



# BOWIE

STATE UNIVERSITY

1865



2013 - 2014

Undergraduate Catalog  
[www.bowiestate.edu](http://www.bowiestate.edu)



Mickey L. Burnim, Ph.D.  
President

## **PRESIDENT'S MESSAGE**

### *Welcome to Bowie State University*

Congratulations on choosing Bowie State University to pursue your undergraduate degree! A comprehensive liberal arts university, Bowie State offers 23 programs at the baccalaureate level, 19 master's degree programs, 12 graduate certificate programs, two certificates of advanced studies, and two doctoral programs. The pursuit of an undergraduate degree can be one of life's most exciting and rewarding adventures.

This catalog provides an overview of the University and our campus, including a listing of programs, courses, requirements, and services that provide the information you will need to make sound decisions about your academic career. It is important that you closely follow the guidelines outlined in the catalog to ensure you are satisfying all requirements for your degree.

You will also find general information about campus facilities, student organizations, career services and special programs to make your experience at Bowie State even more productive and enjoyable. I encourage you to take pride in your university, participate in campus activities, and be involved in athletic events as a member of the Bulldog Nation.

The foundation of our institution is our team of dedicated staff, diverse student body and exceptional faculty members who are here to assist you throughout your educational journey. Together, we strive to make sure our service is firmly rooted in our core values of excellence, civility, integrity, diversity, and accountability.

As you commit to achieving your goals at Bowie State, I wish you a fulfilling experience and look forward to seeing you on campus.

Sincerely,

Mickey L. Burnim



## Welcome to Bowie State University!

Bowie State University is accredited by the Middle States Commission on Higher Education to award baccalaureate, master's, and doctoral degrees. The commission is a voluntary, non-governmental, membership association that defines, maintains, and promotes educational excellence across institutions with diverse missions, student populations, and resources. This catalog is a compilation of the degree programs and services the university offers. It represents the most current information available at the time of publication and will serve as your guide as you traverse through your chosen course of study at Bowie State.

Through our degree programs and scholarly pursuits, which are taught and led by an outstanding, nationally prominent faculty, we envision that every student will be equipped with the skills needed to compete in an ever-changing, technologically advanced global society. To enhance your learning and personal development, we also offer an array of social and cultural activities for both resident and commuter students. Furthermore, we strive to provide an attractive, safe, and comfortable teaching and learning environment to make your time at Bowie State more productive and positive.

Again, our goal is to ensure that you will graduate with the knowledge, skills, values, and attitudes required to give you a competitive edge in the world. If you follow this guide closely, seek advisement as instructed, and become a participant in the various clubs and organizations, your success as a student will be assured.

We are happy to have you as a member of our university community, and look forward to the day when we can count you among thousands of other outstanding Bulldog alumni.

Sincerely,

A handwritten signature in blue ink that reads "Weldon Jackson". The signature is written in a cursive, flowing style.

Weldon Jackson

Provost and Vice President for Academic Affairs

## TABLE OF CONTENTS

President's Message	2
Provost's Message	3
History	7
Institutional Identity	8
Vision	9
Mission	9
Academic Accreditation	10
Disclaimer	11
University Buildings and Facilities	12
Bowie State University Campus Map	14
Academic Calendar	15
Boards	18
University Administration	19
Executive Officers	19
Academic Officers	19
Administrative Staff	20
School Administrative Officers	21
University Faculty	22
Undergraduate Admissions	36
Admission Procedures	36
Admission Requirements	36
Residency Policy	42
Deferred Admission	45
Financial Regulations and Expenses	46
Payment Policy	46
Schedule of Charges	47
Summary of Tuition and Fees	48
Financial Aid	51
Application Procedures	51
Eligibility Requirements	52
Important Deadlines	52
Federal Student Aid Programs	54
Federal Loan Programs	55
Maryland State Scholarship Programs	57
Bowie State University Institutional Scholarships	58
Financial Aid Policies	58
Reinstatement of Financial Aid	59
Student Code of Conduct	61
Student Organizations, Clubs, Fraternities, Sororities, and Publications	62

Student Life and Academic Support	72
New Student Orientation	72
Residence Life	72
Athletics	72
Intramural Sports	73
Commuter Affairs and Community Services	73
International Student Services	77
Career Development Center	78
Counseling and Student Development Center	80
Department of Public Safety	81
Special Programs	82
School of Continuing Education and External Programs	83
Summer Sessions	84
Portfolio (Credit for Life Experience)	85
Honors Program	85
Military Science	87
Office of Media Services	89
Department of Information Technology	90
Office of Equal Employment Opportunity Programs	92
Academic Regulations	92
Registration	92
Schedule Adjustment, ADD/DROP	93
Dean's List	94
Satisfactory Performance	94
Unsatisfactory Performance	94
Withdrawal from the University	95
Reinstatement	95
Credit Load	96
Academic Clemency Policy	96
Classification of Students	97
Course Numbering	97
Student Grade Appeal Procedures	99
Concurrent Registration	102
Courses taken at other Institutions	102
Credit for Service in the Armed Forces	103
Transfer Credit	103
Advanced Placement Credit	103
CLEP	105
Credit by Examination	109
Graduation and Degree Requirements	110
General Education and Institutional Requirements	114
Program of Study	
College of Arts and Sciences	118
Department of Communications	119
Department of Computer Science	128
Department of English and Modern Languages	139
Department of Fine and Performing Arts	153
Department of History and Government	210

Department of Mathematics	227
Department of Natural Sciences	244
College of Business	255
Department of Accounting, Finance, Economics	259
Department of Management Information Systems	267
Department of Management, Marketing, and Public Admin	271
College of Education	282
Department of Teaching, Learning, Professional Develop.	284
College of Professional Studies	299
Department of Behavioral Sciences and Human Services	300
Department of Nursing	317
Department of Psychology	336
Department of Social Work	345
Course Descriptions	355

## **HISTORY**

Bowie State University is an outgrowth of the first school opened in Baltimore, MD, on January 9, 1865, by the Baltimore Association for the Moral and Educational Improvement of Colored People, which was organized on November 28, 1864 to engage in its self-appointed mission on a statewide basis. The first normal school classes sponsored by the Baltimore Association were held in the African Baptist Church located on the corner of Calvert and Saratoga streets. In 1868, with the aid of a grant from the Freedmen's Bureau, the Baltimore Association purchased from the Society of Friends a building at Courtland and Saratoga streets for the relocation of its normal school until 1883, when it was reorganized solely as a normal school to train Negro teachers.

The Baltimore Normal School had received occasional financial support from the City of Baltimore since 1870 and from the state since 1872. In 1871, it received a legacy from the Nelson Wells Fund. This fund, established before Wells' death in February 1943, provided for the education of freed Negro children in Maryland. On April 8, 1908, at the request of the Baltimore Normal School, which desired permanent status and funding as an institution for the education of Negro teachers, the state legislature authorized its Board of Education to assume control of the school. The same law re-designated the institution as a Normal School No. 3. Subsequently, it was relocated on a 187-acre tract in Prince George's County, and by 1914, it was known as the Maryland Normal and Industrial School at Bowie.

A two-year professional curriculum in teacher education which started in 1925 was expanded to a three-year program. In 1935, a four-year program for the training of elementary school teachers began, and the school was renamed Maryland State Teachers College at Bowie. In 1951, with the approval of the State Board of Education, its governing body, Bowie State expanded its program to train teachers for junior high schools. Ten years later, permission was granted to institute a teacher-training program for secondary education. In 1963, a liberal arts program was started, and the name was changed to Bowie State College.

In 1970, Bowie State College was authorized to grant its first graduate degree, the Master of Education. A significant milestone in the development of the graduate studies at Bowie State was achieved with the Board of Trustees' approval of the establishment of the Adler-Dreikurs Institute of Human Relations in 1975. Currently, the University offers bachelor's and master's degree programs and two doctoral degrees. Included in the inventory of degree programs is the Bachelor of Arts, Bachelor of Science, Bachelor of Science in Nursing, Master of Arts, Master of Arts in Teaching, Master of Education, Master of Science, Master of Science in Nursing, Master of Business Administration, Master of Public Administration, Doctor of Education in Educational Leadership, and Doctor of Applied Science in Computer Science.

On July 1, 1988, Bowie State College officially became Bowie State University, a change reflecting significant growth in the institution's programs, enrollment and service to the local area. On the same day, the University also became one of the constituent institutions of the newly formed University System of Maryland.

In 1995, Bowie State University won an 11-year \$27 million award from the National Aeronautics and Space Administration/National Science Foundation to become one of only six national Model Institutions for Excellence in science, engineering and mathematics. This award significantly strengthened the institution's academic infrastructure and enhanced an already excellent computer science and technology program that has consistently ranked first in the nation in graduating African American students with master's degrees.

Bowie State University, throughout its history, has achieved major milestones in spite of limited resources. In spring 2005, with the unveiling of the supercomputer built by its faculty and students, Bowie State emerged as a leader among higher education institutions in computing power. At the time of its unveiling, Bowie State's supercomputer, Xseed, was the fastest supercomputer at any higher education institutions in the state of Maryland, the eighth fastest in the United States, and among the top 200 fastest in the world.

Bowie State University has a long history as one of the nation's leaders in teacher education with 50 years of successive accreditation by the National Council of the Accreditation of Teacher Education (NCATE). Remaining true to a heritage of producing leaders in teacher education, the University reached a major milestone when it was approved to offer its first doctoral program in the field of education. For the first time in the history of the University, Bowie State University conferred an earned doctorate, with 16 persons receiving the Doctorate in Educational Leadership, during the May 2005 commencement. In 2007, the Department of Computer Science received approval to offer the Doctor of Applied Science degree.

### **INSTITUTIONAL IDENTITY**

Established in 1865, Bowie State University is the oldest Historically Black Institution of higher learning in Maryland and one of the oldest in the nation. The University evolved from a normal school into a comprehensive university that offers a wide array of undergraduate, graduate, and professional programs. Currently, Bowie State University serves a diverse student population, providing educational opportunities that enable students to function in a highly technological and interdependent world. The University continues to honor its heritage of providing access to higher education for under-represented populations, with a commitment to African Americans. The University remains a leader in graduating African Americans in technological fields.

Bowie State University fosters a supportive, rigorous, and collaborative environment that nurtures excellence in academics and in professional and cross-cultural relationships. The University places particular emphasis on excellence in teaching and research on teaching methodology in order to improve the teaching-learning process. Bowie State University produces graduates who are leaders among their peers in a global community, who think critically, who value diversity, and who are committed to high moral standards.

Bowie State University is a leader in the infusion of technology into the curriculum while maintaining its role as an institution grounded in the liberal arts. The University is committed to providing a high-quality education that fosters learning and enhances skill acquisition and knowledge discovery based on proven pedagogies and an up-to-date curriculum for students at all levels. The University offers a comprehensive set of undergraduate programs that include the arts and humanities, business and management, teacher education, science and technology, and health and human services.

At the post-baccalaureate level, program offerings include the social sciences, information science and technology, and education. Students are able to pursue certificate programs as well as master's degrees in such disciplines as applied computational mathematics, business, computer science, counseling, counseling psychology, education, English, management information systems, nursing, and organizational communications. The University also offers two doctoral programs—one in computer science and one in educational leadership—and is exploring other doctoral programs in information technology and teaching.

The University is aggressively collaborating with its sister institutions and other agencies to address student retention issues (i.e., Coppin State University; Morgan State University; University of Maryland Eastern Shore; University of the District of Columbia; and the Maryland Higher Education Commission); increase the number of student internships; and provide research opportunities for faculty and students (i.e., Towson University; National Aeronautics and Space Administration; Naval Research Laboratory; University of Maryland, Baltimore; Howard University; and City University of New York); increase the number of computer technologists (i.e., University of Maryland College Park; Morgan State University; Johns Hopkins University; University of Maryland, Baltimore County; and Honeywell, formerly Allied Signal Corporation); enhance the quality of the police force (Prince George's County Police Academy); and enhance the quality of teaching in the county and State through Professional Development Schools, induction programs, and critical issues workshops (i.e., Prince George's County Schools; University of Maryland College Park, Towson University; and Prince George's Community College).

The University is committed to recruiting and retaining a student mix that reflects a population of honor students as well as those who demonstrate leadership qualities, display academic potential, and exhibit the motivation to learn. Bowie State University delivers instruction to a global audience of adult learners through traditional and alternative means.

Bowie State University's workforce consists of a diverse group of dedicated professionals who are committed to implementing the mission of the University. The full-time faculty, complemented by a highly qualified adjunct faculty and supported by a skilled staff, distinguishes itself through excellence in teaching, scholarship/research, and service. Effectively and efficiently, the University will continue to provide excellent educational services to its students through recruitment, development, and retention of a talented workforce.

## **VISION**

Building on its image as a student-centered institution and its history as an HBCU, Bowie State University will provide its diverse student population with a course of study that ensures a broad scope of knowledge and understanding that is deeply rooted in expanded research activities. The University excels in teacher education and will become the premier teacher of teachers. Through the integration of internal business processes, technology, and the teamwork of administrators, faculty and staff, the University will be recognized statewide as a model of excellence in higher education for the effective and efficient use of human, fiscal, and physical resources.

