses from any University discipline. Suggestions are made to fit various areas of interest.

WRIT 313: Writing for Information Systems and WRIT 314: Argument and Persuasion are recommended for all students.

Courses in communication, economics, history and philosophy are also recommended for GVPP majors.

Accelerated Bachelor's/Master's Option (See page 71.)

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

Law School Automatic Admit Option (See page 71.)

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

Four-Year Program

General education:	43
Major requirements:	48
General electives:	29
(includes First-Year Seminar)	
Total for degree:	120

**GOVERNMENT AND PUBLIC POLICY
LAW SCHOOL EARLY ENTRY OPTION**

Students who qualify complete 93 hours of undergraduate credits and an additional 27 hours of law school credits to attain the 120 credits required for the bachelor's degree. See page 72 for information about the qualifications and requirements that govern the Law School Early Entry Option.

DEGREE REQUIREMENTS

In addition to the requirements of the major, all bachelor's degree candidates are required to fulfill the collegewide degree - requirements outlined under Yale Gordon College of Liberal Arts, Academic Policies and Information.

Information Literacy

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

- IDIS 110: Introduction to Information Literacy.

Lower-Division Requirements (60)*General Education* (34 credits)

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)

First-Year Seminar (2 credits)

(Transfer students replace this requirement with a lower-level elective.)

IDIS 101 First-Year Seminar: Applied Learning and Study Skills

Major Requirements (12 credits)

GVPP 201 American Government (3)

GVPP 210 Global Politics (3)

One course in Economics (3) and one course in History or Philosophy (3) beyond the general education requirements stated above.

Lower-Division General Electives (12 credits)

Students may take 12 credits in courses from any University discipline.

Upper-Division Requirements (33 credits)

General Education Requirements (9 credits)

WRIT 300/300L Advanced Expository Writing (3)

IDIS 302 Ethical Issues in Business and Society (3)

One of the following:

IDIS 301 World Cultures (3)

IDIS 304 Arts and Ideas (3)

Government and Public Policy Requirements (24 credits)

Major Requirements (12 credits)

GVPP 408 Methods in Government and Public Policy (3)

Select one GVPP course in international studies:

GVPP 385 International Relations (3)

GVPP 386 American Foreign Policy (3)

GVPP 484 International Political Economy (3)

GVPP 485 The Far East in World Affairs (3)

GVPP 486 The Middle East (3)

GVPP 487 Western Europe (3)

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

GVPP 489 The United Nations (3)

Select one GVPP course in political theory;

GVPP 381 American Political Thought (3)

GVPP 382 Political Ideologies (3)

GVPP 426 Foundations of Democracy I (3)

GVPP 427 Foundations of Democracy II (3)

GVPP 482 Topics in Political Theory (3)

GVPP 499 Senior Seminar in Government and Public Policy (3)

Major Electives (12 credits)

Courses are selected after consultation with an adviser; however, students who are interested in the practice of law in Maryland should have a strong background in American and Maryland governmental structures and processes. Strongly recommended are:

GVPP 341 Civil Liberties and the Bill of Rights

GVPP 344 American Presidency

GVPP 345 The Legislative Process

GVPP 348 State and Local Government

GVPP 362 Media and Government

GVPP 381 American Political Thought

GVPP 426 Foundations of Democracy I

GVPP 427 Foundations of Democracy II

GVPP 461 Maryland Government Processes and Politics

GVPP 463 Interest Group Politics and Lobbying

Law School Early Entry Option

General education:	43
Major requirements:	36
General electives:	14
(includes First-Year Seminar)	
Total undergraduate credits:	93
Law School credits:	27
Total for degree:	120

HEALTH SYSTEMS MANAGEMENT, BACHELOR OF SCIENCE

(Weekend Transfer Program)

www.ubalt.edu/healthsystemsmanagement

This program is also offered weekends at the Universities at Shady Grove (USG).

John J. Callahan, director

FACULTY: Callahan, Gillingham, Lyles, Naylor, Spencer

ADJUNCT FACULTY: Boltz, Cohen, DiFranco, Huddleston, Kaelin, Schneider

The Health Systems Management program is housed in the School of Public Affairs. This weekend program is designed to provide the initial undergraduate education for professional careers in health services management. Health care administration education requires a strong liberal arts foundation to prepare health service managers for leadership roles in a complex, diverse and multicultural society. In keeping with the philosophy of the School of Public Affairs and the College of Liberal Arts, the program combines a classic liberal education along with conceptual and technical competence in the health systems management field.

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

In accordance with the recommendations of the Association of University Programs in Health Administration (AUPHA), the curriculum specifically provides:

- an understanding of the organization, financing and delivery of health services within a multidisciplinary context
- an understanding and assessment of the health status of populations including determinants of health, disease and factors influencing the use of health services
- an understanding of the values and ethical issues associated with the practice of health services administration that will foster the development of ethical analysis skills
- opportunities for development of leadership potential
- experience in economics, financial policy, quantitative analysis, organizational theory and practice, human and information resources, assessment of organizational performance and knowledge of methods to ensure continuous improvement in the quality of services provided.

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

COURSE CODE

Health systems management (HSMG). Descriptions and prerequisites for individual courses are detailed in the Course Descriptions section of this catalog.

ADMISSION REQUIREMENTS

Students applying to the program at USG must have a minimum of 60 transferable credits. For more information, see the Admission section of this catalog.

DEGREE REQUIREMENTS

In addition to the requirements of the major, all bachelor's degree candidates are required to fulfill the collegewide degree - requirements outlined under Yale Gordon College of Liberal Arts, Academic Policies and Information.

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

Health systems management has no lower-division prerequisites.

Information Literacy

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

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

General Education Requirements (9 credits)

WRIT 300/300L Advanced Expository Writing (3)

IDIS 302 Ethical Issues in Business and Society (3)

One of the following:

IDIS 301 World Cultures (3)

IDIS 304 Arts and Ideas (3)

Health Systems Management Requirements (42 credits)

Core Courses (33 credits)

HSMG 300 Health Indicators (3)

HSMG 370 Overview of Health-Care Delivery System (3)

HSMG 371 Principles of Health-Care Management I (3)

HSMG 372 Principles of Health-Care Management II (3)

HSMG 373 Health Policy and Politics (3)

HSMG 374 Epidemiology (3)

HSMG 475 Managed Care I (3)

HSMG 477 Health-Care Law and Risk Management (3)

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

HSMG 492 Internship (3)

HSMG 498 Strategic Management in Health Care (3)

Business and Finance Courses (9 credits)

HSMG 301 Introduction to Health Economics (3)

ACCT 201 Introduction to Financial Accounting (3)

One of the following:

FIN 331 Financial Management (3)

MKTG 301 Marketing Management (3)

General Electives (9 credits)

Students may take 9 credits in courses from any University discipline.

Recommended elective:

INSS 300 Management Information Systems

Students may take up to 6 nonclassroom contact credits in either HSMG 470: Individual Research or HSMG 492: Internship, or 3 credits in Individual Research and 3 credits in Internship.

Accelerated Bachelor's/Master's Option (See page 71.)

Students who qualify may apply to take up to 9 graduate credits that apply to both this undergraduate degree and the M.S. in Health Systems Management. Contact the program director for information.

Law School Automatic Admit Option (See page 71.)

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

Transfer Program

General education:	9
Major requirements:	42
General electives:	9
Total UB credits:	60
Total for degree:	120

HISTORY, BACHELOR OF ARTS

(Full-Time, Four-Year Day Program; Transfer Program)
www.ubalt.edu/history

Thomas Carney, program director

FACULTY: Botes, Carney, Cotton, Guy, Kassner, Nix, Sawyer, Windmueller

ADJUNCT FACULTY: Foster, Kargbo, Robertson

The B.A. degree in History is administered through the Division of Legal, Ethical and Historical Studies. The History program provides students with a broad background in the humanities. It sharpens the analytical skills necessary for advanced training and career development. As such, it has thrived as one of the traditional programs of study for students who go on to careers in law, government, business, diplomacy, education and other professions.

The program is also designed for students who wish to pursue graduate work in the humanities, social sciences or the professions. The program is a flexible one. It includes basic coverage or period courses in American and European history, plus more specialized thematic courses in the history of law, business and ideas. In addition, students may select the program's specialization in public history—described below—leading to a B.A. in History with a specialization in public history. There are also plenty of opportunities for directed research through independent studies, internships at local historical agencies and a senior seminar. Moreover, students working on such projects find easy access to some of the best archival and other resources in the Baltimore region.

COURSE CODE

History (HIST). Descriptions and prerequisites for individual courses are detailed in the Course Descriptions section of this catalog.

ADMISSION REQUIREMENTS

See the Admission section of this catalog.

DEGREE REQUIREMENTS

In addition to the requirements of the major, all bachelor's degree candidates are required to fulfill the collegewide degree - requirements outlined under Yale Gordon College of Liberal Arts, Academic Policies and Information.

History has no lower-division prerequisites.

Information Literacy

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

- IDIS 110: Introduction to Information Literacy
- HIST 300: Exploring the Past.

Lower-Division Requirements (60)

General Education (34 credits)

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)

First-Year Seminar (2 credits)

(Transfer students replace this requirement with a lower-level elective.)

IDIS 101 First-Year Seminar: Applied Learning and Study Skills

Lower-Division General Electives (24 credits)

Students may take 24 credits in courses from any University discipline.

Recommended electives:

6 credits in lower-division history courses.

Upper-Division Requirements (60 credits)

General Education Requirements (9 credits)

WRIT 300/300L Advanced Expository Writing (3)

IDIS 302 Ethical Issues in Business and Society (3)

One of the following:

IDIS 301 World Cultures (3)

IDIS 304 Arts and Ideas (3)

History Requirements (33 credits)

Major Core Requirements (12 credits)

HIST 300 Exploring the Past (3)

Students select one course from each of the following three areas (9 credits):

European History

HIST 310 The Ancient World (3)

HIST 311 The Emergence of Europe (3)

HIST 312 The Age of Revolutions (3)

HIST 313 Europe, 1815-1914 (3)

HIST 314 Europe, 1914-1945 (3)

HIST 315 Europe Since 1945 (3)

Topics in American History

HIST 320 America Since 1940 (3)

HIST 340 American Legal History (3)

HIST 370 The Old South and Slavery (3)

HIST 375 The Civil War and Reconstruction (3)

HIST 376 The New South and Civil Rights (3)

HIST 380 The Chesapeake World (3)

- HIST 381 American Cities (3)
- HIST 382 History of Baltimore (3)
- HIST 383 Community History (3)
- HIST 390 Film and History (in American History) (3)
- HIST 434 American Constitutional History (3)
- HIST 438 Great Trials in History (in American History) (3)
- HIST 445 Topics in the History of Religion (in American History) (3)
- HIST 468 American Political History (3)
- HIST 473 U.S. Women's History (3)
- HIST 478 History of American Business (3)
- HIST 480 Introduction to Public History (3)
- HIST 497 Special Topics (in American History) (3)

Other Topics in History

- HIST 331 English Law to 1689 (3)
- HIST 332 English Law Since 1689 (3)
- HIST 344 World War II (3)
- HIST 390 Film and History (other than American History) (3)
- HIST 438 Great Trials in History (other than American History) (3)
- HIST 440 History of Common Law (3)
- HIST 445 Topics in the History of Religion (other than American History) (3)
- HIST 460 The Cold War, 1945-90 (3)
- HIST 463 History of Germany (3)
- HIST 465 Topics in East European History (3)
- HIST 466 History of Africa (3)
- HIST 474 Women and Family in European History (3)
- HIST 477 Technology in History (3)
- HIST 497 Special Topics (other than American History) (3)

Major Elective Requirements (21 credits)

Students select 7 courses from the previous areas and/or from:

- HIST 490 Internship (3)
- HIST 492 Independent Study (1-3)
- HIST 493 Honors Seminar (3)
- HIST 494 Honors Project (3-6)
- HIST 495 Seminar in History (3)
- HIST 496 Seminar in Public History (3)

History majors may also include one of the following philosophy courses as a major elective:

- PHIL 317 Ancient Philosophy
- PHIL 319 Modern Philosophy
- PHIL 320 20th-Century Philosophy

A maximum of 6 transfer credits in history, taken at the 200 level or above, can be applied to the history major with the approval of the program director.

Upper-Division General Electives (18 credits)

Students may take 18 credits in courses from any University discipline.

Accelerated Bachelor's/Master's Option (See page 71.)

Students who qualify may apply to take up to 9 graduate credits that apply to both this undergraduate degree and the M.A. in Legal and Ethical Studies. Contact the program director for information.

Law School Automatic Admit Option (See page 71.)

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

Four-Year Program

General education:	43
Major requirements:	33
General electives:	44
(includes First-Year Seminar)	
Total for degree:	120

HISTORY**LAW SCHOOL EARLY ENTRY OPTION**

Students who qualify complete 93 hours of undergraduate credits and an additional 27 hours of law school credits to attain the 120 credits required for the bachelor's degree. See page 72 for information about the qualifications and requirements that govern the Law School Early Entry Option.

DEGREE REQUIREMENTS

In addition to the requirements of the major, all bachelor's degree candidates are required to fulfill the collegewide degree - requirements outlined under Yale Gordon College of Liberal Arts, Academic Policies and Information.

Information Literacy

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

- IDIS 110: Introduction to Information Literacy
- HIST 300: Exploring the Past.

Lower-Division Requirements (60 credits)*General Education (34 credits)*

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)

First-Year Seminar (2 credits)

(Transfer students replace this requirement with a lower-level elective.)

IDIS 101 First-Year Seminar: Applied Learning and Study Skills

Lower-Division General Electives (24 credits)

Students may take 24 credits in courses from any University discipline.

Recommended electives:

6 credits in lower-division history courses.

Upper-Division Requirements (60 credits)

General Education Requirements (9 credits)

- WRIT 300/300L Advanced Expository Writing (3)
IDIS 302 Ethical Issues in Business and Society (3)
One of the following:
IDIS 301 World Cultures (3)
IDIS 304 Arts and Ideas (3)

History Requirements (24 credits)

Major Core Requirements (12 credits)

- HIST 300 Exploring the Past (3)

Students select one course from each of the following three areas (9 credits):

European History

- HIST 310 The Ancient World (3)
HIST 311 The Emergence of Europe (3)
HIST 312 The Age of Revolutions (3)
HIST 313 Europe, 1815-1914 (3)
HIST 314 Europe, 1914-1945 (3)
HIST 315 Europe Since 1945 (3)

Topics in American History

- HIST 320 America Since 1940 (3)
HIST 340 American Legal History (3)
HIST 370 The Old South and Slavery (3)
HIST 375 The Civil War and Reconstruction (3)
HIST 376 The New South and Civil Rights (3)
HIST 380 The Chesapeake World (3)
HIST 381 American Cities (3)
HIST 382 History of Baltimore (3)
HIST 383 Community History (3)
HIST 390 Film and History (in American History) (3)
HIST 434 American Constitutional History (3)
HIST 438 Great Trials in History (in American History) (3)
HIST 445 Topics in the History of Religion (in American History) (3)
HIST 468 American Political History (3)
HIST 473 U.S. Women's History (3)
HIST 478 History of American Business (3)
HIST 480 Introduction to Public History (3)
HIST 497 Special Topics (in American History) (3)

Other Topics in History

- HIST 331 English Law to 1689 (3)
HIST 332 English Law Since 1689 (3)
HIST 344 World War II (3)
HIST 390 Film and History (other than American History) (3)
HIST 438 Great Trials in History (other than American History) (3)
HIST 440 History of Common Law (3)
HIST 445 Topics in the History of Religion (other than American History) (3)
HIST 460 The Cold War, 1945-90 (3)
HIST 463 History of Germany (3)
HIST 465 Topics in East European History (3)
HIST 466 History of Africa (3)

- HIST 474 Women and Family in European History (3)
- HIST 477 Technology in History (3)
- HIST 497 Special Topics (other than American History) (3)

Major Elective Requirements (12 credits)

Students select four courses from the previous areas and/or from:

- HIST 490 Internship (3)
- HIST 492 Independent Study (1-3)
- HIST 493 Honors Seminar (3)
- HIST 494 Honors Project (3-6)
- HIST 495 Seminar in History (3)
- HIST 496 Seminar in Public History (3)

History majors may also include one of the following philosophy courses as a major elective:

- PHIL 317 Ancient Philosophy
- PHIL 319 Modern Philosophy
- PHIL 320 20th-Century Philosophy

A maximum of 6 transfer credits in history, taken at the 200 level or above, can be applied to the history major with the approval of the program director.

Law School Early Entry Option

General education:	43
Major requirements:	24
General electives:	26
(includes First-Year Seminar)	
Total undergraduate credits:	93
Law School credits:	27
Total for degree:	120

SPECIALIZATION IN PUBLIC HISTORY

Students majoring in history may choose a specialization in public history, which is the professional application of historical methods, skills, research and presentation in settings outside the classroom. Public historians work in museums, archives, government, historical societies, living history sites, preservation groups, businesses and nonprofit organizations of all kinds, either independently or in partnership with academic institutions.

Public historians also make innovative use of media to present their findings to nonacademic audiences. The specialization, consisting of a selected group of electives, exposes students to both the theory and practice of this growing emphasis within historical studies, thereby preparing them for entry-level jobs or graduate training in the field.

Students in the public history specialization combine standard history coursework with public history courses, seminars, independent research and an internship designed to introduce them to various specialties within the field as they gain practical experience in a variety of professional settings where historians work. The public history specialization requirements total 15 credits, including a foundation course on local history, two public history core courses and two specialized electives. In addition, the Seminar in Public History is recommended for students enrolled in the specialization.

Public History Specialization Requirements (15 credits)

Foundation Requirement (3 credits)

One of the following:

- HIST 380 The Chesapeake World (3)
- HIST 382 History of Baltimore (3)

Public History Core Requirements (6 credits)

- HIST 480 Introduction to Public History (3)
- HIST 490 Internship (3)

Specialized Electives (6 credits)

Students choose 6 credits from the following with advisement from the program director:

- HIST 496 Seminar in Public History (highly recommended)
- CMAT 351 Project Management I: Principles
- CMAT/WRIT 361 Writing for the Media
- CMAT 369 Digital Video
- CMAT 381 Representing Reality: News & Documentary
- CMAT 455 Hypermedia
- GVPP 300 American Political Institutions
- GVPP 322 Bureaucracy and Public Policy
- GVPP 326 Urban Politics and Public Policy
- GVPP 348 State and Local Government
- GVPP 461 Maryland Government Processes and Politics
- MGMT 300 Human Resource Management
- MGMT 301 Organizational Behavior
- MKTG 301 Marketing Management
- PSYC 355 Interviewing Psychology
- SOCI 302 The American Family in Perspective
- SOCI 303 Urban Sociology
- WRIT 330 Writing, Editing & Publishing

HUMAN SERVICES ADMINISTRATION, BACHELOR OF ARTS

(Transfer Program)

www.ubalt.edu/humanservicesadministration

Bridal Pearson, program director

FACULTY: Finelli, Pearson, other selected faculty from the Yale Gordon College of Liberal Arts

Offered through the Division of Applied Behavioral Sciences, 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. Focusing on the disciplines of sociology, psychology, and government and public policy, the curriculum is designed to meet the needs of both in-service personnel and those who contemplate a career in human service delivery. It affords in-service personnel an opportunity for increased professionalism, career advancement and higher education. For others, it offers pre-professional career preparation.

The University's B.A. in Human Services Administration is fully articulated with the associate degree programs in human services at all participating area community colleges. Students with an associate degree in human services should find this program particularly appealing; however, such associate degree programs are not a requirement for admission to this bachelor's program. This program was originally developed in cooperation with the Maryland Department of Human Resources.

COURSE CODES

Human services administration is an interdisciplinary program that draws on a variety of liberal arts disciplines: government and public policy (GVPP), psychology (PSYC), sociology (SOCL) and philosophy (PHIL). Descriptions and prerequisites for individual courses are detailed in the Course Descriptions section of this catalog.

ADMISSION REQUIREMENTS

See the Admission section of this catalog.

DEGREE REQUIREMENTS

In addition to the requirements of the major, all bachelor's degree candidates are required to fulfill the collegewide degree - requirements outlined under Yale Gordon College of Liberal Arts, Academic Policies and Information.

Human services administration has no lower-division prerequisites.

Information Literacy

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

- IDIS 110: Introduction to Information Literacy.

General Education Requirements (9 credits)

WRIT 300/300L Advanced Expository Writing (3)

IDIS 302 Ethical Issues in Business and Society (3)

One of the following:

IDIS 301 World Cultures (3)

IDIS 304 Arts and Ideas (3)

Human Services Administration Requirements (42 credits)

The following courses are designed to give specialized knowledge of the administration of human services.

GVPP 320 Public Administration (3)

GVPP 322 Bureaucracy and Public Policy (3)

GVPP 348 State and Local Government (3)

GVPP 423 Public Budgeting and Personnel Administration (3) (or GVPP 425: Administrative Law and Processes)

PHIL 305 Professional Ethics in Human Services (3)

PSYC 210 Interpersonal Psychology (3)

PSYC 220 Stress Identification and Management (3) (or PSYC 365: Psychology of Gender)

PSYC 230 Behavior Modification in Applied Settings (3)

- PSYC 355 Interviewing Psychology (3)
- SOCI 301 Social Problems (3) (or SOCI 312: Community Organization Practice and Analysis)
- SOCI 302 The American Family in Perspective (3)
- SOCI 380 Race and Ethnic Relations (3)
- SOCI 403 Social Research Methods (3)
- SOC 492 Senior Seminar in Human Services (3)* (or SOCI 412: Internship**)

* required of in-service human services personnel

** required of pre-service students

General Electives (9 credits)

Students may take 9 credits in courses from any University discipline.

Accelerated Bachelor's/Master's Option (See page 71.)

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.

Law School Automatic Admit Option (See page 71.)

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

Transfer Program

General education:	9
Major requirements:	42
General electives:	9
Total UB credits:	60
Total for degree:	120

INTERDISCIPLINARY STUDIES, BACHELOR OF ARTS

(Full-Time, Four-Year Day Program; Transfer Program)
www.ubalt.edu/interdisciplinary

Betsy Yarrison, program director

FACULTY: Yarrison, other selected faculty from the Yale Gordon College of Liberal Arts and the Merrick School of Business

The undergraduate B.A. program in Interdisciplinary Studies allows students to create a course of study anchored to 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.

Working closely with the program director, students construct a cohesive program of study that combines the traditional rigors of a liberal arts education with a specialty in more professionally oriented disciplines. The program is particularly appropriate for students who are already involved in a profession and wish to take courses in related disciplines, and also for students who wish to develop a degree program around themes, topics or areas not confined to a single discipline. This degree allows flexibility not found in a standard program.

Note: Students should not confuse the Interdisciplinary Studies program with various University course requirements that use the IDIS course code. The major draws on courses across the curriculum. IDIS is a subject code that references interdisciplinary courses, some of which meet graduation and general education requirements.

COURSE CODES

The Interdisciplinary Studies program includes courses offered in both liberal arts and business. Descriptions and prerequisites for individual courses are detailed in the Course Descriptions section of this catalog.

ADMISSION REQUIREMENTS

See the Admission section of this catalog.

DEGREE REQUIREMENTS

In addition to the requirements of the major, all bachelor's degree candidates are required to fulfill the collegewide degree - requirements outlined under Yale Gordon College of Liberal Arts, Academic Policies and Information.

Information Literacy

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

- IDIS 110: Introduction to Information Literacy.

Lower-Division Requirements (60 credits)

General Education (34 credits)

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)

First-Year Seminar (2 credits)

(Transfer students replace this requirement with a lower-level elective.)

IDIS 101 First-Year Seminar: Applied Learning and Study Skills (2)

Lower-Division General Electives (24 credits)

Students may take 24 credits in courses from any University discipline. 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 from the disciplines approved for use as areas of individualized study (see below).

Program Plan Requirement

Within the first semester after admission to the interdisciplinary studies major, a degree candidate must develop and submit a proposed program plan for approval by the Interdisciplinary Studies program director in consultation with faculty from the student's proposed areas of individualized study. The proposed program must not duplicate an existing degree program at the University of Baltimore.

The proposed program must include three areas of individualized study with a rationale for their interdisciplinary interrelationship. The proposed program should include the student's learning goals for the major and show how the three proposed areas of individualized study and their interdisciplinary connections align with the student's career goals. Program plans will be kept on file and will be revised appropriately as the student progresses through the program. A final program plan will be developed as part of the coursework for IDIS 497: Interdisciplinary Studies Portfolio.

Once the proposed program has received initial approval, the student will work with the Interdisciplinary Studies program director to plan coursework that will include not only the four courses that will be used to meet the core requirement within each of the three areas of individualized study but also appropriate electives from any discipline. This curriculum plan, which will become part of the student's program plan and will be revised as needed, should support the student's career goals and the interdisciplinary goals of the proposed program.

Upper-Division Requirements (60 credits)

General Education (9 credits)

WRIT 300/300L Advanced Expository Writing (3)

IDIS 302 Ethical Issues in Business and Society (3)

One of the following:

IDIS 301 World Cultures (3)

IDIS 304 Arts and Ideas (3)

Interdisciplinary Studies Requirements (39 credits)

Areas of Individualized Study (36 credits)

1. First area of individualized study (12 credits minimum/300 level or above)
2. Second area of individualized study (12 credits minimum/300 level or above)
3. Third area of individualized study (12 credits minimum/300 level or above)

Areas of individualized study may be drawn from among courses and disciplines offered in the University of Baltimore's undergraduate programs in business, applied information technology, corporate communication, criminal justice, English, history, government and public policy, philosophy, psychology, sociology and others, as well as from disciplines not offered at the University of Baltimore with the approval of the program director. At least 24 credits to be applied to the individualized areas of study must be taken in liberal arts disciplines. Courses in more than one academic discipline (e.g., writing and corporate communication or management and marketing) may be combined as an area of study with the permission of all program directors.

Capstone Portfolio (3 credits)

IDIS 497 Interdisciplinary Studies Portfolio (3)

In this course, each student will work individually and in groups to create an interdisciplinary studies learning portfolio that contains the student's revised program plan with commentary, a reflective journal, a resume package and pre-professional work samples. As part of the course, portfolios will be presented in a public forum that will include review by the program director and three faculty members (one from each of the student's areas of individualized study) selected by the student with the approval of the program director.

Upper-Division General Electives (12 credits)

Students may take 12 credits in courses from any University discipline.

Law School Automatic Admit Option (See page 71.)

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

Four-Year Program

General education:	43
Major requirements:	39
General electives:	38
(includes First-Year Seminar)	
Total for degree:	120

JURISPRUDENCE, BACHELOR OF ARTS

(Full-Time, Four-Year Day Program; Transfer Program)

www.ubalt.edu/jurisprudence

Alfred Guy Jr., program director

FACULTY: Botes, Carney, Elfenbein, Guy, Kassner, Nix, Sawyer, Windmueller

ADJUNCT FACULTY: McDermitt

The B.A. in Jurisprudence program is a selective academic program designed for serious students, many of whom go on to law school, graduate school or careers in fields that require an interdisciplinary background focused on law, history, philosophy, government and English. The program is administered through the Division of Legal, Ethical and Historical Studies.

The interdisciplinary curriculum is designed to provide students with a broad knowledge base as well as focus on professional liberal arts skills—critical reading, effective research, analytical thinking and persuasive writing. This course of study provides jurisprudence graduates with a larger perspective on their community, nation and the world, as well as skills and knowledge that will serve them well in law and many other fields of graduate education and work.

Qualified students may seek early admission to the School of Law upon completion of 93 credits through the Law School Early Entry Option, which allows students to begin studying law prior to the completion of the bachelor's degree and to substitute the first year of law school for the senior year of college.

COURSE CODES

Jurisprudence is an interdisciplinary program that draws on a variety of liberal arts disciplines: philosophy (PHIL), history (HIST), government and public policy (GVPP), English (ENGL), corporate communication (CMAT) and writing (WRIT). Descriptions and prerequisites for individual courses are detailed in the Course Descriptions section of this catalog.

ADMISSION REQUIREMENTS

Jurisprudence is a selective major that grants admission to all qualified applicants.

1. Applicants must meet the University's general admission requirements as well as the program-specific admission requirement of a cross-institutional cumulative GPA of 3.00 or better. This standard applies to students admitted to the major from the UB First and Second Year Program and to transfer students.
2. Applicants who do not meet this criterion for admission to jurisprudence but who meet requirements for undergraduate admission or for choosing an academic major may select another major. If, between the time of first admission to UB and the successful completion of 72 credits applicable to the degree (including transfer credits), such students raise their cross-institutional cumulative GPA to 3.00, they may petition for a change of major to the jurisprudence program. See Academic Policies section of this catalog.
3. Transfer students are not required to have majored in any particular field of study or to have taken any particular course of study; however, all jurisprudence majors must meet any upper- or lower-division course requirements for the B.A. in Jurisprudence as outlined in this catalog with either acceptable transfer credits or credits earned at UB.
4. Applicants who are interested in the 93-credit Law School Early Entry Option are cautioned to read UB Law School requirements for this option carefully (see www.ubalt.edu/prelaw) and to seek advisement regarding their current standing and progress toward meeting these requirements.
5. Students in the First and Second Year Program who are interested in this major should meet with the jurisprudence program director as part of the transition process to an academic major. Transfer students must meet with the jurisprudence program director prior to their first registration at UB.

DEGREE REQUIREMENTS

In addition to the requirements of the major, all bachelor's degree candidates are required to fulfill the collegewide degree requirements outlined under Yale Gordon College of Liberal Arts, Academic Policies and Information.

Information Literacy

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

- IDIS 110: Introduction to Information Literacy.

Lower-Division Requirements (60 credits)

General Education (34 credits)

English Composition	(3)
Mathematics	(3)
Oral Communication	(3)
Literature	(3)
History/Philosophy	(3)
Fine Arts	(3)
Computer Literacy	(3)
Social and Behavioral Science 1	(3)
Social and Behavioral Science 2	(3)
Biological/Physical Science	
Nonlaboratory	(3)
Laboratory	(4)

First-Year Seminar (2 credits)

(Transfer students replace this requirement with a lower-level elective.)

IDIS 101 First-Year Seminar: Applied Learning and Study Skills (2)

Major Requirements (12 credits)

(Choose four courses from the following disciplines/subject areas, but not more than two courses from each discipline/subject area. These courses are in addition to any course used to fulfill general education requirements.)

accounting
American government
American history
conflict management
economics
philosophy

Lower-Division General Electives (12 credits)

Students may take 12 credits in courses from any University discipline.

Upper-Division Requirements (60 credits)

General Education Requirements (9 credits)

WRIT 300/300L Advanced Expository Writing (3)

IDIS 302 Ethical Issues in Business and Society (3)

One of the following:

IDIS 301 World Cultures (3)

IDIS 304 Arts and Ideas (3)

Major Requirements (42 credits)

Core Requirements (6 credits)

PHIL 316 Logic of Language (3)

One of the following:

PHIL 301 Ethics (3)

PHIL 490 Theories of Justice (3)

Discipline Requirements (36 credits)

English/Corporate Communication (6 credits)

Choose two courses from the following:

CMAT 303 Oral Communication in Business

CMAT 320 Argumentation, Debate & Society

ENGL 316 Modern Poetry

ENGL 319 European Fiction

ENGL 320 Contemporary Literature

ENGL 337 Great Plays: From the West & East

ENGL 338 Modern Drama

ENGL 341 American Literature: The Central Years

ENGL 344 American Fiction

ENGL 346 The American Dream

ENGL 351 Ancient Myth: Paradigms & Transformations

ENGL 354 Images of Love

ENGL 362 Dante, Chaucer & Cervantes: Three Versions of Pilgrimage

ENGL 364 Shakespeare: Kings, Knaves & Fools

ENGL 365 Shakespeare: Love, Myth & Metamorphosis

ENGL 395 Narrative Discourse: Cross-Media Comparisons

ENGL 397 Reading Strategies

ENGL 421 The Elizabethan Renaissance: In the Green World

- ENGL 432 The Age of Reason
- ENGL 450 The Great Moderns
- ENGL 493 Honors Seminar
- WRIT 314 Argument & Persuasion

Government and Public Policy (12 credits)

Choose four courses from the following:

- GVPP 300 American Political Institutions
- GVPP 320 Public Administration
- GVPP 340 Constitutional Law
- GVPP 341 Civil Liberties and the Bill of Rights
- GVPP 344 American Presidency
- GVPP 345 The Legislative Process
- GVPP 348 State and Local Government
- GVPP 381 American Political Thought
- GVPP 382 Political Ideologies
- GVPP 384 Comparative Government
- GVPP 425 Administrative Law and Process
- GVPP 426 Foundations of Democracy I
- GVPP 427 Foundations of Democracy II
- GVPP 461 Maryland Government Processes and Politics
- GVPP 489 The United Nations
- GVPP 490/ Internship
491
- GVPP 493 Honors Seminar

History (12 credits)

Choose four courses from the following:

- HIST 300 Exploring the Past
- HIST 310 Ancient Civilizations
- HIST 313 Europe, 1815-1914
- HIST 314 Europe, 1914-1945
- HIST 315 Europe Since 1945
- HIST 331 English Law to 1689
- HIST 332 English Law Since 1689
- HIST 340 American Legal History
- HIST 370 Old South and Slavery
- HIST 375 Civil War and Reconstruction
- HIST 377 New South and Civil Rights
- HIST 434 American Constitutional History
- HIST 438 Great Trials in History
- HIST 440 History of Common Law
- HIST 445 Topics in the History of Religion
- HIST 468 American Political History
- HIST 473 U.S. Women's History
- HIST 474 Women and Family in European History
- HIST 478 History of American Business
- HIST 493 Honors Seminar
- HIST 494 Independent Study
- HIST 495 Senior Seminar
- HIST 497 Special Topics

Philosophy (6 credits)

Choose two courses from the following:

- PHIL 317 Ancient Philosophy
- PHIL 319 Modern Philosophy
- PHIL 320 20th-Century Philosophy

PHIL 322	Philosophy of Religion
PHIL 419	Religions in America
PHIL 490	Theories of Justice
PHIL 493	Honors Seminar
PHIL 497	Special Topics in Philosophy

Upper-Division General Electives (9 credits)

Students may take 9 credits in courses from any University discipline.

Accelerated Bachelor's/Master's Option(See page 71.)

Students who qualify may apply to take up to 9 graduate credits that apply to both this undergraduate degree and the M.A. in Legal and Ethical Studies. Contact the program director for information.

Law School Automatic Admit Option (See page 71.)

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

Four-Year Program

General education:	43
Major requirements:	54
General electives:	23
(includes First-Year Seminar)	
Total for degree:	120

JURISPRUDENCE

LAW SCHOOL EARLY ENTRY OPTION

Students who qualify complete 93 hours of undergraduate credits and an additional 27 hours of law school credits to attain the 120 credits required for the bachelor's degree. See page 72 for information about the qualifications and requirements that govern the Law School Early Entry Option.

Lower-Division Requirements (60 credits)

General Education (34 credits)

English Composition	(3)
Mathematics	(3)
Oral Communication	(3)
Literature	(3)
History/Philosophy	(3)
Fine Arts	(3)
Computer Literacy	(3)
Social and Behavioral Science 1	(3)
Social and Behavioral Science 2	(3)
Biological/Physical Science	
Nonlaboratory	(3)
Laboratory	(4)

First-Year Seminar (2 credits)

(Transfer students replace this requirement with a lower-level elective.)

IDIS 101	First-Year Seminar: Applied Learning and Study Skills (2)
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Major Requirements (12 credits)

Choose four courses from the following disciplines/subject areas, but not more than two courses from each discipline/subject area. These courses are in addition to any course used to fulfill general education requirements.

accounting
American history
American government
conflict management
economics
philosophy

Lower-Division General Electives (12 credits)

Students may take 12 credits in courses from any University discipline.

Upper-Division Requirements (33 credits)

General Education Requirements (9 credits)

WRIT 300/300L Advanced Expository Writing (3)
IDIS 302 Ethical Issues in Business and Society (3)
One of the following:
IDIS 301 World Cultures (3)
IDIS 304 Arts and Ideas (3)

Major Requirements (minimum of 24 credits)

Core Requirements (6 credits)

PHIL 316 Logic of Language (3)
One of the following:
PHIL 301 Ethics (3)
PHIL 490 Theories of Justice (3)

Discipline Requirements (minimum of 12 credits)

History (6 credits, at least one course from each of the following two groups)

Group A:

HIST 300 Exploring the Past
HIST 310 Ancient Civilizations
HIST 311 Emergence of Europe
HIST 312 Age of Revolutions
HIST 313 Europe, 1815-1914
HIST 314 Europe, 1914-1945
HIST 315 Europe Since 1945
HIST 420 America Since 1940
HIST 445 Topics in the History of Religion
HIST 463 History of Germany
HIST 466 History of Africa
HIST 468 American Political History
HIST 473 U.S. Women's History
HIST 474 Women and Family in European History

Group B:

HIST 331 English Law to 1689
HIST 332 English Law Since 1689
HIST 340 American Legal History
HIST 377 New South and Civil Rights
HIST 434 American Constitutional History
HIST 438 Great Trials in History

Government and Public Policy (6 credits, at least one course from each of the following two groups)

Group A:

- GVPP 300 American Political Institutions
- GVPP 320 Public Administration
- GVPP 322 Bureaucracy and Policy
- GVPP 326 Urban Politics and Public Policy
- GVPP 344 American Presidency
- GVPP 345 The Legislative Process
- GVPP 348 State and Local Government
- GVPP 362 Media and Government
- GVPP 384 Comparative Government
- GVPP 461 Maryland Government Processes and Politics

Group B:

- GVPP 340 Constitutional Law
- GVPP 341 Civil Liberties and the Bill of Rights
- GVPP 381 American Political Thought
- GVPP 382 Political Ideologies
- GVPP 425 Administrative Law and Process
- GVPP 427 Foundations of Democracy II

Other courses may be substituted at the discretion and with the permission of the program director.

Upper-Division General Electives (6 credits maximum)

Students may take up to 6 credits in courses from any University discipline.

Law School Early Entry Option

General education:	43
Major requirements:	36
General electives:	14
(includes First-Year Seminar)	
Total undergraduate credits:	93
Law School credits:	27
Total for degree:	120

PSYCHOLOGY, BACHELOR OF ARTS

(Full-Time, Four-Year Day Program; Transfer Program)
www.ubalt.edu/psychology

John Bates, program director

FACULTY: Bates, Eysell, Farley, Gasser, Johnson, Kohl, Mitchell, Pearson, Yun

ADJUNCT FACULTY: Anderson, Gasparini, Jackson, Shanefelter

The B.A. in Psychology program is administered through the Division of Applied Behavioral Sciences. The program provides students with broad exposure to the theoretical, methodological, quantitative and applied aspects of psychology. The program enables students to prepare for admission to graduate school and to build skills necessary for careers in psychology and related fields.

Faculty members have a wide variety of research interests and professional skills in counseling, industrial/organizational psychology, research methods and data analysis, psychological assessment and neuropsychology. The division hosts a variety of research projects associated with individual faculty members.

The Wagman Applied Psychology Laboratory supports faculty and student research projects. Supervised practicum and internship experiences are also available in a variety of areas. The undergraduate program sponsors a local chapter of Psi Chi, the National Honor Society in Psychology.

Assistance in academic planning, registration and scheduling is provided by the academic program coordinator. Students are encouraged to discuss program, career interests or graduate school plans with the program coordinator, as well as with members of the division's faculty.

COURSE CODE

Psychology (PSYC). Descriptions and prerequisites for individual courses are detailed in the Course Descriptions section of this catalog.

ADMISSION REQUIREMENTS

See the Admission section of this catalog.

DEGREE REQUIREMENTS

In addition to the requirements of the major, all bachelor's degree candidates are required to fulfill the collegewide degree - requirements outlined under Yale Gordon College of Liberal Arts, Academic Policies and Information.

Information Literacy

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

- IDIS 110: Introduction to Information Literacy
- PSYC 200: Introduction to Professional Practices, PSYC 308: Research Methods and Statistics I and PSYC 309: Research Methods and Statistics II.

A maximum of 12 credits may be transferred to UB as meeting major requirements or major electives; the program director will evaluate and determine applicable coursework.

Lower-Division Requirements (60 credits)

General Education (34 credits)

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: *PSYC 100: Introduction to Psychology (3)

Social and Behavioral Science 2 (3)

Biological and Physical Science

Laboratory course (4)

Nonlaboratory course (3)

* denotes preferred general education course

First-Year Seminar (2 credits)

(Transfer students replace this requirement with a lower-level elective.)

IDIS 101 First-Year Seminar: Applied Learning and Study Skills (2)

Major Requirements (6 credits)

PSYC 100 Introduction to Psychology (3)

PSYC 200 Introduction to Professional Practices (3)

Lower-Division General Electives (18 credits)

Students may take 18 credits in courses from any University discipline.

Upper-Division Requirements (60 credits)

General Education (9 credits)

WRIT 300/300L Advanced Expository Writing (3)

IDIS 302 Ethical Issues in Business and Society (3)

One of the following:

IDIS 301 World Cultures (3)

IDIS 304 Arts and Ideas (3)

Major Requirements (39 credits)

Behavioral Science Core (15 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 405 Tests and Measurements (3)

PSYC 490 Senior Project in Psychology (3)

Distributive Psychology Requirement (12 credits)

Two courses in one of these areas, and one course in both of the remaining areas:

Psychology as a Social Science

PSYC 210 Interpersonal Psychology (3)

PSYC 250 Social Psychology (3)

PSYC 260 Psychology of Religion and Spirituality (3)

PSYC 335 Theories of Personality (3)

PSYC 360 Cross-Cultural Psychology (3)

PSYC 365 Psychology of Gender (3)

Psychology as a Natural Science

PSYC 205 Human Development (3)

PSYC 345 Cognitive Psychology (3)

PSYC 415 Evolutionary Psychology (3)

PSYC 425 Sensation and Perception (3)

PSYC 430 Physiological Psychology (3)

Applied Psychology

PSYC 320 Industrial and Organizational Psychology (3)

PSYC 325 Forensic Psychology (3)

PSYC 330 Health Psychology (3)

PSYC 340 Counseling Psychology (3)

Major Electives (12 credits)

At least 12 credits of any additional PSYC coursework selected from the three distributive psychology domains listed above and/or the list of courses below (or other courses approved by the program director and division chair), at least 3 credits of which must be earned in 400-level courses.

- PSYC 215 Human Sexuality (3)
- PSYC 220 Stress Identification and Management (3)
- PSYC 230 Behavior Modification in Applied Settings (3)
- PSYC 240 Educational Psychology (3)
- PSYC 315 Motivation (3)
- PSYC 350 Abnormal Psychology (3)
- PSYC 355 Interviewing Psychology (3)
- PSYC 370 Psycholinguistics (3)
- PSYC 400 Theories of Learning (3)
- PSYC 403 Training and Development (3)
- PSYC 413 Psychopathology (3)
- PSYC 445 Psychology of Aging (3)
- PSYC 446 Death, Dying and Bereavement (3)
- PSYC 455 Workshop in Counseling (3)
- PSYC 493 Honors Seminar (3)
- PSYC 494 Honors Project (3)
- PSYC 497 Topics in Psychology (3)
- PSYC 499 Special Projects in Psychology (3)

Upper-Division General Electives (12 credits)

Students may take 12 credits in courses from any University discipline.

Accelerated Bachelor's/Master's Option (See page 71.)

Students who qualify may apply to take up to 9 graduate credits that apply to both this undergraduate degree and the M.S. in Applied Psychology. Contact the program director for information.

Law School Automatic Admit Option (See page 71.)

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

Four-Year Program

General education:	43
Major requirements:	45
General electives:	32
(includes First-Year Seminar)	
Total for degree:	120

SIMULATION AND DIGITAL ENTERTAINMENT, BACHELOR OF SCIENCE

(Full-Time, Four-Year Day Program; Transfer Program)

www.ubalt.edu/digitalentertainment

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

Stuart Moulthrop, program director

FACULTY: Harmeyer, Kaplan, Moulthrop, Oldenburg, Summers

The B.S. in Simulation and Digital Entertainment is offered through the School of Information Arts and Technologies. This program allows students with a strong interest in interactive software to refine skills and understanding while they prepare for a range of career opportunities. Much of the coursework concerns entertainment applications such as computer games and interactive cinema but is not limited to those areas. Students will be able to participate in development teams building solutions for education, training and research as well as the game industry. They will also acquire a foundation for further study in areas such as applied information technology.

FACILITIES

The School of Information Arts and Technologies maintains several PC labs supporting programming, network administration, information security, 3-D graphics and computer game development.

COURSE CODE

Computer science (COSC). Descriptions and prerequisites for individual courses are detailed in the Course Descriptions section of this catalog.

ADMISSION REQUIREMENTS

Students applying to the program at USG must have a minimum of 60 transferable credits. For more information, see the Admission section of this catalog.

DEGREE REQUIREMENTS

In addition to the requirements of the major, all bachelor's degree candidates are required to fulfill the collegewide degree - requirements outlined under Yale Gordon College of Liberal Arts, Academic Policies and Information.

Information Literacy

Students in the B.S. in Simulation and Digital Entertainment program will meet the University of Baltimore Information Literacy requirement by successful completion of:

- IDIS 110: Introduction to Information Literacy.

Lower-Division Requirements (60 credits)

General Education (34 credits)

English Composition	(3)
Mathematics	(3) *MATH 111: College Algebra
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)

* denotes preferred general education course

First-Year Seminar (2 credits)

(Transfer students replace this requirement with a lower-level elective.)

IDIS 101 First-Year Seminar: Applied Learning and Study Skills (2)

Major Requirements (12 credits)

COSC 150 Introduction to Game Design (3)

COSC 155 Internet Technologies: Mastering the Basics (3)

COSC 160 Graphics for Game Design (3)

COSC 260 Introduction to 3-D Graphics (3)

Lower-Division General Electives (12 credits)

Students may take 12 credits in courses from any University discipline.

Upper-Division Requirements (60 credits)

General Education (9 credits)

WRIT 300/300L Advanced Expository Writing (3)

IDIS 302 Ethical Issues in Business and Society (3)

One of the following:

IDIS 301 World Cultures (3)

IDIS 304 Arts and Ideas (3)

Major Requirements (30 credits)

COSC 315 C++ for Interactive Design* (3)

COSC 320 Game Concept and Design (3)

COSC 324 Designing for Humans (3)

COSC 330 Applied Simulation (3)

COSC 410 3-D Modeling (3)

COSC 414 Audio Integration in Games and Simulations (3)

COSC 418 Design of Multiplayer Games (3)

COSC 450 SDE Practicum (3)

COSC 460 Games, Simulations and Society (3)

COSC 470 Game and Simulation Development Seminar (3)

* Transfer students who have taken CINS 220: C++ Programming in a community college or an equivalent course in object-oriented programming may substitute COSC 403: Advanced and Object-Oriented Programming, a course in the Java programming language.

Other Requirements (3 credits)

WRIT 313 Writing for Information Systems (3)

Upper-Division General Electives (18 credits)

Students may take 18 credits in courses from any University discipline.

Accelerated Bachelor's/Master's Option(See page 71.)

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.

Law School Automatic Admit Option (See page 71.)

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

Four-Year Program

General education: 43

Major requirements: 42

Other requirements: 3

General electives: 32

(includes First-Year Seminar)

Total for degree: 120

Course Descriptions

IDENTIFYING GENERAL EDUCATION COURSES

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

WRIT English Composition
MATH Mathematics

Arts and Humanities

ENGL Literature
CMAT Oral Communication
HIPL History or Philosophy
ART Fine Arts
SOSC Social and Behavioral Sciences
GSCI Biological and Physical Sciences

Interdisciplinary and Emerging Issues

COSC Computer Literacy

For further information about the University's general education, see the University-Wide Degree Requirements section of this catalog as well as the description of your degree program.

Other courses may have been designated as meeting general education requirements since the printing of this catalog; please contact your academic adviser for more information.

ACCOUNTING (ACCT)

Accounting courses (ACCT) are offered by the Merrick School of Business.

ACCT 201 Introduction to Financial Accounting (3) A comprehensive study of basic financial accounting processes applicable to a service, merchandising and manufacturing business. An analysis of transactions, journalizing, posting, preparation of working papers and financial statements.

ACCT 202 Introduction to Managerial Accounting (3) An introductory study of managerial accounting processes including job order costing, process costing, cost-volume-profit analysis, standard costs, activity-based costing, cost analysis, budgeting and managerial decision making. prerequisite: ACCT 201 or equivalent with a minimum grade of C

ACCT 301 Intermediate Accounting I (3) A study of financial accounting standard setting, the conceptual framework underlying financial accounting, balance sheet and income statement presentations, revenue and expense recognition and accounting for current assets and current liabilities. prerequisite: ACCT 202 or equivalent with a minimum grade of C

ACCT 302 Intermediate Accounting II (3) A continuation of the study of financial accounting standards with emphasis on accounting for investments, dilutive securities, long-term liabilities, fixed assets, intangible assets, stockholders' equity and earnings per share. prerequisite: ACCT 301 with a minimum grade of C

ACCT 306 Cost Accounting (3) A study of cost behavior, overhead cost allocations and cost systems design and an introduction to activity-based costing and control systems. Emphasis is on case studies and other practical applications. prerequisite: ACCT 202 or equivalent with a minimum grade of C

ACCT 310 Intermediate Accounting III (3) The third course in a three-course sequence for accounting majors. A comprehensive view of financial accounting concepts and principles; an intensive look at the nature and determination of the major financial statements; and an examination of current accounting practice, theory and literature of computerized and noncomputerized systems. Topics include income taxes, pensions and post-retirement benefits, leases, accounting changes, error analysis and statement of cash flows. prerequisite: ACCT 302 or equivalent with a minimum grade of C. [Successful completion of ACCT 310, ACCT 317 and ACCT 405 satisfies the general education requirement for computer literacy **COSC**]

ACCT 317 Accounting Information Systems (3) A study of fundamental accounting system concepts, the technology of accounting systems, file processing and databases, the utilization of accounting system technology, accounting system applications, the internal control of accounting information and the development and operation of accounting systems. Projects use manual and computer-based transaction processing systems. prerequisite: prior or concurrent enrollment in ACCT 301. [Successful completion of ACCT 310, ACCT 317 and ACCT 405 satisfies the general education requirement for computer literacy **COSC**]

ACCT 401 Auditing (3) A study of Generally Accepted Auditing Standards and other standards. Topics covered include professional standards, professional ethics, audit planning, internal control, audit evidence, completing the audit, audit reports and standards for different assurance and nonassurance services. prerequisite: prior or concurrent enrollment in ACCT 302 and ACCT 317

ACCT 402 Seminar in Assurance Services (3) A study of auditing and other assurance services with an emphasis on the world of auditing that exists outside of the college textbook. Special emphasis is given to legal liability, statistical sampling, audits of SEC registrants, research using the AICPA auditing database and other assurance services. A case study approach is used to attempt to create a realistic view of how an auditor organizes and carries out an audit examination. prerequisite: OPRE 330 and ACCT 401 or equivalent with a minimum grade of C

ACCT 403 Advanced Financial Reporting (3) A study of business combinations and the preparation of consolidated financial statements for consolidated enterprises, fund-type accounting for governmental units and not-for-profit entities, accounting for partnerships and accounting for multinational enterprises. prerequisite: ACCT 302 or equivalent with a minimum grade of C

ACCT 404 Advanced Cost Accounting (3) An advanced study of the concepts of process cost accounting, cost behavior, overhead cost allocations, cost system design, activity-based costing and control systems. Emphasis is on case study analysis and other practical applications of cost accounting practices to various business enterprises. prerequisite: ACCT 306 or equivalent

ACCT 405 Income Taxation (3) A study and analysis of the federal income tax structure with emphasis on the taxation of individuals. Topics include income determination, deductions, property transactions, credits and procedures, and an introduction to corporation and partnership taxation, tax planning and ethical issues. prerequisite: ACCT 202 or equivalent with a minimum grade of C. [Successful completion of ACCT 310, ACCT 317 and ACCT 405 satisfies the general education requirement for computer literacy **COSC**]

ACCT 406 Advanced Taxation (3) A continuation of the study of the federal income tax structure with emphasis on the taxation of business entities, including corporations, partnerships and entities taxed as partnerships and S corporations. The course also introduces gift and estate taxes and income taxation of estates and trusts. prerequisite: ACCT 405 or equivalent

ACCT 411 Seminar in Accounting (3) A detailed study of current problems and contemporary developments in accounting literature, reports and bulletins, and a review of financial accounting theory as it relates to current accounting practices. prerequisite: ACCT 302 or equivalent with a minimum grade of C

ACCT 493 Honors Seminar (3) An advanced interdisciplinary seminar that focuses on important books and issues and encourages independent thinking, clear presentation and an understanding of the concerns and methods of various disciplines. The course may be team taught; topic and instructor(s) may change from semester to semester. Course may be repeated for credit when topic changes. prerequisites: 3.5 GPA and permission of the Denit Honors Program director

ACCT 494 Honors Project (3-6) Directed individual instruction in an advanced project of the student's choice; the project must be academically related to this discipline. Each student works closely with a faculty director who guides his/her progress. The project must be of honors quality and must be finally approved by both the faculty director and a second faculty member.

Course is eligible for a continuing studies grade. prerequisites: honors standing, 3.5 GPA and permission of both the Denit Honors Program director and the faculty director

ACCT 495 Accounting Practicum (3) Provides students with real-world accounting experience. The course requires 175 to 200 hours of an accounting internship with a qualified firm based on explicit statements of student responsibilities and faculty/firm monitoring mechanisms. Students work closely with both the firm and a faculty member. prerequisites: a minimum of 24 semester hours of accounting and permission of the instructor

ACCT 497 Special Topics in Accounting (3) The accounting faculty, from time to time, offer an opportunity to integrate new material into the undergraduate program reflecting changes in the field and in the educational needs of students. prerequisites: ACCT 301 or equivalent with a grade of C or better or instructor permission

ACCT 499 Independent Study: Accounting (1-3) An in-depth study of a specific accounting topic performed on an independent basis by the student under the direction of a faculty member. Completion of a major paper as part of the independent study is required. For eligibility and procedures, see the Merrick School of Business Independent Study Policy.

FINE ARTS (ARTS)

Fine Arts courses (ARTS) are offered by the Division of English & Communications Design within the School of Communications Design in the Yale Gordon College of Liberal Arts. Related courses are listed under Communication (CMAT).

ARTS 101 Music & Arts as Craft (3) Examines the creative connections among individual imagination, artistic creation, audience reception and financial considerations, looking at the creative processes of artists such as Michelangelo, Mozart and Jackson Pollock as examples of the complex, often laborious and always evolving efforts that result in great works of art. Students talk with working artists, composers, conductors and collectors in the Baltimore area. [ART]

ARTS 201 World Music (3) Equips students to understand diverse world cultures through the lens of those cultures' musical lives. Students develop skills in listening perception and cultural analysis while focusing on musical traditions from Africa, Central Europe, Native American communities, Latin America, India, Indonesia and Japan. The course also presents music's basic structural elements and descriptive terminology. [ART]

BIOLOGY (BIOL)

Biology courses (BIOL) are offered by the Division of Liberal Studies in the Yale Gordon College of Liberal Arts. Related courses are listed under Chemistry (CHEM), Environmental Science (ENVS) and Physical Science (PHSC).

BIOL 101 Humankind and the Biological World (3) Deals in a broad sense with how humans interact with, affect and are affected by other organisms. Presents an overview of the history of scientific thought, including important persons, shifts in philosophy and technological innovations. Pathogenic organisms, genetic predisposition and natural immunity to disease, as well as disease treatments and cures are discussed. Addresses the ways that human activities such as hunting, commercial fishing and deforestation have had an impact on other life on Earth. [GSCI]

BIOL 111 Human Biology (4) Provides an overview of the structure and essential processes of the human body, including digestion, blood circulation, and the brain and senses. Human evolution, reproduction, early development and aging, and immunity to disease are discussed. The laboratory component of the course focuses on the design, practice and reporting of science. It includes exercises and experiments dealing with light microscopy, cell biology, genetics, and human anatomy and physiology. Laboratory fee required. [GSCI]

BIOL 121 Fundamentals of Biology (4) Introduction to the diversity of life on Earth. Cell structure, reproduction and chemistry are discussed. Provides an overview of the evolution, physiology and ecology of animals, plants and microbial life, including the impact of human behavior on ecosystems. The laboratory component of the course focuses on the design, practice and reporting of science. Laboratory exercises and experiments include an introduction to light microscopy; cell division; genetics; cellular respiration; photosynthesis; environmental science; and the examination of bacterial, botanical and zoological specimens. Laboratory fee required. [GSCI]

BUSINESS LAW (BULA)

Business Law courses (BULA) are offered by the Merrick School of Business.

BULA 151 Business Law I (3) A basic study of the judicial system, contracts, agency, fraud, sale of personal property, warranties, transfer of title and legal remedies.

BULA 251 Business Law II (3) A detailed study of the law of bailments, public carriers, negotiable instruments, secured transactions, real property, personal property, landlord and tenant, 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

BULA 312 Real Estate Legal Rights and Responsibilities (3) Focuses on how law impacts real estate, its ownership, conveyance and development. Emphasis is on real property ownership interests, restrictions on such interests, methods of transferring such interests, private and public land use controls, and legal transactions involving real estate, such as gifts, sales and leases.

CHEMISTRY (CHEM)

Chemistry courses (CHEM) are offered by the Division of Liberal Studies in the Yale Gordon College of Liberal Arts. Related courses are listed under Biology (BIOL), Environmental Science (ENVS) and Physical Science (PHSC).

CHEM 101 Chemistry and the Modern World (3) Focuses on the relationship between people and chemistry. Introduction to the fundamentals of chemistry, including the nature of matter and energy, atomic structure and chemical bonds. Addresses such subjects as the characteristics and makeup of the compounds that power automobiles and heat homes, the drugs that alleviate pain or ease depression, and the foods eaten to provide the components of the life-sustaining processes of the human body. [GSCI]

COMMUNICATION (CMAT)

Communication courses (CMAT) are offered by the Division of English & Communications Design within the School of Communications Design in the Yale Gordon College of Liberal Arts. Related courses are listed under Computer Science (COSC), Literature (ENGL), Writing (WRIT), Marketing (MKTG), Management (MGMT) and graduate Publications Design (PBDS).

CMAT 130 Baltimore in the Media (3) A study of the image of Baltimore through the lens of the media. Students analyze narrative and non-narrative films, television programs, books, short stories, Web sites, 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]

CMAT 201 Communicating Effectively (3) Introduction to oral communication: interpersonal, small group and public speaking. Emphasis on accurately transmitting information, using effective strategies for informing and persuading, using effective communication techniques to work with others, and feeling at ease in front of an audience. [CMAT]

CMAT 211 Computer Graphics: Publishing (3) Introduction to page layout/design, illustration and presentation software. Students learn layout and design graphics for print publication and screen presentation. Laboratory fee required. prerequisite: working knowledge of MacOS

CMAT 212 Computer Graphics: Imaging (3) Introduction to Web design and digital imaging software. Students create simple Web sites and process photographs for print and Internet/television distribution. Laboratory fee required. prerequisite: working knowledge of MacOS

CMAT 215 Introduction to Design (3) Introduces the basic principles of design—contrast, repetition, alignment and proximity—and applies them through a series of assignments. Students examine the work of famous designers, along with important design styles of the 19th and 20th centuries. Other topics include color theory, grids and the design process. [ART]

CMAT 216 Designing With Type (3) Introduction to the art of typography. Addresses the difference between art and design and ways that typography has played a key role in design's evolution. Areas of emphasis include historical periods, key movements, significant events and pre-eminent designers. [ART]

CMAT 231 Decoding Media (3) Helps students develop a vocabulary and techniques for analyzing images and sounds: movies, ads, photographs, Web sites and more. Examines composition, color, sequencing, animation and sound and specifically how those elements alter meaning. [ART]

CMAT 271 Interpreting Pop Culture (3) Examines various elements that define popular culture, among them the mass media, sports, fashion, restaurants and food, architecture, amusement parks and religion. Students look at ways that pop culture institutions and products both shape and reflect the larger culture. [ART]

CMAT 300 Public Speaking (3) A performance-oriented examination of the principles of public communication, emphasizing theory and rhetorical structure as well as presentation. Includes critiqued in-class practice of a variety of speech forms and strategies. Laboratory fee required.

CMAT 303 Oral Communication in Business (3) Extensive practice in presentational speaking, briefing techniques, the mechanics and dynamics of group meetings and the development of interviewing, critical listening and interpersonal communication skills. Laboratory fee required.

CMAT 320 Argumentation, Debate & Society (3) Issue analysis, evidence evaluation, critical reasoning and counter advocacy. The principles of argumentation and debate are applied through student presentations and critical observation of contemporary debate in legal and legislative bodies. Laboratory fee required.

CMAT 333/ENGL 333 Media Genres (3) Analysis of the patterns and conventions of a specific type of media program (e.g., Western, science fiction, situation comedy), media artist (e.g., Hitchcock, Allen, Capra) or style (e.g., film noir). Course may be repeated for credit when topic changes. Laboratory fee required.

CMAT 334/ENGL 334 Oral Interpretation of Literature (3) Creative reading: the transformation of the writer's word through the reader's voice in expository, poetic, narrative and dramatic forms. A progression from reading to analysis to interpretation to presentation. Laboratory fee required.

CMAT 336/ENGL 336 Plays in Performance (3) Students study dramatic values, theatrical production values and dramatic styles and then apply that knowledge through the critical analysis of area theatrical productions. Offered as needed.

CMAT 350 Integrated Computer Graphics (3) Introduction to a variety of desktop publishing, graphics manipulation and presentation software and digitizing and printing hardware. Students learn to create and manipulate images and integrate graphics with text. Laboratory fee required. Students who have completed CMAT 211 and CMAT 212 may not take this course for credit.

CMAT 351 Project Management I: Principles (3) An introductory workshop for students interested in corporate communication. The course does not teach production skills but rather examines the process of developing a media package, of following a production project from start to finish: audience analysis, behavioral objectives, budgeting, needs assessment, evaluation, etc. Media to be considered include print, video, Web and multimedia.

CMAT 352 Media Literacy (3) An upper-level theory course that introduces students to a variety of ways of understanding the interactions between media and culture. The course examines media content and effects, media industries, cultural perceptions and notions about how meaning is constructed in these environments.

CMAT 355 Communication Theory & Learning (3) Investigation and survey of contemporary communication theories and their application to learning through current research and literature in the field. Application to designing media programs and packages to meet specific instructional needs.

CMAT 357 Print Design (3) An introduction to print design and production, including flyers and brochures, posters and magazines. The course focuses on the organization of visual space, typography, paper and ink, visual strategies and the appropriateness of visual design for a variety of audiences. Laboratory fee required. prerequisite: CMAT 350 or both CMAT 211 and CMAT 212

CMAT 358 Electronic Design (3) An introduction to design and production for various electronic media, including video, Web and other emerging technologies. The course focuses on the organization of visual space, both moving and stationary, visual strategies and the appropriateness of visual design for a variety of audiences. It introduces basic HTML coding, Web editing software and animation. Laboratory fee required. prerequisite: CMAT 350 or both CMAT 211 and CMAT 212

CMAT 361/WRIT 361 Writing for the Media (3) Scripting for various media, including hypermedia, audio, video and print. Emphasizes the translation of information, ideas and experience into various presentational formats and applies that knowledge to informational, persuasive and dramatic scripts.

CMAT 363/WRIT 363 Creative Writing Workshop: Screenwriting (3) Intensive writing experience for students interested in writing drama for television and film. Emphasizes characterization, dialogue and plot development as well as conventions of and script formats for television and film.

CMAT 364 Digital Photography (3) Explores creation and manipulation of both still and video images in the digital environment. Through lectures, critiques, demonstrations, picture taking and digital manipulation exercises, students learn to shoot, edit and use a variety of digital techniques to produce material for print and Web distribution. Emphasis is placed on the development of portfolio-quality pieces. Laboratory fee required.

CMAT 366 Producing Sound Portraits (3) Introduction to the art and craft of audio production. Students listen to and produce a series of short audio programs, learning the tools, techniques and aesthetics of the craft along the way.