## **MISSION**

Bowie State University, through the effective and efficient management of its resources, provides high-quality and affordable educational opportunities at the bachelor's, master's, and doctoral levels for a diverse student population of Maryland citizens and the global community.

The educational programs are designed to broaden the knowledge base and skill set of students across disciplines and to enable students to think critically, value diversity, become effective leaders, function competently in a highly technical world, and pursue advanced graduate study.

The University is committed to increasing the number of students from under-represented minorities who earn advanced degrees in computer science, mathematics, information technology, and education.

Constituent needs, market demands, and emerging challenges confronting socioeconomic cultures serve as important bases in the University's efforts to develop educational programs and improve student access to instruction.

### **CORE VALUES**

Everything we do as a University will be directed towards enhancing our quality and value to students, alumni, and the community. As the University progresses, we will continue to promote student academic success, public service, and scholarship while incorporating our core values:

- EXCELLENCE** - Promote a love for learning, discovery, and integration across a wide range of disciplines and interests.
- CIVILITY** - Foster an environment in which each individual is valued, can live safely, and can express him-self or her-self without fear of reprisal.
- INTEGRITY** - Promote a sense of justice, trust, consistency, and fair play.
- DIVERSITY** - Promote an awareness of and sensitivity toward differences of race, gender, ethnicity, national origin, culture, sexual orientation, religion, age, and disability.
- ACCOUNTABILITY** - Provide effective and efficient service all University constituents.

### **INSTITUTIONAL GOALS**

- Goal 1 Provide high-quality and affordable academic programs and support services for all students
- Goal 2 Support growth by enhancing recruitment, access, and retention efforts University-wide
- Goal 3 Promote regional economic and workforce development
- Goal 4 Increase the University's external funding
- Goal 5 Promote effective and efficient use of institutional resources
- Goal 6 Enhance the University's image

### **CARNEGIE CLASSIFICATION**

Master's (Comprehensive) Colleges and Universities I (MA I)

### **ACADEMIC ACCREDITATION**

#### **ACCREDITATION**

Association of Collegiate Business Schools and Programs (ACBSP)

The B.S. in Computer Science Program is accredited by the Computing Accreditation Commission of ABET, [www.abet.org](http://www.abet.org)

The B. S. in Computer Technology Program is accredited by the Computing Accreditation Commission of ABET, [www.abet.org](http://www.abet.org)

Maryland Board of Nursing  
Maryland State Department of Education  
Middle States Association of Colleges and Schools  
National Council for the Accreditation of Teacher Education  
National Council on Social Work Education  
National League for Nursing Accrediting Commission

#### MEMBERSHIPS

American Association for Higher Education  
American Association of Colleges of Nursing  
American Association of Colleges of Teacher Education  
American Association of State Colleges and Universities  
American Association of University Women  
American Council on Education  
Association of American Colleges and Universities  
Association of Teacher Education and Institutions  
College Entrance Examination Board  
Council for the Advancement of Secondary Education  
Maryland Association of Higher Education  
National Association for Equal Opportunity in Higher Education  
National League for Nursing

**DISCLAIMER:** Bowie State University reserves the right to change, without prior notice, any policy or procedure, tuition or fee, curricular requirements, or any other information found in its printed or online materials.

## **Nondiscrimination Statement**

Bowie State University does not discriminate on the basis of race, color, religion, national origin, sex, age, or handicap in its programs and activities as required by federal (Title VI, Title IX, Section 504) and state laws and regulations.

The following person has been designated to handle inquiries regarding the University's non-discrimination policies:

Melanie Barr, EEO Officer  
Bowie State University  
14000 Jericho Park Road  
Bowie, MD 20715  
mbarr@bowiestate.edu

For further information, please visit <http://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm> for the address and phone number of the office that serves your area, or call 1-800-421-3481.

### **UNIVERSITY BUILDINGS AND FACILITIES**

The setting of the University has much to do with its special atmosphere. The serenity of the campus offers students a chance to study in an environment free from distractions. A mixture of classic Georgian and contemporary architecture, the twenty-one (21) buildings on campus include facilities that house academic and instructional programs, residential and auxiliary support services, and administrative and support activities. Nine (9) buildings provide space for instructional activities and offices for professional staff.

**The Center for Business and Graduate Studies** is three story masonry, dedicated, undergraduate, and postgraduate teaching facility with high quality interaction space for hands-on learning and pedagogical research. It was completed in 2007 and is located on the left at the main entrance to the campus. The facility currently houses the College of Business and the Graduate School.

**The Computer Science Building** began its life in 2002 as a "state of the art" facility that houses instructional, laboratory, and research spaces for Computer Science. It also houses instructional space for the Department of Mathematics, the Bowie Satellite Operations and Control Center, and the PRISEM Center.

**Fine and Performing Arts Center** opened spring 2012. The Fine and Performing Arts Center features extraordinary resources for students and faculty including specialized art studios for areas like dance, recording, and ceramics; a photography processing lab; an art gallery; and an outdoor sculpture workspace. The 123,000 square-foot building also includes a 400-seat main theatre, a 200-seat black box theatre and a 200-seat recital hall. Spacious classrooms, laboratories and office suites are strategically placed throughout the building to accommodate various faculty and programs.

**The Center for Learning and Technology** opened August 2000. It is a technology showcase designed to maximize interactions between faculty and students. The Center houses electronically equipped classrooms, interactive lecture halls, computer laboratories, a speech laboratory, and a three hundred-seat auditorium/conference center. The Schools of Education and Professional Studies share the Center for Learning and Technology. The Xseed supercomputer is also housed in the Center.

**Martin Luther King, Jr., Communication Arts Center** is the largest academic classroom and office facility on campus. First occupied in 1973, this building houses the Samuel L. Myers Auditorium, the Bowie State University Television and Radio stations, lecture halls, classrooms, and several specialized laboratories for programs in the arts, communications, English, foreign languages, music, television, radio, and theatre.

**Student Center** is designed to provide BSU students a gathering place that reflects and inspires us to a new height as a community of learners. The new building is scheduled to open in fall 2013.

**Thurgood Marshall Library** was occupied in 1977. The building was designed to house a collection of 270,000 bound volumes and to seat over 1,000 patrons. In addition to general reading and service areas, there are twenty-two (22) small private rooms for student research, studying, and other academic uses. Two large display areas, one on each side of the main entrance are home to special pieces of art work and historical artifacts for Bowie State University. The renovated basement of the Library provides additional computer laboratories, instructional laboratories, media capabilities, and classrooms for students and faculty. Thurgood Marshall Library houses the Division of Information Technology.

**Leonidas James Physical Education Complex** is designed to accommodate students enrolled in physical education courses, as well as indoor intramural sports and intercollegiate athletic activities of the University. First occupied in 1973, this facility features a triple-court gymnasium, an exercise room, eight handball courts, and an eight-lane, 25-yard swimming pool. Spectator areas provide seating for 1,831 in the gymnasium and 196 in the pool area.

**George M. Crawford Science Building** provides state-of-the-art laboratories and support areas for the departments of Natural Sciences and Mathematics. Additionally, the facility houses classroom/lecture space. The Facility was originally constructed in 1967 and renovated in 1991.

**Charlotte B. Robinson Hall** was originally constructed in 1960 as a laboratory elementary school. The building is currently being used to house a small number of classrooms, the newly created Office of Faculty Research, and several administrative offices.

### **Residence Halls**

The residence halls are Lucretia Kennard, Dwight Holmes, Towers, Harriet Tubman, Goodloe Apartments, Alex Hayley, and Christa McAuliffe Residential Complex. Students must meet special residency requirements to reside in Goodloe Apartments, Alex Hayley, and Christa McAuliffe. Alex Hayley houses the University's resident honors students.



Campus Map Web Address:

Bowie State University

Web Address: <http://bowiestate.edu/about/visiting/map>

**Bowie State University**  
**Office of the Registrar**  
**Academic Calendar**  
**2013 – 2014**

**FALL SEMESTER 2013**

September 3	First Day of Classes (Regular and 1st Eight Week Session)
September 3-9	Late Registration
September 9	Last Day to Add/Drop, or Register For Class
September 19 & 21	English Proficiency Examination 1st Eight Week Session
September 27	Last Day to withdraw 1st Eight Week Courses
September 10	Graduate Comprehensive Examination Orientation
September 16	President’s State of the University Fall Convocation
October 4	Last Day to apply for December 2013 Graduation
October 4	Last Day to Remove Spring 2013 Grades of “I”(Incomplete) Undergraduates Students
October 5 & 12	Graduate Comprehensive Examination
October 14 - 18	Mid -Term Evaluation for Undergraduates
October 25	End of 1st Eight Week Classes (grades Due Within 72 Hours)
October 22	Mid Term Grades for Undergraduate Due by 5 p.m.
October 28	Second Eight Week Classes Begin
November 1	Last Day to Add Drop for 2nd Eight Week Session
November 7 & 9	English Proficiency Examination 2nd Eight Weeks
November 8	Last Day to Change From Credit to Audit Last Day to Drop With Grade of “W”
November 11 - 15	Advisement Week (Undergraduates)
November 18	Winter/Spring 2013 Registration Opens
November 28-29	Thanksgiving Recess University Closes on Wednesday, November 21th at 5:00 pm
December 2	Classes Resume
December 3 – 9	Final Exams for December Graduation Candidates
December 6	Last Day of Classes for Non Graduating Students
December 9	Reading Day
December 10-16	Fall 2012 Final Examinations for Non Graduating Students
December 12	Grades for ALL December Graduation Candidates Due By <b>Noon</b>
December 16 - 19	Graduation Clearance
December 19	2nd Eight Week Classes End
December 19	Commencement Rehearsal
December 19	Last Day to Change Fall 2012 Graduate Incomplete grades
December 20	December 2013 Graduation
December 20	Last Day to Submit Final Grades for Non Graduating Students
December 23	End of Semester (University closes at 3:00 p.m.)

All dates are subject to change

## WINTER SESSION 2014

January 2	University Reopens
January 2	Winter Session Classes Begin
January 2 & 3	Winter Session Late Registration
January 8	Last Day to W/D from Winter Session
<b>January 20</b>	<b>Martin Luther King Jr. Holiday (No Classes)</b>
January 22	Last Day of Winter Classes
January 25	Final Winter Grades Must Be Entered By 5 p.m.

## SPRING SEMESTER 2014

January 27	First Day of Classes (Regular and 1st Eight Week Session)
January 27 -31	Late Registration
January 25	Final Winter Grades Due by 5 p.m.
January 31	Last Day to Add/Drop, or Register for Classes Starting on 1/27
February 3	Comprehensive Exam Orientation
February 5	Spring 2014 Convocation
February 13 & 15	English Proficiency Exam 1st Eight Week Session
February 14	Last Day to Apply for May 2014 Graduation
February 14	Last Day to Withdraw 1st 8 Week Courses
March 7	Last Day to Remove Fall 2013 Incomplete Grades For Undergraduates
March 1 & 8	Graduate Comprehensive Qualifying Examination
March 17 - 21	Mid-Term Evaluation for Undergraduates Mid- Term Grades Posted 72 Hours After Examination
March 21	End of 1st Eight Week Classes
March 24 - 28	Spring Break
March 31	Classes Resume
March 31	2nd Eight Week Classes Begin
April 4	Last Day for Add/Drop for 2nd Eight Week Session
April 7 - 11	Advisement Week (Undergraduates)
April 10 & 12	English Proficiency Exam 2nd Eight Week Session
April 11	Last Day to Withdraw with (W) or Change from Credit to Audit
April 14	Founder's Day Summer/Fall 2014 Registration Begins
April 25	Last Day to Withdraw from 2nd Eight Week Session
May 1 - 7	Final Exams for May 2014 Graduation Candidates
May 7	Last Day of Classes
May 8	Reading Day
May 9 - 15	Final Exams for Continuing Students
May 10	Grades for Graduating Students Due by <b>NOON</b> .
May 12 - 15	Graduation Clearance
May 15	End of 2nd Eight Week-Session
May 15	Graduation Rehearsal
May 16	Commencement
May 20	Final Grades for Non-Graduating Students Due by 5:00 p.m.
May 23	End of Semester

## SUMMER SESSION 2014

Session I	May 27 –June 27	Five week
Session II	June 30 – August 1	Five week
Session III	May 27 – August 1	Ten week

May 27	Session I and III Classes Begin
May 29	Last Day to Drop/Add for Sessions I and III
June 13	Last Day to Withdraw from Session I
June 27	Session I Classes End
June 27	Last Day to Apply for August graduation
June 30	Session II classes Begin
July 1	Session I Grades Due
July 3	Last Day to Drop/Add Session II
<b>July 4</b>	<b>4th of July Holiday Observed</b>
July 18	Last Day to Withdraw from Sessions II and III
Aug 1	Session II and III Classes End
Aug 5	Session II and III Grades Due

All dates are subject to change

## BOARDS

### **Maryland Higher Education Commission**

Danette Gerald Howard, Secretary  
Anwer Hasan, Chair  
Sandra L. Jimenez, Vice Chair  
Brandon G. Bell  
Vivian S. Boyd  
Ian MacFarlane  
Edith Patterson  
Joel Packer  
Gregory A. Schuckman  
Rizwan A. Siddiqi  
John W. Yeager

### **Board of Regents Members University System of Maryland**

Gary Attman, Treasurer  
Norman R. Augustine  
Dr. Patricia S. Florestano  
Louise Michaux Gonzales  
Linda R. Gooden  
Barry P. Gossett, Vice Chair  
Earl F. Hance, ex officio  
The Hon. Francis X. Kelly, Jr.  
David Kinkopf  
The Hon C. Thomas McMillen, Secretary  
Robert D. Rauch  
Dr. Frank M. Reid, III  
James L. Shea, Chair  
Thomas G. Slater, Esq., Asst. Secretary  
Tracye C. Turner  
Dr. Paul L. Vance  
Steven Hershkowitz, Student Regent  
John Young, M.D., Assistant Treasurer

### **Bowie State University Foundation, Inc.**

Mr. Robert J. Antonetti, Jr.  
Mr. LaRian Finney  
Dr. Judith Gebhardt, LMFT, Ph.D  
Mr. Thomas H. Graham  
Mrs. Mildred Ridgley Gray  
Mr. Keith Holmes - Treasurer  
Ms. A. Toni Lewis - Secretary  
Dr. Richard Lucas, Jr. – Executive Director  
Mr. C. Glenn Mahone  
Honorable Isaac Truth  
Mr. Andrew M. Roud  
Ms. Jacqueline W. Sales, Chairperson  
Mr. Craig L. Stevenson  
Honorable Geraldine Valentino-Smith  
Ms. Kimberly Stokes  
Mr. Albert R. Wynn  
Dr. John A. Word, Sr., Ex-Officio  
Dr. Karl Brockenbrough - Ex-Officio  
Dr. Mickey L. Burnim - Ex-Officio

### **Bowie State University Board of Visitors**

Mr. Tabb J. Bishop  
Mr. Kenneth Blake  
Ms. Toni Braxton  
Mr. Raoul Dennis  
Dr. James A. Dula  
Mr. M. H. Jim Estep  
Mr. Jeffrey Franklin  
Dr. Mickey L. Burnim  
Mr. Dante Lee  
Dr. Richard Lucas  
Mr. D. Michael Lyles, Esq., Chairman  
Ms. Essie L. Calhoun McDavid  
Mr. Stephen Neal  
Mr. Lionel Neptune  
Mr. G. Steve Proctor  
Ms. Rhonda L. Slade  
Reverend Dr. Cynthia A. Snavely, Secretary  
Mr. Larry Spriggs  
Mr. William R. Teel, Jr.  
Dr. Sherece Y. West-Scantlebury  
Mrs. Colette Youngblood, Vice Chair

## **EXECUTIVE OFFICERS**

Mickey Burnim, Ph.D.  
President  
B.S., M.A., North Texas State University  
Ph.D., University of Wisconsin

Weldon Jackson, Ph.D.  
Provost and Vice President for Academic Affairs  
B.A., Morehouse College  
Ph.D., Harvard University

Tammi L. Thomas, M.B.A.  
Chief of Staff  
B.S., Alabama State University  
M.B.A., University of Baltimore

Karen Johnson Shaheed, J.D.  
Vice President and General Counsel  
B.A., University of Maryland, Baltimore County  
J.D., University of Maryland School of Law

Karl B. Brockenbrough, Ed.D.  
Vice President for Finance and Administration  
B.A., Norfolk State University  
M.B.A., Pennsylvania State University  
Ed.D., Wilmington College

Richard L. Lucas, Jr., Ph.D.  
Vice President for Institutional Advancement  
Executive Director of Bowie State University  
Foundation  
B.S., Ed.M., Ph.D., State University of New York  
College at Buffalo

Artie Lee Travis, Ed.D.  
Vice President for Student Affairs and Campus  
Life  
B.A., M.A., Western Illinois University  
Ed.D., University of South Carolina

E. Wayne Rose, M.S.  
Vice President for Information Technology  
B.S., Strayer University  
M.S., National Defense University  
M.S., University of Maryland University College

Anton Goff, M.S.  
Director of Athletics  
B.S., M.S., Virginia Commonwealth University

Cassandra Robinson, M.A.  
Director, University Relations and Marketing  
B.A. Southern University and A&M College  
M.A. University of Michigan

## **ACADEMIC OFFICERS**

George Acquah, Ph.D.  
Dean, College of Arts and Sciences  
B.Sc. (Hons), University of Ghana  
M.Sc., University of Ghana  
Ph.D., Michigan State University

Anthony C. Nelson, Ph.D.  
Dean, College of Business  
M.A., Dallas Theological Seminary  
B.S., North Carolina Agricultural and Technical  
State University  
M.B.A., Ph.D., University of Pittsburgh

Jerome Schiele, D.S.W.  
Dean, College of Professional Studies  
B.S., Hampton University  
M.S., D.S.W., Howard University

Traki Taylor-Webb, Ph.D.  
Dean, College of Education  
B.S., Coppin State College  
M.A., Ph.D., University of Illinois, Urbana-  
Champaign

## **ADMINISTRATIVE OFFICERS**

Robert Batten, M.B.A.  
Associate Dean of Students  
B.B.A., M.B.A., Temple University

Thomasina Boardley, B.A.  
Coordinator of Student Conduct/Special  
Assistant to the Vice President  
B.A., University of Maryland Eastern Shore

Jamie R. Hoots, M.P.P.M.

Director, Budget and Finance  
A.A., ICM College of Business  
B.S., Robert Morris University  
M.P.P.M., University of Pittsburgh

Clayton Steen, M.S.  
Assist VP Enrollment Management  
B.S., State University of New York (SUNY)  
M.S., Medaille College

Patricia V. Mitchell, M.A.  
University Registrar  
B.S., University of Maryland University College  
M.A., Trinity University

Marivic Weiss, M.S.  
Associate Vice President, Division of Technology  
B.S., University of Santo Thomas, Philippines  
M.S., Bowie State University

#### **ADMINISTRATIVE STAFF**

Eartha Govan, Lt. Colonel  
Chair, Department of Military Science  
B. S., South Carolina  
M.B. A., Webster University

Yvette Carney Galloway, Ed.D.  
Director, Academic Advisement Center  
B.A., Lincoln University  
M.A., Columbia University  
M.B.A., University of Baltimore  
Ed.D., North Carolina State University

Eva Garin, Ed.D.  
Director, Center for Excellence in Teaching and Learning  
B.A., University of Maryland College Park  
M.A., Pennsylvania State University  
Ed. D., University of Maryland College Park

Doris W. Gillard, M.A.  
Director, Office of Testing Services  
B.A., M.A., Bowie State University  
M.A., The American University

Monika Gross, Ed.D.  
Director, University Honors Program  
B.A., M.A., Virginia Commonwealth University  
Ed.D., The George Washington University

Sheila Hobson, M.P.A.  
Senior Director, Human Resources  
B.S.W., Temple University  
M.P.A., American University

Michael Hughes, Ed.D.  
Coordinator, Disability Support Services  
B.A., Bowie State University  
CAGS, Howard University  
M.A., University of the District of Columbia  
Ed.D., Bowie State University

Jerry L. Isaac, M.A.  
Director of Continuing Education and External Programs  
Director, Montgomery County Programs  
B.A., Hampton University  
M.A., University of Michigan

Steve A. Jost  
Director, Procurement

Joan Langdon, Ph. D.  
Acting Director, Office of Research and Sponsored Programs  
B.A., Hampton University  
M.A., College of William and Mary  
M.S., Old Dominion University  
Ph.D., American University

Joyce Larrick  
Director, Bowie Community Network

Mathias Mbah, Ph.D.  
Assistant Provost, Continuing Education and External Program  
B.A., M.A., M.S., State University of New York at Binghamton  
Ph.D., Howard University

April L. Johnson Ed.S., NCC, DCC  
Director, Career Development Center

Terrayne Pittman B.S.  
Director, Student Accounts  
B.S., Bowie State University

Deborah Stanley, M.A.  
Director, Financial Aid  
B.S., M.A., Bowie State University

Darren Swain, M.A.  
Assistant Vice President, Alumni Relations  
B.S., M.A., Bowie State University

Monica N. Turner, M.A.  
Director, TRIO Program  
B.S., Drexel University  
M.A., University of Maryland College Park

Ernest L. Waiters, M.P.A.  
Chief of Police and Director, Campus Safety  
B.S., Columbia Union College  
M.P.A., Bowie State University

Gladys Watson, M.S.  
Director, Office of Residence Life  
B.A., Bard College  
M.S., State University of New York, College,  
Brockport

Todd Watson, B.S.  
Bowie State Satellite Operations Control Center  
(BSOCC)  
B.S., University of Maryland College Park

Dr. Rita Wutoh, M.D.  
Director, Health and Wellness Center  
B.A., University of Virginia  
M.P.H., Johns Hopkins University - Bloomberg  
School of Public Health  
M.D., University of Maryland at Baltimore

#### **SCHOOL ADMINISTRATIVE OFFICERS**

David E. Anyiwo, Ph.D.  
Chair, Department of Management Information  
Systems  
B.S., M.S., University of Massachusetts  
Ph.D., University of Virginia

Cheryl Blackman, Ph.D.  
Chair, Department of Psychology  
B.S., New York University  
M.S., Ph.D., Howard University

Patricia Pierce Ramsey, Ph.D.  
Chair, Department of Natural Sciences  
B.S., Norfolk State University  
M.S., Howard University  
M.A., Harvard University  
Ph.D., Georgetown University

Samuel A. Duah, M.B.A., CPA  
Chair, Department of Accounting, Finance, and  
Economics  
B.S., University of Maryland College Park  
M.B.A., Atlanta University

David Basena, Ph.D.  
Chair, Department of English and Modern  
Languages  
B.A., P.G.D.E., Makerere University, Uganda  
M.A., Saint Cloud State University  
M.A./T.E.S.L., Ph.D., Northern Arizona  
University

Granville Sawyer, Ph.D.  
Interim Chair, Department of Management,  
Marketing, and Public Administration  
B.S., University of Tennessee  
M.B.A. Carnegie Mellon University  
Ph.D., University of Tennessee

Barbara Jackson, Ph.D.  
Chair, Department of Educational Leadership  
B.S., D.C. Teachers College  
M.A., Antioch College  
Ph.D., Union Institute

Rhonda Jeter-Twilley, Ph.D.  
Chair, Department of Counseling  
B.A., Taylor University  
M.S., University of Maryland, College Park  
Ph.D., University of Pennsylvania

Clarence E. Knight, Jr., Ed.D.  
Chair, Department of Fine and Performing Arts  
B.M.E., M.M.E., Howard University  
Ed.D., George Washington University

M. Sammye Miller, Ph.D.  
Chair, Department of History and Government  
B.A., Delaware State University  
M.A.T., Trinity University  
Ph.D., Catholic University of America

Cosmas Nwokeafor, Ph.D.  
Interim Dean Graduate School  
B.A., M.A., Ph.D., Howard University

D. Elliott Parris, Ph.D. Department Chair and  
Director of the Office of International Programs  
B.A., (Honors) University of London  
M.A., University of California, Los Angeles  
(UCLA)  
Ph.D., University of California, Los Angeles  
(UCLA)

Nelson Petulante, Ph.D.  
Chair, Department of Mathematics  
B.S., McGill University, Canada  
M.S., Concordia University, Canada  
Ph.D., University of Maryland College Park

André P. Stevenson, Ph.D.  
Chair, Department of Social Work  
B.S., South Carolina State University  
M.S.W., University of Pittsburgh  
M.PH., University of Pittsburgh  
Ph.D., University of Pittsburgh

Josephine Wilson, Ph.D.  
Chair, Department of Teaching, Learning, and  
Professional Development  
B.A., M.A., University of the District of Columbia  
Ph.D., University of Maryland College Park

Lethia Jackson, D.Sc.  
Chair, Department of Computer Science  
Associate Professor of Computer Science  
B.S., North Carolina Agricultural and Technical  
State University  
M.S., North Carolina State University  
D. Sc., The George Washington University

## **COLLEGE OF ARTS AND SCIENCES**

**Dean:** George Acquah  
**Department of Communications**  
Chair: Pamela O'Brien

Marie A. Brown, M.S.  
Lecturer  
B.S., North Carolina College of Theology  
B.A., Bowie State University  
M.A., North Carolina College of Theology

Rochelle R. Daniel, M.S.  
Instructor  
B.A., Howard University  
M.S., University of Maryland University College

Dwight Ellis, J.D.  
Lecturer  
B.S., District of Columbia Teacher's College  
J.D., George Mason University School of Law

Karima Haynes, M.A.  
Lecturer  
B.A., Clark Atlantic University  
M.A., Northwestern University

Adrian Krishnasamy, Ph.D.  
Assistant Professor  
B.S., M.A., University of Central Missouri  
Ph.D., Howard University

Kehbuma Langmia, Ph.D.  
Assistant Professor  
B.A., M.A., Yaounde University  
Ph.D., Howard University