CMAT 368 Photojournalism (3) Problems of producing and selecting photos for print and for other visual media. The - relationship between text, photographs and design. Experience in preparing photo essays that incorporate both photographs and copy. Laboratory fee required.

CMAT 369 Digital Video (3) The use of portable video equipment for producing location and small-studio nonbroadcast presentations and the planning and management of industrial video facilities. The production context is emphasized with special attention given to public-access cable, corporate and institutional uses of video. Laboratory fee required.

CMAT 371 Mass Media & Society (3) Mass media as a vital force in contemporary society. The impact of television, film, music, advertising and other media on our economic, political and social systems. Evaluation of means to effect creative solutions to social problems via media use. A study of current controversies and research. Laboratory fee may be required.

CMAT 381 Representing Reality: News & Documentary (3) Examination of the process, problems and techniques of gathering and presenting information. Moving from a historical context, the course looks at the lines between news, documentary and propaganda; the forces that shape and influence the presentation of information; difficulties in determining objectivity; and contemporary issues relating to reality programming. Balancing theory and analysis are hands-on newsgathering and production activities. Laboratory fee may be required.

CMAT 407 Internship in Communication (3) Students apply skills and knowledge from coursework to jobs in the field of corporate communication. Grading: pass/fail. Course is eligible for a continuing studies grade. prerequisites: senior status and permission of the program director

CMAT 451 Communication Technologies (3) Satellite teleconferencing, cable television, desktop publishing, hypermedia, CD-ROM and other new and emerging technologies. Technical development, economic and political factors, potential applications and evaluation of their impact on society.

CMAT 453 Media & Community/Community Media (3) An introduction to the ways that communications media shape people's perceptions of communities, ways that citizens can use various media to change those perceptions and ways to strengthen communities through increased and broader-based communication. Students examine case studies, learn basic techniques of producing messages in a variety of media and propose solutions to problems in their own communities by utilizing those media.

CMAT 455 Hypermedia (3) An introductory survey of the many types of hypermedia, multimedia and other means of nonlinear writing now available in fiction, education and business. Combines theory and hands-on experience in the reading and composition of hypermedia and Web sites. Students explore the position of this new technology/language in contemporary culture.

CMAT 456 Multimedia Design & Production (3) The conceptualization and production of multimedia design. After studying the fundamentals of interactivity, students learn to digitize sound and video, integrate these elements with graphic design and written text, develop prototypes and examine various interactive software applications. Application of problem-solving techniques to the corporate environment and media applications. Laboratory fee required.

CMAT 458 Project Management II: Practices (3) An upper-level introduction to the skills and concepts necessary for the competent administration of a communication department or a freelance, communication-related business. Topics include production planning and control, cost analysis and project bidding procedures, organizational theory, equipment specifications and legal considerations. prerequisite: CMAT 351

CMAT 469 Advanced Audio Video Production (3) Advanced techniques and experience in planning, producing and editing audio and video presentations. Laboratory fee required. prerequisite: CMAT 369 or the equivalent or permission of the - instructor

CMAT 475 Media Criticism (3) Examination and application of the criteria for critically analyzing film, video and audio. Evaluation of the role of the critic and critical publications. Students compose and present critical reviews.

CMAT 480 Portfolio Development (3) After articulating their professional goals—for example, as writers, designers, videographers or public relations specialists—students determine which of the materials they have created in the past will contribute positively to their portfolios and revise and improve those pieces. They determine what additional items their portfolios need and create them from scratch. Finally, they develop strategies for applying and interviewing for professional positions. Laboratory fee required. Note: Students entering this class must have a pre-existing body of work from which to draw. prerequisite: permission of the program director

CMAT 489 Directed Independent Study (3) Consideration and completion in depth of a special topic or project in communication. Each student works closely with a faculty member who helps set goals, develop a course plan and guide progress. The project must be carefully planned and have approval of the instructor involved and the program director. prerequisite: permission of both the instructor and the program director

CMAT 493 Honors Seminar (3) An advanced interdisciplinary seminar that focuses on important books and issues and encourages independent thinking, clear presentation and an understanding of the concerns and methods of various disciplines. The course may be team taught; topic and instructor(s) may change from semester to semester. Course may be repeated for credit when topic changes. prerequisites: 3.5 GPA and permission of the Denit Honors Program director

CMAT 494 Honors Project (3-6) Directed individual instruction in an advanced project of the student's choice; the project must be academically related to this discipline. Each student works closely with a faculty director who guides his/her progress. The project must be of honors quality and must be finally approved by both the faculty director and a second faculty member. Course is eligible for a continuing studies grade. prerequisites: honors standing, 3.5 GPA and permission of both the Denit Honors Program director and the faculty director

CMAT 497 Special Topics in Communication (3) Intensive exploration of communication-related topics that are of mutual interest to faculty and students. Content varies according to the concurrent interests of faculty and students. The topic for study appears in the class schedule. Course may be repeated for credit when topic changes. Laboratory fee required. prerequisite: determined by topic

COMMUNITY STUDIES AND CIVIC ENGAGEMENT (CSCE)

Community Studies and Civic Engagement (CSCE) courses are offered by the Division of Legal, Ethical and Historical Studies in the Yale Gordon College of Liberal Arts. Related courses are listed under History (HIST) and Negotiations and Conflict Management (CNCM).

CSCE 100 Urban Solutions (3) Provides an introduction to the field of urban studies and to the practices of studying cities and metropolitan areas. Students are exposed to a variety of current and historic urban challenges as well as policy solutions. The course exposes students to the complexity of life in metropolitan regions, using the Baltimore area and other cities nationally and internationally as case studies. [SOSC]

CSCE 200 Understanding Community (3) Allows students to explore basic concepts of community: a group's history and change over time, the lines that divide communities, the physical movement of groups, the responsibilities of individuals within the community and the role community plays in social control. Students begin to master the skills of selection and synthesis as they use historical documents, census data, community mapping, field observations, nonfiction and fiction to make observations about groups and compare their findings to the ways groups are depicted by outsiders. [SOSC]

CSCE 301 Community Studies (3) Uses the Baltimore area as a laboratory for interdisciplinary research on contemporary issues. Through a hands-on service-learning experience, students have the opportunity to connect in significant and sustained ways with issues related to social change. This course helps students to learn about the complex community life of Central Maryland and urban areas throughout the United States and to develop personal and professional competencies relevant to careers in community-serving and grass-roots nonprofit organizations.

CSCE 302 Philanthropy and Voluntarism (3) Voluntary association, voluntary giving and voluntary action directed toward the public good are, and have long been, important dimensions of American society. This course considers historic and contemporary issues in philanthropy and voluntarism and features archival research and agency internships. Students gain knowledge, experience and awareness of the role of the nonprofit sector in Baltimore and throughout the United States.

CSCE 400 Nonprofit Management (3) Nonprofit organizations are key to the functioning of civil society. The United States has one of the world's most vibrant nonprofit communities. In this practical skills course, students examine how to carry out the responsibilities of organizing and managing a nonprofit, with focus on organizations framed under 501(c)(3) of the Internal Revenue Code. Students explore effective mission, incorporation and vision statements; board and staff roles and relationships; ethics; budgets and fundraising; and maintaining nonprofit status. This course helps students meet a number of American Humanics competency requirements. prerequisite: CSCE 301 or permission of the CSCE program director

CSCE 401 Economic and Community Development (3) Using theory and practice, this course emphasizes the programs and policies that enhance the economic vitality of low- and moderate-income communities and organizations to provide an understanding of the basis for both economic and community development along with a basic set of practical tools to enable the student to work in the field of community development. This course features a service-learning component.

CSCE 481 Field Study (3) and CSCE 482 Field Study Seminar (3) Each student develops an original project as a capstone to the Community Studies and Civic Engagement program, which is tied to a 240-hour internship. Through this capstone endeavor, the student integrates theory and practice in a project that is designed in consultation with the CSCE program director. These two courses are co-requisites—that is, they must be taken together in the same semester.

CSCE 492 Independent Study (3) Provides students with the opportunity to pursue a research topic or community service project in depth over the course of a semester. An interested student submits a proposal to a faculty member who agrees to be the adviser for the study. The faculty member and the student negotiate the terms of study and the requirements for the final product. prerequisite: permission of the program director

CSCE 493 Honors Seminar (3) An advanced interdisciplinary seminar that focuses on important books and issues and encourages independent thinking, clear presentation and an understanding of the concerns and methods of various disciplines. The course may be team taught; topic and instructor(s) may change from semester to semester. Course may be repeated for credit when topic changes. prerequisites: 3.5 GPA and permission of the Denit Honors Program director

CSCE 494 Honors Project (3-6) Directed individual instruction in an advanced project of the student's choice; the project must be academically related to this discipline. Each student works closely with a faculty director who guides his/her progress. The project must be of honors quality and must be finally approved by both the faculty director and a second faculty member. Course is eligible for a continuing studies grade. prerequisites: honors standing, 3.5 GPA and permission of both the Denit Honors Program director and the faculty director

CSCE 497 Special Topics in Community Studies and Civic Engagement (3) An examination of a selected topic or issue related to the research interests of CSCE faculty or a collaboration with a local nonprofit in a one-time community project. Course may be repeated for credit when topic changes.

COMPUTER SCIENCE/COMPUTER NETWORKING AND TECHNOLOGIES (COSC)

Computer Science (COSC) courses are offered by the School of Information Arts and Technologies within the Yale Gordon College of Liberal Arts. Related courses are listed under Mathematics (MATH).

COSC 100 Introduction to Computer Technologies (3) An introduction to computer hardware and software and their uses. Introduces students to how computers, networks and the Internet work, how they impact our lives and the ethical implications of information technologies. Hands-on experience with a variety of computer applications, including spreadsheet, presentation, database application and Internet tools. Laboratory fee required. [COSC]

COSC 150 Introduction to Game Design (3) Examines the use of computer technology to produce computer games and create interactive educational and training materials; covers beginning concepts in screen design, animation and scripting. Note: Additional lab time outside of class may be required to complete course projects. Laboratory fee required.

COSC 155 Internet Technologies: Mastering the Basics (3) Provides an introduction to the Internet, as well as technologies used to generate and maintain Web pages, such as FTP, HTML, CSS, JavaScript and XML. Note: Additional lab time outside of class may be required to complete course projects. Laboratory fee required.

COSC 160 Graphics for Game Design (3) Introduces 2-D computer graphics, including image generation, capture and processing. Particular emphasis on applications to interactive multimedia and computer game design. Provides basis for further study in 3-D graphics. Note: Additional lab time outside of class may be required to complete course projects. Laboratory fee required.

COSC 260 Introduction to 3-D Graphics (3) Introduces students to modeling, texturing, lighting, rendering and simple animation using the industry-standard tool. Provides a foundation for further work with sophisticated 3-D imaging tools. Note: Additional lab time outside of class may be required to complete course projects. Laboratory fee required.

COSC 301 Microcomputer Maintenance and Troubleshooting (3) Introduces students to the architecture and hardware components of the microcomputer. Topics include installation, configuration and upgrading; diagnosing and troubleshooting; safety and preventive maintenance; system board, processors and memory; printers; portable systems; and basic networking. Laboratory fee required.

COSC 305 Networking: Theory and Application (4) An introduction to networks, including network operating system concepts. Topics include network components, the OSI and 802 models, protocols, network architecture, network administration and support, LANs, WANs and troubleshooting. This course requires each student to purchase an unassembled computer that he/she builds in class. These computers are then used to support networking exercises. Laboratory fee required.

COSC 307 Administering and Supporting a Network Operating System (4) The sequel to COSC 305. Topics include setting up user and group accounts; securing network resources; setting up and administering network printers; auditing resources and events; monitoring network resources; backing up and restoring data; managing system policies, file systems, partitions and fault tolerance; interoperating between network operating systems; implementing network clients and directory replication; and troubleshooting. Laboratory fee required. prerequisite: COSC 305

COSC 309 Computer Programming I (3) A first programming course designed to teach problem-solving, algorithm development and principles of good programming. Topics include procedures, decisions, repetition, arrays, sequential and random-access files and the graphical display of data. Algorithms are implemented in a visual programming language. Laboratory fee required.

COSC 310 Computer Programming II (3) A sequel to Computer Programming I. While continuing to emphasize problem-solving and algorithm development, this course introduces object-oriented programming; programming that integrates other applications, especially those in the Microsoft Office suite; and Internet programming. Laboratory fee required. prerequisite: COSC 309 or equivalent

COSC 315 C++ for Interactive Design (3) An introduction to object-oriented computer programming framed in the technical aspects of game programming. The course covers variables, control structures, functions, arrays, data types, classes, inheritance and polymorphisms. Students apply these concepts to build a series of small games. Laboratory fee required.

COSC 324 (3) Designing for Humans (3) Introduces key concepts of human/computer interaction, including how humans interact with technology to find and process information. It also introduces the concepts of systematic software testing to students of applied information technology and students of interactive simulation and computer gaming. Students learn principles of interface and software construction and apply them to practical problems of software or game evaluation in the process of learning principles that underlie good interaction and play design. Readings cover theory of human/computer interaction, interaction design and usability testing. Laboratory fee required.

COSC 330 Applied Simulation (3) Concentrates on nonentertainment applications of interactive simulation in such areas as technical communication, emergency preparedness and education. Students study a range of simulations representing various approaches to visualization and interaction, analyzing the ways in which they use conventions of interactive play to serve larger purposes of learning and discovery. Using basic multimedia tools, students prototype interactive presentations for training and education. Laboratory fee required.

COSC 331 Introduction to Computer Organization (3) Basic logic design, coding, number representation and arithmetic, computer architecture, examples using simple minicomputer or microcomputer systems. Laboratory fee required. prerequisite: COSC 310

COSC 401 The TCP/IP Protocol Suite (3) Introduces students to the TCP/IP suite of communication protocols. Topics include fundamentals, basic and advanced IP addressing, TCP/IP routing, TCP/IP name resolution, TCP/IP tools, dynamic P/IP configuration tools, WINS, NetBIOS, Internet/intranet services, printing and RAS, network management, and monitoring and troubleshooting. Laboratory fee required. prerequisite: COSC 307

COSC 403 Advanced and Object-Oriented Programming (3) Introduces the basic syntax of an object-oriented language and teaches object-oriented design. Also studied are more advanced programming topics not covered in Computer Programming I and II (e.g., recursion and data structures). This course extends the Internet programming methods introduced in Computer Programming II. Laboratory fee required. prerequisite: COSC 310 or equivalent

COSC 410 3-D Modeling (3) Improves an existing understanding of 3-D modeling, texturing and animation for interactive simulation applications, including scenic and character design for computer games. Practical assignments allow students to advance skills in industry-standard programs (e.g., 3D Studio and Maya). Readings, critical examples and visits from industry experts provide broader contexts for skills. Laboratory fee required.

COSC 414 Audio Integration in Games and Simulations (3) Concentrates on the design of sound elements for use in computer games and other forms of interactive simulation. Practical design exercises based on standard production software and popular game engines are combined with theoretical readings, critical studies and visits from industry experts. Laboratory fee - required.

COSC 415 Web Site Essentials (3) Introduces the fundamentals of creating and maintaining a Web site. Begins with a general treatment of Web servers, connecting to the Internet, Web security and Web administration. Topics include file servers, Web server computer hardware, communication media, TCP/IP, HTTP, domain name conventions, getting an IP address, backing up, fault tolerance, firewalls and proxy servers. The general treatment is followed with a study of Microsoft's Internet Information Server (IIS). Topics include installing IIS, Microsoft's Index Server and supporting Active Server. Students create an intranet using Microsoft's Internet Information Server and Web pages using Microsoft's FrontPage. Laboratory fee required. prerequisite or co-requisite: COSC 401

COSC 416 Advanced Web Site Development (3) Focuses on building interactive Web pages using Java, JavaScript, Perl and VBScript. Also introduces students to Microsoft Visual InterDev and techniques for creating multimedia Web pages. Emphasis is placed on database connectivity. Also introduces techniques for creating multimedia Web pages. Laboratory fee required. prerequisites: COSC 403 and COSC 415; COSC 415 may be taken as a co-requisite

COSC 418 Design of Multiplayer Games (3) Examines the design principles and challenges underlying games and interactive simulations designed to be used collaboratively or in situations of simultaneous use, from multiplayer console games to massively multiplayer Internet games and their associated virtual communities. Assignments include development of modules or levels for popular multiplayer games and systematic study of Internet game communities. Laboratory fee required.

COSC 425 Database Design and Implementation (4) Uses Microsoft Access and Microsoft SQL Server to introduce the design and implementation of database systems. Implementation includes creation, indexing, querying, referential integrity, form and report generation, graphing and programming in the application language. Also teaches Microsoft SQL Server system administration to include installing and configuring SQL Server; managing security and database files; transferring data; backing up and restoring databases; automating administrative tasks; and planning, setting up and managing replication. Laboratory fee required. prerequisite: COSC 310

COSC 432 Information Assurance (3) Provides an introduction to the various technical and administrative aspects of information security and assurance. Discusses the foundation for understanding the key issues associated with protecting information assets, determining the levels of protection and response to security incidents, and designing a consistent, reasonable information security system with appropriate intrusion detection and reporting features. Ethical, legal and professional issues in information security are also discussed. Students develop familiarity with research and information resources to forecast emerging problems and strategies in this area. Laboratory fee required. prerequisite: COSC 305

COSC 433 Network Security (4) Deals with the conceptual and technological aspects of network security. The course begins with a review of various forms of network attacks, including scanning, exploits and denial-of-service attacks. It discusses the role of major networking devices, including routers, firewall technology and servers, in establishing a secure network. It provides a comprehensive overview of building and maintaining firewalls in a business environment. It discusses how to make an intelligent choice of firewall technology and firewall planning/design and presents basic firewall troubleshooting. It also covers security policy development, authentication, encryption, VPNs and IDSs. Laboratory fee required. prerequisite: COSC 307

COSC 450: SDE Internship (3) Provides students with hands-on work experience in applied simulation and game development. Students may arrange placement with an external organization, subject to written approval by the instructor and an official of the organization. Alternatively, students may participate in an in-house project managed by the instructor. In the latter case, students attend regular class meetings as part of their project work. Laboratory fee required.

COSC 452 Internship in Simulation and Digital Entertainment: Production and Design (3) Internship course intended to give students professional experience in software reliability and play testing in computer games and other areas of applied interactive simulation. Students are assigned projects in area industries or in an on-campus development facility to be developed with local companies. Laboratory fee required.

COSC 460 Games, Simulations and Society (3) Examines the nature of games and how they are framed by and impact individuals and groups. Topics include scholarly work on online economies and community building, fan cultures and their creative reworking of game content, the role of play in human culture and the relationships between online and offline identity, as well as psychological facets of games. Laboratory fee required.

COSC 470 Game and Simulation Development Seminar (3) Provides the capstone experience for students in the Simulation and Digital Entertainment major. Working with faculty and visiting industry experts, students propose a concept for a computer game or applied interactive simulation, developing that concept over the course of the semester through several stages of specification and prototyping. Theoretical readings and critical studies of existing games provide insight and context. Final prototypes are entered in a competition at the end of the course whose jury includes representatives from game and simulation development companies. Laboratory fee required.

COSC 490 Practicum in Information Technology (3) Provides students with hands-on work experience in applied information technology. Students may arrange placement with an external organization, subject to written approval by the instructor and an official of the organization. Alternatively, students may participate in an in-house project managed by the instructor. In the latter case, students attend regular class meetings as part of their project work. Laboratory fee required. prerequisites: COSC 416 and COSC 430

COSC 493 Honors Seminar (3) An advanced interdisciplinary seminar that focuses on important books and issues and encourages independent thinking, clear presentation and an understanding of the concerns and methods of various disciplines. The course may be team taught; topic and instructor(s) may change from semester to semester. Course may be repeated for credit when topic changes. Laboratory fee may be required. prerequisites: 3.5 GPA and permission of the Denit Honors Program director

COSC 494 Honors Project (3-6) Directed individual instruction in an advanced project of the student's choice; the project must be academically related to this discipline. Each student works closely with a faculty director who guides his/her progress. The project must be of honors quality and must be finally approved by both the faculty director and a second faculty member. Course is eligible for a continuing studies grade. Laboratory fee may be required. prerequisites: honors standing, 3.5 GPA and permission of both the Denit Honors Program director and the faculty director

COSC 497 Topics in Computer Science (3) Intensive exploration of topics in computer science of mutual interest to faculty and students. Content varies according to the current interests of faculty and students. The topic for study appears under that name in the class schedule. Course may be repeated for credit when topic changes. Laboratory fee required.

COSC 499 Independent Study (1-3) The pursuit of independent study under the supervision of a full-time faculty member. The number of credits to be earned is determined by the supervising faculty member before the study begins. Students may earn up to 3 credits for this independent study. Laboratory fee required. prerequisite: varies; see class schedule or instructor

CRIMINAL JUSTICE (CRJU)

Criminal Justice (CRJU) courses are offered by the Division of Criminology, Criminal Justice and Forensic Studies within the Yale Gordon College of Liberal Arts.

CRJU 200 Criminal Justice (3) Examines the fundamental concepts of the criminal justice field; the history, philosophy, social development and operations of police, courts and corrections in a democratic society; and criminal justice careers. **[SOSC]**

CRJU 220 Police and Society (3) An overview designed to examine law enforcement service delivery at the local, state and federal levels of government. Special emphasis is placed on the historical development of the law enforcement role in contemporary society and how it shapes the type of law enforcement service that can be expected in the future.

CRJU 301 Social Justice in the Urban Community (3) An overview of agencies and processes involved in criminal justice in the urban community. Special attention is given to the impact of the media in problem creation and problem-solving in the community. Continuing dynamics and the effects of discrimination and prejudice are examined. prerequisite: CRJU 200 or equivalent

CRJU 302 Criminal Justice Research Methods (3) A survey of the research methods and techniques utilized within the field of criminal justice and criminology. Topics discussed include research designs, sampling, data collection, quantitative versus qualitative methods and applications to criminal justice planning and administration. prerequisite: CRJU 200 or equivalent

CRJU 304 Criminal Justice Professional Studies (3) Assists students with criminal justice database technologies and with writing and research skills specific to the field of criminal justice. The course contains units on conducting secondary research, learning to write for the academic setting (e.g., literature reviews, empirical studies) versus the applied setting (e.g., case summaries, incident reports) and preparing for a career in criminal justice. prerequisites: CRJU 200 or equivalent; and placement in WRIT 300 following completion of the writing placement test or receipt of the grade "pass" in WRIT 200 prior to beginning CRJU 304

CRJU 306 Criminological Perspectives (3) The major paradigms, models and theories that form the foundation of criminal justice and criminology are examined. Using current texts, journals and reports, the course examines the range of explanations of criminal behavior, focusing on attempts to integrate perspectives and theories. prerequisite: CRJU 200 or equivalent

CRJU 320 Police Administration (3) Study of line and staff functions in police organizations. Examination of organization principles, management functions and organizational behavior as they relate to police agencies. Emphasis on the behavioral science approach to supervising and managing police personnel. prerequisite: CRJU 200 or equivalent

CRJU 330 Criminal Law (3) An examination of the general and specific parts of the substantive criminal law in the United States, its development within historical and societal contexts, and its representation in statutory and case law. Consideration is given to problems of application and interpretation of the written law. prerequisite: CRJU 200 or equivalent

CRJU 332 Civil Rights and Civil Liberties in Criminal Justice (3) The nature of civil liberties and civil/political rights in the United States. Emphasis on judicial exposition and its relationship to the field of criminal justice. prerequisite: CRJU 200 or equivalent

CRJU 334 Criminal Procedure (3) Presents the principles and applications of procedural criminal law in the United States. Such procedural laws are supplemented by rules of evidence and decisions of the U.S. Supreme Court on key constitutional questions. prerequisite: CRJU 200 or equivalent

CRJU 341 Correctional Perspectives (3) Introduces students to the history, role, functions, problems and contemporary practices of correctional facilities, including prisons, jails and community corrections (e.g., probation and parole) and the role and difficulties of inmates and correctional officers. prerequisite: CRJU 200 or equivalent

CRJU 380 Forensics in Criminal Justice I (3) An examination of the history and development of the legal issues concerning the admissibility of scientific evidence in court proceedings. Demonstrations of the techniques used by various experts in forensics are presented, concentrating on psychiatry, firearms, micrography, forensic pathology, chemistry and fingerprint identification. prerequisite: CRJU 200 or equivalent

CRJU 381 Forensics in Criminal Justice II (3) An examination of the history and development of the legal issues concerning the admissibility of scientific evidence in court proceedings. Demonstrations of the techniques used by various experts in forensics are presented, concentrating on neutron activation analysis, questioned documents, visual and verbal identification, polygraph, photography, hypnosis and narcoanalysis. prerequisite: CRJU 380

CRJU 390 Victimology (3) An introduction to the study of crime victims. Examines the victim's role in crime, the criminal justice system's handling of victims and victim services. prerequisite: CRJU 200 or equivalent

CRJU 404 Comparative Criminal Justice (3) Examines comparative criminal justice: how different societies around the world practice criminal justice relative to practices in the United States. Multidisciplinary approach considers the economic, governmental, geographic and social situations in the selected countries. prerequisite: CRJU 301

CRJU 406 Political Terrorism (3) An overview of the definitional and conceptual issues, typologies, history, causal explanations and reviews of the effects of oppositional political terrorism. The events of Sept. 11, including its major actors such as Osama bin Laden, Al Queda and the Taliban, are explored, including the reaction to this event by the United States and its allies. prerequisite: CJRU 301

CRJU 408 Crime and Delinquency Prevention (3) A review of major crime and delinquency prevention strategies, including punitive, mechanical and corrective prevention policies and programs. Selected prevention programs and policies are highlighted for in-depth evaluation. prerequisite: CRJU 301

CRJU 420 Special Problems in Policing (3) Issues and problems in policing a free society. The role and function of the police, the effects of contemporary police practices and the exercise and control of police power. Examination of current problems and proposals for reform. prerequisite: CRJU 301

CRJU 430 Juvenile Justice (3) An examination of youthful law violation and the juvenile justice system. The history, law, operations and agencies of juvenile justice are analyzed, as are alternative approaches to defining, preventing and responding to youthful law violation. prerequisite: CRJU 301

CRJU 432 Criminal Courts (3) An exploration of the multidisciplinary literature on the criminal courts in the United States, focusing on the social, political and organizational contexts of the court, the court's case flow and the various actors in the court's process. Contemporary issues are highlighted. prerequisite: CRJU 301

CRJU 434 Survey of Law (3) A consideration of selected areas of law that have direct bearing on criminal justice procedures, including family law, administrative law, personal property, torts, evidence and constitutional law. prerequisite: CRJU 301

CRJU 441 Special Problems in Corrections (3) In-depth analysis of the issues, problems and suggested reforms facing the contemporary role and practices of correctional facilities, including prisons, jails and community corrections (e.g., probation and parole), and the role, functions and difficulties of inmates and correctional officers. prerequisite: CRJU 301 or CRJU 341

CRJU 442 Community Corrections (3) An examination of practices and problems of community corrections, including but not limited to probation, parole, halfway houses and fines. prerequisite: CRJU 301 or CRJU 341

CRJU 451 Minorities, Crime and Justice (3) An analysis of race, ethnicity and gender issues and how they impact the criminal justice system. An examination of how race, ethnicity and gender issues revolve around questions associated with evidence of disparity, disproportionality and discrimination within the criminal justice system. prerequisite: CRJU 301

CRJU 454 Criminal Behavior (3) An examination of selected types of crime or criminal behavior patterns, such as white-collar crime, violent crime, organized crime, drugs and crime, or age and crime. The topic studied appears in the class schedule. Course may be repeated for credit when the topic changes. prerequisite: CRJU 301

CRJU 456 Drugs and Crime (3) An examination of various topics and issues relating to drugs and crime in the United States. Explores social, legal, medical and political factors, as well as changes in attitudes that contribute to drug use and policy. Prominent drug-crime issues and projections for the future are included. prerequisite: CRJU 301

CRJU 464 Criminal Justice Issues (3) An examination of a selected topic or issue, such as women and criminal justice, private security, criminal justice legislation or ethical issues. The topic studied appears in the schedule of classes. Course may be repeated for credit when the topic changes. prerequisite: CRJU 301

CRJU 470 Biosocial Perspectives in Criminology (3) A multidisciplinary approach to the study of human behavior generally and criminal behavior specifically. Provides a survey of the developmental, psychological and biological aspects of antisocial behaviors and forensic disorders. The latest scientific discoveries with respect to causes of behavior and the relevant controversial issues are presented. Diagnostic, preventive and treatment techniques new to the field are covered. prerequisite: CRJU 301

CRJU 485 Advanced Criminal Justice Studies (3) The senior-level capstone experience. The focus is multidisciplinary, and the emphasis is on the integration and application of theory, research methods and statistics. The problems of data gathering and reporting and relationships of theory, research and practice in the field are addressed. prerequisites: CRJU 301, CRJU 302, CRJU 304, CRJU 306 and MATH 115

CRJU 490 Criminal Justice Internship (3) A practicum designed to broaden the educational experience of students through appropriate observational and work assignments with criminal justice agencies. Correlation of theoretical knowledge with practice is emphasized. Course is eligible for a continuing studies grade. prerequisites: CRJU 301, senior status and consent of the instructor

CRJU 493 Honors Seminar (3) An advanced interdisciplinary seminar that focuses on important books and issues and encourages independent thinking, clear presentation and an understanding of the concerns and methods of various disciplines. The course may be team taught; topic and instructor(s) may change from semester to semester. Course may be repeated for credit when topic changes. prerequisites: 3.5 GPA and permission of the Denit Honors Program director

CRJU 494 Honors Project (3-6) Directed individual instruction in an advanced project of the student's choice; the project must be academically related to this discipline. Each student works closely with a faculty director who guides his/her progress. The project must be of honors quality and must be finally approved by both the faculty director and a second faculty member. Course is eligible for a continuing studies grade. prerequisites: honors standing, 3.5 GPA and permission of both the Denit Honors Program director and the faculty director

CRJU 498 Directed Independent Study (1-3) Designed to provide credit for a student who wants to pursue independent work under the supervision of a faculty member. prerequisite: consent of the instructor

DEVELOPMENTAL COURSES (DVMA, DVRW)

Developmental courses are offered by the First and Second Year Program and the Academic Resource Center in conjunction with the Yale Gordon College of Liberal Arts. Related courses are listed under Writing (WRIT) and Mathematics (MATH).

Note: Institutional credits contribute to a student's course load for financial aid and determination of full- or part-time status but do not count toward the degree.

DVMA 93 Introductory Algebra (3 institutional credits) Develops skills that are essential background for an intermediate algebra course. Topics include a brief review of fundamentals of arithmetic and pre-algebra. As much as possible, the course is applications oriented. Elementary algebra topics include real number operations, variable expression, polynomial operations, factoring of polynomials, operations with rational expressions, linear equations in one or two variables, systems of linear equations, linear inequalities, solving quadratic equations by factoring, properties of radical expressions and solutions of applications problems.

DVMA 95 Intermediate Algebra (3 institutional credits) Develops midlevel algebra skills that are essential background for a college-level mathematics course. Topics include a brief review of basic algebra, linear equations and inequalities (including graphs), factoring quadratic expressions, quadratic equations (including graphs), fractional algebraic expressions, exponents and radicals. prerequisite: adequate score on placement test or successful completion of DVMA 93

DVRW 90 College Reading and Writing I (3 institutional credits) Helps students develop college-level reading skills, including using new and specialized vocabulary appropriately in writing and speaking; identifying, understanding and analyzing key parts of a text; and applying systematic reading methods to increasingly complex reading assignments in textbooks, academic articles and other required reading materials. Students also improve their college-level writing skills as they learn to adopt and adapt recursive writing processes; develop the parts of an academic essay; and write coherent short expository essays for a variety of purposes and audiences using a variety of patterns of organization.

DVRW 95 College Reading and Writing II (2 institutional credits) Develops students' confidence in their ability to plan, organize, develop and edit their writing in response to college-level writing tasks through a focus on development of clear, coherent paragraphs and longer essays with emphasis on basic grammar and sentence-combining skills, formulation of thesis statements, development of ideas and increased competence in writing about reading.

ECONOMICS (ECON)

Economics (ECON) courses are offered by the Merrick School of Business.