Chandra Norman Lipscomb, M.A.  
Lecturer  
B.S., Tennessee State University  
M.A., University of Maryland, College Park

Pamela O'Brien, Ph.D.  
Assistant Professor  
B.A., Southern Methodist University  
M.A., Ph.D., Indiana University

Otis Thomas, Ph.D.  
Associate Professor of Communications  
B.A., M.A., Webster University  
Ph.D., Howard University

Donatus Uzomah, Ph.D.  
Assistant Professor of Communications  
B.A., University of Navarra (Spain)  
M.B.A, Southeastern University  
Ph.D., Howard University

**Department of Computer Science**

Chair: Lethia Jackson

Manjit S. Bhatia, Ph.D., D.Sc. (Emeritus)  
Professor of Computer Science  
B.S., M.S., University of Delhi  
M.S., Johns Hopkins University  
Ph.D., Florida State University  
D.Sc., The George Washington University

Quincy Brown, Ph.D.  
Assistant Professor of Computer Science  
B.S., North Carolina A & T  
M.S., Ph.D., Drexel University

Seonho Choi, Ph.D.  
Professor of Computer Science  
B.S., Seoul National University  
Ph.D., University of Maryland College Park

Hoda El-Sayed, D.Sc.  
Associate Professor of Computer Science  
B.S., American University in Cairo (Egypt)  
M.S., New Mexico State University  
D.Sc., The George Washington University

James Gil de Lamadrid, Ph.D.  
Associate Professor of Computer Science  
B.S., M.S., University of Wisconsin  
Ph.D., University of Minnesota

Joseph Gomes, D.Sc.  
Associate Professor of Computer Science  
B.S., The University of Texas at Austin  
M.A., D.Sc., The George Washington University

Patricia Hughes, M.A.  
Assistant Professor of Computer Science  
B.A., Middlebury College  
M.A., University of Wisconsin

Lethia Jackson, D.Sc.  
Associate Professor of Computer Science

B.S., North Carolina Agricultural and Technical  
State University  
M.S., North Carolina State University  
D. Sc., The George Washington University

Soo-Yeon Ji, Ph.D.  
Assistant Professor of Computer Science  
M.S., National University  
M.S., University of North Carolina  
Ph.D., Virginia Commonwealth University

Darsana Josyula, Ph.D.  
Associate Professor of Computer Science  
B. Tech., Kerala University (India)  
M.S., Ph.D., University of Maryland College Park

Courtney S. Lamar, Ph.D.  
Assistant Professor of Computer Science  
B.S., M.S., Clark Atlanta University  
Ph.D., Florida State University

Joan Langdon, Ph.D.  
Professor of Computer Science  
B.S., Hampton University  
M.A., College of William and Mary  
M.S., Old Dominion University  
Ph.D., The American University

Velma Latson, M.S.  
Lecturer of Computer Science  
B.S., Clarion University of Pennsylvania  
M.S., Hawaii Pacific University

Manohar Mareboyana, Ph.D.  
Professor of Computer Science  
B.E., M.Tech., Osmania University (India)  
Ph.D., Indian Institute of Science

Clarence Ray, M.S.  
Lecturer of Computer Science  
B.S., Franklin Pierce  
M.S., New Hampshire College

Sharad Sharma, Ph.D.  
Associate Professor of Computer Science  
B. Arch., Birla Institute of Technology (India)  
M. S., University of Michigan  
Ph.D, Wayne State University

Sadanand Srivastava, Ph.D.  
Professor of Computer Science  
B.S., University of Agra, India  
M.S., University of Gorakhpur (India)  
M.A., University of Toronto (Canada)  
Ph.D., University of Windsor (Canada)

Daryl Stone, D.Sc.  
Assistant Professor of Computer Science  
B.S., Bowie State University  
M.S., Bowling Green University  
D.Sc., George Washington University

Claude Turner, Ph.D.  
Associate Professor of Computer Science  
B.S., M.S., City College of CUNY  
Ph.D., City University of New York

Jie Yan, Ph.D.  
Associate Professor of Computer Science  
B.S., M.S., Ph.D., Harbin Institute of Technology  
(China)

Bo Yang, Ph.D.  
Associate Professor of Computer Science  
B.S., M. Engr., Shandong University (China)  
Ph.D., Pennsylvania State University

***Department of English and Modern Languages***

Chair: David Basena

David Basena, Ph.D.  
Associate Professor of English  
B.A., P.G.D.E., Makerere University, Uganda  
M.A., Saint Cloud State University  
M.A./T.E.S.L., Ph.D., Northern Arizona  
University

Gerri Bates, Ph.D.  
Assistant Professor of English  
B.A., M.A., Morgan State University  
Ph.D., Indiana University of Pennsylvania

Angela Chamblee, D.A.  
Lecturer of English  
B.A., Virginia Commonwealth University  
M.A., Atlanta University  
D.A., Clark Atlanta University

Hardy M. Cook, Ph.D. (Emertius)  
Professor of English  
B.A., M.A., Ph.D., University of Maryland  
College Park

Brenda DoHarris, Ph.D.  
Professor of English  
B.A., M.A., Ph.D., Howard University  
M.I.A., Columbia University

Julia C. Elam, D.A. (Emeritus)  
Professor of English  
B.A., M.A., Virginia State University  
D.A., Carnegie-Mellon University

Adam Fischer, Ph.D.  
Lecturer of English  
A.B., Antioch College  
M.A., University of Colorado  
Ph.D., University of Massachusetts

Hoke Glover, M.F.A.  
Assistant Professor of English  
B.A., Bowie State University  
M.F.A., University of Maryland College Park

Monika Gross, Ed.D.  
Associate Professor of English  
B.A., M.A., Virginia Commonwealth University  
Ed.D., The George Washington University

Virginia B. Guilford, D.A. (Emeritus)  
Professor of English  
B.S., Lincoln University (Missouri)  
M.A., DePaul University  
D.A., Carnegie-Mellon University

Mary A. Harris, Ph.D.  
Associate Professor of Spanish  
B.A., E. Stroudsburg State University  
(Pennsylvania)  
M.A., University of Wisconsin, Madison  
Ph.D., University of Oklahoma

Vivian Jackson, M.A.  
Lecturer of Reading/English

B.A., Hunter College of City University of New York  
M.A., Columbia University, New York  
M.S. Ed., City University of New York

David J. Kaloustian, Ph.D.  
Associate Professor of English  
B.A., M.A., University of Wisconsin, Milwaukee  
M.Phil., Ph.D., Oxford University

Monifa Love, Ph.D.  
Associate Professor of English  
B.A., Princeton University  
M.A., Ph.D., Florida State University

Tanya McInnis, M.A.  
Lecturer of English  
B.A., Oakwood College  
M.A., Miami University

Kala Richardson, M.A.  
Assistant Professor of Spanish  
B.A., Delaware State University  
M.A., Howard University

Rion Scott, M.A.  
Lecturer of English  
B.A., Howard University  
M.A., George Mason University

Richard Sterling, Ph.D.  
Professor of French  
B.A., American University  
M.A., Catholic University of America  
Ph.D., Howard University

Sidney Walker, Ph.D.  
Assistant Professor of English  
B.A., Ottawa University  
M.A., Ph.D., Howard University

Esther E. Ward-Simmons, Ph.D. (Emeritus)  
Professor of English and Provost  
B.A., Oakwood College  
M.A., Andrews University  
Ph.D., Howard University

C. Jenise Williamson, M.F.A.  
Associate Professor of English

B.A., Oswego State University  
M.F.A., University of Maryland College Park

Nicole Wilson, M.Ed.  
Lecturer of English  
B.S., M.Ed., Alabama Agricultural and Mechanical University

**Department of Fine and Performing Arts**  
Chair: Clarence E. Knight, Jr.

Robert Bartlett, M.A.  
Lecturer in Theater and Technical Director  
B.A., M.A., Bowie State University

Rene Charlow, M.F.A.  
Assistant Professor of Theater  
B.A., University of South Florida  
B.A., Stillman College  
M.F.A., Virginia Commonwealth University

Jennifer Dorsey, M.F.A.  
Assistant Professor of Theater/Dance  
B.F.A., New York University  
M.F.A., University of Maryland College Park

Joan Hillsman, Ph.D.  
Lecturer in Music, and Director, Gospel Choir  
B.Mus.Ed., Howard University  
Ph.D., Union Institute

Marymal Holmes, D.M.A.  
Full Professor of Music and Coordinator of Music  
B.M., North Carolina School of the Arts  
M.M., D.M.A., Catholic University of America

Clarence E. Knight, Jr., Ed.D.  
Professor of Music  
B.Mus.E., M.Mus.E., Howard University  
Ed.D., George Washington University

Clayton Lang, M.F.A.  
Assistant Professor of Fine Arts  
B.F.A., Ohio University  
M.F.A., Howard University

Gina Lewis, M.F.A.

Assistant Professor of Art  
B.A., Norwich University  
M.F.A., Howard University

Gail Medford, Ph.D.  
Professor of Theatre  
B.A., Xavier University  
M.A., University of South Carolina  
Ph.D., University of Maryland College Park

Tewodross Melchishua, M.F.A.  
Assistant Professor of Fine Arts/VCDMA  
B.F.A., Morgan State University  
M.F.A., University of Maryland Baltimore  
County

E. Clark Mester, Jr., M.F.A.  
Associate Professor of Fine Arts  
B.S., Villanova University  
M.A., Morgan State University  
M.F.A., Maryland Institute College of Art

Elliott Moffitt, M.A.  
Assistant Professor of Theatre  
B.A., North Carolina Agricultural and Technical  
State University  
M.A., New York University College of Arts and  
Sciences

Gilbert E. Pryor, Jr., M.A.  
Assistant Professor of Music Tech/Applied  
Trumpet  
B.Mus.Ed., Howard University  
M.A., Bowie State University

Robert Ward, Ph.D.  
Professor of Fine Arts  
B.A., Norfolk State College  
M.F.A., Howard University  
Ph.D., University of Maryland College Park

Latonya Wrenn, M.M.  
Lecturer of Music  
B. M., University of Montevallo  
M.M., Howard University

Adolph Wright, M.Mus.Ed.  
Lecturer of Music and Band Director

B.Mus.Ed., M.Mus.Ed., Howard University  
Ed.D, Bowie State University

***Department of History and Government***  
Chair, M. Sammye Miller

Benjamin Arah, Ph.D.  
Assistant Professor of Government and  
Philosophy  
B.A., M.A., William Patterson College  
M.A.,M.A., Ph.D., Howard University  
M.D.E., University of Maryland University  
College

Robert E. Birt, Ph.D.  
Assistant Professor of Philosophy  
B.A., Morgan State University  
M.A., Ph.D., Vanderbilt University

Tamara L. Brown, Ph.D.  
Assistant Professor of History  
B.A., James Madison University  
M.A., Ph.D., Howard University

Karen Cook-Bell, Ph.D.  
Assistant Professor of History  
B.A., Savannah State University  
M.A., Ph.D., Howard University

Mario Fenyo, Ph.D.  
Professor of History  
B.A., University of Virginia  
M.A., Yale University  
Ph.D., American University

Joseph M. Kum, Ph.D.  
Associate Professor of Government  
B.A., University of Yaounde (Cameroon)  
M.A., Ohio University  
Ph.D., American University  
J.D., University of Maryland, Baltimore

William B. Lewis, Ph.D.  
Professor of Government  
B.A., M.A., M.Div., Ph.D., Howard University

J. Santiago Mauer, Ph.D.  
Lecturer of African American Studies & Spanish  
Civilizations

B.A., Grand Valley State University  
M.A., Ph.D., Howard University

M. Sammye Miller, Ph.D.  
Professor of History  
B.A., Delaware State University  
M.A.T., Trinity University  
Ph.D., Catholic University of America

Frederick Mills, Ph.D.  
Professor of Philosophy  
B.A., State University of New York, Buffalo  
Ph.D., American University

E. Rufus Ozomeyo, Ph.D.  
Assistant Professor of History  
B.A., University of Alaska, Anchorage  
M.A., California State University, Long beach  
Ph.D., Howard University

Ralph L. Parris, Ph.D.  
Professor of Geography  
B.A., Howard University  
M.A., Catholic University of America  
Ph.D., University of Sarasota

David Leon Reed, Ph.D.  
Assistant Professor of History  
B.A., Bowie State University  
M.A., Ph.D., Morgan State University

Diarra O. Robertson, Ph.D.  
Assistant Professor of Government  
B.A., Xavier University Louisiana  
M.A., Clark Atlanta University  
Ph.D., Howard University

George Sochan, Ph.D.  
Assistant Professor of History  
B.A., Wheaton College  
M.A., Ph.D., Loyola University of Chicago

Adrian Taylor, Ph.D.  
Lecturer of Professor of Philosophy and African  
American Studies  
B.A., M.A., Ph.D., Howard University

Gerad Tikasingh, Ph.D.  
Lecturer of African American Studies  
B.A., Alma College  
M.A., University of California (Berkeley)  
Ph.D., University of the West Indies

Andreas I. Woods, Ph.D.  
Assistant Professor of History  
B.S. Morehouse College  
M.A., Ph.D., Brown University