ECON 100 Economics of Contemporary Issues (3) Provides a survey of societal issues examined through the lens of economic analysis. A scientific approach is adopted in which the basic tools of economics are applied to social issues such as pollution, crime and prevention, poverty and discrimination, professional sports and economic growth. Students gain an appreciation of how society addresses the conflict between unlimited wants and scarce resources. [SOSC]

ECON 200 The Economic Way of Thinking (3) An economist sees the world in a unique way and is able to provide a different perspective on many issues. This course presents the “economic way of thinking” with an emphasis on being able to make effective decisions in a wide variety of economic and business situations. In addition, the “economic way of thinking” is used to understand the impact of business and government policies and actions on our daily lives. [SOSC]

ECON 305 Managerial Economics (3) Managers and business professionals need the wide variety of tools provided by economic theory to deal with the many complex issues facing organizations in today’s competitive global markets. This course focuses on the economic forces affecting the process of organizing economic activity. The primary tools of analysis are imperfect information, transaction costs and the voluntary pursuit of efficiency. prerequisite: ECON 200 or 3 hours of micro- or macroeconomics

ECON 312 Public Economics and Land Use Policy (3) Analyzes the nature and structure of urban economies; the location of economic activity; the economics of an urban framework; and the principles of urban economic development, housing, transportation, poverty, and unemployment and municipal finance.

ECON 409 International Economics (3) A broad coverage of international issues, providing a starting point for the analysis and insights available from other business disciplines. Topics include the underlying rationale for trade, market mechanisms, efficiency, exchange rates, balance of payments and some aspects of international economic development. prerequisite: ECON 200 or 3 hours of micro- or macroeconomics

ECON 493 Honors Seminar (3) An advanced interdisciplinary seminar that focuses on important books and issues and encourages independent thinking, clear presentation and an understanding of the concerns and methods of various disciplines. The course may be team taught; topic and instructor(s) may change from semester to semester. Course may be repeated for credit when topic changes. prerequisites: 3.5 GPA and permission of the Denit Honors Program director

ECON 494 Honors Project (3-6) Directed individual instruction in an advanced project of the student's choice; the project must be academically related to this discipline. Each student works closely with a faculty director who guides his/her progress. The project must be of honors quality and must be finally approved by both the faculty director and a second faculty member. Course is eligible for a continuing studies grade. prerequisites: honors standing, 3.5 GPA and permission of both the Denit Honors Program director and the faculty director

ECON 497 Special Topics in Economics (3) The economics and finance faculty, from time to time, offer an opportunity to integrate new material into the undergraduate program reflecting changes in the field and in the educational needs of students. prerequisites: ECON 305 and 6 additional hours of economics

ECON 499 Independent Study: Economics (1-3) An independent study completed under the direction of a faculty member. For eligibility and procedures, see the Merrick School of Business Independent Study Policy.

ENGLISH (ENGL)

English (ENGL) courses are offered by the Division of English & Communications Design within the School of Communications Design in the Yale Gordon College of Liberal Arts. Related courses are listed under Communication (CMAT), Writing (WRIT) and graduate Publications Design (PBDS).

ENGL 200 The Experience of Literature (3) Teaches students how to read, understand and appreciate fiction, drama and poetry. Exploration of three major literary genres through close reading of selected works, with attention to the contexts that have shaped them. Understanding and applying literary terms and concepts to written analysis of literary works. [ENGL]

ENGL 250 Origins: In Search of Self (3) Readings in the literature of self-discovery, initiation and the quest for identity. Contemporary racial, religious, sexual, sociocultural and class experiences are examined with a look back to their roots in tradition. [ENGL]

ENGL 311 Wells of the Past: Classical Foundations (3) An intensive study of varieties of great literature organized thematically and in terms of ideas connected with periods of important historical or philosophical change. Stressed at present is the age of classical antiquity. Recommended for all students interested in a humanistic and cultural approach to literature and ideas.

ENGL 313 Worlds Beyond the West (3) An intensive study of some of the great writing from non-Western literatures. This study may range from the Middle to Far East, from the Orient to Africa. May be repeated for credit when the topic changes.

ENGL 315 The Short Story (3) An investigation of the various forms a short story may take and the kinds of effects writers have tried to produce. Particular attention is given to authors of the 20th century.

ENGL 316 Modern Poetry (3) A reading and discussion of 20th-century poetry. Emphasis is given to major works of those poets thought best to define the modern and its diversity of poetic response.

ENGL 317 English Fiction: Journey in Experience (3) A study of the development of English fiction. The course moves from the 18th century to the early 20th century with analogues from present and past.

ENGL 318 Modern English Fiction: Journey Into the Mind (3) An examination of the break with the past in 20th-century English fiction. Studies in new developments and techniques in thought, structure and style.

ENGL 319 European Fiction (3) Readings in major European fiction focusing on the nature of realism and subjectivity in writers from the beginnings to the 20th century.

ENGL 320 Contemporary Literature (3) An investigation of trends and individual writers of today with respect to their immediacy and possible universality. Varied emphasis on the many different forms of current poetry, drama and prose.

ENGL 327 Children's Literature (3) Explorations of classic and contemporary literature for children from an international and multicultural perspective. Emphasis on the art of storytelling through words and images, criteria for evaluating children's literature and techniques for classroom presentation. Attention to children's literature as an expression of its time.

ENGL 328 Adolescent Literature (3) A study of literature written for adolescents or young adults. Examines differences between adolescent and adult literature, criteria for evaluating it, guidelines used by writers and ways in which teachers incorporate it into the curriculum.

ENGL 330 The Art of Film (3) A study of film as an art form. Course considers film as an artifact, made in particular ways and having a certain style and structure. Emphasis is placed on the ways film represents space and time. Laboratory fee required.

ENGL 332 Literature & Film (3) A study of famous and infamous adaptations of literary classics, ancient and modern. The problems involved in adapting one medium of communication to another. Laboratory fee required.

ENGL 333/CMAT 333 Media Genres (3) Analysis of the patterns and conventions of a specific type of media program (e.g., Western, science fiction, situation comedy), media artist (e.g., Hitchcock, Allen, Capra) or style (e.g., film noir). May be repeated for credit when the topic changes. Laboratory fee required.

ENGL 334/CMAT 334 Oral Interpretation of Literature (3) Creative reading: the transformation of the writer's word through the reader's voice in expository, poetic, narrative and dramatic forms. A progression from reading to analysis to interpretation to presentation. Laboratory fee required.

ENGL 337 Great Plays: From the West & East (3) A study of plays from major periods of world drama, with a view to showing the shaping of the literary movements, forms and techniques of the modern theater.

ENGL 338 Modern Drama (3) The drama of the 20th century, with emphasis on contemporary movements and innovations.

ENGL 341 American Literature: The Central Years (3) A critical and historical study of representative American authors and movements—Romanticism, Realism, Naturalism—with emphasis on the literary renaissance of the 19th century.

ENGL 342 Melville, Poe & Whitman: American Voyagers (3) A study of three major American authors whose work explores the romantic figure of the voyager and of the voyage itself, both physical and metaphysical. Emphasis is placed on these authors' use of allegory and symbolism and their affirmation and criticism of certain American ideals and dreams.

ENGL 344 American Fiction (3) A critical and historical study of the ideas, structure and themes of major American novels and short stories, with emphasis on works of the first half of the 20th century.

ENGL 346 The American Dream (3) The continuing cycle of faith and doubt in the brave new world of America, with particular attention to the writers of America's maturity.

ENGL 348 The Multicultural Americas (3) A study of postcolonial literature in the Americas, other than the United States, with an emphasis on tensions between the European cultural tradition and that of the indigenous or nonwhite populations of the Americas. May be repeated for credit when the topic changes.

ENGL 349 Identities: Explorations in the American Past & Present (3) A study of problems of individual identity and social roles: racial, ethnic and sexual. The voices of writers and poets that reflect two worlds, yet are urgently their own.

ENGL 351 Ancient Myth: Paradigms & Transformations (3) An introduction to classical mythology as well as other ancient literatures and mythographies along with their later adapters and interpreters.

ENGL 354 Images of Love (3) A varying look at the faces and reflections of love in literature, art and myth. Readings in selected classical and modern works invite students to compare and contrast modern and traditional ideas about love.

ENGL 357 Other Worlds: Fantasy, Science Fiction & Mystery (3) Explorations and discoveries of distinctive literary worlds from Scotland Yard to outer space. Specific emphasis may vary. May be repeated for credit when the topic changes.

ENGL 358 Tolkien: Master of Fantasy (3) A close examination of the work of J.R.R. Tolkien in fiction and criticism, with emphasis on *The Lord of the Rings*. Also considers some of Tolkien's sources and inspiration from fairy tale, legend and myth.

ENGL 361 The Hero & the Quest (3) The hero and the quest as archetypes, and an introduction to the mythic quest in early English literature from Beowulf to the Arthurian romance. Modern works are read against the background of the heroic tradition.

ENGL 362 Dante, Chaucer & Cervantes: Three Versions of Pilgrimage (3) An examination of Medieval and Renaissance concepts of love and the journey as they are reflected in the major works of these three writers.

ENGL 364 Shakespeare: Kings, Knaves & Fools (3) A thematic approach to Shakespeare's development and variety, revolving around one work such as *Hamlet*, and dealing with Renaissance attitudes toward power, freedom and the individual. Shakespeare's plays are viewed against the background of the Elizabethan period.

ENGL 365 Shakespeare: Love, Myth & Metamorphosis (3) A thematic approach to Shakespeare's development and variety, centering on one play such as *Othello*, and dealing with Renaissance attitudes toward love and myth. Shakespeare's plays are viewed against the background of his age.

ENGL 366 Milton, Blake & Yeats: Poet as Prophet (3) A study in development and contrast: concepts of order and revolt, of vision and revision, in the major works of the three poets. Emphasis among the three may vary from year to year.

ENGL 371 Changing Woman (3) An examination of sexual roles and politics in literature from the Victorian age to the present. Consideration is given to the relationship between gender and genre.

ENGL 372 Feminine Realities: In the Context of Their Times (3) Women's writing and writing about women in the context of specific times and/or places. Emphasis on the literature, legends and other means (e.g., letters, journals, biographies) by which women's voices can be heard. May be repeated for credit when the topic changes.

ENGL 374 Austen, the Brontes & Woolf: Rooms of Their Own (3) Classic, Romantic, Modern—these women brought their unique visions to life within the context of larger literary movements but created rooms of their own within which to write and live.

ENGL 391 Language as Technology (3) A consideration of narratives in the information age, historical developments through which changes in linguistic practice manifest themselves, and information theory. The role of languages in the social construction of reality as well as in the narrower sense of specific agents of change.

ENGL 392 The Archaeology of Language (3) A study of the beginnings, principles and designs of language. Competing paradigms of what language is and how it does what it does; how it communicates and conceals meaning; and how it expresses what we feel, think, represent and construe.

ENGL 395 Narrative Discourse: Cross-Media Comparisons (3) A study of narrative, both verbal and visual, as a form of discourse. The course focuses on the nature of narrative, types of narrative and the role of the reader/viewer in the narrative process. In addition to reading and viewing a wide range of narrative texts, from fairy tales to modern fiction, classical myths to television commercials and popular films, students compose their own narratives to gain a deeper understanding of what stories are and why they matter to us.

ENGL 397 Reading Strategies (3) An exploration of ways in which we make sense of literary works, both for ourselves and for others. Emphasis is placed on the relationships between literary texts and contexts (e.g., formal, inter-textual, historical, cultural), which make reading, as an interpretive act, a vital, rich and complex experience. prerequisite or co-requisite: 3 credits of literature coursework

ENGL 400 Literature in Society (3) An investigation of how literature emerges from and is shaped by the cultural and historical circumstances of specific times and places. May be repeated for credit when the topic changes.

ENGL 421 The Elizabethan Renaissance: In the Green World (3) A study, through poetry and drama, of the 16th-century English Renaissance. The world that molded Shakespeare and about which Shakespeare wrote.

ENGL 431 The Metaphysical Moment: From T.S. Eliot to John Donne (3) The 20th-century response to 17th-century literature and a study of the metaphysical idea and poetry that sparked that response.

ENGL 432 The Age of Reason (3) A study of major 18th-century writers; readings in poetry, prose and drama. The social, cultural and intellectual fabric of the age.

ENGL 441 The Romantic Imagination (3) A critical analysis of Romanticism and its meaning. The poetry, and some prose, is set against the background of the neoclassical and is viewed as a continuing literary force and ideal.

ENGL 442 The Victorian Paradox (3) Synthesis versus alienation. The Victorian consciousness torn by the emerging turmoil of modern society. Literature as the reflection of an age in transition.

ENGL 450 The Great Moderns (3) A seminar concentrating on three to five major writers of the early 20th century considered against the critical background of Modernism. May be repeated for credit when the topic changes.

ENGL 489 Directed Independent Study (3) Consideration and completion of a special topic or project in the study of literature or language. Each student works closely with a faculty member who helps to set goals, develop a course plan and guide progress. The project must be carefully planned and have the approval of both the instructor involved and the literature program director.

ENGL 490 Thesis in Literature (3) Directed individual instruction in the writing of a scholarly, critical or research paper. Each student works closely with a faculty director who guides his/her progress. The thesis must be of honors quality and must be finally approved by both the director and a second reader, one of whom is usually the division chair. Course is eligible for a continuing studies grade. prerequisites: 3.5 GPA and/or permission of both the program director and the division chair

ENGL 493 Honors Seminar (3) An advanced interdisciplinary seminar that focuses on important books and issues and encourages independent thinking, clear presentation and an understanding of the concerns and methods of various disciplines. The course may be team taught; topic and instructor(s) may change from semester to semester. Course may be repeated for credit when topic changes. prerequisites: 3.5 GPA and permission of the Denit Honors Program director

ENGL 494 Honors Project (3-6) Directed individual instruction in an advanced project of the student's choice; the project must be academically related to this discipline. Each student works closely with a faculty director who guides his/her progress. The project must be of honors quality and must be finally approved by both the faculty director and a second faculty member. Course is eligible for a continuing studies grade. prerequisites: honors standing, 3.5 GPA and permission of both the Denit Honors Program director and the faculty director

ENGL 497 Topics in Literature (3) Intensive exploration of topics in literature of mutual interest to students and faculty. Content varies according to the concurrent interests of faculty and students. The topic studied appears under that name in the class schedule. Course may be repeated for credit when topic changes. prerequisite: none unless listed in the class schedule

ENGL 498 Seminar in English: The Modern Tradition (3) A culminating close examination of a major 20th-century work in the light of modern literary traditions. Students relate the work, as a touchstone, to other writings of the past and present. Emphasis on independent thought culminating in a written project, presented before the class. Subject may change from year to year. Course may be repeated for credit when topic changes. prerequisite: senior major status or permission of the program director

ENTREPRENEURSHIP (ENTR)

Entrepreneurship courses (ENTR) are offered by the Merrick School of Business.

ENTR 101 Imagination, Creativity and Entrepreneurship (3) Students experience what it means to discover the patterns that produce breakthrough ideas when attempting to solve business problems. Participants in this class are exposed to a systematic approach to changing the way they create, identify and sell these ideas. They are also introduced to a number of techniques, concepts and methods that can be added to their creative skills toolkit. The course is designed around real methods that have been proven to work in some of the leading corporations in the world. These methods are conveyed through both interactive and experiential learning approaches. Students form teams for the purposes of developing creative solutions to problems and coming up with a concept around which a venture can be based. [SOSC]

ENTR 300 The Entrepreneurial Experience (3) The entrepreneurial process considered as a paradigm, tracing the process and highlighting its practical applications. Special emphasis on the creation and initial growth phases of new ventures, with discussion of related ethical, international and legal issues. Local entrepreneurs serve as guest speakers. Open to all students, this course functions as a survey course as well as the first in the specialization in entrepreneurship sequence.

ENTR 320 Opportunity Assessment and Development (3) A new product development paradigm provides students with in-depth coverage of opportunity analysis as it pertains to new venture creation and the implementation of a business plan offering new products and services by an entrepreneurial firm. Topics include strategic planning and market analysis, concept generation, technical development and commercialization processes. prerequisites: ENTR 300 and MKTG 301

ENTR 330 Internal Control and Growth for Entrepreneurial Ventures (3) Primary focus on managerial accounting practices, diagnostic analysis of financial statements and implementation of financial and accounting management systems designed to enhance the internal business control mechanism for an entrepreneurial venture. Topics are covered in the context of strategic and tactical decisions regarding entry into and exit from different product and service markets. prerequisites: ENTR 300, FIN 331 and ACCT 201

ENTR 430 Capital Acquisition and Strategic Financial Management for Entrepreneurial Ventures (3) Provides knowledge and training in the area of capital acquisition strategies and tactics through the life cycle of an entrepreneurial venture and coverage of valuation techniques as applied to the allocation of business assets. Topics include start-up and mezzanine financing and their bridging to initial public offers on the capital acquisition side, as well as capital budgeting and internal control techniques applied in the strategic context developed in earlier courses. prerequisite: ENTR 330

ENTR 450 Entrepreneurial Organization, Planning and Implementation (3) The capstone course of the specialization in entrepreneurship. Students apply knowledge and experience gained in prior courses to develop and implement a business plan of their own or for a client 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 320, 330 and 430

ENTR 460 Social Enterprise (3) Successful nonprofit organizations are consistently challenged to expand their impact, be socially responsible and fiscally accountable, and find new sources of revenue. In response, more and more organizations are discovering innovative ways to generate both financial and social returns on their investments. Students and selected nonprofits learn about successful ventures and engage in lectures and hands-on work to determine the feasibility of entrepreneurial ideas, recognize and overcome financial obstacles, and convert social venture ideas into reality. prerequisites: ENTR 320 and ENTR 430 or FIN 430, or by permission of instructor

ENTR 493 Honors Seminar (3) An advanced interdisciplinary seminar that focuses on important books and issues and encourages independent thinking, clear presentation and an understanding of the concerns and methods of various disciplines. The course may be team taught; topic and instructor(s) may change from semester to semester. Course may be repeated for credit when topic changes. prerequisites: 3.5 GPA and permission of the Denit Honors Program director

ENTR 494 Honors Project (3-6) Directed individual instruction in an advanced project of the student's choice; the project must be academically related to this discipline. Each student works closely with a faculty director who guides his/her progress. The project must be of honors quality and must be finally approved by both the faculty director and a second faculty member. Course is eligible for a continuing studies grade. prerequisites: honors standing, 3.5 GPA and permission of both the Denit Honors Program director and the faculty director

ENTR 497 Special Topics in Entrepreneurship (3) The entrepreneurship faculty, from time to time, offer an opportunity to integrate new material into the undergraduate program reflecting changes in the field and in the educational needs of students. prerequisite: ENTR 300

ENTR 499 Independent Study: Entrepreneurship (1-3) An independent study completed under the direction of a faculty member. For eligibility and procedures, refer to the Merrick School of Business Independent Study Policy.

ENVIRONMENTAL SCIENCE (ENVS)

Environmental Science courses (ENVS) are offered by the Division of Liberal Studies in the Yale Gordon College of Liberal Arts. Related courses are listed under Biology (BIOL), Chemistry (CHEM) and Physical Science (PHSC).

ENVS 201 Human Ecology (3) Introduces the student to aspects and dimensions of the impact of burgeoning human populations on human societies and life on Earth in general. Specific applied topics in environmental science, ecology and sustainability are covered, with a focus on urban ecosystem issues. An emphasis is placed on current and newsworthy topics at scales ranging from local to global. Understanding the place of humans in the biosphere and how to ensure a habitable planet for future generations and for other organisms is a primary goal of the course. [GSCI]

ENVS 221 Science of the Environment (4) A survey of a number of scientific disciplines related to the earth's changing environment, including geology, ecology, zoology, hydrology, climatology and chemistry. These disciplines are integrated to provide a clearer understanding of complex environmental issues, using both local and global case studies. The laboratory portion of the course investigates environmental hypotheses and theories and introduces students to the techniques of environmental data collection and analysis. Lab fee required. [GSCI]

FINANCE (FIN)

Finance courses (FIN) are offered by the Merrick School of Business.

FIN 300 Personal Finance (3) A practical introduction to financial concepts and tools such as the time value of money, risk-return tradeoffs, asset pricing models, the efficient market hypothesis, financial databases and Internet searches. Personal Finance then applies these concepts and tools to personal financial decisions about housing, personal and small business borrowing, insurance, income taxes, retirement planning and investments in common stock, bonds, mutual funds, and futures and options. FIN 300 may not be used as a specialization course by finance majors.

FIN 312 Real Estate Principles and Transactions (3) Identifies the framework in which the acquisition and development of real estate are arranged. Particular attention is paid to financing techniques and the underlying financial structures involved in real estate investment choices. Emphasis is placed on development issues including site acquisition and evaluation, environmental regulation, market analysis and interaction with constituent groups.

FIN 331 Financial Management (3) An overview and understanding of fundamental principles of financial decision-making and their application to internal and external problem-solving by the business enterprise. Topics include financial statement analysis and forecasting, time value of money and security valuation, corporate capital budgeting, cost of capital and capital structure. Thematic coverage encompasses the traditional, international and ethical dimensions of financial decision-making. prerequisites: ACCT 201 and ECON 200 or 3 hours of micro- or macroeconomics

FIN 332 Financial Modeling and Communication (3) Designed to equip students with a working knowledge of the technical methods and tools of financial analysis, as well as to provide them with the ability to design and implement professional-quality written, oral and electronic presentation of their results. Topics include financial statement constructions, creating exhibits for presentation of financial information, and analysis and communication of corporate financial policy. prerequisites: FIN 331 and INSS 300

FIN 333 Investment Analysis and Portfolio Management (3) An understanding of the basic valuation principles for financial instruments such as common stocks, bonds, and futures and options. These instruments are studied in the context of modern portfolio theory. Company and industry analysis projects provide the chance for practical experience. prerequisite: FIN 331

FIN 420 Risk and Insurance (3) Fundamental concepts of insurance/reinsurance products as risk management tools for individuals and corporations. Topics include the regulatory environment, financial operations of insurance companies and the role of the capital market in the risk management process.

FIN 430 Entrepreneurial Organization and Finance (3) Provides knowledge and training in the area of capital acquisition strategies and tactics through the life cycle of an entrepreneurial venture and coverage of valuation techniques as applied to the allocation of business areas. Topics include start-up and mezzanine financing and bridging to initial public offers on the capital budgeting and internal control techniques applied in the strategic context developed in earlier courses. prerequisite: FIN 331

FIN 433 International Financial Management (3) In global financial markets, exchange rate risk exposure demands careful management and the use of financial instruments for hedging currency risk. These include currency options, futures and swaps. Working capital management and long-term financing and investment decisions are also crucial to today's financial managers and need to be understood in the context of expanding global financial markets. prerequisite: FIN 331

FIN 450 Professional Finance Portfolio (3) Students apply finance tools and techniques to business plans for selected nonprofit and for-profit firms. Nonprofit firms are assisted in establishing profit-making subsidiaries. Over the semester, students learn about successful ventures and engage in lectures and hands-on experiences. The students' work for external firms focuses on determining the feasibility of entrepreneurial ideas, analyzing financial obstacles and converting ideas into reality. prerequisite: FIN 332

FIN 470 Real Estate Investments (3) Introduces the fundamentals of real estate investment analysis, including elements of mortgage financing and taxation, and applies the standard tools of financial analysis and economics to real estate valuation. Topics include traditional and nontraditional appraisal methods, techniques of real estate financing, real estate work-outs, innovations in real estate financing and the relationship to the macroeconomic environment. prerequisites: FIN 312 and FIN 331

FIN 471 Real Estate Finance (3) Analyzes the instruments, techniques and institutions of real estate finance. Emphasis is placed on the sources of funds, mortgage risk analysis and typical policies and procedures used in financing residential and commercial properties. prerequisites: FIN 312 and FIN 331

FIN 493 Honors Seminar (3) An advanced interdisciplinary seminar that focuses on important books and issues and encourages independent thinking, clear presentation and an understanding of the concerns and methods of various disciplines. The course may be team taught; topic and instructor(s) may change from semester to semester. Course may be repeated for credit when topic changes. prerequisites: 3.5 GPA and permission of the Denit Honors Program director

FIN 494 Honors Project (3-6) Directed individual instruction in an advanced project of the student's choice; the project must be academically related to this discipline. Each student works closely with a faculty director who guides his/her progress. The project must be of honors quality and must be finally approved by both the faculty director and a second faculty member. Course is eligible for a continuing studies grade. prerequisites: honors standing, 3.5 GPA and permission of both the Denit Honors Program director and the faculty director

FIN 497 Special Topics in Finance (3) The economics and finance faculty, from time to time, offer an opportunity to integrate new material into the undergraduate program reflecting changes in the field and in the educational needs of students. prerequisite: FIN 331

FIN 499 Independent Study: Finance (1-3) An independent study under the direction of a faculty member. For eligibility and procedures, see the Merrick School of Business Independent Study Policy.

FORENSIC STUDIES (FSCS)

Forensic Studies (FSCS) courses are offered by the Division of Criminology, Criminal Justice and Forensic Studies in the Yale Gordon College of Liberal Arts. Related courses are listed under Criminal Justice (CRJU).

FSCS 301 Forensic Science (3) Introduces students to forensic-science topics, including crime-scene processing, fingerprints, firearms and toolmarks, questioned documents, serology, fire and explosives, trace evidence, pathology and instrumental analysis. Lectures, demonstrations and basic laboratory exercises are used to present the subject matter.

FSCS 307 Crime Scene Investigation (3) Focuses on the scientific techniques used to investigate different types of crime scenes, including burglaries, murders, rapes, arsons and bombings. Students learn to recognize, identify, collect, preserve, transport, record and process physical evidence such as body fluids, body fluid stains, items of trace evidence, tire and shoe impressions, latent fingerprints, weapons and tools. Laboratory fee required.

FSCS 400 Laboratory Safety and Quality Assurance (3) Introduces students to the various principles of safety and quality assurance in a forensic laboratory. Laboratory safety topics include OSHA standards, material safety data sheets (MSDS), workplace safety, personal protective equipment, employer liability and employee responsibilities. Quality assurance topics include quality concepts and quality assurance principles, documentation, document control, standard operating procedures, proficiency testing, validation standards, test standards, instrument calibration, instrument maintenance, auditing principles, laboratory accreditation and analyst certification. prerequisites include Biology I, Chemistry I and II, Organic Chemistry I and II, and Physics I and II

FSCS 401 Trace Evidence I (4) Introduces methods of collecting, handling, preparing, identifying and comparing items of trace evidence. Topics include hairs, fibers, fabric, cordage, tape, glass, paint, paint chips, wood, vegetation, soil and other items requiring microscopic examination. Laboratory fee required. prerequisites include Biology I, Chemistry I and II, Organic Chemistry I and II, Physics I and II, and FSCS 400, 405 and 407

FSCS 403 Trace Evidence II (4) A continuation of Trace Evidence I, this course focuses on items of trace evidence requiring instrument analysis. Topics include flammable liquids, explosives, bank dyes, plastics, polymers, gunshot residue, metals and natural elements. Laboratory fee required. prerequisites include Biology I, Chemistry I and II, Organic Chemistry I and II, Physics I and II, and FSCS 400, 401, 405 and 407

FSCS 405 Microscopy (4) Provides instruction in the methods of collecting, handling, preparing, identifying and comparing items of trace evidence. Topics include use of the stereomicroscope, compound microscope, comparison microscope, microspectrophotometer, scanning electron 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. Laboratory fee required. prerequisites include Biology I, Chemistry I and II, Organic Chemistry I and II, and Physics I and II; prerequisite or co-requisite: FSCS 400

FSCS 407 Instrumental Analysis (4) The use of scientific instruments in forensic testing. Lectures and laboratories cover instrumentation theory, data systems, method development and qualitative and quantitative analytical techniques. Techniques discussed include gas chromatography (GC), liquid chromatography (LC), thin-layer chromatography (TLC), ion chromatography (IC), capillary electrophoresis (CE), infrared spectrometry (IR), mass spectrometry (MS) and X-ray diffraction (XRD). Laboratory fee required. prerequisites include Biology I, Chemistry I and II, Organic Chemistry I and II, Physics I and II, and FSCS 400 and 405

FSCS 410 Forensic Serology (4) Exposes students to both the theoretical and practical aspects of forensic serology. At the end of the course, students will have gained practical experience and will have a comprehensive knowledge of techniques presently being used in the forensic examination of body fluids. Laboratory fee required. prerequisites include Biology I, Chemistry I and II, Organic Chemistry I and II, Physics I and II, and FSCS 400 and 405

FSCS 418 Mathematical Applications in Police Science (3) Introduces the various uses and applications of mathematics in law enforcement. Students learn to interpret and construct graphs and tables, calculate clearance rates and conduct trend analysis. The basics of operational research are explored relative to the needs of law enforcement. Probabilities and statistical techniques, which provide the basis for DNA interpretation, are addressed.

FSCS 424 Fourth Amendment: Interpretation and Application (3) Covers the doctrines and cases inherent in and arising from the Fourth Amendment: the law of arrest, search and seizure, standing, forfeiture and derivative evidence. Organized as a topical analysis, the course identifies the elements of each constitutional area and references major federal and state cases to illustrate the application and source of the rules.

FSCS 426 Innovative Investigative Techniques (3) Advanced techniques and strategies designed to further aid in investigating serious or complex crimes are presented. Particular attention is paid to the procedural aspects of police activity as they relate to the admissibility of evidence in state and federal prosecutions. Content includes improvements to basic investigative skills and a discussion of alternative tactics. Also covered are the necessary, suggested and explicit requirements for a federal Title III investigation and a Maryland wiretap investigation.

FSCS 430 Specialty Warrants, Wiretaps and Historical Conspiracies (3) Focuses on the extreme recourses available to law enforcement in investigating serious offenders. Content includes the legalities involved in obtaining trap and trace devices, electronic and video surveillance and body wires. These investigative techniques are then combined with traditional investigative techniques to develop evidence of historical conspiracies against criminal organizations.

FSCS 454 Death Investigation (3) Presents the medical and legal investigation of death. The history and development of forensic pathology are considered. The course examines the manners of death, including homicide, suicide, accidental, natural and undetermined. Postmortem changes are also examined. The course is organized in a lecture series format. Lecture topics include sharp and blunt force trauma, thermal injuries, drowning, drug and alcohol abuse, pediatric forensics, gunshot injuries, asphyxia and motor vehicle trauma.

FSCS 460 Forensic Photography (3) Familiarizes students with, and provides a basic understanding of, the camera (35mm, digital and video) with respect to crime scene analysis. Using photographic techniques, students learn how to document a crime scene and pertinent physical evidence including tire impressions, shoe prints, latent prints and blood spatter. In addition, students explore available light, flash, flash fill and painting-by-light processes. Students learn how to construct and maintain a photographic log and how to enter photographs into court as evidence. Students create a portfolio of their work. Laboratory fee required.

FSCS 480 Forensic Documentation (3) Prepares students to document and manage cases properly from inception to successful conclusion. Students gain a basic understanding of investigative and forensic case documentation.

FSCS 482 Moot Court and Trial Advocacy for Forensics (3) Students learn courtroom presentation techniques designed to elicit direct, persuasive and comprehensive testimony as it relates to various evidentiary issues at criminal hearings and trials. Students prepare and present direct testimony and are cross-examined by attorneys in a simulated courtroom setting.

FSCS 487 Field Internship in Forensic Science (3) Provides field experience to students through laboratory assignments with various criminal justice entities. This requirement is completed at the end of the program.

FSCS 496 Field Internship in Police Science (3) Broadens the educational experience of students through appropriate observational and work assignments with criminal investigation units. This requirement is completed at the end of the - program.

FSCS 497 Topics in Forensics (3) Examines special topics and issues in the field of forensics such as homicide investigation, blood spatter analysis, and forensic medicine and public health. Course may be repeated for credit when the topic changes.

FSCS 498 Laboratory Topics in Forensics (4) Examines special laboratory topics and issues in the field of forensics such as DNA analysis, questioned document examination and drug analysis. Course may be repeated for credit when the topic changes. Laboratory fee required. prerequisite: none unless listed in the class schedule

GOVERNMENT AND PUBLIC POLICY (GVPP)

Government and Public Policy (GVPP) courses are offered by the Division of Government and Public Administration within the School of Public Affairs in the Yale Gordon College of Liberal Arts.