### ***Department of Mathematics***

Chair: Nelson Petulante

Olusola Akinyele, Ph.D.  
Professor of Mathematics  
B.S., Ph.D., University of Ibadan

Karen Benbury, Ph.D.  
Professor of Mathematics  
B.S., University of Chicago  
M.A., Ph.D., University of Massachusetts

Abdusamad Kabir, Ph.D.  
Lecturer of Mathematics  
B.S., University of Maryland Eastern Shore  
M.A., Washington State University  
Ph.D., Polytechnic University, New York

Claudette Burge, M. S.  
Lecturer of Mathematics  
B.S., Langston University  
M.S., Central State University, Oklahoma

Rufus Elemo, Ph.D.  
Lecturer of Mathematics  
B.S., University of Missouri, Rolla  
M.S., Louisiana State University  
Ph.D., University of Texas at Austin

Elena Klimova, Ph.D.  
Lecturer of Mathematics  
B.A., M.A., Moscow State Pedagogical  
University  
Ph.D., Higher Attestation Commission (Russia)

Chaobin Liu, Ph.D.  
Assistant Professor of Mathematics  
B.S., M.S., Qufu Normal University (China)  
Ph.D. Temple University

Mehran Mahdavi, Ph.D.  
Assistant Professor of Mathematics  
B.S., M.S., Ohio University  
Ph.D., University of Texas at Arlington

Malick Mbodj, M.A.  
Lecturer of Mathematics  
B.S., University of Senegal  
M.A., Bowie State University

Nelson Petulante, Ph.D.  
Associate Professor of Mathematics  
B.S., McGill University  
M.S., Concordia University  
Ph.D., University of Maryland College Park

Nancy Shiplett, M.Ed.  
Lecturer of Mathematics  
B.S., Frostburg State University  
M.Ed., Widener University

Roman Sznajder, Ph.D.  
Associate Professor of Mathematics  
M.S., University of Warsaw  
M.S., Ph.D., University of Maryland, Baltimore

***Department of Natural Sciences***

Chair: Patricia Pierce Ramsey  
Alan Anderson, Ph.D.  
Assistant Professor of Chemistry  
B.S., North Carolina A&T  
Ph.D., Howard University  
Post-doc, Harvard University

Eric Bonsu, Ph.D.  
Assistant Professor of Chemistry  
B.S., Prairie View A&M University  
Ph.D., University of Georgia

Bradford Braden, Ph.D.  
Professor of Biology  
B.A., Johns Hopkins University  
Ph.D., Indiana University

Uvetta Dozier, Ph.D.  
Assistant Professor of Biology  
B.S., Ph.D. Howard University

Florence Etop, Ph.D.  
Lecturer in Physics  
B.S., M.S., Alabama A&M University  
Ph.D., Hampton University

Claude G. Ferrer, Ph.D.  
Lecturer in Biology  
B.S., University of Arkansas  
M.S., University of Florida  
Ph.D., Howard University

Mikhail Y. Goloubev, Ph.D.  
Lecturer in Physics  
M.Sc., University of Memphis  
M.Sc., Ph.D., University of Toronto

William Lawrence, Ph.D.  
Professor of Biology  
B.S., University of California-Santa Barbara  
M.S., San Diego University  
Ph.D., University of California, Davis

Ray Moharerrzadeh, Ph.D.  
Associate Professor of Chemistry  
B.S., Concordia University  
Ph.D., Howard University

Neba Ngwa-Suh, M.S.  
Assistant Professor of Biology  
B.S. Clark College  
M.S., Georgia Institute of Technology

Anne Osano, Ph.D.  
Assistant Professor of Biology  
B.S., University of Nairobi, Kenya  
M.S., University of Nairobi, Kenya  
Ph.D., University of Nairobi, Kenya

Patricia Pierce Ramsey, Ph.D.  
Chair, Department of Natural Sciences  
B.S., Norfolk State University  
M.S., Howard University  
A.M., Harvard University  
Ph.D., Georgetown University

Deborah Rayfield, Ph.D.  
Associate Professor of Biology  
B.S., Coppin State University  
Ph.D., Howard University

Zelyn Richberg, M.S.  
Lecturer in Biology  
B.S., Voorhees College  
M.S., Tennessee State University  
M.S., Howard University

Sahlemedhin Sertsu, Ph.D.  
Lecturer in Physical Science  
B.Sc., College of Agriculture, HSIU  
M.Sc., North Carolina State University  
Ph.D., Tropical Institute, Jectus-Liebeig  
University

Steven Sheffield, Ph.D.  
Associate Professor of Biology  
B.A., State University of New York  
M.S., University of Maryland College Park  
Ph.D., Oklahoma State University

George N. Ude, Ph.D.  
Associate Professor of Biology,  
B.S., University of Ife  
M.S., Obafemi Awolowo University  
Ph.D., University of Maryland College Park

Anisha M. Williams-Campbell, Ph.D.  
Assistant Professor of Biology  
B.S., Johnson C. Smith University  
Ph.D., Wayne State University

## **COLLEGE OF EDUCATION**

**Dean:** Traki Taylor-Webb

***Department of Counseling***  
Chair: Rhonda Jeter-Twilley

Cubie A. Bragg, Ph.D.  
Associate Professor of Counseling  
B.A., North Carolina Central University  
M.A., Bowie State University  
Ph.D., Union Institute

Norman Cohen, Ph.D.  
Assistant Professor of Counseling  
B.Sc., City College of New York  
M.A., George Washington University  
M.A., Bowie State University  
Ph.D., Union Institute

Kimberly M. Daniel, Ph.D.  
Assistant Professor of Psychology  
B.A., Howard University  
M.S., Ph.D., Pennsylvania State University

Karina Golden, Ph.D.  
Associate Professor of Counseling  
B.A., Lynchburg College  
M.A., Ph.D., American University

Rosalyn V. Green, Ph.D.  
Assistant Professor of Counseling  
B.S., M.S., Bowie State University  
Ph.D., Union Institute

Audrey Lucas Ph.D.  
Assistant Professor of Counseling  
B.A., University of the District of Columbia  
M.A., Bowie State University  
Ph.D., Howard University

Frank Norton, Ph.D.  
Associate Professor of Counseling  
B.A., University of Massachusetts  
M.A., Ph.D., University of Denver

Rhonda Jeter-Twilley, Ph.D.  
Associate Professor of Counseling  
B.S., Taylor University  
M.S., University of Maryland College Park  
Ph.D., University of Pennsylvania

Jake Johnson, Ed.D.  
Associate Professor of Counseling  
B.A., M.S., University of Albany  
Ed. D., George Washington University

Audrey Lucas, Ph.D.  
Assistant Professor of Counseling  
B.A., University of the District of Columbia  
M.A., Bowie State University  
Ph.D., Howard University

Frank Norton, Ph.D.  
Associate Professor of Counseling  
B.A., University of Massachusetts  
M.A., Ph.D., University of Denver

Henry J. Raymond, Ed.D.  
Full Professor of Counseling  
B.S., Lincoln University (Missouri)  
M.Ed., Bowie State University  
Ed.D., George Washington University

Jennifer West, Ph.D.  
Assistant Professor  
B.A., Howard University  
M.S., Towson University  
Ph.D., University of Michigan

Otis Williams, III, Ph.D.  
Assistant Professor  
B.A., Bowie State University  
M.S., Johns Hopkins University  
Ph.D., Howard University

***Department of Teaching, Learning, and Professional Development***

Chair: Josephine Wilson

Marion Amory, Ed.D.  
Assistant Professor of Education  
B.A., Fisk University  
M.Ed., Duke University  
Ed.D., Boston University

Marshina Baker, M.S.  
Lecturer of Health Education  
B.S., Saint Augustine's College  
M.S., North Carolina Central University

Joy Banks, Ph.D.  
Associate Professor of Education  
B.S., Eastern Michigan University  
M.A.T. University of Michigan  
Ph.D. University of Connecticut

Constance Brooks, Ed.D.  
Associate Professor of Education  
B.S., District of Columbia Teacher's College  
M.A., Howard University  
Ed. D., George Washington University

Thelon B. Byrd, Ph.D.  
Professor of Special Education  
B.A., Lincoln University  
Ph.D., University of Michigan

Barrie S. Ciliberti, Ph.D.  
Associate Professor of Education  
B.A., Ursinus College  
M.A., Georgetown University  
Ph.D., Catholic University of America

Bruce W. Crim, Ph.D.  
Associate Professor of Education  
B.S., University of Tampa  
M.A., University of South Florida  
Ph.D., University of Maryland College Park

Julius Davis, Ed. D.  
Assistant Professor of Education  
B.S. Lincoln University  
M. Ed. Edinboro University  
Ed. D. Morgan State University

William Drakeford, Ph. D.  
Assistant Professor of Education  
B. A. Fairmont State College  
M. Ed. Frostburg University  
Ph. D. University of Maryland College Park

Eva Garin, Ed. D.  
Associate Professor of Education  
B.A., University of Maryland College Park  
M.A., Pennsylvania State University  
Ed. D., University of Maryland College Park

Rochelle Matthews-Somerville, Ph.D.  
Assistant Professor of Education  
B.A., Bowie State University  
M.S., University of Kansas  
Ph.D., University of Nebraska at Lincoln

John M. Organ, Jr., Ed.D.  
Professor of Education  
B.S., Virginia State University  
M.Ed., Lynchburg College  
Ed.D., George Washington University

Barbara Smith, M.Ed.  
Assistant Professor of Education  
B.S., M.Ed., Bowie State University  
Ed.S., George Washington University

Clarence M. Stewart, Jr. Ed.D.

Associate Professor of Education  
B.A., M.S., North Carolina Central University  
Ed.D., American University

Lucille B. Strain, Ph.D.  
Professor of Education  
B.A., Benedict College  
M.Ed., Ph.D., Ohio State University

Felicia Valdez, Ed.D.  
Assistant Professor of Education  
B.A., M.A., Antioch University  
Ed.D., George Washington University

Gwendolyn Williams, Ed.D.  
Assistant Professor of Education  
B.A., Hampton University  
M.A., University of the District of Columbia  
Ed.D., University of Maryland College Park

Carol Williams-West, M.Ed.  
Assistant Professor of Education  
B.S., Ohio State University  
M.Ed., Bowie State University

Josephine Wilson, Ph.D.  
Associate Professor of Education  
B.A., M.A., University of the District of Columbia  
Ph.D., University of Maryland College Park

***Department of Educational Studies and Leadership***

Chair: J. Winona Taylor

Paul Hester, Ph.D.  
Professor of Education  
B.A., M.S., Pittsburg State University Kansas  
Ph.D., University of Connecticut Storrs

Barbara Jackson, Ph.D.  
Assistant Professor of Education  
B.S., D.C. Teachers College  
M.A., Antioch College  
Ph.D., Union Institute

Sylvia Lee, Ph.D.  
Associate Professor of Education  
B.A., Taiwan Normal University

M.L.S., University of Pittsburgh  
M.Ed., Ph.D., University of Maryland College Park

Christopher Sny, Ph.D.  
Associate Professor of Education  
B.S., Drake University  
M.Ed., Northern Illinois University  
Ph.D., University of Wisconsin, Milwaukee

J. Winona Taylor, Ed.D.  
Assistant Professor of Education  
B.S., M.S., Ed.D., Morgan State University

Eleanor White, Ed.D.  
Assistant Professor of Education  
B.S., District of Columbia Teachers College  
M.B.P.A., Southeastern University  
Ed.D., Nova Southeastern University

**COLLEGE OF PROFESSIONAL STUDIES**

**Dean:** Jerome Schiele

***Department of Behavioral Sciences and Human Services***

Chair: D. Elliott Parris

Charles B. Adams, Ph.D.  
Assistant Professor of Sociology/Criminal Justice  
B.S. Georgia Southern University  
M.S. Armstrong Atlantic University  
Ph.D. Howard University

Kim Brittingham Barnett, Ph.D., LPC  
Assistant Professor of CAAS  
B.A. Lincoln University  
M.ED. Howard University  
Ph.D. University of Toledo

Dorothy Fardan, Ph.D.  
Assistant Professor of Sociology  
B.A., Ursuline College  
M.A., Ph.D., University of Kentucky

Judith Fitzgerald, J.D.  
Lecturer of Sociology/Criminal Justice  
B.A., Lincoln University  
J.D., Boston College

Marsha Jackson, Ed.D.  
Associate Professor of Human Resource  
Development  
B.A., University of Maryland College Park  
M.A., Bowie State University  
Ed.D., Virginia Polytechnic Institute and State  
University

Annie Ruth Leslie, Ph.D.  
Associate Professor of Sociology  
B.S., Grambling University  
M.A., Ph.D., Northwestern University, Illinois

Barbara Lynch-Freeman, M.A.  
Lecturer of Sociology  
B.A., M.A., University of Maryland College Park

Kinuthia Macharia, Ph.D.  
Associate Professor of Sociology  
B.A. (Honors) University of Nairobi  
M.A. University of California, Berkeley  
Ph.D. University of California, Berkeley  
Charla A. McKinzie, Ph.D.  
Assistant Professor of Sociology  
B.A. Wesleyan University  
M.S.Ed., M.A., Ph.D. Fordham University