GVPP 201 American Government (3) An examination of the foundations, politics and institutions of the American political system. An introduction to the American ideology, the Constitution, the practice of politics and the institutions that comprise the governing structures of the country. [SOSC]

GVPP 210 Global Politics (3) Surveys global events and processes. The course covers issues of war and peace, arms and armaments, international governmental and nongovernmental organizations, the politics of global economic relations both among nations of the developed north and between northern and southern states. Humanitarian and environmental issues are also covered. Emerging trends in globalization, terrorism and ethnic conflict are considered. [SOSC]

GVPP 300 American Political Institutions (3) The role and interrelationship of the federal, state and local governments in the formulation and implementation of public policy are examined. Major contemporary issues are explored to illustrate the policymaking process.

GVPP 320 Public Administration (3) The problems of municipal, state and federal governments as these relate to organization, budgeting, personnel, welfare, control, reporting, public relations, federal-state-local relations, the city government in society and the division of state and federal powers.

GVPP 321 Leadership: An Experiential Approach (3) Organized around developing leadership, this course helps students to identify goals and objectives and achieve them. This course uses adventure education and outdoor experience to support the development of personal and professional competencies for individuals interested in careers in community-serving nonprofit organizations.

GVPP 322 Bureaucracy and Public Policy (3) An understanding of the institutional political, legal and ethical challenges of public policy management in the contemporary administrative state.

GVPP 324 American Public Policy (3) Analysis of the formulation and implementation of governmental policies at all levels in such areas as art and culture, economic stability, income maintenance, education, the environment, public finance and older adults. prerequisite: GVPP 300 or permission of the instructor

GVPP 326 Urban Politics and Public Policy (3) An examination of the organization and main functions of urban government, the major participants and key issues in the urban political process, and the political relationship between cities and other levels of government. The distinctive characteristics of the political process in the urban setting with special emphasis on Baltimore.

GVPP 340 Constitutional Law (3) The role of the Constitution in the American system of government. Origins and historical development of the Constitution, the theory and operation of the federal court, and the effects of Supreme Court decisions on the relationship between different branches of government and on the rights of individuals in American society.

GVPP 341 Civil Liberties and the Bill of Rights (3) An advanced course about constitutional law that focuses on the Bill of Rights and issues of civil liberties that have arisen as the Supreme Court has changed its interpretation of the constitutional basis of decisions related to those rights. The course stresses legal reasoning and research skills; it also provides information about constitutional issues in relation to American governmental processes and policies. suggested prerequisite: GVPP 340

GVPP 344 American Presidency (3) An examination of the presidency in the American system of government. The powers of and limits on the president are studied, as are the relationships between the president and other major actors in the political system.

GVPP 345 The Legislative Process (3) An examination of legislatures in the American system of government. Emphasis is placed on the study of the representative function of legislatures, the ways in which they operate and their impact on public policy.

GVPP 348 State and Local Government (3) Emphasis on the organization, powers and functions of state, local, county and municipal governments. Government in theory and practice at different levels in the state of Maryland.

GVPP 360 Parties, Campaigns and Elections (3) A study of the rise, history and functions of political parties in the United States. Campaign management and strategies as well as electoral tactics and movements are also examined.

GVPP 362 Media and Government (3) A study of relationships among governments, public opinion and the media. Analysis of the components of public opinion and their individual and collective influence on government. The functioning of the media and its influence on both government and public opinion.

GVPP 381 American Political Thought (3) A study of the political thought in the United States that has provided the foundations of American democracy from colonial times to the present, focusing on political concepts, principles, ideas and issues.

GVPP 382 Political Ideologies (3) Focuses on the philosophical and ideological bases for the state. The political economy and social structure of governing ideologies are examined and illustrated in discussions about democracy, capitalism, liberalism, fascism, communism and socialism. Challenges to these ideologies as presented by religion and nationalism are also discussed.

GVPP 384 Comparative Government (3) An examination of the historical and social background, political process, governments and institutions of representative foreign governments, including Great Britain, France and Germany. The identification, comparison and evaluation of the main components and characteristics of the governing process are examined.

GVPP 385 International Relations (3) A study of concepts and principles of international relations; the nature of national power; state systems; balance of power; internationalism; causes and consequences of international stability; and trends in international relations, diplomacy and conflict resolution.

GVPP 386 American Foreign Policy (3) An examination of the political, economic and military considerations involved in the formulation and implementation of United States foreign policy. Included are the constitutional responsibilities for foreign policy, the economic context, military doctrine and the country's traditional international relationships.

GVPP 408 Methods in Government and Public Policy (3) Focuses on research and analytical techniques, statistical measurement and methods of science used in the study of governmental organizations, elections, political behavior and policy analysis.

GVPP 423 Public Budgeting and Personnel Administration (3) Focuses on budgeting and personnel administration at the national, state and local government levels. Examined are the form, content and processes of public budget development and its review, execution and management; also examined are the principles and functions of public personnel management, salary, schedules, unions, performance evaluation and retirement. prerequisite: GVPP 320 or permission of the instructor

GVPP 425 Administrative Law and Processes (3) The growth of the administrative process in the United States, the necessity for the delegation of legislative authority to administrative agencies and the need for judicial control of the bureaucracy. Emphasis on federal and state of Maryland administrative and regulatory processes.

GVPP 426 Foundations of Democracy I (3) Examines the scope and nature of the fundamental values reflected in our system of democratic governance. Democracy joins individual citizens, neighbors and communities. Acting together they form the essence of an associational life—that is to say, a life lived with reciprocal linkages to the well-being of others and to the common good. Particular attention is placed on the decision-making and organizational design systems that characterize our social, political and economic institutions as well as community-serving nonprofits.

GVPP 427 Foundations of Democracy II (3) The primary focus is an examination of the scope of ethical behavior reflected in the various aspects of the public policy process. Particular attention is given to the administrative implementation of policy and the fundamental values inherent in the American democratic process.

GVPP 461 Maryland Government Processes and Politics (3) A study of the structure of Maryland's three branches of government and their relationship to interest groups, political parties and public policies.

GVPP 463 Interest Group Politics and Lobbying (3) Examination of interest groups as key components in the functioning of a pluralistic political system. The proliferation of interests from trade associations to public, nonprofit interests are documented. The techniques of lobbying are also explored.

GVPP 465 Survey Research and Public Opinion Analysis (3) The methodologies of survey research and public opinion analysis such as sampling procedures, questionnaire design and measurement issues. Students are introduced to evaluation of current political polls and become conversant with some of the key issues in designing and carrying out polls.

GVPP 470/GVPP 471 Individual Research (1-3) Individual research on a subject of mutual interest to both student and supervisory faculty. Depending on the scope and depth of research, 1 to 3 credits may be earned for the successful completion of either course. The student may, upon approval, take both courses. prerequisites: a minimum of 12 credit hours in GVPP courses earned at the University of Baltimore and approval of the program director

GVPP 482 Topics in Political Theory (3) Selected political theory examines perennial issues in political thought within the frameworks of classical, medieval, Renaissance, Enlightenment and modern political theory. Course may be repeated for credit when topic changes.

GVPP 483 Aging and Public Policy (3) The development of public policies as they relate to older Americans is examined. Analysis of the political attitudes and behaviors of older persons to determine the effects of older adults on the political process. Major federal legislation developed to respond to particular problems encountered by older persons is also analyzed (e.g., income maintenance, health care, transportation, housing, employment, nutrition).

GVPP 484 International Political Economy (3) Examination of the rapid changes in the postwar system of trade, production and finance. Students are exposed to discussions concerning the impact that these changes have presented to national identities and the public policy responses undertaken by states to maintain and enhance their position in the global trading system.

GVPP 485 The Far East in World Affairs (3) Political, economic and military aspects of India, Japan and Southeast Asia. Emphasis on their contemporary foreign relations.

GVPP 486 The Middle East (3) Political, economic and military aspects of Turkey, Iran, Egypt and the other Arab states, Israel and the eastern Mediterranean. Emphasis on foreign relations, the interrelationship of these powers and their relationships with Western European powers, the Soviet Union, the People's Republic of China and the United States.

GVPP 487 Western Europe (3) Political, economic and military aspects of Austria, the Benelux countries, France, Italy and Germany with an emphasis on their contemporary foreign relations.

GVPP 488 The Commonwealth of Independent States and China in World Affairs (3) International relations of the Commonwealth of Independent States and the People's Republic of China. An example of the political, economic and military considerations of these two countries in the conduct of their relationships.

GVPP 489 The United Nations (3) Study of the development and evolution of the United Nations. The roles and functions of the U.N.'s principal organs and specialized agencies. Generally offered during the spring semester in association with preparing students to attend a model U.N. competition.

GVPP 490/GVPP 491 Internship (3) Internship designed to broaden the educational experience of the student through work assignments with appropriate governmental agencies. Depending on the academic value of the work assignments, the student may enroll for up to a total of 6 credits in this internship. Course is eligible for a continuing studies grade. prerequisites: major in government and public policy or jurisprudence, a minimum of 12 credits completed in GVPP courses with a GPA of at least 3.0, and approval of the program director

GVPP 493 Honors Seminar (3) An advanced interdisciplinary seminar that focuses on important books and issues and encourages independent thinking, clear presentation and an understanding of the concerns and methods of various disciplines. The course may be team taught; topic and instructor(s) may change from semester to semester. Course may be - repeated for credit when topic changes. prerequisites: 3.5 GPA and permission of the Denit Honors Program director

GVPP 494 Honors Project (3-6) Directed individual instruction in an advanced project of the student's choice; the project must be academically related to this discipline. Each student works closely with a faculty director who guides his/her progress. The project must be of honors quality and must be finally approved by both the faculty director and a second faculty member. Course is eligible for a continuing studies grade. prerequisites: honors standing, 3.5 GPA and permission of both the Denit Honors Program director and the faculty director

GVPP 497 Topics in Government and Public Policy (1-6) Intensive exploration of topics in political science of mutual interest to faculty and students. Content varies according to the concurrent interests of faculty and students. The topic for study appears under that name in the class schedule.

GVPP 499 Senior Seminar (3) A senior-level seminar required of all government and public policy majors. Topics considered include the perspectives of the major subfields of government and public policy and their relations with other disciplines. Students demonstrate their abilities to analyze, assess and write about relevant issues and practices in government and public administration. Open to students who are not government and public policy majors only by permission of the instructor.

HEALTH SYSTEMS MANAGEMENT (HSMG)

Health Systems Management courses (HSMG) are offered by the Division of Government and Public Administration within the School of Public Affairs in the Yale Gordon College of Liberal Arts.

HSMG 300 Health Indicators (3) A basic introduction to classical approaches typically used to describe population health. Emphasizes appropriate summaries and methods of health utilization data display in tables and in graphs. Use of rates, ratios and proportions are addressed. Introduces basic data management, exploratory data analysis and report generation. Students gain hands-on experience in using computer applications such as spreadsheets, statistical packages and database management while becoming acquainted with useful health data sources.

HSMG 301 Introduction to Health Economics (3) A survey course of the major topics in health economics. Students should develop an appreciation of the contribution economics make to the study of health and health policy. Topics to be covered include the demand for health and health care, workforce issues and the organization and financing of the U.S. health-care system. prerequisite: entry-level course in microeconomics

HSMG 370 Overview of Health-Care Delivery System (3) Provides a systematic overview of the U.S. health services system to familiarize the student with various mechanisms through which health services are delivered. Systems approach assists students in studying details of the various topics while maintaining a broad perspective of health-care delivery.

HSMG 371 Principles of Health-Care Management I (3) Provides an understanding of the conceptual foundations and practices of management within health services organizations. Presents an overview of the structure, operation and management of health services organizations. Perspectives from organizational theory and general management provide a conceptual basis for understanding and analyzing the practice of management in health service organizations. Uses the case study approach to develop management skills through the analysis of health-care industry examples.

HSMG 372 Principles of Health-Care Management II (3) Provides an understanding of the conceptual foundations and practices of management within health services organizations. Perspectives from organizational theory and general management provide a conceptual basis for understanding and analyzing the practice of management in health-care organizations. Uses the case study approach to develop management skills through the analysis of health-care industry examples. Examines principles of management in health service organizations, specifically focusing on health professional accreditation, licensure, personnel issues, labor relations and selected issues in material handling particular to health services organizations. prerequisite: HSMG 371

HSMG 373 Health Policy and Politics (3) An in-depth study of a number of current policy issues in the American health-care system. Particular attention is paid to the roles and powers of nonmedical participants, including consumers, planners, administrators and policymakers.

HSMG 374 Epidemiology (3) Epidemiology is the study of how health and disease are distributed in populations and of factors that influence or determine this distribution. It is the basic science of public health. This course introduces epidemiology and epidemiologic approaches to the problems of health and disease. The basic principles and methods of epidemiology are presented with applications to public health and clinical practice.

HSMG 470 Individual Research (3) Individual research on an academically sound project of interest in the health systems management field. Research is to be conducted in consultation with a monitoring faculty member. prerequisite: permission of the program director

HSMG 475 Managed Care I (3) Introduces the basic theoretical concepts concerning care, practical management issues and areas of controversy as they pertain to managed care. Topics include benefits design in managed care, structure and management of health-care delivery systems, financing of managed care, medical-surgical utilization, disease management and future managed care trends.

HSMG 476 Managed Care II (3) Addresses theoretical concepts; health plan operational management; data and information management; public-sector managed care; regulatory, ethical and legal issues; and finance, budgeting, rating and underwriting plans. prerequisite: HSMG 475 or permission of the instructor

HSMG 477 Health-Care Law and Risk Management (3) A study of the major legal issues encountered in the health-care field by administrators and practitioners. Topics include issues of health-care need, cost and quality control, Medicare and Medicaid, - access to health care, the business roles of health institutions, health-care contracts and claims, right to treatment and federal health plans vs. private health coverage.

HSMG 490 Survey Research and Data Analysis for Health Services Administration (3) This hands-on course provides an overview of typical data analysis methods used in the health services setting, with an emphasis on surveys, including statistical analysis used for health management decision-making. Reviews typical graphical displays of data used in quality assurance programs. Introduces basic PC applications necessary for health managers such as spreadsheets and databases. prerequisite: APST 308 or equivalent

HSMG 491 Health Planning and Program Evaluation (3) Enriches students' understanding of the complexity of the planning and evaluation processes used by health-care organizations. Covers theoretical and historical foundations of health planning, the relationship between health planning and regulation and the application of planning methods. Also presents various planning and evaluation models and techniques necessary to equip students with practical evaluation and planning skills.

HSMG 492 Internship (3) The internship serves as a bridge between theory and practice. Students apply their knowledge and acquire insights into the management of health service organizations. This 90- to 120-hour-based practicum offers opportunities for observation, participation and applying administrative skills in the institutional setting. Course is eligible for continuing studies grade.

HSMG 493 Honors Seminar (3) An advanced interdisciplinary seminar that focuses on important books and issues and encourages independent thinking, clear presentation and an understanding of the concerns and methods of various disciplines. The course may be team taught; topic and instructor(s) may change from semester to semester. Course may be repeated for credit when topic changes. prerequisites: 3.5 GPA and permission of the Denit Honors program director

HSMG 494 Honors Project (3-6) Directed individual instruction in an advanced project of the student's choice; the project must be academically related to this discipline. Each student works closely with a faculty director who guides his/her progress. The project must be of honors quality and must be finally approved by both the faculty director and a second faculty member. Course is eligible for a continuing studies grade. prerequisites: honors standing, 3.5 GPA and permission of both the Denit Honors Program director and the faculty director

HSMG 498 Strategic Management in Health Care (3) Examines strategic management in health-care organizations. Includes discussions of the nature of strategic management; the environment of health organizations; and methods of formulating, implementing and controlling the strategic management of health-care delivery. prerequisite: permission of the program director

HISTORY (HIST)

History (HIST) courses are offered by the Division of Legal, Ethical and Historical Studies in the Yale Gordon College of Liberal Arts.

HIST 101 World History to 1500 (3) 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]

HIST 102 World History Since 1500 (3) 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]

HIST 111 Early America (3) This course focuses on the history of the United States to 1860 with emphasis on large-scale social and cultural phenomena such as the origin and impact of colonial migration, the forming of regional identities, the role of political ideologies and the influence of social movements. [HIPL]

HIST 112 Modern America (3) Focuses on the history of the United States from the 1860s to the present with emphasis on major social and cultural trends and movements. Topics include impact of race and ethnicity, rise of the New South, role of political ideologies, reform and labor movements, and migration and immigration. The history of ordinary people is stressed. [HIPL]

HIST 290 Great Issues in History (3) Focusing on a single topic or theme of historical and contemporary interest, this course emphasizes the roots of great issues in history. The course focuses on understanding and applying historical methods, analyzing issues in their broader historical context and analyzing a variety of historical sources. The topic for a given semester appears in the schedule of classes. [HIPL]

HIST 300 Exploring the Past (3) An examination of the methods of historical research and presentation. Among the methods considered are the gathering of evidence, procedures for criticism and interpretation of primary sources, and special techniques such as collecting and using oral testimony. Deals with the application of historical methods in a number of vocational settings from museum and archival work to planning and policy studies. Required of all history majors.

HIST 310 Ancient Civilizations (3) The origins of European civilizations are traced to the societies of the Ancient Near East, Greece and Rome. Special emphasis on the development of complex societies and on such themes as the individual and society; freedom and slavery; and magic, religion and rationalism.

HIST 311 Emergence of Europe (3) A study of topics in the development of European culture from the decline of Rome through the Renaissance (ca. 400-1500). Special emphasis on classical, Christian and Arab influences.

HIST 312 Age of Revolutions (3) A study of European culture and thought from the Renaissance to the end of the Napoleonic Wars. Special emphasis on the origins and impact of the scientific, industrial and political revolutions.

HIST 313 Europe 1815-1914 (3) Surveys European history in the 19th century, a time of enormous cultural, social, economic and political change. Focuses on the dominant powers of Europe—England, France, Germany and Russia—and examines the impact of new ideologies such as nationalism, liberalism, socialism and right-wing radicalism.

HIST 314 Europe 1914-45 (3) World War I destroyed the institutions and values of traditional European society and ushered in a new era of European history. This course covers the causes, experience and impacts of World War I and World War II; the rise of extremist ideologies in the interwar era; and the development of modernism in European society in the years up to 1945. [HIPL]

HIST 315 Europe Since 1945 (3) This course examines all aspects of European history since 1945, focusing on trends and issues in both western and eastern Europe. **[HIPL]**

HIST 331 English Law to 1689 (3) The study of English law as it functioned in constitutional, political and social life from the Anglo-Saxon period to the Glorious Revolution of 1689. The precedents for American law are discussed.

HIST 332 English Law Since 1689 (3) The study of English law as it functioned in constitutional, political and social life from 1689 to the modern period. The precedents for American law are discussed.

HIST 340 American Legal History (3) A general survey of the development of American law from colonial times to the present. Emphasizes the importance of social change and political conflict in legal development. Topics include the reception of English law in the colonies, the establishment of the federal court system and the struggle to modernize American law in the 19th and 20th centuries. Coursework involves the analysis of original legal documents and materials.

HIST 344 World War II (3) A comprehensive study of the origins, events and effects of the 20th century's second experience in total war.

HIST 370 Old South and Slavery (3) A social, economic and political study of the development of American slavery and the culture of the Old South. Special emphasis on the plantation system and the emergence of sectionalism.

HIST 375 Civil War and Reconstruction (3) A social and political study of the era of disunion and reunion, 1848-77, with special emphasis on the causes of the conflict and its impact on race relations, national institutions and the Southern states.

HIST 377 New South and Civil Rights (3) A study of the American South from Reconstruction to the present, with special emphasis on the economic and political impact of the Civil War and industrialization, the rebirth of Southern culture and literature, and race relations.

HIST 380 The Chesapeake World (3) Focusing on the period from 1600 to 1830, this course explores central themes in the social, economic and intellectual history of the Chesapeake Bay region. The region, including Virginia, Maryland and the Eastern Shore, is examined as a case study of Anglo-European colonization and settlements in the New World. Topics include the pattern of migration to the region, conflict between colonists and Native American peoples, emergence of the plantation system and the origins of slavery. Recommended for students who wish to take HIST 382/SOCI 382: History of Baltimore.

HIST 381 American Cities (3) Urbanization as a major theme in American history, beginning with the establishment of American cities and ending with contemporary urban life. Topics include city and the frontier; the premodern city; the emergence of industrial cities; urban transportation networks; immigrants, bosses and reformers; the emergence of urban institutions; the growth of suburbia; and the urban crises of the 1960s.

HIST 382/SOCI 382 History of Baltimore (3) Social and economic changes that took place in American cities. Emphasis is placed on a detailed study of Baltimore as it exemplified changes taking place during the period. Major themes are industrialization and racial and ethnic diversity.

HIST 383 Community History (3) Using case studies, this course considers the history of various efforts at community-making in the United States. The role ethnicity, class, race, gender, occupation, religion, age and affinity have played in different places at different times are explored as are nostalgia's importance to the idea of "community" as a lost quality.

HIST 390 Film and History (3) A close study of historic events, people and issues as interpreted and presented in visual media, primarily feature films, documentaries or television series. Historical subject and type of media program varies from semester to semester. May be repeated for credit when the topic changes.

HIST 420 America Since 1940 (3) Covering in depth and in detail the period from 1940 to about 1970, this course offers an exploration of major issues in recent American history. Topics include the impact of World War II on American society, origins of the Cold War, emergence of McCarthyism, history of the civil rights and women's movements, polarization of American society in the 1960s, American involvement in Southeast Asia and major trends in the social and intellectual climate of the era.

HIST 434 American Constitutional History (3) A historical study of the background and establishment of the American Constitution and its political and social effects on American life from 1789 to the 20th century.

HIST 438 Great Trials in History (3) A study of the interplay between society and the conduct and outcome of some controversial criminal trials. With each offering of the course, some of the following trials are studied: Guiteau, Dreyfus, Casement, Sacco-Vanzetti, Scopes, Scottsboro, Hiss and Rosenberg.

HIST 440 History of Common Law (3) A study of the common law of Great Britain and the United States through its development in medieval Europe and into the modern period. Both procedure and substance are emphasized. Parallels the School of Law course but is conducted at an undergraduate level. Credit earned in this course cannot be transferred to the School of Law.

HIST 445 Topics in the History of Religion (3) Intensive study of particular topics in the history of religion, ranging from Christianity and Judaism to Eastern religions or American religious history. Topic varies depending on the interests of the faculty and students. May be repeated for credit when the topic changes.

HIST 460 The Cold War, 1945-90 (3) For almost half a century following World War II, the United States and the Soviet Union engaged each other and their respective allies in an epoch-making global confrontation known as the Cold War. This course explores the origins, evolution and effects of that conflict and its role in shaping modern history. Topics include the nuclear arms race, the series of crises involving Berlin, the U-2 affair, the Cuban missile crisis, related conflicts in Southeast Asia, détente, impact on American culture and more.

HIST 463 History of Germany (3) A study of Germany from unification to the present, with an emphasis on German politics, society and economics before 1933, the rise and fall of National Socialism, the division of Germany after World War II and the unification of Germany in 1990.

HIST 465 Topics in Eastern European History (3) Intensive exploration of a geographic area or historical theme within Eastern Europe. The course may focus on such topics as southeastern Europe, the Baltic region and east central Europe. The topic to be studied appears in the class schedule. May be repeated for credit when the topic changes.

HIST 466 History of Africa (3) Studies in African history from early cultures to the late 19th century.

HIST 468 American Political History (3) Intensive study of dominant political issues in American society from the founding of the colonies to the recent past.

HIST 473 U.S. Women's History (3) Using case studies, this course examines the changing roles of women in American society. Topics such as family, work, education, sexuality and women's rights are explored. Emphasis is placed on both the variety of women's experiences and the evolving concerns and position of American women as a group.

HIST 474 Women and Family in European History (3) The history of European women from the old regime of the 17th and 18th centuries to the present. Topics include the private and public lives of women; changes in family structure, courtship and fertility; education, work and professional opportunities; and the social and political emancipation of European women.

HIST 477 Technology and History (3) Selected topics in the cause-and-effect relationship of technological developments on societies in various historical periods.

HIST 478 History of American Business (3) A historical survey of American business and labor from Colonial America to the recent past.

HIST 480 Introduction to Public History (3) A survey of the professional applications of historical analysis in settings outside academe focusing on the practice of history in museums, archives, historical societies and preservation. Guest speakers and site visits are featured.

HIST 490 Internship (3) Provides an opportunity to gain experience in the practical application of historical analysis through work assignments with the appropriate historical and related cultural agencies. The course instructor and staff at each agency supervise the student's participation. Course is eligible for a continuing studies grade. prerequisite: approval of the instructor

HIST 492 Independent Study (1-3) Provides for individual work in research. prerequisites: presentation of a research proposal to the program director and permission of the program director

HIST 493 Honors Seminar (3) An advanced interdisciplinary seminar that focuses on important books and issues and encourages independent thinking, clear presentation and an understanding of the concerns and methods of various disciplines. The course may be team taught; topic and instructor(s) may change from semester to semester. Course may be repeated for credit when topic changes. prerequisites: 3.5 GPA and permission of the Denit Honors Program director

HIST 494 Honors Project (3-6) Directed individual instruction in an advanced project of the student's choice; the project must be academically related to this discipline. Each student works closely with a faculty director who guides his/her progress. The project must be of honors quality and must be finally approved by both the faculty director and a second faculty member. Course is eligible for a continuing studies grade. prerequisites: honors standing, 3.5 GPA and permission of both the Denit Honors Program director and the faculty director

HIST 495 Senior Seminar in History (3) Students read about and conduct research on a selected topic in history. Emphasis is on the preparation of a major paper based on primary sources. Topic changes from semester to semester.

HIST 496 Seminar in Public History (3) Students research and present a major project on a selected topic in public history. Projects are based on collaboration with external organizations or groups.

HIST 497 Special Topics in History (3) Intensive exploration of topics in history of mutual interest to faculty and students. Content varies according to the interests of the faculty and students. The topic studied appears under that name in the class schedule.

INFORMATION SYSTEMS (INSS)

Information Systems courses (INSS) are offered by the Merrick School of Business.

INSS 100 Computer Information Systems (3) A semester-long organizational simulation is used to provide students with an understanding of the concepts, terminology and operations that relate to general computer use and the essential knowledge needed to function productively and independently with a computer. Skills learned include the ability to solve problems using software, to adapt to new technological environments, and to keep information organized and communicate effectively using technology. Topics include group work and communications using e-mail and online discussion boards, an introduction to data analysis using spreadsheets, graphical and presentation software, writing reports and papers using word processors and using database software to query organizational data. **[COSC]**

INSS 209 Introduction to Programming (3) Develops logical and analytical thinking through basic programming concepts like looping, simple sequence, decision and branching. Provides an exposure to algorithm development for the design of simple programs. Topics include basic concepts of data and file organization.

INSS 225 Structured Programming Using Procedural Languages (3) Introduces good coding practices using structured programming concepts. Modules and shared routines with single-entry and single-exit points are emphasized. Sequence, selection, repetition and nesting techniques are reinforced as acceptable means of controlling program logic. Students work on projects that involve analyzing, designing, coding, executing and testing programs. prerequisite: INSS 209 or permission of the instructor

INSS 300 Management Information Systems (3) Provides a fundamental knowledge of information systems and technology (IS&T) issues from the perspective of business professionals. This includes information technology concepts and vocabulary as well as insights into IS&T applications in business organizations. Topics include searching and extracting information to solve business problems; the role of organizational context in IS&T effectiveness; the economic, social, legal and ethical impacts of IS&T; the systems life cycle approach; and key technologies such as the Internet, networking and database management systems. This course satisfies the University's information literacy requirement in addition to the computer literacy general education requirement. **[COSC]**

INSS 315 Information Technology (3) Information technology stressing the personal computer (PC) as a critically important tool in today's business environment. An advanced foundation in information technology enabling students to support personal

computer users in selecting, acquiring, customizing, optimizing, maintaining and upgrading their PC hardware and system software. Topics include characteristics of CPUs, input/output devices, motherboards and expansion cards, operating systems and graphical user interface, memory management, system performance benchmarks and techniques, hardware and software technical selection, hardware and software upgrading and installation, and setup of system software. Students are introduced to local area and wide area network technologies. Ethical and legal issues related to computers, especially to PCs, are presented. prerequisite: INSS 100 or equivalent

INSS 327 Program Design and Data Structure (3) Develops object-oriented programming skills that include abstract data type construction, data and file structure, and IS applications using data structures, including indexed files. prerequisite: INSS 225 or equivalent or permission of the instructor

INSS 401 Internet and Business (3) Provides an understanding of the Internet and the information superhighway through hands-on experience with the main Internet services and applications. The course also answers questions about how to use the Internet for communications; search for free information, files and programs; and create a presence on the Internet for individuals and businesses using hypermedia and the Web. prerequisite: INSS 300 or permission of the instructor

INSS 406 System Analysis and Logical Design (3) Introduces key principles and techniques used to develop or modify information systems to support business undertakings. The course covers the lifecycle of software systems, with an emphasis on the analysis and logical design phases. Topics include the determination and modeling of the requirements of information systems and software, business process modeling and reengineering, data modeling, data gathering and requirements specification, interface design, and the development of system prototypes, including electronic forms and reports. Students gain experience with leading industry development tools such as those from Oracle and PeopleSoft. prerequisite: INSS 300 or permission of the instructor

INSS 421 Design of Database Management Systems (3) Introduces the concepts and technologies relevant to the design, development and implementation of database systems. Data modeling concepts and principles of database design are used to illustrate the construction of integrated databases. Database management systems (DBMS) and their purpose, advantages, disadvantages and application in business are covered. prerequisite: INSS 300 or permission of the instructor

INSS 427 Business Data Communications (3) Provides a basic understanding of terminology, techniques and concepts of business data communications. The emphasis is on both the technical aspects of data communication and related managerial issues. Topics include, but are not limited to, physical aspects of data communication, common carrier services, local area networks, wide area networks, Internet and electronic commerce, network management and network applications. prerequisite: INSS 300 or permission of the instructor

INSS 431 Electronic Commerce (3) Provides both a managerial and technical perspective on e-commerce applications, with an emphasis on the operational, tactical and strategic applications of e-commerce and the major technologies involved in their development. The course covers the different types of e-commerce, the technologies and techniques involved and the major issues facing organizations conducting electronic commerce. Managerial topics include mobile commerce; business, consumer and government e-commerce uses; and legal, ethical and regulatory issues. Technical topics explored include network infrastructure, e-commerce security and technologies for data transformation and exchange, such as XML. prerequisite: INSS 300

INSS 452 Web Server Management and CGI Programming (3) Provides intermediate skills in developing interactive, server-based applications using the Web common gateway interface (CGI) and includes the installation and management of Web server software, e.g., Apache and other freeware. PERL and CGI programming, Visual Basic, C or C++ may be used as an alternative CGI programming language. prerequisites: INSS 401 and INSS 225 or 327 or permission of the instructor

INSS 453 Internet and Network Security (3) Familiarizes students with basic security threats on networks connected to the Internet and basic tools to provide user and system security resources available on the Internet. The main focus is on digital and infrastructure security. Topics include security framework overview; footprinting; scanning; enumeration; hacking framework; backdoor servers and Trojans; root-kits; Windows (98/NT, 2000/XP) and Linux vulnerabilities; dialup, VPN and network devices vulnerabilities; firewalls; Intrusion Detection System (IDS); Denial of Service (DoS) and Ddos; buffer overflow; spyware; phishing; social engineering and protecting the Web end-user. This is a project-oriented course using a restricted-access UB Lab to practice the use of hacking and security tools. prerequisites: INSS 315 and INSS 427 or permission of the instructor

INSS 454 Operating Systems (3) Functions of operating systems, including process management and concurrency, memory management, scheduling, and user and file management security are studied, as are hardware features required by modern operating systems. Course content also includes a study of symmetric multiprocessing, clusters' hardware and operating systems concepts, and the capabilities of several commercial operating systems. Provides hands-on experience in a specialized laboratory that includes PC, workstation, and mini- and mainframe computer operating systems, including system setup and basic system administration functions. prerequisite: INSS 225 or 327, or permission of the instructor

INSS 460 Component-Oriented Programming (3) The current real-world software development environment is characterized by complex, sophisticated frameworks of interdependent tools, functionalities and languages. Architectures such as J2EE and .NET facilitate the design and development of component-based, distributed, reusable software code for business applications. This course provides an overview of the concepts, principles and practices of component-oriented applications development and fosters hands-on skills using one or more architectures. Topics include software design, development, assembly and deployment issues, comparison with object-oriented approaches, component standards, and libraries and interoperability concerns. prerequisite: INSS 209

INSS 490 MIS Capstone Project (3) Student teams undertake an MIS project in a public- or private-sector organization. Projects emphasize the integration of concepts and skills developed in prior courses. Projects typically include elements of analysis and design as well as database, telecommunications or management of information systems. prerequisites: all MIS core courses and permission of the instructor

INSS 493 Honors Seminar (3) An advanced interdisciplinary seminar that focuses on important books and issues and encourages independent thinking, clear presentation and an understanding of the concerns and methods of various disciplines. The course may be team taught; topic and instructor(s) may change from semester to semester. Course may be repeated for credit when topic changes. prerequisites: 3.5 GPA and permission of the Denit Honors Program director

INSS 494 Honors Project (3-6) Directed individual instruction in an advanced project of the student's choice; the project must be academically related to this discipline. Each student works closely with a faculty director who guides his/her progress. The project must be of honors quality and must be finally approved by both the faculty director and a second faculty member. Course is eligible for a continuing studies grade. prerequisites: honors standing, 3.5 GPA and permission of both the Denit Honors Program director and the faculty director

INSS 495 Internship in MIS (3) Provides real-world MIS experience in an organization. This course requires an internship with a qualified firm based on explicit statement of student responsibilities and faculty/firm monitoring mechanism. Students work closely with both the firm and a faculty member. prerequisites: completion of 15 hours of INSS courses (excluding INSS 300) with a minimum GPA in those courses of 3.0 and permission of the instructor

INSS 497 Special Topics in Information Systems (3) The INSS faculty, from time to time, offer an opportunity to integrate new material into the undergraduate program reflecting changes in the field and in the educational needs of students. prerequisites appear in each semester's class schedule

INSS 499 Independent Study: Information Systems (1-3) An independent study completed under the direction of a faculty member. For eligibility and procedures, see the Merrick School of Business Independent Study Policy.

INTERDISCIPLINARY STUDIES (IDIS)

Depending on the course, Interdisciplinary Studies courses (IDIS) are offered by the First and Second Year Program, the Yale Gordon College of Liberal Arts and/or the Merrick School of Business.

IDIS 101 First-Year Seminar: Applied Learning and Study Skills (2) Helps students to develop the academic tools and personal habits of mind required to persist and succeed in their academic goals and to develop positive attitudes toward academic achievement. Students become intentional learners. They develop the habits of mind needed to reflect on their learning and learning styles preferences, to honestly assess their academic strengths and weaknesses and to set goals for the improvement needed to meet goals. Learners master core skills that will help them to be efficient and effective in increasingly complex academic, social and working environments.

IDIS 102 Critical Thinking and Multicultural Awareness (1) Critical thinking is the ability to be both systematic and creative in analyzing and synthesizing information to solve problems, and multicultural awareness includes the knowledge, skills and personal attributes college graduates need to live and work in a diverse world. Students explore critical thinking from both a systematic “left brain” and creative “right brain” perspective and then apply that understanding to develop an awareness of multicultural competency issues. prerequisite: IDIS 101

IDIS 110 Introduction to Information Literacy (3) Being able to find, assess and use information effectively is a fundamental skill needed in any career as well as in day-to-day life. This course teaches students how to define their information needs, search for information effectively, make logical arguments, understand the different forms information can take, critically assess information they find and present data in an appropriate way. In addition, it provides students with the skills necessary to evaluate the kinds of opinion and argumentation they encounter outside the University.

IDIS 300 Ideas in Writing: Purpose and Strategy (3) Advanced study of strategies applicable to writing both within and beyond the University. Stresses the interrelationships of careful reading, critical thinking and effective writing. Building on skills mastered in lower-division composition courses, students develop the ability to analyze the contexts within which they write, to define their purposes clearly and to employ appropriate strategies for accomplishing those purposes. Assigned readings illustrate a variety of writing strategies and promote serious consideration of important ideas and concepts. Students are required to take the placement test for this course prior to their second semester of registration at UB. prerequisite: adequate score on placement test or completion of WRIT 200 with a grade of pass

IDIS 301 World Cultures (3) An interdisciplinary study of different cultures including economic, political, social and cultural systems and structures and their interrelationships. Provides an opportunity for students to compare their own culture with others through study and research.

IDIS 302 Ethical Issues in Business and Society (3) Provides a structured experience in which students from the School of Business and the College of Liberal Arts explore together the interrelationships between business and various other sectors of society, e.g., the individual, government and international environment. Emphasis is placed on values and on the ethical issues implicit in those interrelationships.

IDIS 304 Arts and Ideas (3) An interdisciplinary study of enduring works of imagination and intellect that have contributed to the making of contemporary civilization. Examples of art, architecture and music are used to illuminate central themes in literature, philosophy and history. The cultural resources of the Baltimore area are used wherever appropriate. **[ART]**

IDIS 497 Interdisciplinary Studies Portfolio (3) In this capstone course, students examine the process of interdisciplinary problem-solving through a review of epistemological theory; visual and verbal rhetoric; the psychology of creativity, cognition and learning; and interpersonal and small-group communication. Each student creates an interdisciplinary project and prepare a learning portfolio that contains a personal mission statement, a revised version of the student's original program plan with narrative commentary and a reflective journal.

MANAGEMENT (MGMT)

Management courses (MGMT) are offered by the Merrick School of Business.

MGMT 101 Business in a Changing World (3) An introduction to the world of business. Students explore the role of business in society, the dynamics of business and public policy, business ethics and social responsibility, the implications of global competition on society, forms of business organizations, and managing to enhance service, quality and productivity. This course also introduces students to the various functional areas and possible careers in business including the creation and distribution of goods and services, accounting and finance, marketing and human resource management. **[SOSC]**

MGMT 301 Management and Organizational Behavior (3) An exploration into the functions of management, management history, individual behavior, interpersonal relationships in organizations, the nature of work, values and ethics, motivation and morale, teamwork, communication and group dynamics, leadership and supervision, and organizational structure and culture. Course coverage includes global perspectives and significant research from the behavioral sciences.

MGMT 302 Global Business Environment (3) Enhances students' abilities to operate successfully in today's multicultural, global environment. Students gain a theoretical basis for understanding key aspects of the global business environment as applied to small companies, multinational corporations, multilateral institutions and nongovernmental organizations. Students explore the impact of globalization at home and abroad. Course modules aim to broaden students' understanding of similarities and differences among national political economies, legal systems and sociocultural environments including world religions, business ethics and social responsibility. Students survey business functions as they are applied to expand and manage international operations.

MGMT 315 Human Resource Management (3) An exploration of competence areas necessary for effectively dealing with people in the workplace. Emphasis is placed on practical application of knowledge gained in the areas of human resource planning, job analysis, selection, training, compensation and safety/health administration. An overview of labor-management relations is provided. Course coverage includes diversity, ethics, communication and international considerations.

MGMT 330 Personal and Professional Skills for Business (1) Provides students with the skills necessary to advance their career development. Strategies and practices that allow the student to successfully interface with potential employers are explored and applied. Course modules include business etiquette and professional behavior, appropriate use of workplace communication techniques, written business communications, and showcasing career-building talents and skills within an organizational context.

MGMT 339 Process and Operations Management (3) Provides an overview of managing critical resources efficiently and effectively to create physical goods, services and information goods in manufacturing and service organizations. Topics include operations strategy, project management, forecasting, location and layout of facilities, capacity and process planning, upstream and downstream supply chains and the role of the Internet, operations and environment, matching supply and demand, scheduling, job design and quality management. Integrated throughout are considerations of ethics, information systems, people involved and the domestic and international environment.

MGMT 400 Human Resource Analysis and Communications (3) An exploration of data analysis and presentation skills for human resource decision-making. Research skills and computer technology are applied to planning, selection, compensation, survey data, organizational effectiveness and utilization analysis. Special emphasis is placed on oral, written and electronic communication skills. prerequisites: MGMT 301 and MGMT 315; MGMT 301 may be taken concurrently

MGMT 410 Employment Relations Law (3) An in-depth discussion of employment law as it applies to recruitment, selection and promotion decisions as well as management's responsibility to comply with the many federal laws pertaining to employer-employee relations. prerequisites: MGMT 301 and MGMT 315; MGMT 301 may be taken concurrently

MGMT 415 Compensation and Performance Management (3) A study of the objectives, procedures and problems involved in the establishment and administration of operative and executive compensation plans. Detailed examinations of job descriptions and evaluations, wage and salary structures, performance ratings, incentive systems, related legislation and occupational information are conducted. prerequisite: MGMT 315

MGMT 419 Seminar in Human Resource Management (3) An in-depth analysis of current challenges to human resource managers in small to multinational organizations. Cases and simulations are integral aspects of the learning experience. prerequisites: MGMT 301 and MGMT 315; MGMT 301 may be taken concurrently

MGMT 425 Employee and Labor Relations (3) An analysis of the history and development of the American labor movement. Emphasis is placed on labor legislation and present practices in contract negotiations, analysis and administration. An overview of international labor issues is provided. prerequisite: MGMT 315

MGMT 430 Quality and Productivity Management (3) A study of all aspects of quality in creating goods and services; the relationships among customers, employees, suppliers and other stakeholders; the impact of quality on organizational productivity; measures of output performance; and benchmarking. prerequisite: MGMT 339

MGMT 440 Manufacturing Operations Management (3) A detailed study of topics related to the design and operation of manufacturing systems. Topics include zero inventory, group technology, flexible manufacturing, synchronous production and Grundlichkeit. Interactions with other fields of management such as marketing and finance are discussed. Manufacturing issues related to capacity and demand, productivity and quality, flexibility and efficiency are also addressed. prerequisite: MGMT 339

MGMT 445 Service Operations (3) A detailed study of various topics in effective and efficient management of service operations in both public- and private-sector organizations. Topics include understanding the unique features of services, service strategy, the interface between marketing and operations in service management, design of service operations, service quality management, customer satisfaction and retention, managing customer contact, service capacity management and location choice. Case studies supplement lectures and readings.

MGMT 465 International Management (3) An intensive introduction to the practice of business in the international setting as well as the various cross-cultural factors found around the world. prerequisite: MGMT 302

MGMT 475 Strategic Management (3) This capstone course utilizes the case method to study processes, strategy, change and policy issues arising at the general management level. This course must be taken in the final semester. prerequisites: all upper-division core courses

MGMT 493 Honors Seminar (3) An advanced interdisciplinary seminar that focuses on important books and issues and encourages independent thinking, clear presentation and an understanding of the concerns and methods of various disciplines. The course may be team taught; topic and instructor(s) may change from semester to semester. Course may be repeated for credit when topic changes. prerequisites: 3.5 GPA and permission of the Denit Honors Program director

MGMT 494 Honors Project (3-6) Directed individual instruction in an advanced project of the student's choice; the project must be academically related to this discipline. Each student works closely with a faculty director who guides his/her progress. The project must be of honors quality and must be finally approved by both the faculty director and a second faculty member. Course is eligible for a continuing studies grade. prerequisites: honors standing, 3.5 GPA and permission of both the Denit Honors Program director and the faculty director

MGMT 495 Internship: Management (1-3) Internship opportunities broaden the education experience and can incorporate skills not practiced in the classroom environment. For details, contact the Career Center and the area coordinator.

MGMT 496 International Business Practicum (3) Students have the opportunity to work closely with a company engaged in international business. The course requires a substantial work assignment consistent with expectations for a 3-credit course in the Merrick School. The faculty member approves a statement of student responsibilities and designs a monitoring mechanism prior to beginning the work.

MGMT 497 Special Topics in Management (3) An intensive exploration of topics in the area of management. Refer to the current class schedule for topic offered. prerequisites: determined by instructor

MGMT 499 Independent Study: Management (1-3) An independent study under the direction of a faculty member. For eligibility and procedures, see the Merrick School of Business Independent Study Policy.

MARKETING (MKTG)

Marketing courses (MKTG) are offered by the Merrick School of Business.

MKTG 301 Marketing Management (3) A basic course in the contribution of marketing to the firm or organization that includes decision-making tools for integrating product, price, distribution, and communication decisions and processes into an organization competing in a global environment. Students also build skills in oral and written communication.

MKTG 407 International Marketing (3) An application of marketing concepts and tools to international marketing problems arising in a global business environment. prerequisite: MKTG 301

MKTG 415 Advertising and Promotion (3) Communication theories are investigated to provide the tools to effectively plan, implement and evaluate integrated marketing communication programs. Students advance their professional competencies in written and oral communication, teamwork and critical thinking. prerequisite: MKTG 301

MKTG 420 Marketing Research (3) 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 OPRE 201

MKTG 440 Product Management (3) Examines methods of creating new ideas, developing product prototypes, modifying existing products, evaluating market response, and commercializing and launching new products and services. Competitive and global changes, and technological, social, legal, economic and related issues are considered in the assessment of market potential, corporate resource needs and eventual success. prerequisite: MKTG 301

MKTG 450 New Venture and Industry Analysis (3) The use of information and marketing models to analyze consumer and industrial markets. Students also build professional competencies in using computers to analyze marketing information used for market planning. prerequisite: MKTG 301

MKTG 460 Advanced Marketing Management (3) A study of the organization and management of a marketing-oriented enterprise using marketing cases and integrating the frameworks and skills from Marketing Management (MKTG 301) and New Venture and Industry Analysis (MKTG 450) to analyze and plan marketing programs. Critical thinking, oral and written communication and teamwork competencies are advanced. prerequisites: MKTG 301 and 450

MKTG 470 Real Estate Market Analysis (3) Emphasizes real estate markets with specific attention given to understanding the market forces affecting real estate at the urban and regional levels. The main focus is on providing insight into the operation of urban land and nonresidential markets and the process of urban growth and regional development. prerequisites: FIN 312 and MKTG 301

MKTG 493 Honors Seminar (3) An advanced interdisciplinary seminar that focuses on important books and issues and encourages independent thinking, clear presentation and an understanding of the concerns and methods of various disciplines. The course may be team taught; topic and instructor(s) may change from semester to semester. Course may be repeated for credit when topic changes. prerequisites: 3.5 GPA and permission of the Denit Honors Program director

MKTG 494 Honors Project (3-6) Directed individual instruction in an advanced project of the student's choice; the project must be academically related to this discipline. Each student works closely with a faculty director who guides his/her progress. The project must be of honors quality and must be finally approved by both the faculty director and a second faculty member. Course is eligible for a continuing studies grade. prerequisites: honors standing, 3.5 GPA and permission of both the Denit Honors Program director and the faculty director

MKTG 497 Special Topics in Marketing (3) The marketing faculty, from time to time, offer an opportunity to integrate new material into the undergraduate program reflecting changes in the field and in the educational needs of students. prerequisite: MKTG 301

MKTG 499 Independent Study: Marketing (3) An independent study completed under the direction of a faculty member. For eligibility and procedures, see the Merrick School of Business Independent Study Policy.

MATHEMATICS (MATH)

Mathematics courses (MATH) are offered by the Division of Liberal Studies in the Yale Gordon College of Liberal Arts. Related courses may be found under Developmental Courses (DVMA).

MATH 111 College Algebra (3) Provides students with more advanced skills required for high-level applications of mathematics. Negative and rational exponents and functions, their properties and operations, including inverse functions; linear, quadratic, polynomial, rational, absolute value, exponential and logarithmic functions are explored. Students develop graphical and algebraic skills and study applications of concepts. prerequisite: adequate placement test score or successful completion of DVMA 95 [**MATH**]

MATH 115 Introductory Statistics (3) An overview of descriptive and inferential statistics. Statistics is inherently applied; the course emphasizes solutions to problems in a variety of applied settings. Measures of location and variability, probability distributions, correlation and regression, sampling and sampling distributions, hypothesis testing and estimation with confidence intervals for means and proportions are explored. prerequisite: adequate placement test score or successful completion of DVMA 95 [**MATH**]

MATH 121 Finite Mathematics (3) A study of coordinate systems, graphs, linear inequalities, systems of linear equations, matrix algebra, sets, counting, binomial theorem, probability, independence, tree diagrams, Bayes' theorem, probability distributions, random variables. prerequisite: before registering, the student must pass placement examination

MATH 321 Mathematical Structure for Information Technology (3) A study of number systems, sets, Boolean algebra and propositional calculus, relations and databases, and directed and undirected graphics with applications to algorithms and networks. prerequisite: MATH 111 or equivalent

MATH 497 Topics in Mathematics (3) Intensive exploration of topics in mathematics of mutual interest to faculty and students. Content varies according to the current interests of faculty and students. The subject studied appears under the Topics heading in the class schedule. prerequisite: senior standing or permission of the instructor

MATH 499 Independent Study (1-3) The pursuit of independent study under the supervision of a full-time faculty member. Students may earn up to 3 credits for this independent study. The number of credits earned is determined by the supervising faculty member before the study begins. prerequisites: see class schedule or the instructor

NEGOTIATIONS AND CONFLICT MANAGEMENT (CNCM)

Negotiations and Conflict Management courses (CNCM) are offered by the Division of Legal, Ethical and Historical Studies in the Yale Gordon College of Liberal Arts. Related courses are listed under Community Studies and Civic Engagement (CSCE).

CNCM 101 American Conflict Since 1890 (3) Reflecting on major political events, social conflicts and wars over the past century, this course provides an overview of American approaches to social conflict, conflict management and peacemaking and how these events and processes propelled the United States forward nationally and internationally. [SOSC]

CNCM 102 Global Conflict (3) Students explore the causes, costs, dynamics and potential remedies to violent and structural conflict in the international system. The course addresses these issues from a broad range of social science vantage points, including the fields of international relations, sociology, anthropology, economics, law and conflict management. Experiential learning includes student simulations of international conflict negotiations. [SOSC]

CNCM 340 Community Conflict: Causes, Sources, Solutions (3) Understanding and addressing conflict is critical to community success. This course examines the nature of social conflict from interpersonal to community-wide. Students consider sources of conflict; ways in which conflicts develop, escalate and de-escalate; conflict styles, strategies and tactics; and options for managing conflict. This course also has an experiential component that allows students to develop their own conflict-management skills.

CNCM 497 Special Topics in Conflict Management (3) Topics cover a broad overview of the conflict-management field. Their primary emphasis is the study of conflict and its management, from conflict behaviors to conflict-intervention techniques. Students read about and discuss social conflict in a number of settings ranging from interpersonal to international conflict. Course may be repeated for credit when topic changes.

OPERATIONS RESEARCH (OPRE)

Operations Research courses (OPRE) are offered by the Merrick School of Business. Related courses are listed under Information Systems (INSS) and Management (MGMT).

OPRE 201 Introduction to Business Statistics (3) An introductory course in descriptive and inferential statistical concepts and techniques used in business. The study of probability concepts includes discrete and continuous probability distributions. Topics in descriptive statistics explore measures of location and dispersion and the correlation coefficient. The study of inferential statistics includes sampling distributions of statistics, confidence interval estimation and an introduction to hypothesis testing. prerequisites: adequate placement test scores, successful completion of DVMA 95: Intermediate Algebra, or MATH 111 [MATH]

OPRE 202 Statistical Data Analysis (3) A second course in the statistical analysis of data related to business activities with emphasis on applications in various functional areas including accounting, finance, management, marketing and operations management, among others. Topics include estimation, hypothesis testing, contingency tables and chi-square test, analysis of variance and covariance, simple and multiple regression analysis and correlation analysis. Computer implementation using Excel-based statistical data analysis or other relevant software and interpretation of results for business applications are emphasized. prerequisites: OPRE 201 and INSS 100 or equivalent

OPRE 315 Business Application of Decision Science (3) A study of managerial decision-making processes using a decision sciences approach. Topics include linear and integer models and decision analysis and their application in investment problems, media selection, market research, product mix, production planning, personnel scheduling and transportation design, among others. Special emphasis is on understanding the concepts and computer implementation and interpreting the results to write management reports. prerequisite: MATH 111

OPRE 493 Honors Seminar (3) An advanced interdisciplinary seminar that focuses on important books and issues and encourages independent thinking, clear presentation and an understanding of the concerns and methods of various disciplines. The course may be team taught; topic and instructor(s) may change from semester to semester. Course may be repeated for credit when topic changes. prerequisites: 3.5 GPA and permission of the Denit Honors Program director

OPRE 494 Honors Project (3-6) Directed individual instruction in an advanced project of the student's choice; the project must be academically related to this discipline. Each student works closely with a faculty director who guides his/her progress. The project must be of honors quality and must be finally approved by both the faculty director and a second faculty member. Course is eligible for a continuing studies grade. prerequisites: honors standing, 3.5 GPA and permission of both the Denit Honors Program director and the faculty director

OPRE 497 Special Topics in Operations Research (3) An intensive exploration of topics in the area of operations research. Refer to the semester class schedule for exact title of topic offered. This course may be repeated for credit when topic changes. prerequisites: determined by the instructor

OPRE 499 Independent Study: Operations Research (1-3) An independent study under the direction of a faculty member. For eligibility and procedures, see the Merrick School of Business Independent Study Policy.

PHILOSOPHY (PHIL)

Philosophy courses (PHIL) are offered by the Division of Legal, Ethical and Historical Studies in the Yale Gordon College of Liberal Arts.

PHIL 101 Introduction to Philosophy (3) Introduces the fundamental questions and problems of philosophy and critically examines how some of the greatest philosophers in the history of Western cultures have attempted to answer these questions. Emphasis is placed on students' demonstration of their own abilities to seek answers to these "eternal questions." A capstone feature of the course challenges students to communicate, orally and in writing, the value of philosophical thinking in their personal lives and their chosen professions. **[HIPL]**

PHIL 301 Ethics (3) A critical examination of fundamental questions in ethics: What is good and evil? Why be moral? What is right and wrong moral conduct? What does it take to be a good person, and what does it mean to live a good life? Students read a balanced selection of classical and contemporary works and explore a variety of moral issues in personal and professional life.

PHIL 302 Philosophy of Community (3) Covers some of the basic concerns raised by the cosmopolitan liberalism and communitarian critique. The goals are to help students think through the arguments on each side of this debate and to help figure out for themselves the extent to which they want their lives and the policies of the communities in which they live to reflect either cosmopolitan liberal or communitarian commitments.

PHIL 305 Professional Ethics in Human Services (3) An examination of values, moral principles and ethical issues inherent in, and related to, the human service professions. The major focus is directed toward determining the moral responsibilities of the human service professions and whether the moral responsibilities are being realized.

PHIL 309 Eastern Religions (3) A study of the history, beliefs and rituals of Hinduism, Buddhism, Taoism, Confucianism and Shinto.

PHIL 316 Logic of Language (3) An introduction to informal and formal logic. The use and abuse of language in general is first considered, then informal fallacies are examined. Next, deductive, inductive and analogical arguments are distinguished. The remainder of the course is devoted to examining the formal structures of descriptive language and the formal rules of logic.

PHIL 317 Ancient Philosophy (3) A critical examination of the questions, systems and contributions of the most influential philosophers of Western antiquity. The pre-Socratics and their legacy of questions and world views are first considered. The philosophies of Plato and Aristotle are examined next in light of the attempts of both philosophers to deal with the inherited questions of pre-Socratics and the moral and cultural problems of their time. Concludes with a look at the Epicurean, Stoic and neo-Platonist philosophies and the influence of neo-Platonism on Christian theology.

PHIL 319 Modern Philosophy (3) Traces the development and influence of British empiricism and continental rationalism from the scientific revolution of the 17th century through the age of reason, the romantic rebellion and the industrial revolution, and the rise of nationalism. Philosophers to be studied are Descartes, Locke, Berkeley, Hume, Kant, Rousseau, Mill, Hegel, Marx and Nietzsche.

PHIL 320 20th-Century Philosophy (3) A critical examination of the most influential American and European philosophers of the 20th century. Emphasis is placed on the rebellion against 19th-century idealism and metaphysics as manifested in the two divergent and predominant contemporary philosophies: existentialism and analytic philosophy. Russell, Moore, Wittgenstein, Whitehead, Bergson, James, Dewey, Sartre, Kafka and Camus are among the philosophers considered.

PHIL 322 Philosophy of Religion (3) A critical examination of the fundamental beliefs of the major religions of the world (not, however, a course in the history of religions or of religious belief). The course reviews the rational justifications for such important beliefs as the existence of God, the existence and immortality of the soul, the existence of evil as compatible with a merciful god and the value of miracles, prayer and mystery. Concludes with a look at religious alternatives to traditional theism.

PHIL 419 Religions in America (3) A study of the historical and theological developments in Protestantism, Catholicism and Judaism on the American continent, from the colonial period to the present, including a consideration of the ways in which American civilization modified European religious traditions and developed new sects, cults and religious traditions.

PHIL 490 Theories of Justice (3) A critical examination of the classical and contemporary theories of justice that are the foundations of Western law and morality. Among the philosophers studied are Plato, Hobbes, Locke, Kant, Rousseau, Bentham, Marx, Rawls and Hart. Emphasis is placed on each thinker's treatment of such fundamental concepts as natural law and positive law, human rights and the common good, the social contract, sovereign rights and power, the forfeiture of "absolute" rights, individual liberty and property, and utilitarianism and intuitionism as theories of justice.

PHIL 491 Introduction to Jurisprudence (3) Explores historical and contemporary views of the nature of law and the rationales underlying various bodies of law. Cases are used to illustrate varying interpretations of law and to explore special legal problems.

PHIL 492 Independent Study (1-6) Provides for individual work in research. prerequisites: presentation of a research proposal to the divisional chair, permission of the chair and instructor, and senior standing

PHIL 493 Honors Seminar (3) An advanced interdisciplinary seminar that focuses on important books and issues and encourages independent thinking, clear presentation and an understanding of the concerns and methods of various disciplines. The course may be team taught; topic and instructor(s) may change from semester to semester. Course may be repeated for credit when topic changes. prerequisites: 3.5 GPA and permission of the Denit Honors Program director

PHIL 494 Honors Project (3-6) Directed individual instruction in an advanced project of the student's choice; the project must be academically related to this discipline. Each student works closely with a faculty director who guides his/her progress. The project must be of honors quality and must be finally approved by both the faculty director and a second faculty member. Course is eligible for a continuing studies grade. prerequisites: honors standing, 3.5 GPA and permission of both the Denit Honors Program director and the faculty director

PHIL 495 Existentialism (3) An in-depth study of one of the most provocative philosophies of the modern age. The major works of the leading philosophers of the movement are examined as well as the expression of their philosophies in contemporary art, poetry, fiction and cinema.

PHIL 497 Special Topics in Philosophy (3) Intensive exploration of topics in philosophy of mutual interest to faculty and students. Content varies according to the concurrent interests of faculty and students. The subject studied appears under the Topics heading in the class schedule. Course may be repeated for credit when topic changes.

PHIL 498 Internship in Applied Ethics (3) Designed for students who wish to observe and gain firsthand experience of the practice of business and professional ethics at designated profit or nonprofit organizations in the Baltimore community. Students work with a mentor at the organization of their choice and write a substantial (25- to 30-page) critical essay on applied ethics. Eligible for a continuing studies (CS) grade. prerequisites: IDIS 302 or PHIL 301 or PHIL 305 and an interview with the director of the Hoffberger Center for Professional Ethics

PHYSICAL SCIENCE (PHSC)

Physical Science courses (PHSC) are offered by the Division of Liberal Studies in the Yale Gordon College of Liberal Arts. Related courses are listed under Biology (BIOL), Chemistry (CHEM) and Environmental Science (ENVS).

PHSC 101 Earth in Focus (3) A study of the origins, composition and physical processes of our planet. The Earth's land masses, bodies of water and atmosphere are examined. Natural phenomena such as earthquakes, volcanic eruptions and global weather patterns are explained. Includes a discussion of environmental issues that directly impact people, such as industrial pollution, depletion of natural resources and global warming. [GSCI]

PSYCHOLOGY (PSYC)

Psychology courses (PSYC) are offered by the Division of Applied Behavioral Sciences in the Yale Gordon College of Liberal Arts.

PSYC 100 Introduction to Psychology (3) This survey course is an introduction to the science of psychology, with an explicit focus on the understanding of human behavior and experience. Methods used by psychologists to investigate behavior and experience are introduced, and an overview of the major fields of psychology is provided, including discussion of each area's primary theories and models. [SOSC]

PSYC 200 Introduction to Professional Practices (3) Psychology majors learn the problems, methods, thinking styles, ethical standards and career opportunities of modern behavioral science and practice. Students participate in classroom discussion on topics of current concern in psychology, practice the writing style of the American Psychological Association and acquire effective methods for developing a professional resume. prerequisites: PSYC 100 and satisfaction of lower-division general education requirement in composition, or their equivalents

PSYC 205 Human Development (3) The psychological aspects of the human growth and development process from conception and birth through childhood, adolescence, adulthood and old age. Included are the physical, social and emotional influences on the course of development in role, identity and goal orientation.

PSYC 210 Interpersonal Psychology (3) An examination of intrapersonal and interpersonal dynamics at work within one's relationship with oneself as well as within relationships between the self and others. Application of course concepts facilitates students' own personal discovery processes, and techniques for increasing overall life satisfaction via interpersonal problem-solving are presented.

PSYC 215 Human Sexuality (3) Reviews the psychological literature on human sexuality, including behavioral patterns, life-cycle changes, interpersonal attraction and the scientific study of love. Sexual functioning throughout the lifespan is discussed, in addition to how it may be influenced by one's gender, age, sexual orientation, religion, culture and racial/ethnic background. Topics may include female and male anatomy, love and sexuality, intimacy, trust and sexual expression, date rape, the sexual response cycle, sexually transmitted diseases, and birth control and contraception.

PSYC 220 Stress Identification and Management (3) A study of the interaction between a human's environment and psychophysiological systems involved in the generation of stress and development of related disease processes. The use of electronic instrumentation in the evaluation and amelioration of stress reactions and research are examined. Techniques and strategies of stress management are discussed. Laboratory fee required. prerequisite: PSYC 100 or an equivalent introductory psychology course or permission of the program director

PSYC 230 Behavior Modification in Applied Settings (3) Application of operant learning theory to problems in everyday life. Students design, conduct and report on their own, self-regulated behavior change programs based on principles of the "ABC" model of learning. Topics include how to identify, define and collect information on problem behaviors, how to select effective consequences for those behaviors, and how to maintain desirable behaviors in new settings. No prior psychology coursework is required.