D. Elliott Parris, Ph.D.  
Associate Professor of Sociology  
B.A. Hon., University of London  
M.A., Ph.D., University of California Los Angeles

Pertrina Shatteen, Ph.D.  
Lecturer of Human Resource Development  
B.S., Bowie State University  
M.S.A., Central Michigan University  
Ph.D., Walden University

Freddie T. Vaughns, Ph.D.  
Assistant Professor of CAAS  
B.A., St. Augustine's College  
M.A., Montclair State University  
M.S.W., Ph.D., Howard University

William Welch, Sr., Ed.D.  
Assistant Professor of Human Resource  
Development  
M.A., University of the District of Columbia  
Ed.D., The George Washington University

### **Department of Nursing**

Chair: Doris Clark

Doris Clark, Ph.D., RN  
Assistant Professor of Nursing  
B.S.N., Bowie State University  
M.S.N., University of Phoenix  
Ph.D., Capella University

Debra Coppedge, M.S.N./ED., RN  
Instructor/Nursing Lab Coordinator  
B.S.N., George Mason University  
M.S.N., University of Phoenix

Rhonda Gall, M.S.N., RN, CRNP  
Lecturer of Nursing  
B.S.N., Howard University  
M.S.N., University of Maryland Baltimore  
County

Vida Jackson, M.S.N., RN  
Lecturer of Nursing  
B.S.N. Hampton University  
M.S.N., Catholic University

Bonita E. Jenkins, Ed.D., RN, CNE  
Assistant Professor of Nursing  
B.S., Bowie State University  
M.S., University of Maryland, Baltimore County  
Ed D., Teachers College, Columbia University

Verna LaFleur, M.S.N., RN  
Instructor of Nursing  
B.S.N., University of Maryland, Baltimore  
County  
M.S.N., University of Phoenix  
Ph.D., Walden University

Elizabeth Miller, DNP, RN, CCM  
Assistant Professor of Nursing  
B.S.N. Bloomfield College  
M.S.N. St. Peter's College  
DNP, George Washington University

Cordeilia Obizoba, M.S., RN  
Lecturer of Nursing  
B.S., M.S., University of Maryland Baltimore

Jacqueline Payne, Ph.D., RN, A.P.R.N., BC

Assistant Professor of Nursing  
B.S.N., Downstate Medical Center, College of  
Nursing, SUNY  
M.S., University of Maryland Baltimore County  
Ph.D., Catholic University of America

Sabita Persaud, Ph.D., RN  
Assistant Professor of Nursing  
B.S.N., M.S., University of Maryland, Baltimore  
County  
Ph.D., Walden University

Keith Plowden, Ph.D., CRNP-PMH  
Associate Professor of Nursing  
B.S.N., Pace University  
M.S., Central Michigan University  
M.S.N., La Salle University  
Post Master, University of Maryland Baltimore  
Ph.D., Walden University

Elaine Ridgeway, M.S.N., CRNP  
Assistant Professor of Nursing  
B.S., University of the District of Columbia  
M.S.N., Catholic University  
Post Masters FNP, Emory University  
DNP, University of Maryland Baltimore

Darlene Silver, M.S.N., RN, IBCLC  
Lecturer of Nursing  
B.S.N., University of Texas  
M.S.N., University of Phoenix

Sharon M. Wilks, M.P.A., RN  
Instructor  
B.S.N., SUNY Health Science Center  
M.B.A., New York University

### ***Department of Psychology***

Chair: Cheryl Blackman, Ph.D.

Cheryl Blackman, Ph.D.  
Associate Professor of Psychology  
B.S., New York University  
M.S., Ph.D., Howard University

Cornelia Brooks, M.S.  
Lecturer of Psychology  
B.S., Bowie State University  
M.S., University of Wisconsin, Madison

John Bryant, Ph.D.  
Assistant Professor of Psychology  
B.S., Norfolk State University  
M.S., Ph.D., Howard University

Christine Harrell, Ph.D.  
Lecturer of Psychology  
B.A., Morgan State University  
M.Ed., Ph.D., Howard University

Erica Hernandez, Ph.D.  
Assistant Professor of Psychology  
B.A., Rice University  
M.A., Ph.D., University of Southern Mississippi

Katrina S. Kardiasmenos, Ph.D.  
Assistant Professor of Psychology  
B.S., M.S., Saint Joseph's University  
Ph.D., The Catholic University of America

Ometha Lewis-Jack, Ph.D.  
Assistant Professor of Psychology  
B.S., Howard University  
M.S., Ph.D. Howard University

Ayanna Lynch, Ph.D.  
Assistant Professor of Psychology  
B.S., Howard University  
M.S., Ph.D. Howard University

Patricia Westerman, Ph.D.  
Professor of Psychology  
B.A., University of Maryland, College Park  
M.A., Ph.D., The Catholic University of America

### ***Department of Social Work***

Chair: André P. Stevenson, Ph.D.

Carl Algood, Ph.D.  
Associate Professor of Social Work  
B.A., Winston Salem State University  
M.S.W., New York University  
Ph.D., Howard University

Kesslyn Brade Stennis, Ph.D.  
Assistant Professor of Social Work  
B.S., Oakwood College  
M.S.W., Ohio State University

Ph.D., Howard University

Phyllis E. Gillians, MSW, ABD  
Assistant Professor of Social Work  
B.S., St. Augustine College  
M.S.W., Fordham University  
Ed.D., Fordham University

Makeba T. Green, Ph.D.  
Assistant Professor of Social Work  
B.S., Bowie State University  
M.S.W., Howard University  
Ph.D., Clark Atlanta University

Emory Perkins, D.S.W.  
Assistant Professor of Social Work  
Ph.D., Howard University

Velva R. Taylor Spriggs, M.S.W.  
Lecturer of Social Work  
B.A., Morgan State College  
M.S.W., University of Pennsylvania  
L.I.S.W., University of the District of Columbia

André P. Stevenson, Ph.D.  
Associate Professor of Social Work  
B.S., South Carolina State University  
M.S.W., M.P.H., University of Pittsburgh  
Ph.D. University of Pittsburgh

## **COLLEGE OF BUSINESS**

**Dean:** Anthony Nelson

### **Department of Accounting, Finance, and Economics**

Chair: Samuel A. Duah, M.B.A., CPA

LaTanya Brown, Ph.D.  
Assistant Professor of Economics  
B.A., M.A., Ph.D., Howard University

William G. Davidson, III, M.B.A., J.D., CPA  
Associate Professor of Accounting and Taxation  
B.S., U.S. Naval Academy  
M.B.A., Wharton School, University of Pennsylvania  
J.D., Suffolk University Law School

Samuel A. Duah, M.B.A., CPA  
Assistant Professor of Accounting

B.S., University of Maryland College Park  
M.B.A., Atlanta University

Fiseha Eshete, M.S.  
Assistant Professor of Economics  
B.A., Haile Selassie University  
M.S., University of Massachusetts  
M.S., Southern Connecticut State University

Joseph Lanciano, M.P.A., CPA  
Assistant Professor of Accounting  
B.A., Bloomsburg State College  
M.P.A., Pennsylvania State University

Symon M. Manyara, M.S.A., CPA, CCA  
Lecturer of Accounting  
B.B.A., Howard University  
M.S.A., Southeastern University

Bernard G. McNeal, M.S.M., CPA  
Lecturer of Accounting  
B.S., Morgan State College  
M.S.M., Purdue University

Granville M. Sawyer Jr., Ph.D.  
Professor of Finance  
B.S., University of Tennessee  
M.B.A., Carnegie Mellon University  
Ph.D., University of Tennessee

Sunando Sengupta, Ph.D.  
Assistant Professor of Finance  
B.S., Calcutta University, India  
M.A, Jawaharlal Nehru University, India  
M.S., Ph.D., Arizona State University

Regina Tawah, Ph.D.  
Assistant Professor of Economics  
B.S., University of Nigeria, Nsukka  
M.S., University of Ibadan (Nigeria)  
Ph.D., Free University (Germany)

### ***Department of Management Information Systems***

Chair: David E. Anyiwo

David E. Anyiwo, Ph.D.  
Associate Professor of Management Information Systems  
B.S., M.S., University of Massachusetts

Ph.D., University of Virginia

Bin Mai, Ph.D.

Assistant Professor of Management  
Information Systems  
B.S. University of International Business &  
Economics (China)  
M.S. Texas Technological University  
Ph.D. University of Texas at Dallas

Lola Staples, M.S.

Lecturer of Management Information  
Systems  
B.S., American University  
M.S. Bowie State University

Elmer Yorkman, M.S.

Lecturer of Management Information  
Systems  
B.S., University of Maryland College Park  
M.S., George Washington University

Azene Zenebe, Ph.D.

Associate Professor of Management  
Information Systems  
B.S., Addis Ababa University, Ethiopia  
M.S., Ph.D., University of Maryland, Baltimore  
County

***Department of Management, Marketing, and  
Public Administration***

Chair: Granville Sawyer

Fahil Alsaaty, Ph.D.

Professor of Management  
B.S., Baghdad University  
M.B.A., Ph.D., New York University

Jennifer Bailey, Ph.D.

Assistant Professor of Marketing  
B.A., Inter American University (Puerto Rico)  
MBA, University of Baltimore  
M.B.A., Ph.D., Ohio State University

Ella Carter, Ph.D.

Lecturer of Marketing  
B.A., Averett University  
M.B.A., University of St. Thomas  
Ph.D., University of North Carolina, Greenboro

James Lashley, M.B.A.

Lecturer of Management, Marketing, and Public  
Administration  
B.S., Howard University  
M.B.A., Morgan State University

Richard Lowery, M.B.A.

Assistant Professor of Management and Small  
Business  
B.S., Boston University  
M.B.A., Harvard University

Aly Mansour, Ed.D.

Lecturer of Management, Marketing, and Public  
Administration  
B.S., American University in Cairo Egypt  
M.S., Ed.D., George Washington University

Jean Gillard Wicks, M.Ed.

Assistant Professor of Management  
B.S., North Carolina Agricultural and Technical  
State University  
M.Ed., Bowie State University

## UNDERGRADUATE ADMISSIONS

### ADMISSION PHILOSOPHY

Admission to Bowie State University is granted to qualified applicants who will benefit from the University's academic and social experiences. The University is especially well-equipped to support students who see value in our academic offerings and opportunities.

### BASIS OF SELECTION

New students are eligible for admission at the beginning of FALL and SPRING terms. Applications are reviewed on a rolling basis. Admissions decisions are determined by your academic performance, standardized college exams, recommendations of appropriate school officials, and other evidence deemed indicative of the your ability to successfully complete a collegiate course of study. Bowie State University does not discriminate against any student on basis of age, race, creed, religion, handicap, gender, nationality, ethnic origin or any other unrelated characteristics.

### APPLYING FOR ADMISSION

#### Application for Admission

- You must submit the application for admission via the web.
- Use the URL below for detailed instructions for creating your personal account, completing and submitting the application for admission.

<https://www.applyweb.com/apply/bowie/>

#### Priority Application Deadlines

- FALL      February 15
- SPRING    November 1

#### Application Fee

- \$40.00    The application fee is nonrefundable.

### HIGH SCHOOL APPLICANTS

#### High School Transcript

- Admission consideration is given to applicants who have earned the standard high school diploma from an accredited high school
- Request an official copy of your high school transcript showing at least six semesters of work, or at least through the completion of your junior year.
- Transcripts are considered official when received directly from the issuing institution in a sealed envelope with the school's seal and/or official signature.
- Six-semester transcripts can be used to evaluate your admissibility. Your enrollment for the application term is based upon review on your final eight-semester transcript with graduation date.

**High School Curriculum** – Admission consideration is given to applicants who have completed a minimum of the following:

- English** 4 years or units
- Mathematics** 3 years or units, Algebra I, Applied Math I & II, Geometry & Algebra II
- Social Science** 3 years or units
- Natural Science** 3 years or units
- Foreign Language or Advanced Technology** 2 years or units

**SAT I and ACT Scores**

- Applicants applying for admission directly from high school are required to submit SAT or ACT scores.
- Scores submitted directly to Bowie State from the testing agency are preferred.
- The test score requirement is waived for applicants who graduated high school three or more years before the proposed enrollment date
- Bowie State University SAT code: 5401
- Bowie State University ACT code: 1712

**Preferred Admission – Academic Requirements**

Minimum GPA	SAT (critical reading + math)	ACT
3.00	800-849	17
2.60	850-899	18
2.00	900	19

**Conditional Admission**

**Who is Eligible for Conditional Admission**

- Applicants who have earned at least the academic credentials listed in the chart below are considered for conditional admission.

Minimum GPA	SAT (critical reading + math)	ACT
2.00	850-870	18

**Applicants Offered Conditional Admission are Subject to These Terms:**

- Work closely with an academic mentor assigned by the Academic Advisement Center
- Successfully complete any necessary developmental coursework in English, reading or mathematics with a grade of “C” or higher by the end of the third semester of matriculation
- *If full-time* - Earn a minimum of 24 semester hours with a minimum 2.00 GPA by the end of the first year of enrollment.
- *If part-time* – Earn a minimum 2.00 GPA upon earning 24 semester hours.
- Failure to meet these terms will result in dismissal from the University. Conditionally admitted students who are academically dismissed from the University may only apply for readmission with an earned Associate’s Degree.

**Application Fee Waivers**

- Bowie State will honor economic hardship fee waiver requests if both of these criterion are met
  1. Applicant submits all required application documents with the fee waiver form/request, and
  2. Applicant submits fee waiver form/request by the priority application deadline for the application term.
- Bowie State University participates in the College Board Fee Waiver Program.

**Placement Assessment and Exam**

All entering freshmen are required to complete an initial academic assessment in English, mathematics and reading. The University offers courses and other academic enrichment programs to strengthen areas deemed necessary by the assessment. Based upon the results of your individual assessment, certain academic enrichment work may be required.

**Admission Prior to High School Graduation**

Admission decisions rendered and issued prior to high school graduation are subject to re-evaluation upon the receipt of the final high school transcript with graduation date. Your admission decision is contingent upon your successful completion of the high school curriculum in a manner that qualifies you for admission to the University according to the academic standards indicated.

**CONCURRENT ENROLLMENT**

**Who is Eligible for Concurrent Enrollment?**

High school juniors and seniors who seek to take undergraduate courses, but do not intend to begin work towards a degree at this time are eligible for concurrent enrollment

**Applicants for Concurrent Enrollment Must Provide the Following:**

- Completed Concurrent Enrollment Application and Continuing Education Application for admission
- \$17.00 non-refundable application fee
- Unofficial high school transcript

- Recommendation from high school guidance counselor
- Principal's approval to participate in concurrent enrollment

#### **Program Guidelines**

- Concurrent enrollment admission consideration is given to applicants who have earned at least a 2.50 cumulative GPA at the time of application
- Concurrently enrolled students may enroll in a maximum of six (6) credit hours per semester, depending upon academic background and current high school course load
- Payment of the standard fee per credit hour is required each semester.
- Concurrent enrollment participants who choose to enroll at Bowie State as degree candidates must apply for standard admission and provide the required official application materials.

### **TRANSFER APPLICANTS**

#### **Who is Eligible to Transfer**

- Transfer admission is considered for applicants at all class levels.
- No minimum credit hours or units are required.
- Transfer consideration is given for all academic terms.

**Official Transcripts** - Transcripts are considered official when received directly from the issuing institution in a sealed envelope with the school's seal and/or official signature.

- University Transcripts**
  - Official academic transcripts are required from all colleges and/or universities you have attended, regardless of grade point average or number of hours completed.
- High School Transcripts**
  - You must submit an official high school transcript if you have earned less than 24 transferrable hours.

#### **SAT or ACT**

You must submit SAT or ACT scores if (1) you have earned less than 24 transferrable hours and (2) you completed high school less than three years before your intended enrollment date

#### **Minimum Requirements**

- College GPA** Applicants earning at least a 2.00 cumulative GPA in all college coursework are considered for regular admission
- Academic Standing** Good academic standing and/or eligibility to return to previous institution for full-time study is required for admission consideration
- High School GPA** If a high school transcript is required to complete your admission file, you must have earned at least a 2.00 cumulative GPA

- SAT or ACT** Applicants who are required to submit test scores must meet the minimum score requirements for preferred admission

#### **SAT and ACT Scores**

- Bowie State University SAT code: 5401
- Bowie State University ACT code: 1712

#### **Evaluation of Transfer Credits**

- An official transcript is required for formal credit evaluation. At the discretion of University personnel, unofficial transcripts may be used for advising or counseling.
- We make every effort to match your transferable courses to our General Education and academic discipline coursework.
- In most cases, coursework from regionally accredited institutions for which you've earned at least a "C" or better is transferable, if comparable coursework is offered at Bowie State. The University reserves the right to deny transfer credit for coursework completed at institutions prior to enrollment at Bowie State, but not listed on the application for admission.
- Review transfer evaluations carefully. Questions and/or concerns regarding evaluation of transfer credit should be resolved within 21 days of completed initial evaluation.
- The University reserves the right to revoke offers of admission for transfer applicants who do not maintain the minimum 2.00 cumulative GPA through the most recent semester of attendance at last school attended.

#### **Placement Assessment and Exam**

- Exemption from the standard placement assessment is granted to applicants who transfer the equivalent of three hours in both college-level mathematics and English.

### **GED RECIPIENTS**

#### **Official GED Transcript and Score Report**

- Request an official copy of your GED transcript and score report.
- Transcripts are considered official when received directly from the issuing institution in a sealed envelope with the school's seal and/or official signature.

#### **Minimum Requirements**

- Individual Score** **450** standard score
- Total Score** **2250** combined score of the five subject areas
- ACT** Optional
- SAT** Optional

### **HOME SCHOOLED APPLICANTS**

Bowie State welcomes applications from nationally and/or regionally recognized home-school programs.

#### **Official Transcript of Academic Work**

- Official transcripts with traditional letter or numerical grades or narrative assessment of academic progress are required
- Some applicants may also be required to submit curriculum vitae describing course content, instructional materials and an evaluation of student work.

#### **SAT I and ACT Scores**

- Applicants applying for admission directly from high school are required to submit SAT or ACT scores.
- Scores submitted directly to Bowie State from the testing agency are preferred.
- The test score requirement is waived for applicants who graduated high school three or more years before the proposed enrollment date
- Bowie State University SAT code: 5401
- Bowie State University ACT code: 1712

#### **MATURE ADULT POLICY**

- Applicants who have not attended high school or college for a period of at least three (3) consecutive years may be considered for admission without penalty for previous academic record.
- Applicants are required to submit official academic transcripts
- Applicants who have not yet attended a college or university must provide proof of standard high school diploma or its equivalent.

#### **APPEALING THE ADMISSION DECISION**

- Requests for admission decision appeals must be made in writing and addressed to the Director of Admissions.
- Appeals are reviewed by a committee.
- Final decisions are communicated in writing within 14 business days

#### **RE-ADMIT STUDENTS**

##### **Priority Application Deadlines**

- FALL      February 1
- SPRING    November 1

##### **Application Fee**

- There is no application fee for readmission.

##### **Application for Readmission**

- Please do not complete the standard application for admission. Please visit [bowiestate.edu](http://bowiestate.edu) and click the Undergraduate Admissions tab to complete the Application for Readmission.

##### **Review of Applications**

- Readmission applications are reviewed and evaluated by several University units before decisions are rendered.
- Applicant files are reviewed for issues related to, but not limited to
  - satisfactory academic progress;
  - academic standing;
  - student judiciary concerns; and
  - satisfactory financial status.
- Official transcripts are required from any college or university attended since last enrolled at Bowie State.

## **RESIDENCY POLICY**

### **VIII-2.70 POLICY ON STUDENT CLASSIFICATION FOR ADMISSION AND TUITION PURPOSES**

(Approved by the Board of Regents August 28, 1990; Amended July 10, 1998; Amended November 27, 2000; Amended April 11, 2003; Amended June 23, 2006; Amended February 15, 2008; Amended September 18, 2009)

#### **I. POLICY**

##### **A. Purpose**

To extend the benefits of its system of higher education while encouraging the economical use of the State's resources,<sup>1</sup> 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 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.

## II. REQUIREMENTS

Before a request for classification to in-state status will be considered, a student must comply with all of the following requirements for a period of at least twelve (12) consecutive months immediately prior to and including the last date available to register for courses in the semester/term for which the student seeks in-state tuition status. The student must demonstrate he or she:

- A. Owns or possesses, and has continuously occupied, including during weekends, breaks and vacations, living quarters in Maryland. The student must provide evidence of a genuine deed or lease and documentation of rent payments made. In lieu of a deed or lease, a notarized affidavit from a landlord showing the address, name of the student as occupant, term of residence, and history of rent payments made will be considered. As an alternative, a student may demonstrate that he or she shares living quarters in Maryland which are owned or rented and occupied by a parent, legal guardian or spouse.
- B. Has substantially all of his or her personal property, such as household effects, furniture and pets in Maryland.
- C. Has paid Maryland income tax on all taxable income including all taxable income earned outside the State and has filed a Maryland tax return.
- D. Has registered all owned or leased motor vehicles in Maryland.
- E. Possesses a valid Maryland driver's license, if licensed.
- F. Is registered to vote in Maryland, if registered to vote.
- G. Receives no public assistance from a state other than the State of Maryland or from a city, county or municipal agency other than one in Maryland.
- H. Has a legal ability under Federal and Maryland law to live permanently without interruption in Maryland.
- I. Has rebutted the presumption that he or she is in Maryland primarily to attend an educational institution, if the student's circumstances have raised the presumption.

## INTERNATIONAL APPLICANTS

### Priority Application Deadlines

- FALL      February 1
- SPRING    November 1

### Application Fee – all fees must be in US currency

- A non-refundable \$40.00 fee is required to process your application.

### Non-Degree Status

- International students on F-1 Visas are not eligible for admission as non-degree students.

### Academic Credentials and Official Transcripts

- Send official and/or notarized academic credentials and/or official transcripts directly to Bowie State University.
- If your official academic credentials require translation and/or evaluation, send the evaluation directly to Bowie State University. Educational Credential Evaluators, Inc.

([www.ece.org](http://www.ece.org)) or World Education Services ([www.wes.org](http://www.wes.org)) are among our trusted evaluation partners.

- Transfer applicants must submit official transcripts from each college or university attended. Failure to provide information from all previously attended institutions may result in the immediate cancellation of your application for admission.

#### **High School and/or Secondary School**

- Applicants must be graduates of a secondary school and submit a first or second division General Certification of Education (or its equivalent for those applying from the British Commonwealth).
- Basic courses in Algebra, English, Geometry, History, Natural Sciences and other academic subjects should have been taken in secondary school. The applicant should have achieved a thorough knowledge of the English language.
- All school records must be certified by school officials and sent with your application.

#### **Minimum Requirements**

- GPA:** Candidates who have earned at least a 2.00 cumulative grade point average are considered for regular admission.

#### **SAT and ACT**

- Bowie State University SAT code: 5401
- Bowie State University ACT code: 1712

**TOEFL** – May be required if native language or language of instruction is something other than English. Minimum scores for the three versions of the exam are:

- Paper Test**            **500** or higher
- Computer Test**      **173** or higher
- Internet Test**        **73** or higher
- TOEFL scores will be waived for applicants who are:
  - Graduates of high schools within the United States, or
  - Students whose native language or language of instruction is English, or
  - Students transferring to Bowie State University after at least one year at another English language college or university
- Information on the TOEFL exam may be obtained by writing to:  
Education Testing Service • Box 899 • Princeton, NJ 08540 • USA

#### **Financial Statement**

- Applicants must provide a notarized financial statement from the financial sponsor showing that the applicant has enough support for study in the United States.
- The Affidavit of Support cannot be used in lieu of a bank statement
- Bank statements must be dated within the last six months
- The Financial Guarantee must have the signature of an authorized bank representative or agent of a recognized sponsoring organization
- All supporting documents have the official seal of a Notary
- The following are acceptable sources and required documentation of funds:
  - a. Personal – current letter from applicant verifying the amount of applicant's funds in US dollars and the date the bank account opened. The letter must be on official bank letterhead and addressed to Bowie State University

- b. Parent, Spouse or Sponsor in the United States – (1) notarized Affidavit of Support and (2) letter from parent's, spouse's, or sponsor's bank and the date the account opened.
- c. Parent, Spouse or Sponsor Outside the United States – (1) notarized letter from the individual(s) in English indicating the relationship and the amount of money that will be made available in US dollars and (2) a letter from parent's, spouse's or sponsor's bank indicating the current balance and the date the account opened.
- d. Government, Employer or International Organization – an official letter from the sponsor addressed to Bowie State University and signed by an authorized representative of the agency or organization. The letter must indicate the amount of the award in US dollars and must detail the terms of the award.

#### **Admission for International Students**

- Admission decisions are based upon acceptable academic credentials and clearance by the International Student Advisor.
- Applicants, who are currently in the US, must contact the International Student Advisor for a clearance interview at (301) 860-3830.
- Applicants who are outside the US must report to the International Student Advisor upon arrival in the US before registering for classes.
- The University reserves the right to require official documentation of any claim.

#### **Issuing the I-20**

- I-20 forms are issued once all required documents are received and admission is granted to the applicant.
- The I-20, an official acceptance letter and other necessary documents are included in the acceptance materials.
- The I-20 is not released to a third party. It is issued only to the applicant or mailed directly to the permanent home address listed on the application for admission.
- Prior to enrollment, you must present an original copy of the I-20 to the Designated School Official (DSO) showing Embassy authorization to enroll as a student with an F-1 Visa and the I-94 card.

#### **SEVIS I-901 Fee**

- Once the I-20 is has been issued, you are responsible for paying the \$100 fee (U.S. currency) directly to the Department of Homeland Security
- The I-901 fee must be paid prior to your scheduled Embassy appointment. Failure to pay this fee may result denial of F-1 status.

#### **DEFERRED ADMISSION**

If you defer your admission for one semester, and if funds are available, you may also defer your admission scholarship for that period. If admission is deferred for more than one academic term, you must meet the applicable scholarship requirements for the deferred entry term.