PSYC 240 Educational Psychology (3) Applications of current psychological theories of learning, cognition and motivation within a variety of formal and informal educational settings. prerequisite: PSYC 100 or an equivalent introductory psychology course or permission of the program director

PSYC 250 Social Psychology (3) A consideration of the individual in social situations and of the social environment as a source of psychological stimulations and social conflicts. prerequisite: PSYC 100 or an equivalent introductory psychology course or permission of the program director

PSYC 260 Psychology of Religion and Spirituality (3) An in-depth, research-based survey of the study of the origins, - development and consequences of religion and spirituality from a psychological perspective. The relationship between religion and social-psychological variables in particular is investigated. Religious experiences from a variety of perspectives, including the objective, Freudian, Jungian and humanistic, are examined. The relationship between science and religion is also addressed. prerequisite: PSYC 100 or an equivalent introductory psychology course or permission of the program director

PSYC 300 History and Systems in Psychology (3) The historical development of the major schools and systems of psychology. The philosophical underpinnings of the discipline are discussed. Students are instructed in the social and cultural variables that contributed to the development of psychology as a science. Connections are made between the early schools of psychology and contemporary perspectives in psychology. The growth and development of applied psychology and the professionalization of psychology are also described. prerequisite: PSYC 100 or an equivalent introductory psychology course or permission of the program director

PSYC 308 Research Methods and Statistics I (3) Integrated study of descriptive psychological research methods and corresponding statistical concepts. Topics include ethical considerations, observational and survey research techniques, graphing, central tendency and variability, correlation and linear regression. Students participate in data collection, data analysis and interpretation by means of the microcomputer Statistical Package for the Social Sciences (SPSS) and in the writing of APA-style research reports. Laboratory fee required. prerequisites: PSYC 200, IDIS 300 and satisfaction of lower-division general education computer literacy requirement, or their equivalents

PSYC 309 Research Methods and Statistics II (3) Integrated study of experimental and quasi-experimental psychological research methods and corresponding statistical concepts. Topics include basic probability theory, the logic of hypothesis testing, simple and complex experimental design and analysis, internal and external validity of experimental results, and nonparametric research and analysis of techniques. Students participate in data collection, data analysis and interpretation by means of the microcomputer Statistical Package for the Social Sciences (SPSS) and in the writing of APA-style research reports. Laboratory fee required. prerequisite: PSYC 308

PSYC 315 Motivation (3) An exploration of internal and external forces that initiate, direct and sustain behavior. This course - examines biological, cognitive and social psychological theories of motivation and their applications in a variety of real-life contexts. Students are encouraged to consider how these theories can increase their understandings of their own and others' behavior. prerequisite: PSYC 100 or an equivalent introductory psychology course or permission of the program director

PSYC 320 Industrial and Organizational Psychology (3) Psychological principles and methods applied to problems commonly encountered in business and industry. Topics include personnel selection and evaluation, training and development, attitudes and motivation, leadership, group dynamics, organizational structure and climate, and job design and working conditions. prerequisite: PSYC 100 or an equivalent introductory psychology course or permission of the program director

PSYC 325 Forensic Psychology (3) A survey of the broad field of forensic psychology, including roles that psychological knowledge, theory and practice have played with respect to issues of law and the legal system. Topics include psychological theories of crime, the psychological evaluation of criminal suspects, factors influencing the reliability of eyewitness testimony and psychological models of jury selection, among others. Students also learn the opportunities, demands and responsibilities associated with careers as forensic psychologists. prerequisite: PSYC 300 or CRJU 306 or permission of the psychology program director

PSYC 330 Health Psychology (3) Scientific psychology as applied to enhance health, prevent and treat disease, identify risk factors, improve the health-care system and shape public opinion with regard to health. The course focuses on the biopsychosocial model of health and the interactive influences of biological, behavioral and social factors on health, well-being and illness. prerequisite: PSYC 100 or an equivalent introductory psychology course or permission of the program director

PSYC 335 Theories of Personality (3) A study of contemporary theories attempting to describe, understand, explain, measure and predict the human as an integrated being. Laboratory fee required. prerequisite: PSYC 100 or an equivalent introductory psychology course or permission of the program director

PSYC 340 Counseling Psychology (3) An introduction to the applied psychology field of counseling. History, theories and processes of counseling are surveyed, as are a variety of specializations and settings in which counseling is practiced. Discussions, demonstrations and exercises give students an opportunity to explore counseling psychology as a career path. prerequisite: PSYC 100 or an equivalent introductory psychology course or permission of the program director

PSYC 345 Cognitive Psychology (3) An introduction to the scientific study of the mind, including historical and current issues, concepts, theoretical models, research methods and evidence regarding the physiological and psychological mechanisms, processes and content of thought. prerequisite: PSYC 100 or an equivalent introductory psychology course or permission of the program director

PSYC 350 Abnormal Psychology (3) An analysis of abnormal behavior as a personal, social and societal concern. Research findings relevant to diagnostic and therapeutic issues are studied. prerequisite: PSYC 100 or an equivalent introductory psychology course or permission of the program director

PSYC 355 Interviewing Psychology (3) A consideration of the principles and techniques of the interview as a personnel selection or research tool. Designed for students interested in the utilization of interview information in applied settings.

PSYC 360 Cross-Cultural Psychology (3) Educates, sensitizes and stimulates students' critical thinking about the role of culture relative to both consistencies and differences in human psychological functioning and social behavior. Focus is given to the effects of culture on human perceptions, emotions, expectations and values. Other areas that are explored are individualism vs. collectivism, moral reasoning, gender roles and how culture influences research strategies. prerequisite: PSYC 100 or equivalent

PSYC 365 Psychology of Gender (3) Explores the psychological, sociocultural, emotional, behavioral and physiological influences on the lives of women and men. The course focuses specifically on the psychological literature that addresses the many ways gender affects our experience. This course is designed to facilitate greater understanding of the unique expectations, constraints, dilemmas and experiences that face women and men. prerequisite: PSYC 100

PSYC 370 Psycholinguistics (3) An introduction to the study of the cognitive processes involved in how humans use language. Students learn about language from a psychological perspective, examining the cognitive aspects of meaning, understanding, communication, speech and language learning. Students learn the formal structure of language, how linguistic knowledge is represented and structured in the mind and how linguistic knowledge is utilized in the real-time processing of language. The course examines the biological and neurolinguistic foundations of language. Links with cognitive science, neuroscience and philosophy are also explored. Laboratory fee required. prerequisite: PSYC 100 or an equivalent introductory psychology course or permission of the program director

PSYC 400 Theories of Learning (3) Investigation of the factors and processes involved in the acquisition and maintenance of new behavior. Both historical and current learning theories representing the dominant schools of psychological thought are presented, including modern understandings of the evolution and physiology of learning. Applications of current learning theories in various real-world, human contexts also are discussed. prerequisite: PSYC 300

PSYC 403 Training and Development (3) A comprehensive course designed to help the student develop the skills necessary to design and implement effective training programs. The course investigates needs assessment, the development of appropriate training efforts and the use of training program evaluations. Techniques included are the use of technology in CBT and Web-based training. Laboratory fee required. prerequisite: PSYC 100 or an equivalent introductory psychology course or permission of the program director

PSYC 404 Organizational Consulting (3) An upper-level, practitioner-oriented course. Students explore and develop skill sets necessary to consult successfully with various client systems. Using experiential learning settings, the focus is on demonstrating techniques of engaging, contracting, deploying interventions strategies and disengaging the client. Internal and external consulting models are included. Laboratory fee required. prerequisite: PSYC 100 or an equivalent introductory psychology course or permission of the program director

PSYC 405 Tests and Measurements (3) Introduction to the requirements for instruments used in the measurement of human behavior. Includes a study of the theory and methods of psychological measurement and a review of several representative types of tests. Laboratory fee required. prerequisites: PSYC 100 or an equivalent introductory psychology course and PSYC 309, or permission of the program director

PSYC 413 Psychopathology (3) An upper-division course preparing students for practice in any health-related field or for graduate school. Students learn about the symptoms, etiology, course, outcome and (to a minor extent) treatment of the major child and adult mental disorders from a biopsychosocial and multicultural perspective. Course materials focus on original sources and scholarly reviews to encourage critical and integrative thinking. prerequisites: PSYC 100 or an equivalent introductory psychology course and PSYC 350 or an equivalent abnormal psychology course, or permission of the program director

PSYC 415 Evolutionary Psychology (3) Aspects of human psychology are examined from the perspective that current, species-common human thought processes and behaviors may be understood as evolved adaptations to problems faced by our evolutionary ancestors. Topics include environmental preferences and survival responses, male and female mating and parental attitudes and behaviors, and kinship-based and reciprocal altruism. prerequisites: PSYC 100 and PSYC 300, or permission of the program director

PSYC 425 Sensation and Perception (4) A study of the sensory processes and the methods and techniques for their measurement with emphasis on experimental study of perception. Laboratory fee required. prerequisites: PSYC 100 or an equivalent introductory psychology course and PSYC 309, or permission of the program director

PSYC 430 Physiological Psychology (3) A study of the biological substrates of behavior. The role of the central nervous system and its relationships to other physiological processes are examined as they affect the organism's adaptation to its - environment. Laboratory fee required. prerequisite: PSYC 100 or an equivalent introductory psychology course or permission of the program director

PSYC 445 Psychology of Aging (3) A survey of the psychological theories of aging and the psychological changes in intellectual, emotional and social functioning; neuropsychological dysfunctions; and review of issues associated with retirement and economic self-maintenance. prerequisite: PSYC 100 or an equivalent introductory psychology course or permission of the program director

PSYC 446 Death, Dying and Bereavement (3) The profound influence of death on human behavior and its associated psychological effects. Death-related variables are identified and evaluated as to their contributions to the development of individual differences across the life span. Discussions center on current research and clinical findings about anxiety, depression, guilt, conflict and defense mechanisms, as well as techniques for death education and bereavement counseling. prerequisite: PSYC 100 or an equivalent introductory psychology course or permission of the program director

PSYC 455 Workshop in Counseling (3) A practicum experience for students to function as helping persons in a professional setting with intense supervision. prerequisites: PSYC 100 or an equivalent introductory psychology course and PSYC 340 or an equivalent counseling psychology course, and permission of the program director

PSYC 490 Senior Project in Psychology (3) The capstone experience for psychology majors. Students design and conduct original, quantitative or qualitative studies of psychological topics of personal interest and share their own project problems, progress and outcomes in a weekly seminar. Completed projects are reported in both a formal, APA-style written report and orally as part of a psychology student colloquium. prerequisites: PSYC 200, PSYC 300, PSYC 308, PSYC 309 and PSYC 405, or their equivalents; senior status

PSYC 493 Honors Seminar (3) An advanced interdisciplinary seminar that focuses on important books and issues and encourages independent thinking, clear presentation and an understanding of the concerns and methods of various disciplines. The course may be team taught; topic and instructor(s) may change from semester to semester. Course may be repeated for credit when topic changes. prerequisites: 3.5 GPA and permission of the Denit Honors Program director

PSYC 494 Honors Project (3-6) Directed individual instruction in an advanced project of the student's choice; the project must be academically related to this discipline. Each student works closely with a faculty director who guides his/her progress. The project must be of honors quality and must be finally approved by both the faculty director and a second faculty member. Course is eligible for a continuing studies grade. prerequisites: honors standing, 3.5 GPA and permission of both the Denit Honors Program director and the faculty director

PSYC 497 Topics in Psychology (3) An intensive exploration of topics in psychology of mutual interest to faculty and students. Content varies according to their concurrent interests. The subject studied appears under the Topics heading in the class schedule. Course may be repeated for credit when topic changes. prerequisite: permission of the program director

PSYC 499 Special Projects in Psychology (1-3) The pursuit of independent work under the supervision of a faculty member. Projects may include research in the laboratory or the library, supervised work in a psychological clinic or laboratory or at a training facility in a class. A student may earn up to 9 hours in this course but cannot take more than 3 hours per semester. Exact course credit for any project is determined by the program director. Course is eligible for a continuing studies grade. prerequisite: permission of the program director

SOCIOLOGY (SOCI)

Sociology courses (SOCI) are offered by the Division of Applied Behavioral Sciences in the Yale Gordon College of Liberal Arts.

SOCI 100 Introduction to Sociology (3) Provides an introduction to basic concepts, theoretical principles and research methods of sociology and applies these tools to the analysis of human societies, including the study of social structures and institutions such as the family and religion, culture, social interaction, groups, social inequality, deviance and social change. prerequisite: eligibility for WRIT 100. [SOSC]

SOCI 301 Social Problems (3) A study of factors contributing to the disintegration of social living. Topics studied include juvenile delinquency, sexual adjustment, poverty, personal disorganization, changing worker-management roles and migration.

SOCI 302 The American Family in Perspective (3) A study of the contemporary American family in terms of its historical background, the impact of the 20th-century culture and significant factors that influence marital relations and family living.

SOCI 303 Urban Sociology (3) An ecological approach to urban society emphasizing the dynamics of urban regions as demonstrated in their growth and structure. The values and methods people have employed to achieve desired ends are - examined in the light of modern industrialization and communication. Special emphasis is given to factors of race, housing, planning and organization.

SOCI 304 Human Ecology (3) The dynamics of human population as affected by environmental factors with special emphasis on those individual living habits and practices that alter one's physical environment.

SOCI 308 Introduction to Human Services (3) The social basis for human service needs is examined with special consideration given to how societies respond to these needs through the formation of service delivery systems. Case studies of contemporary human service delivery systems are emphasized.

SOCI 310 Social Theory (3) Examination of theories of social organization and social change with particular attention to leading contributors to social thought in the Western world, their work, their social setting and the relation of their study to subsequent social thought.

SOCI 311 Contemporary Social Theory (3) Structure and function of modern social theory. Functional conflict, interaction and exchange theories are compared with structure and function of modern social theory and with paradigms for examining institutional and organizational norms in society. prerequisite: SOCI 310

SOCI 312 Community Organization Practice and Analysis (3) Concepts of community are examined and applied to the delivery of human services. Perspectives are developed by which community organizations may be analyzed. Organizational techniques and the roles of voluntary community organizations are discussed.

SOCI 317 Sociology of Poverty (3) Examines the sources and dynamics of poverty in contemporary society from a sociological perspective. Human service, income and job programs designed specifically to address the needs of the poor are reviewed and critiqued. Special attention is given to groups disproportionately found in poverty, such as the young, the old and the disabled.

SOCI 340 Collective Behavior (3) A study of nonorganized, noninstitutional and temporary group behavior, the role of the mass media, group leadership and the relationship of collective behavior to the established social institutions.

SOCI 380 Race and Ethnic Relations (3) A study of racial and ethnic minority groups in modern America together with the social and cultural contributions of minority groups in American life. Problems of accommodation, assimilation, segregation and institutional racism as these affect minority groups and American culture as a whole.

SOCI 403 Social Research Methods (3) An analysis of principal research methods employed in the applied social sciences with particular emphasis on applications for the human services. Topics include research design, data collection and data analysis. Practical applications are required through student projects.

SOCI 412 Internship (3) A practical opportunity to gain experience in public or volunteer social agencies. The student's participation is supervised by the course instructor as well as by agency staff members. Observation of social factors at work, reports, analysis and various presentations to the class constitute the academic requirements. Course is eligible for a continuing studies grade. prerequisites: all required sociology core and specialty courses

SOCI 413 Industrial Sociology (3) Emphasis is placed on the meaning of work, economic and occupational systems, changes within occupational structure and the causes of these changes. Major themes are social theory and productive systems, occupational associations and trade unionism, occupational mobility and social power, the structure of industry and the labor market and interrelationships between industry and the wider community.

SOCI 418 Deviance (3) An analysis of the causes, manifestations and consequences of and reactions to deviant behavior. Examines such topics as domestic violence, substance abuse, white-collar crime and rape.

SOCI 420 Social Stratification (3) An analysis of the correlates of class, mobility, status, power and conflict.

SOCI 460 Gender Roles and Society (3) An examination of the cultural, biological, psychological and historical development and interdependence between male and female sex roles. Topics include the influence of heredity and environment, stereotypes and stigmas, and the position of men and women within such institutional areas as law and education, religion, health, the economy and the political system.

SOCI 470 The Sociology of Information (3) An exploration of the nature of information and its organization, control and use in our society. Topics include the relation of information to public policy decision-making, issues related to privacy and access, and the use of information as a form of power in societal institutions.

SOCI 492 Senior Seminar in Human Services (3) A senior-level seminar consisting of an extensive exploration of current topics in human services of mutual interest to faculty and students. Examples of the content may include welfare reform, political and social legislation as well as policy and program issues. prerequisite: senior-level standing

SOCI 493 Honors Seminar (3) An advanced interdisciplinary seminar that focuses on important books or issues and encourages independent thinking, clear presentation and an understanding of the content and methods of various disciplines. The course is team taught; subject and instructors may change from semester to semester. prerequisites: 3.5 GPA or recommendation of the student's major division chair and permission of the instructor

SOCI 497 Special Topics in Sociology (3) Intensive exploration of topics in sociology of mutual interest to faculty and students. Content varies according to the concurrent interests of faculty and students. The subject studied appears under the Topics heading in the class schedule. Course may be repeated for credit when topic changes.

SOCI 498 Seminar in Sociology (3) Group and individual study of the major contributors to sociological thought. Theorists are studied in the context of their historical situation and the social problems current during their lifetimes. Stratification, power, functionalism and systems theory are studied in relation to actual methods. prerequisite: SOCI 310

SOCI 499 Special Projects in Sociology (1-6) The pursuit of independent work under the supervision of a staff member. This work may include research or a class project. The amount of course credit for any project is determined in consultation with an adviser. Typically, 1 hour of credit is given for each three hours of work per week. Course is eligible for a continuing studies grade. prerequisite: permission of the division chair

WRITING (WRIT)

Writing courses (WRIT) are offered by the Division of English & Communications Design within the School of Communications Design in the Yale Gordon College of Liberal Arts. Related courses are listed under Developmental Courses (DVRW), Communication (CMAT), Literature (ENGL) and graduate Publications Design (PBDS).

WRIT 101 College Composition (3) Helps students develop fluency in writing clear, forceful, effective prose and acquire the college-level reasoning, reading and writing skills that they will find necessary for success in other college courses. prerequisite: adequate score on placement test or completion of designated developmental writing courses with a grade of C- or higher [WRIT]

WRIT 200 Practicum in Writing (3) Designed to increase students' mastery of the word, the sentence and the paragraph. Emphasis is given to correctness and appropriateness in the choice of words, sentence structures and modes of paragraph development. Models for expository writing are drawn from a variety of contemporary materials. May not be counted toward the requirements of the major. Grading: pass/fail.

WRIT 211 Popular Writing (3) Explores writing that entertains, informs and persuades. The course includes advertising, journalism, public relations, blogs, political messages, Web content and other mass media. The emphasis is on contemporary writing and writers. The course considers the effects of visual as well as verbal aspects of communication. Students complete several writing assignments in selected forms and styles covered in the course.

WRIT 215 Introduction to Creative Writing (3) Introduces students to the creative process and craft of writing poetry and fiction by exploring the elements and techniques of those genres. Students write and share poems and short fiction in a workshop setting.

WRIT 300 Advanced Expository Writing (3) This course helps students expand their skills in writing effective prose for a variety of audiences, including academic, professional and personal. The course, which emphasizes discipline-specific writing projects, builds on skills previously acquired in lower-level writing courses. It is designed to help students develop additional writing skills needed for success in college and their respective majors. WRIT 300 and WRIT 300L must be taken concurrently. prerequisites: successful completion of WRIT 101 or equivalent and qualifying score on placement test [WRIT]

WRIT 300L Web Writing Lab (0) This course is the online lab component of WRIT 300. Students register for the discipline-specific section of WRIT 300L, which matches their degree program. Students read articles and discuss writing related to their majors, complete writing exercises, peer review classmates' writing and receive instructor feedback about their writing. WRIT 300 and WRIT 300L must be taken concurrently.

WRIT 313 Writing for Information Systems (3) Designed to help writers learn to adapt specialized subject matter to various audiences. Focus on audience analysis, strategies for organizing information and integration of verbal text with graphics. Writing projects are drawn from students' own disciplines or special interests.

WRIT 314 Argument & Persuasion (3) For students in all disciplines who wish to develop control and confidence in critical thinking and persuasive writing. Instruction centers on the analysis and production of written arguments on issues of current interest or enduring importance that are enriched by cross-disciplinary perspectives and multiple points of view.

WRIT 315 The Art of Memoir (3) An opportunity to write memoir. Students read and study memoirs by contemporary authors to become familiar with the many possibilities available to writers working in this form. Also focuses on issues relevant to the writing of memoir, including craft and technique, memory and truth telling, and interior and exterior significance.

WRIT 316 Creative Journalism (3) A study of famous journalists and journalistic writing, including analysis of the style, language and ideas of writers who have gone beyond basic reporting to break new ground. Requires a professional approach to journalistic writing.

WRIT 317 Techniques of Popularization (3) Techniques and approaches to making technical information clear and understandable to nontechnical audiences.

WRIT 318 Creative Writing Workshop: Poetry & Personal Essay (3) The study of varied forms of poetry, with opportunities to practice traditional forms or to create new ones.

WRIT 319 Creative Writing Workshop: Fiction & Nonfiction (3) The study of forms and techniques of fiction, with opportunities to write both traditional and experimental prose.

WRIT 320 Writing for Managers & Executives (3) An overview of written communication in organizational settings, including memoranda, formal and informal correspondence, routine reports, proposals, performance appraisals and cost/benefit analysis.

WRIT 330 Writing, Editing & Publishing (3) An introduction to professional writing, editorial concepts and the publication process. Writing and editing for brochures, newsletters and magazines, with special emphasis on audience and purpose. Laboratory fee may be required.

WRIT 331 Public Relations Writing (3) Experience in preparing news releases, promotional spots for radio and television, and brochures and public relations reports for newspapers and magazines.

WRIT 334/ADVT 334 Writing & Graphics (3) Exploration, through hands-on experience, of the relationship between visual and verbal communication. The basics of graphic design and production are introduced through projects integrating writing and design. Laboratory fee required.

WRIT 340 Internship in University Publications (1-4) 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. Grading: pass/fail.

WRIT 361/CMAT 361 Writing for the Media (3) Scripting for various media, including multi-image, audio, video, interactive media and Web pages. Emphasizes the translation of information, ideas and experience into various presentational formats and applies that knowledge to informational, persuasive and dramatic scripts.

WRIT 363/CMAT 363 Creative Writing Workshop: Screenwriting (3) Intensive writing experience for students interested in writing drama for television and film. Emphasizes characterization, dialogue and plot development as well as conventions of and script formats for television and film.

WRIT 370/ADVT 370 The Art of Advertising (3) Focuses on the creative and conceptual aspects of advertising. In addition to creating layouts and scripts for ads of their own, students examine past and present advertising campaigns in both print and electronic media.

WRIT 371/ADVT 371 Advertising: Writing & Design (3) Principles of verbal and visual communication in creating and executing advertising ideas. Evaluation of the strengths and limitations of the many forms available in persuasive communication. Advertising copy and design, with particular emphasis on writing.

WRIT 374 The Magazine (3) A study of company, trade and mass-market (consumer) magazines and their roles in communicating ideas and information. The contributions of each department and relationships among major staff positions are explored. The processes of writing articles, editing them and art-directing visuals are experienced in a laboratory setting. Laboratory fee required.

WRIT 375 Graphic Design & Production (3) For students interested in further developing their visual communication skills. Approaches to visual problem-solving are discussed. Advanced graphic production is demonstrated. Students take problems from concept to production. Laboratory fee required. prerequisite: WRIT 334

WRIT 377 Getting It Printed (3) An explanation of the business relationship between printer and client and the various stages of the printing process itself.

WRIT 380 Syntax, Semantics & Style (3) Fundamentals of discourse analysis, addressing both structural and lexical elements in sentence construction. Survey of contemporary grammars, error analysis, sociolinguistic theories of language behaviors, editorial issues such as linguistic sensitivity, the influence of informal on formal usage and the appropriate domain of editorial policy.

WRIT 382 The Writer as Reader (3) This course approaches reading as a part of the writer's study of the craft. Emphasizing the distinctive ways that writers read, the course focuses on how a piece of writing is constructed by the author and understood by the reader. Students develop the analytic skills necessary to understand the choices other writers have made in their use of language and form.

WRIT 401 Publication & Performance (3) A seminar involving a creative project in a particular literary form to be undertaken by each student. Emphasis on exploring the relationships of writing and publications and on developing one's writing in specific publications contexts.

WRIT 407 Internship in Professional Writing (3) An opportunity for students to apply skills developed through coursework while gaining practical experience in writing and/or editing within a professional setting. Grading: pass/fail. Course is eligible for a continuing studies grade. prerequisites: senior status and consent of the program director

WRIT 430 Copy Editing & Document Design (3) An advanced technical and professional writing seminar in which each student presents a formal proposal and a major writing project for peer review and critiques other participants' work at all stages of the project development process.

WRIT 489 Directed Independent Study (1-3) In-depth consideration and completion of a special topic or project in writing. Each student works closely with a faculty member who helps to set goals, develop a course plan and guide progress. The project must be carefully planned and have approval of the instructor involved and the writing programs director.

WRIT 490 Thesis in Writing (3) Directed individual instruction in the writing of an original work. Each student works with a faculty director to guide his/her progress. The thesis must be of honors quality and must be approved by both the director and a second reader, one of whom is usually the program director or the division chair. Course is eligible for a continuing studies grade. prerequisite: 3.5 GPA and/or consent of the program director and the division chair

WRIT 493 Honors Seminar (3) An advanced interdisciplinary seminar that focuses on important books and issues and encourages independent thinking, clear presentation and an understanding of the concerns and methods of various disciplines. The course may be team taught; topic and instructor(s) may change from semester to semester. Course may be repeated for credit when topic changes. prerequisites: 3.5 GPA and permission of the Denit Honors Program director

WRIT 494 Honors Project (3-6) Directed individual instruction in an advanced project of the student's choice; the project must be academically related to this discipline. Each student works closely with a faculty director who guides his/her progress. The project must be of honors quality and must be finally approved by both the faculty director and a second faculty member. Course is eligible for a continuing studies grade. prerequisites: honors standing, 3.5 GPA and permission of both the Denit Honors Program director and the faculty director

WRIT 497 Topics in Writing (3) Intensive exploration of topics in writing of mutual interest to students and faculty. Content varies according to the concurrent interests of faculty and students. The subject appears under the Topics heading in the class schedule. Course may be repeated for credit when the topic changes. prerequisite: none unless listed in the current class schedule

Policies

MARYLAND HIGHER EDUCATION COMMISSION AND GENERAL EDUCATION AND TRANSFER POLICIES

1. SCOPE AND APPLICABILITY

This applies only to public institutions of higher education.

2. DEFINITIONS

A. The following terms have the meanings indicated.

B. Terms defined.

(1) "A.A. degree" means the Associate of Arts degree.

(2) "A.A.S. degree" means the Associate of Applied Sciences degree.

(3) "Arts" means courses that examine aesthetics and the development of the aesthetic form and explore the relationship between theory and practice. Courses in this area may include fine arts, performing and studio arts, appreciation of the arts, and history of the arts.

(4) "A.S. degree" means the Associate of Sciences degree.

(5) "Biological and physical sciences" means courses that examine living systems and the physical universe. They introduce students to the variety of methods used to collect, interpret, and apply scientific data, and to an understanding of the relationship between scientific theory and application.

(6) "English composition courses" means courses that provide students with communication knowledge and skills appropriate to various writing situations, including intellectual inquiry and academic research.

(7) "General education" means the foundation of the higher education curriculum providing a coherent intellectual experience for all students.

(8) "General education program" means a program that is designed to:

(a) Introduce undergraduates to the fundamental knowledge, skills, and values that are essential to the study of academic disciplines;

(b) Encourage the pursuit of life-long learning; and

(c) Foster the development of educated members of the community and the world.

(9) "Humanities" means courses that examine the values and cultural heritage that establish the framework for inquiry into the meaning of life. Courses in the humanities may include the language, history, literature, and philosophy of Western and other cultures.

(10) "Mathematics" means courses that provide students with numerical, analytical, statistical, and problem-solving skills.

(11) "Native student" means a student whose initial college enrollment was at a given institution of higher education and who has not transferred to another institution of higher education since that initial enrollment.

(12) "Parallel program" means the program of study or courses at one institution of higher education which has comparable objectives as those at another higher education institution, for example, a transfer program in psychology in a community college is definable as a parallel program to a baccalaureate psychology program at a 4-year institution of higher education.

(13) "Receiving institution" means the institution of higher education at which a transfer student currently desires to enroll.

(14) "Recommended transfer program" means a planned program of courses, both general education and courses in the major, taken at a community college, which is applicable to a baccalaureate program at a receiving institution, and ordinarily the first 2 years of the baccalaureate degree.

(15) "Sending institution" means the institution of higher education of most recent previous enrollment by a transfer student at which transferable academic credit was earned.

(16) "Social and behavioral sciences" means courses that examine the psychology of individuals and the ways in which individuals, groups, or segments of society behave, function, and influence one another. The courses include, but are not limited to, subjects which focus on:

(a) History and cultural diversity;

(b) Concepts of groups, work, and political systems;

(c) Applications of qualitative and quantitative data to social issues; and

(d) Interdependence of individuals, society, and the physical environment.

(17) "Transfer student" means a student entering an institution for the first time having successfully completed a minimum of 12 semester hours at another institution which is applicable for credit at the institution the student is entering.

2.1 ADMISSION OF TRANSFER STUDENTS TO PUBLIC INSTITUTIONS

A. Admission to Institutions

(1) A student attending a public institution who has completed an A.A., A.A.S., or A.S. degree or who has completed 56 or more semester hours of credit, may not be denied direct transfer to another public institution if the student attained a cumulative grade point average of at least 2.0 on a 4.0 scale or its equivalent in parallel courses, except as provided in §A(4) of this regulation.

(2) A student attending a public institution who has not completed an A.A., A.A.S., or A.S. degree or who has completed fewer than 56 semester hours of credit, is eligible to transfer to a public institution regardless of the number of credit hours earned if the student:

- (a) Satisfied the admission criteria of the receiving public institution as a high school senior; and
- (b) Attained at least a cumulative grade point average of 2.0 on a 4.0 scale or its equivalent in parallel courses.

(3) A student attending a public institution who did not satisfy the admission criteria of a receiving public institution as a high school senior, but who has earned sufficient credits at a public institution to be classified by the receiving public institution as a sophomore, shall meet the stated admission criteria developed and published by the receiving public institution for transfer.

(4) If the number of students seeking admission exceeds the number that can be accommodated at a receiving public institution, admission decisions shall be:

- (a) Based on criteria developed and published by the receiving public institution; and
- (b) Made to provide fair and equal treatment for native and transfer students.

B. Admission to Programs

(1) A receiving public institution may require higher performance standards for admission to some programs if the - standards and criteria for admission to the program:

- (a) Are developed and published by the receiving public institution; and
- (b) Maintain fair and equal treatment for native and transfer students.

(2) If the number of students seeking admission exceeds the number that can be accommodated in a particular professional or specialized program, admission decisions shall be:

- (a) Based on criteria developed and published by the receiving public institution; and
- (b) Made to provide fair and equal treatment for native and transfer students.

(3) Courses taken at a public institution as part of a recommended transfer program leading toward a baccalaureate degree shall be applicable to related programs at a receiving public institution granting the baccalaureate degree.

C. Receiving Institution Program Responsibility.

(1) The faculty of a receiving public institution is responsible for development and determination of the program requirements in major fields of study for a baccalaureate degree, including courses in the major field of study taken in the lower division.

(2) A receiving public institution may set program requirements in major fields of study which simultaneously fulfill general education requirements.

(3) A receiving public institution, in developing lower division course work, shall exchange information with other public institutions to facilitate the transfer of credits into its programs.

3. GENERAL EDUCATION REQUIREMENTS FOR PUBLIC INSTITUTIONS

A. While public institutions have the autonomy to design their general education program to meet their unique needs and mission, that program shall conform to the definitions and common standards in this chapter. A public institution shall satisfy the general education requirement by:

(1) Requiring each program leading to the A.A. or A.S. degree to include not less than 30 and not more than 36 semester hours, and each baccalaureate degree program to include not less than 40 and not more than 46 semester hours of required core courses, with the core requiring, at a minimum, course work in each of the following five areas:

- (a) Arts and humanities,
- (b) Social and behavioral sciences,
- (c) Biological and physical sciences,
- (d) Mathematics, and
- (e) English composition; or

(2) Conforming with COMAR 13B.02.02.16D(2)(b)—(c).

B. Each core course used to satisfy the distribution requirements of §A(1) of this regulation shall carry at least 3 semester hours.

C. General education programs of public institutions shall require at least:

- (1) One course in each of two disciplines in arts and humanities;
- (2) One course in each of two disciplines in social and behavioral sciences;
- (3) Two science courses, at least one of which shall be a laboratory course;
- (4) One course in mathematics at or above the level of college algebra; and
- (5) One course in English composition.

D. Interdisciplinary and Emerging Issues.

(1) In addition to the five required areas in §A of this regulation, a public institution may include up to 8 semester hours in a sixth category that addresses emerging issues that institutions have identified as essential to a full program of general education for their students. These courses may:

- (a) Be integrated into other general education courses or may be presented as separate courses; and
- (b) Include courses that:
 - (i) Provide an interdisciplinary examination of issues across the five areas, or
 - (ii) Address other categories of knowledge, skills, and values that lie outside of the five areas.

(2) Public institutions may not include the courses in this section in a general education program unless they provide academic content and rigor equivalent to the areas in §A(1) of this regulation.

E. General education programs leading to the A.A.S. degree shall include at least 20 semester hours from the same course list designated by the sending institution for the A.A. and A.S. degrees. The A.A.S. degree shall include at least one 3-semester-hour course from each of the five areas listed in §A(1) of this regulation.

F. A course in a discipline listed in more than one of the areas of general education may be applied only to one area of general education.

G. A public institution may allow a speech communication or foreign language course to be part of the arts and humanities - category.

H. Composition and literature courses may be placed in the arts and humanities area if literature is included as part of the content of the course.

I. Public institutions may not include physical education skills courses as part of the general education requirements.

J. General education courses shall reflect current scholarship in the discipline and provide reference to theoretical frameworks and methods of inquiry appropriate to academic disciplines.

K. Courses that are theoretical may include applications, but all applications courses shall include theoretical components if they are to be included as meeting general education requirements.

L. Public institutions may incorporate knowledge and skills involving the use of quantitative data, effective writing, information retrieval, and information literacy when possible in the general education program.

M. Notwithstanding §A(1) of this regulation, a public 4-year institution may require 48 semester hours of required core courses if courses upon which the institution's curriculum is based carry 4 semester hours.

N. Public institutions shall develop systems to ensure that courses approved for inclusion on the list of general education courses are designed and assessed to comply with the requirements of this chapter.

4. TRANSFER OF GENERAL EDUCATION CREDIT

- A. A student transferring to one public institution from another public institution shall receive general education credit for work completed at the student's sending institution as provided by this chapter.
- B. A completed general education program shall transfer without further review or approval by the receiving institution and without the need for a course-by-course match.
- C. Courses that are defined as general education by one institution shall transfer as general education even if the receiving institution does not have that specific course or has not designated that course as general education.
- D. The receiving institution shall give lower-division general education credits to a transferring student who has taken any part of the lower-division general education credits described in Regulation .03 of this chapter at a public institution for any general education courses successfully completed at the sending institution.
- E. Except as provided in Regulation .03M of this chapter, a receiving institution may not require a transfer student who has completed the requisite number of general education credits at any public college or university to take, as a condition of graduation, more than 10-16 additional semester hours of general education and specific courses required of all students at the receiving institution, with the total number not to exceed 46 semester hours. This provision does not relieve students of the obligation to complete specific academic program requirements or course prerequisites required by a receiving institution.
- F. A sending institution shall designate on or with the student transcript those courses that have met its general education requirements, as well as indicate whether the student has completed the general education program.
- G. A.A.S. Degrees.

(1) While there may be variance in the numbers of hours of general education required for A.A., A.S., and A.A.S. degrees at a given institution, the courses identified as meeting general education requirements for all degrees shall come from the same general education course list and exclude technical or career courses.

(2) An A.A.S. student who transfers into a receiving institution with fewer than the total number of general education credits designated by the receiving institution shall complete the difference in credits according to the distribution as designated by the receiving institution. Except as provided in Regulation .03M of this chapter, the total general education credits for baccalaureate degree-granting public receiving institutions may not exceed 46 semester hours.

H. Student Responsibilities. A student is held:

- (1) Accountable for the loss of credits that:
- (a) Result from changes in the student's selection of the major program of study,
 - (b) Were earned for remedial coursework, or
 - (c) Exceed the total course credits accepted in transfer as allowed by this chapter; and
- (2) Responsible for meeting all requirements of the academic program of the receiving institution.

5. TRANSFER OF NONGENERAL EDUCATION PROGRAM CREDIT

A. Transfer to Another Public Institution.

- (1) Credit earned at any public institution in the State is transferable to any other public institution if the:
- (a) Credit is from a college or university parallel course or program;
 - (b) Grades in the block of courses transferred average 2.0 or higher; and
 - (c) Acceptance of the credit is consistent with the policies of the receiving institution governing native students following the same program.
- (2) If a native student's "D" grade in a specific course is acceptable in a program, then a "D" earned by a transfer student in the same course at a sending institution is also acceptable in the program. Conversely, if a native student is required to earn a grade of "C" or better in a required course, the transfer student shall also be required to earn a grade of "C" or better to meet the same requirement.

B. Credit earned in or transferred from a community college is limited to:

- (1) 1/2 the baccalaureate degree program requirement, but may not be more than 70 semester hours; and
- (2) The first 2 years of the undergraduate education experience.

C. Nontraditional Credit.

(1) The assignment of credit for AP, CLEP, or other nationally recognized standardized examination scores presented by transfer students is determined according to the same standards that apply to native students in the receiving institution, and the assignment shall be consistent with the State minimum requirements.

(2) Transfer of credit from the following areas shall be consistent with COMAR 13B.02.02. and shall be evaluated by the receiving institution on a course-by-course basis:

- (a) Technical courses from career programs;
- (b) Course credit awarded through articulation agreements with other segments or agencies;
- (c) Credit awarded for clinical practice or cooperative education experiences; and
- (d) Credit awarded for life and work experiences.

(3) The basis for the awarding of the credit shall be indicated on the student's transcript by the receiving institution.

(4) The receiving institution shall inform a transfer student of the procedures for validation of course work for which there is no clear equivalency. Examples of validation procedures include ACE recommendations, portfolio assessment, credit through challenge, examinations, and satisfactory completion of the next course in sequence in the academic area.

(5) The receiving baccalaureate degree-granting institution shall use validation procedures when a transferring student successfully completes a course at the lower-division level that the receiving institution offers at the upper-division level. The validated credits earned for the course shall be substituted for the upper-division course.

D. Program Articulation.

(1) Recommended transfer programs shall be developed through consultation between the sending and receiving institutions. A recommended transfer program represents an agreement between the two institutions that allows students aspiring to the baccalaureate degree to plan their programs. These programs constitute freshman/sophomore-level course work to be taken at the community college in fulfillment of the receiving institution's lower division course work requirement.

(2) Recommended transfer programs in effect at the time that this regulation takes effect, which conform to this chapter, may be retained.

6. ACADEMIC SUCCESS AND GENERAL WELL-BEING OF TRANSFER STUDENTS

A. Sending Institutions.

(1) Community colleges shall encourage their students to complete the associate degree or to complete 56 hours in a recommended transfer program which includes both general education courses and courses applicable toward the program at the receiving institution.

(2) Community college students are encouraged to choose as early as possible the institution and program into which they expect to transfer.

(3) The sending institution shall:

- (a) Provide to community college students information about the specific transferability of courses at 4-year colleges;
- (b) Transmit information about transfer students who are capable of honors work or independent study to the receiving institution; and
- (c) Promptly supply the receiving institution with all the required documents if the student has met all financial and other obligations of the sending institution for transfer.

B. Receiving Institutions.

(1) Admission requirements and curriculum prerequisites shall be stated explicitly in institutional publications.

(2) A receiving institution shall admit transfer students from newly established public colleges that are functioning with the approval of the Maryland Higher Education Commission on the same basis as applicants from regionally accredited colleges.

(3) A receiving institution shall evaluate the transcript of a degree-seeking transfer student as expeditiously as possible, and notify the student of the results not later than mid-semester of the student's first semester of enrollment at the receiving institution, if all official transcripts have been received at least 15 working days before mid-semester. The receiving institution shall inform a student of the courses which are acceptable for transfer credit and the courses which are applicable to the student's intended program of study.

(4) A receiving institution shall give a transfer student the option of satisfying institutional graduation requirements that were in effect at the receiving institution at the time the student enrolled as a freshman at the sending institution. In the case of major requirements, a transfer student may satisfy the major requirements in effect at the time when the student was identifiable as pursuing the recommended transfer program at the sending institution. These conditions are applicable to a student who has been continuously enrolled at the sending institution.

7. PROGRAMMATIC CURRENCY

A. A receiving institution shall provide to the community college current and accurate information on recommended transfer programs and the transferability status of courses. Community college students shall have access to this information.

B. Recommended transfer programs shall be developed with each community college whenever new baccalaureate programs are approved by the degree-granting institution.

C. When considering curricular changes, institutions shall notify each other of the proposed changes that might affect transfer students. An appropriate mechanism shall be created to ensure that both 2-year and 4-year public colleges provide input or comments to the institution proposing the change. Sufficient lead time shall be provided to effect the change with minimum disruption. Transfer students are not required to repeat equivalent course work successfully completed at a community college.

8. TRANSFER MEDIATION COMMITTEE

A. There is a Transfer Mediation Committee, appointed by the Secretary, which is representative of the public 4-year colleges and universities and the community colleges.

B. Sending and receiving institutions that disagree on the transferability of general education courses as defined by this chapter shall submit their disagreements to the Transfer Mediation Committee. The Transfer Mediation Committee shall address general questions regarding existing or past courses only, not individual student cases, and shall also address questions raised by institutions about the acceptability of new general education courses. As appropriate, the Committee shall consult with faculty on curricular issues.

C. The findings of the Transfer Mediation Committee are considered binding on both parties.

9. APPEAL PROCESS

A. Notice of Denial of Transfer Credit by a Receiving Institution.

(1) Except as provided in §A(2) of this regulation, a receiving institution shall inform a transfer student in writing of the denial of transfer credit not later than mid-semester of the transfer student's first semester, if all official transcripts have been received at least 15 working days before mid-semester.

(2) If transcripts are submitted after 15 working days before mid-semester of a student's first semester, the receiving institution shall inform the student of credit denied within 20 working days of receipt of the official transcript.

(3) A receiving institution shall include in the notice of denial of transfer credit:

(a) A statement of the student's right to appeal; and

(b) A notification that the appeal process is available in the institution's catalog.

(4) The statement of the student's right to appeal the denial shall include notice of the time limitations in §B of this regulation.

B. A student believing that the receiving institution has denied the student transfer credits in violation of this chapter may initiate an appeal by contacting the receiving institution's transfer coordinator or other responsible official of the receiving institution within 20 working days of receiving notice of the denial of credit.

C. Response by Receiving Institution.

(1) A receiving institution shall:

(a) Establish expeditious and simplified procedures governing the appeal of a denial of transfer of credit; and

(b) Respond to a student's appeal within 10 working days.

(3) An institution may either grant or deny an appeal. The institution's reasons for denying the appeal shall be consistent with this chapter and conveyed to the student in written form.

(4) Unless a student appeals to the sending institution, the written decision in §C(2) of this regulation constitutes the receiving institution's final decision and is not subject to appeal.

D. Appeal to Sending Institution.

(1) If a student has been denied transfer credit after an appeal to the receiving institution, the student may request the sending institution to intercede on the student's behalf by contacting the transfer coordinator of the sending institution.

(2) A student shall make an appeal to the sending institution within 10 working days of having received the decision of the receiving institution.

E. Consultation Between Sending and Receiving Institutions.

- (1) Representatives of the two institutions shall have 15 working days to resolve the issues involved in an appeal.
- (2) As a result of a consultation in this section, the receiving institution may affirm, modify, or reverse its earlier decision.
- (3) The receiving institution shall inform a student in writing of the result of the consultation.
- (4) The decision arising out of a consultation constitutes the final decision of the receiving institution and is not subject to appeal.

10. PERIODIC REVIEW

A. Report by Receiving Institution.

- (1) A receiving institution shall report annually the progress of students who transfer from 2-year and 4-year institutions within the State to each community college and to the Secretary of the Maryland Higher Education Commission.
- (2) An annual report shall include ongoing reports on the subsequent academic success of enrolled transfer students, including graduation rates, by major subject areas.
- (3) A receiving institution shall include in the reports comparable information on the progress of native students.

B. Transfer Coordinator. A public institution of higher education shall designate a transfer coordinator, who serves as a resource person to transfer students at either the sending or receiving campus. The transfer coordinator is responsible for overseeing the application of the policies and procedures outlined in this chapter and interpreting transfer policies to the individual student and to the institution.

C. The Maryland Higher Education Commission shall establish a permanent Student Transfer Advisory Committee that meets regularly to review transfer issues and recommend policy changes as needed. The Student Transfer Advisory Committee shall address issues of interpretation and implementation of this chapter.

FOR ADMISSION, TUITION AND CHARGE-DIFFERENTIAL PURPOSES VII-2.70 POLICY ON STUDENT CLASSIFICATION FOR ADMISSION AND TUITION

(Approved by the Board of Regents Aug. 28, 1990; Amended July 10, 1998; Amended Nov. 27, 2000; Amended April 11, 2003; Amended June 23, 2006)

I. POLICY

A. Purpose

To extend the benefits of its system of higher education while encouraging the economical use of the State's resources, it is the policy of the Board of Regents of the University System of Maryland (USM) to recognize the tuition categories of in-state and out-of-state students for the purpose of admission and assessing tuition at USM institutions.

B. Burden of Proof

The person seeking in-state status shall have the burden of proving by clear and convincing evidence that he or she satisfies the requirements and standards set forth in this Policy. Assignment of in-state or out-of-state status will be made by the applicable USM institution upon a review of the totality of facts known or presented to it.

C. In-state Status

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

1. Make Maryland his or her permanent home; and
2. Abandon his or her former home state; and
3. Reside in Maryland indefinitely; and
4. Reside in Maryland primarily for a purpose other than that of attending an educational institution in Maryland.

Satisfying all of the requirements in Section II (and Section III, when applicable) of this policy demonstrates continuous intent and qualifies a student for in-state tuition. Students not entitled to in-state status under this policy shall be assigned out-of-state status for admission and tuition purposes.

D. Presumption

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

1. A student is attending school or living outside Maryland at the time of application for admission to a USM institution, or
2. A student is Financially Dependent on a person who is not a resident of Maryland.

This presumption may be rebutted. The student bears the burden of rebutting the presumption. See “III. Rebuttal Evidence” below.

II. REQUIREMENTS

Before a request for classification to in-state status will be considered, a student must comply with all of the following requirements for a period of at least twelve (12) consecutive months immediately prior to and including the last date available to register for courses in the semester/term for which the student seeks in-state tuition status. The student must demonstrate he or she:

1. Owns or possesses, and has continuously occupied, including during weekends, breaks and vacations, living quarters in Maryland. The student must provide evidence of a genuine deed or lease and documentation of rent payments made. In lieu of a deed or lease, a notarized affidavit from a landlord showing the address, name of the student as occupant, term of residence, and history of rent payments made will be considered. As an alternative, a student may demonstrate that he or she shares living quarters in Maryland which are owned or rented and occupied by a parent, legal guardian or spouse.
2. Has substantially all of his or her personal property, such as household effects, furniture and pets in Maryland.
3. Has paid Maryland income tax on all taxable income including all taxable income earned outside the State and has filed a Maryland tax return.
4. Has registered all owned or leased motor vehicles in Maryland.
5. Possesses a valid Maryland driver’s license, if licensed.
6. Is registered to vote in Maryland, if registered to vote.
7. Receives no public assistance from a state other than the State of Maryland or from a city, county or municipal agency other than one in Maryland.
8. Has a legal ability under Federal and Maryland law to live permanently without interruption in Maryland.
9. Has rebutted the presumption that he or she is in Maryland primarily to attend an educational institution, if the student’s circumstances have raised the presumption.

III. REBUTTAL EVIDENCE

Satisfying the requirements listed in paragraphs 1-8 of Section II, does not rebut the presumption that a student is in Maryland primarily to attend an educational institution. To overcome the presumption, a student must present additional evidence.

To determine a student’s intent, the University will evaluate evidence of a student’s objectively verifiable conduct. Evidence that does not document a period of at least twelve (12) consecutive months immediately prior to and including the last date available to register for courses in the semester/term for which the student seeks in-state tuition status is generally considered an unfavorable factor under this policy. Evidence of intent must be clear and convincing and will be evaluated not only by the amount presented but also based upon the reliability, authenticity, credibility and relevance of the evidence.

The absence of objective, relevant evidence is generally considered an unfavorable factor. A student’s statement of intent to remain in Maryland in the future is generally not considered to be objective evidence under this policy.

Additional evidence that will be considered includes, but is not limited to, the following:

A. Source of financial support:

- i. Maryland employment and earnings history through sources beyond those incident to enrollment as a student in an educational institution (e.g., beyond support provided by work study, scholarships, grants, stipends, aid, student loans, etc.), or
- ii. Evidence the student is Financially Dependent upon a person who is a resident of Maryland.

B. Substantial participation as a member of a professional, social, community, civic, political, athletic or religious organization in Maryland that is not University-related or otherwise incident to enrollment as a student in an educational institution.

C. Registration as a Maryland resident with the Selective Service, if male.

D. Evidence showing the student uses his or her Maryland address as his or her sole address of record for all purposes including on health and auto insurance records, bank accounts, tax records, loan and scholarship records, school records, military records, leases, etc.

E. An affidavit from a person unrelated to the student that provides objective, relevant evidence of a student’s conduct demonstrating the student’s intent to live permanently in Maryland.

IV. NON-RESIDENTS WHO MAY TEMPORARILY QUALIFY FOR IN-STATE STATUS

In addition, persons with the following status shall be accorded the benefits of in-state status for the period in which they hold such status:

- A. A full-time or part-time (at least 50 percent time) regular employee of USM or a USM institution.
- B. The spouse or Financially Dependent child of a full-time or part-time (at least 50 percent time) regular employee of USM or a USM institution.
- C. A full-time active member of the Armed Forces of the United States whose home of record is Maryland or one who resides or is stationed in Maryland, or the spouse or a Financially Dependent child of such a person. Students that qualify under this provision will retain in-state status for tuition purposes as long as they are Continuously Enrolled regardless of a change in military assignment or status of the active member of the military.
- D. A veteran of the United States Armed Forces with an honorable discharge who, within one year of discharge, presents documentation that he or she attended a secondary school in the State for at least three years, and graduated or received the equivalent of a high school diploma from a secondary school in the State. The veteran must present documentation and register at a USM institution within one year of discharge for this provision to apply.
- E. For UMUC, a full-time active member of the Armed Forces of the United States on active duty, or the spouse of a member of the Armed Forces of the United States on active duty.
- F. A graduate assistant appointed through a USM institution for the semester/term of the appointment. Except through prior arrangement, this benefit is available only for enrollment at the institution awarding the assistantship.

V. PROCEDURES

- A. An initial determination of in-state status will be made at the time of admission. The determination made at that time, and any determination made thereafter, shall prevail for each semester/term until the determination is successfully challenged in a timely manner.
- B. A change in status must be requested by submitting a USM institution's "Petition for Change in Classification for Tuition".
A student applying for a change to in-state status must furnish all evidence that the student wishes the USM institution to consider at the time the petition is due. The due date is based on the deadline set forth by the USM institution at which the student seeks to enroll. If the applicable USM institution has no such deadline, the due date is the last published date to register for the forthcoming semester/term for which the change in classification is sought.
- C. The student shall notify the USM institution in writing within fifteen (15) days of any change in circumstances which may alter in-state status.
- D. In the event incomplete, false, or misleading information is presented, the USM institution may, at its discretion, revoke in-state status and take disciplinary action provided for by the institution's policy. Such action may include suspension or expulsion. If in-state status is gained due to false or misleading information, the institution reserves the right to retroactively assess all out-of-state charges for each semester/term affected.
- E. Each USM institution shall develop and publish additional procedures to implement this Policy. Procedures shall provide that on request the institution President or designee has the authority to waive any requirement set forth in Section II if it is determined that the application of the requirements creates an unjust result. These procedures shall be filed with the Office of the Chancellor.

VI. DEFINITIONS

- A. Financially Dependent: For the purposes of this policy, a financially dependent student is one who is claimed as a dependent for tax purposes.
- B. Parent: A parent may be a natural parent, or, if established by a court order recognized under the law of the State of Maryland, an adoptive parent.
- C. Guardian: A guardian is a person so appointed by a court order recognized under the law of the State of Maryland.
- D. Spouse: A spouse is a partner in a legally contracted marriage.

E. Child: A child is a natural child or a child legally adopted pursuant to a court order recognized under the law of Maryland.

F. Regular Employee: A regular employee is a person employed by USM or a USM institution who is assigned to a State budget line or who is otherwise eligible to enroll in a State retirement system. Examples of categories NOT considered regular employees are graduate students, contingent employees, and independent contractors.

G. Continuous Enrollment:

i. -Undergraduate Student—An undergraduate student who is enrolled at a USM institution for consecutive fall and spring semesters, until completion of the student's current degree program or unless on an approved leave of absence or participating in an approved program off-campus.

ii. -Graduate and Professional—Continuous enrollment for a graduate or professional student is defined by the institution in accordance with program requirements.

POLICY ON UNDERGRADUATE STUDENT CONCURRENT INTER-INSTITUTIONAL REGISTRATION

(Approved by the Board of Regents, February 22, 1990)

I. POLICY

In order to permit enrichment of the college experience for full-time undergraduate students attending System institutions, each institution shall provide opportunities for students to pursue courses for credit at other institutions within the University System, with exceptions as provided in III below. The existence of this policy does not supersede cooperative agreements entered into by two or more UMS institutions. Student participation is on a voluntary basis; however, course work should be used to augment the program of study being pursued at the home institution.

II. DEFINITIONS

A. Home Institution—The institution at which the student has been admitted and is enrolled as an undergraduate degree candidate;

B. Host Institution—The institution at which the student is registered to pursue courses through the inter-institutional - registration program.

III. REGULATIONS GOVERNING THE INTER-INSTITUTIONAL REGISTRATION PROGRAM

A. Only undergraduates who are enrolled full time in degree programs and who have attained at least sophomore status and are in good academic standing at the home institution are eligible to participate in the program. Students participating in the ROTC program are exempt from the sophomore standing requirement.

B. This program is not available at University College or in self-support programs.

C. Participation in the student inter-institutional registration program shall be entered into only after receiving approval from the appropriate authority at the home institution and with the concurrence of the appropriate authority at the host institution. Approval does not insure availability of a place in the course at the host institution. Students will use the registration procedures and times applicable to native students at the host institution.

D. All tuition and fees incurred by students shall be paid to the home institution in accordance with that institution's policies. No additional registration fees may be charged. However, fees at the host institution associated with special courses may be assessed.

E. Ordinarily students may attempt in a given semester only the number of credits in combined registration equal to the maximum number permitted students at the home institution. At least fifty percent of the semester course credits must be taken at the home institution.

F. All credits and grades earned by participating students at a host institution shall be defined as resident credit and entered on the academic record of the student at the home institution. Both grades and credits earned within this program shall be included in the calculation of the grade point average at the home institution.

G. The University of Maryland System and each institution shall develop coordinated procedures for the implementation of this policy.

UNIVERSITY OF BALTIMORE POLICIES

PRIVACY

The University complies with the requirements of both 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, hometown, major field of student, participation in officially recognized activities and sports, dates of attendance, degrees and awards received, the most recent previous educational agency of institution attended and other similar information.

The Maryland Public Information Act requires the University to provide directories of its students upon request. Consequently, directories may be released to commercial enterprises, such as credit card companies. If you do not wish to have - directory information released, you are required to submit that request by filing a "Request to Withhold Directory Information" form in the Office of Records and Transcripts 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 are Records and Transcripts and in some cases as applicable Financial Aid, Veterans Affairs, Undergraduate and Graduate Admission, Law Admission 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.

NONDISCRIMINATION POLICY

The University of Baltimore does not discriminate on the basis of race, religion, age, color, national origin, sex, sexual orientation or disability in its programs, activities or employment practices. Information about inquiries is listed in the University's Student Handbook.

ACADEMIC INTEGRITY POLICY

It is the policy of the University of Baltimore that:

- the academic performance of each member of the university community should fairly reflect that person's own capabilities and efforts
- prohibited actions include cheating, plagiarism, falsification, submission of the same work in different courses, and any attempts to facilitate these activities
- members of the University of Baltimore community will not condone actual or attempted cheating, plagiarism, falsification or other academically dishonest activities
- members of the community will take appropriate actions to report and resolve any suspected violations of the principle of academic honesty following the procedures established in the appropriate University of Baltimore policies.

All members of the University community (students, faculty, administration and staff) must take academic honesty seriously by being well informed, by contributing to a climate in which honesty is valued, and by taking responsible action to discourage dishonesty in the work of others. No member will condone or tolerate cheating, plagiarism, falsification or other acts of academic dishonesty, as these activities negatively affect the community and all its members. For more specific information regarding the policy, see the University's Student Handbook.

ACCESSIBILITY TO STUDENTS WITH DISABILITIES POLICY

It is the policy of the University of Baltimore to provide reasonable accommodations for students with disabilities. In order to provide academic adjustments, proper documentation is required and must be presented to the director of disability support services (for liberal arts and business students) or to the associate dean for student affairs (law school). Students with sensory (visual, hearing), physical (mobility) or other health impairments (epilepsy, AIDS) are required to provide medical reports or a letter from a physician responsible for treating the student. This documentation must be provided whether the condition is permanent or temporary (broken leg, etc.).

Students with learning disabilities (LD) must provide current documentation (prepared within the past three years) of their LD diagnosis. Results of assessments conducted prior to college are deemed inadequate. This documentation will be reviewed

by the Office of Disability Support Services for all undergraduate and graduate students and by the associate dean for student affairs for law students. Documentation for LD students must be prepared by a professional qualified to diagnose a learning disability, including but not limited to a licensed psychiatrist, learning disability specialist or psychologist. Documentation from a licensed clinical social worker will not be considered as the sole criterion for providing services. Documentation for a learning disability must include the testing procedures followed, the instruments used to assess the disability, the test results and an interpretation of the test results. Documentation relating to all undergraduates and graduates in the College of Liberal Arts and the School of Business will be retained in the Office of Disability Support Services; documentation relating to law students will be retained in the office of the Dean of Students. Documentation will remain in these offices for the duration of the student's academic career and will be kept confidential. Upon graduation, documentation will be destroyed unless the student requests that it be returned to him or her.

CODE OF CONDUCT

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

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

All violations of the code of conduct will be adjudicated by either the dean of students or a hearing board. The dean of students will determine, in consultation with the charging party, whether a violation might result in a student's suspension or dismissal from the University for disciplinary reasons. If so, that violation shall be adjudicated by a hearing board. If not, the violation may be adjudicated by the dean of students in a disciplinary conference, as described below.

The code of conduct applies to acts of misconduct by students engaged in University-organized activities, whether committed on- or off-campus. A "University-organized activity" is any activity conducted under the sponsorship or supervision of the University or of registered student groups.

For specific information regarding the code, see the University's Student Handbook.

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.

1) Except where permitted by law, the use, possession, sale, distribution, and being under the influence of controlled or illegal substances while on University premises is strictly prohibited.

2) 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 the specific University regulations, as set forth in the University's Student Handbook.

3) Violations of laws and University regulations regarding the use of controlled/illegal substances and alcohol will be subject to prosecution through both civil authorities and the campus judicial system. The range of University penalties shall include, but not be limited to, disciplinary reprimand, loss of privilege, probation, suspension and expulsion.

NO-SMOKING POLICY

Smoking can be hazardous to health for smokers and nonsmokers alike. It can contribute to heart attack, stroke, high blood pressure, emphysema and several forms of cancer. The University of Baltimore has taken positive steps toward providing for all employees and students a smoke-free environment in which smoking is prohibited within all University buildings. This no-smoking policy stresses compliance on the part of employees and students. While it is best to rely on common courtesy for colleagues and classmates to ensure the success of this policy, the University is prepared to enforce it with formal sanctions. Visitors who refuse to comply with this policy will be required to leave University premises.

STUDENT GRIEVANCES

The University of Baltimore encourages students who feel they have been inappropriately treated to raise their concerns directly with the other person or people involved at the earliest possible time. Many problems can be understood and solved through direct discussion. Attempting to do so early increases the chance that any differences will be addressed in a healthy and constructive manner.

If a problem cannot be resolved by the individuals involved, students may seek advice and assistance from the dean of students or from the Center for Negotiations and Conflict Management, which will provide mediation services to facilitate communication between the parties when appropriate.

When it is not possible to resolve matters directly between the parties, students may use University grievance procedures to seek review of complaints involving University faculty, administrators and staff members and to obtain a fair and timely resolution. Students may file a grievance with regard to University policies, academic grades, and decisions made by or practices of faculty, administrators or staff members that the students allege to be unfair.

The grievance procedure is divided into two parts: academic grievances (including grade challenges and other academic grievances) and nonacademic grievances (including discrimination complaints and other student grievances). Specific procedures for each type of grievance are outlined in the University's Student Handbook.

GOLDEN I.D.

It is the policy of the University System of Maryland (USM) to extend special privileges, where practicable, to senior citizens who are residents of the state of Maryland and are enrolled in one of its institutions. The term "senior citizen" includes any individual who is 60 years of age or older, who is retired, whose chief income is derived from retirement benefits, and who is not employed full time.

Senior citizens enrolled at the University of Baltimore are issued Golden I.D. cards by the registrar. They receive, on a space-available basis, waivers of tuition for not more than three undergraduate or graduate (not law) courses per semester or term. These students are afforded all services available to regularly enrolled students, as they pay all other fees. Subject to certain conditions, privileges extended to University Golden I.D. card holders from other USM institutions include waiver of tuition for undergraduate and graduate courses, use of the libraries and other privileges as determined by individual institutions.

Holders of Golden I.D. cards at other USM institutions are afforded the following privileges at the University of Baltimore:

- 1) use of the libraries (subject to restrictions during examination periods)
- 2) admission to all nonticketed public lectures and performances
- 3) discount tickets (subject to restrictions) for events sponsored by the Henry and Ruth Blaustein Rosenberg Center for Student Involvement
- 4) eligibility to join, for a fee, the University of Baltimore Athletic Club.

CATALOG USE AND INFORMATION

This 2009-10 University of Baltimore Undergraduate Catalog outlines the University's undergraduate programs, courses, policies and procedures that were in effect as of June 30, 2009. Subsequent changes to courses, programs, policies, - procedures, faculty, staff and facilities may cause certain information in this catalog to become outdated as time goes by. Hence, this catalog is not to be construed by the student as a contract, except in terms of the policy titled "Catalog Under Which Students Graduate" (as detailed in the Academic Policies section), and in terms of the student's compliance with all current policies and procedures of the University.

UB students are informed of changes or additions to academic and financial policies that may affect them through announcements by e-mail or on appropriate University Web sites and, in some cases, through mail correspondence or separately printed posters, bulletins, notices or other communication vehicles.

The University of Baltimore reserves the right to make policy and program changes as necessary. Students are urged to review all University-produced correspondence, class schedules, mailings, posters and other literature to keep fully informed.

Directories

Undergraduate Catalog Directory as of June 1, 2009

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LL.B. (J.D.), Harvard Law School

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M.A., Lindenwood College

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M.B.A., American University

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M.B.A., Loyola College in Maryland

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M.P.A., University of Baltimore

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M.F.A., Wayne State University

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A.B., Geography, Middlebury College
M.A., Geography, University of Vermont
Ph.D., Pennsylvania State University

Judith Wood
CIO and Vice President, Office of Technology Services
A.A., Anne Arundel Community College
B.S., University of Maryland University College

FULL-TIME FACULTY

The following list of full-time undergraduate and graduate faculty is current as of June 2009.

Veena Adlakha

Professor, Management

B.A., M.A., Delhi University

M.S., Stanford University

Ph.D., University of North Carolina

Anil K. Aggarwal

Professor, Management Information Systems

B. Tech., Indian Institute of Technology

M.B.A., Southern Illinois University

Ph.D., University of Houston

Hossein Arsham

Professor, Management Science

Wright Distinguished Research Professor

B.S., Aryamehr Technical University

M.S., Cranfield Institute of Technology

D.Sc., The George Washington University

John A. Bates

Chair and Professor, Applied Behavioral Sciences

Director, B.A. in Psychology

B.A., Youngstown State University

M.S., Ph.D., University of Massachusetts

Alberto Bento

Professor, Management Information Systems

BGE Professor, Management Information Systems

B.S., M.S., Federal University of Rio de Janeiro

Ph.D., University of California

Regina F. Bento

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M.D., M.S., Federal University of Rio de Janeiro

Ph.D., Massachusetts Institute of Technology

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B.S., M.S., University of Calcutta

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B.A., University of Wisconsin

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Associate Professor, Legal, Ethical and Historical Studies

B.A., University of Stellenbosch

M.A., American University

Ph.D., George Mason University

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Associate Professor, Government and Public Administration

B.S., Towson University

M.B.A., University of Baltimore

Ph.D., University of Maryland

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B.S., City College of New York

M.A., Ph.D., Rutgers, The State University of New Jersey

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Director, B.A. in History

B.A., M.A., Youngstown State University

J.D., University of Toledo

Ph.D., West Virginia University

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