## **FINANCIAL REGULATIONS AND EXPENSES**

### **Financial Requirements for Registration**

All students who register for classes incur a financial obligation to the Bowie State University. Students are responsible for all charges incurred at the University. Failure to attend classes does not constitute withdrawal from the Institution or a class. Students must formally withdraw from the University or a class through the Registrar's Office. Any adjustment in charges will follow the policy presented in the *Schedule of Classes* ([www.bowiestate.edu](http://www.bowiestate.edu)).

Returning students will not be permitted to register for a subsequent semester until all financial obligations, including current semester fees, parking violations, library fines, and any other outstanding charges, have been paid. Account balances must be cleared before students will be allowed to participate in future registrations and graduation or to receive transcripts or diplomas.

Cancellation of a student's registration may occur if the bill is not paid in full or if approved arrangements have not been made to cover the outstanding balance. Bill due dates and class cancellation dates are published on the University Website ([www.bowiestate.edu](http://www.bowiestate.edu).)

Failure to receive a billing statement does not relieve the student of the payment obligation.

### **Payment Policy**

Acceptable payment methods are cash, check, money order, cashier's check, certified check, MasterCard, Visa, American Express, and Discover Card. Payment may be made at the Student Accounts Office, by credit card on-line through Bulldog Connection, or by check or credit card through the Interactive Voice Response System.

Students who register before the billing date will receive a bill via e-mail and must make payment or approved payment arrangements prior to the bill due date or their enrollment may be canceled.

Students who register after the billing date may review their bill on-line via Bulldog Connection and must pay their bill or make approved payment arrangements prior to the due date of the bill or enrollment may be cancelled.

Students who register for the 2<sup>nd</sup> 8 week session are expected to make payment or approved payment arrangements at the time of registration.

Approved payment arrangements authorized by Board of Regents policy are:

1. Students who are approved for a Guaranteed Student Loan.
2. Third Party Billings (sponsor pays all or part of the students' charges).
3. Students who are enrolled in a University approved installment payment program.

*If the sponsor does not pay the University within 60 days of the billing date, the student will then be responsible for full payment of the balance due and will not be permitted to register for a subsequent semester until all financial obligations have been paid.*

*Account balance must be cleared before students will be allowed to participate in future registrations, graduation or to receive transcripts.*

*The student is responsible for any portion of tuition and fees not covered by the third party agency.*

*The University does not participate in employer reimbursement plans where the student is reimbursed tuition expenses from his/her employer.*

4. Financial aid awarded by the institution that has not been completely processed.

Students who register during late registration will incur a \$50.00 late registration fee. During late registration, payment for semester charges is due and payable at the time of registration.

#### **Returned Checks**

In the event that a check rendered as payment is returned by the bank unpaid for any reason, the privilege of using a personal check as payment to the University will be immediately revoked. A fee of \$30.00 will be assessed for any returned check.

If the University determines that a student's check is invalid, his/her courses are removed for the PeopleSoft Registration system and he/she must officially withdraw from the University. If the student fails to withdraw, he/she remains liable to the University for all incurred charges.

#### **Errors in Billings**

The University retroactively adjusts accounts and bills if accounting errors or charge omissions are identified.

#### **Referral to Collection Agency**

The University will make every effort to collect all outstanding balances pursuant to State of Maryland regulations. Delinquent accounts are reviewed and considered for submission to the State Central Collections Unit (SCCU). As an agency of the State of Maryland, the University is required by state law to refer delinquent accounts to the State Central Collections Unit. At the time of referral, a collection charge of 17% is added to the balance of the account, plus any additional attorney and/or court costs. In addition, SCCU is authorized by state law to intercept an individual's state income tax refund or other payment made through the State to apply toward an outstanding debt. The SCCU also reports delinquent accounts to credit bureaus.

### **FALL SCHEDULE OF CHARGES Go to**

<http://www.bowiestate.edu/files/resources/finalfall-2013-tuition-and-fees.pdf>

## **SUMMARY OF TUITION AND FEES**

The University charges tuition and a variety of semester and annual fees, including mandatory, laboratory, examination, room and board, and parking. For a complete list fees, see the **Schedule of Charges** on Bulldog Connection (<http://bulldogconnect.bowiestate.edu/>).

### **Acceptance Fee**

When accepted, a student must pay an acceptance fee, which will be credited to the student's account and applied to subsequent charges. The acceptance fee is nonrefundable and will be held to the student's credit for a period of one year. If the student does not enroll at Bowie State University during that year, the acceptance fee will revert to the University.

### **Activity Fee**

An activity fee is assessed annually for full-time undergraduate students. The amount is reduced for part-time students. These funds are used by student organizations for class dues, student publications, dramatics, social events, assembly programs, and other student projects.

### **Athletic Fee**

An athletic fee is assessed annually for full-time undergraduate students. The amount is reduced for part-time students. These funds are used by the Athletic Department to help support the athletic programs of the University.

### **Cooperative Education Fee**

A cooperative education fee is charged per work assignment for each participating student for counseling services, for personal visits from the Coordinator of the Cooperative Education Program while on the job, for mailing all student co-op publications, and for being considered a full-time registered student while working.

### **Developmental Education Course Fee**

A developmental education course fee is charged to all students enrolled in a developmental mathematics, English, or reading course. This fee is assessed for each developmental course.

### **Diagnostic Assessment Fee**

A diagnostic assessment fee is charged to first- and second-year students, including transfer students. This fee will support costs associated with providing assessment tests and related prescriptive support plans for freshman and sophomore students.

### **English Proficiency Fee**

A fee is assessed for the **English Proficiency Examination**, a graduation requirement which must be satisfied by all students receiving a bachelor's degree from the University.

### **Graduation Fee**

A graduation fee is assessed undergraduate and graduate as a one-time expenditure to students once they apply for graduation. This fee covers the processing of transcripts and related documents provided to external bodies at the request of the student. This fee offsets the cost of commencement.

**Health Services Fee**

The University offers comprehensive insurance for all full-time students to cover medical expenses resulting from an accident or illness. Each full-time student entering the University is required to register for the **Student Health Insurance Plan** each year. The insurance cost, which includes medical expenses, hospital costs, laboratory tests, and x-rays, is included on each student's **Statement of Fees**. Contact the Office of Student Affairs for details.

**ID (BowieCard)**

An annual fee is charged to cover the cost of improving and maintaining the system. If a card is lost or stolen, a replacement fee will be charged.

**Late Registration Fee**

A late registration fee is charged to any student who completes registration during the late registration period as designated in the University Calendar. Complete registration includes the payment of fees at the Student Accounts Office and the depositing of the required forms with the Registrar.

**Property Damage Fee**

Students will be held wholly liable for willful damage to University property.

**Residence Hall Security Fee**

A \$100.00 security deposit per resident student, payable upon a student's initial registration, is charged. If damage to or loss of property is caused by the occupants of a specific room, those occupants will be billed for the damage or loss. If responsibility for the damage or loss cannot be determined, the cost of repairs or replacement will be billed to all occupants of the buildings on a pro-rata basis. At the end of each year, non-returning students, upon request, will be refunded the deposit.

**Residence Hall Living Costs**

Students who live on campus after the first day of classes are required to pay the entire room and board fee. If a student must leave the University because of extenuating circumstances, he/she is required to complete a **Contract Cancellation Form** for review by the Central Residence Life Office. If it is approved, the student will be charged for room and prorated for board charges. Approved cancellation requests submitted by the last day of Fall semester classes for release from Spring semester charges will not be charged a severance fee. If the request is denied, charges will be assessed for the entire room.

**Adjustments for board fees are provided for residents who student-teach or are away from campus for more than fifteen (15) days to participate in University-approved activities. To secure the adjustment, a written request for approval must be submitted to the Vice President for Student Affairs. No adjustments or refunds will be provided for meal plans after mid-term or the eighth week of classes, whichever comes first.**

**Student Teaching Fee**

Each student engaged in student teaching as part of the instructional program is charged a fee to pay the supervising teachers at the participating schools.

**Technology Fee**

The purpose of this fee is to meet the growing technological needs of the students.

**Textbooks**

Textbooks are required of all students. All required texts may be purchased through the University Bookstore. Each student should have available approximately \$600.00 per semester to purchase textbooks.

**University Centre Operating Fee**

A University Centre operating fee is assessed annually for full-time undergraduate students. The amount is reduced for part-time students. These funds are used to help maintain the operations of the J. Alexander Wiseman University Centre.

**University Construction Fee**

A University construction fee is assessed annually for full-time undergraduate students. The amount is reduced for part-time students. These fees are used to fund the debt service on University auxiliary construction projects.

**Vehicle Registration Fee**

Parking permits are required of all enrolled students, faculty, staff, and visitors who park motor vehicles on the campus. The parking permits are valid for a full academic year from September 1 through August 31. The permit charges are published in the **Schedule of Charges** ([bulldogconnect.bowiestate.edu/](http://bulldogconnect.bowiestate.edu/)).

Payment for parking permits is made at the Student Accounts Office in the Henry Administration Building. The receipt for reserved parking permits must be presented to the Office of Campus Safety in the McKeldin Gymnasium. The receipt for all other parking permits may be presented to the Office of Campus Safety in Robinson Hall or the McKeldin Gymnasium.

## **FINANCIAL AID**

### **LOCATION**

**Henry Administration Bldg, Suite, 1100**

**Phone: 301-860-3540**

**Fax: 301-860-3549**

**[www.bowiestate.edu](http://www.bowiestate.edu)**

The Office of Financial Aid offers financial assistance to students in the form of scholarships, grants, loans, and student employment. These programs are funded by the U.S. Department of Education, the State of Maryland, the District of Columbia, Individual State Agencies and Bowie State University. Grants and loans are both need based and non need based programs; scholarships use merit, special talents and academic achievements as the criteria for awarding funds. Students who need assistance with college costs should apply for financial aid. Aid programs help with the difference in the cost of education and the contribution of the student and or parent.

Upon completion of the Free Application for Federal Student Aid (FAFSA), The U.S. Department of Education calculates the student's expected family contribution (EFC). The EFC is determined from a formula that considers factors such as income, assets, family size and number of family members in college.

Need is determined using the following formula:

$$\frac{\text{Cost of Attendance (COA)}}{\text{-Expected Family Contribution (EFC)}} \\ \text{Financial Need}$$

The cost of education includes costs such as tuition and fees, room and board, which are considered direct cost, other components including transportation, books and personal expenses are indirect cost.

### **Deadlines and Application Procedures**

Students interested in applying for financial assistance, must complete the FAFSA form, this is an annual process which is available to students after January 1 and can be complete at the U.S. Department of Education's website: [www.fafsa.gov](http://www.fafsa.gov).

Students and parents must also apply for a Personal Identification Number (PIN) at [www.pin.gov](http://www.pin.gov). The PIN is an electronic access code that serves as your personal identifier; it allows you to sign binding documents electronically, access documents and correct your FAFSA on line.

Students should complete the FAFSA each year by March 1. March 1 is the priority deadline for federal and institutional funding. It is also the deadline for Maryland Higher Education Programs. Students must list Bowie State (002062) as a recipient of information processed by the central processor for the Department of Education.

Applications are processed on a rolling basis with March 1<sup>st</sup> being a priority for all completed applications. Students who submit their documentation resulting in a completed application by

June 1 are guaranteed a financial aid offer prior to the start of the semester. Students who apply late will be considered for campus based financial aid upon availability of funding.

It is highly recommended that students follow the steps listed below to ensure maximum funding in a timely manner:

- Complete the FAFSA as soon as possible after January 1
- Complete the admissions process early
- Submit all requested documentation when requested

### Important Deadlines

January 1	The Free Application for Federal Student Aid becomes available ( <a href="http://www.fafsa.gov">www.fafsa.gov</a> )
March 1	The priority date for full consideration of all aid for Bowie State University
March 1	Maryland residents must complete the FAFSA to be considered for state grants offered by MHEC
April 15- Subject to change please check with Office of Financial Aid	Students interested in applying for BSU Institutional Scholarships must complete the BSU Institutional Scholarship Application.
June 1	All documents must be received to ensure an official financial aid offer prior to start of the FALL semester
June 29	District of Columbia residents must apply for DC app. <a href="http://www.seo.dc.gov">www.seo.dc.gov</a>
December 1	Final deadline to submit documents for FALL only student
December 1	All documents must be received to ensure an official financial aid offer prior to start of the SPRING semester

### Eligibility Requirements

Students must meet the following general requirements for determining eligibility for federal and institutional aid:

- demonstrate financial need
- be a U.S. citizen or eligible non-citizen
- have a high school diploma or GED
- have a valid Social Security number
- maintain Satisfactory Academic Progress
- be enrolled or accepted as a degree-seeking student
- be registered with the Selective Service (if required)
- certification that you are not in default on a federal loan or do not owe money on a federal student grant

## **Verification**

The U.S. Department of Education selects random applications for verification. If selected, students must provide an IRS Tax Return Transcript, verification worksheets and other requested supporting information. The Office of Financial Aid may also request additional documents if information submitted is inconsistent.

Financial need will be recalculated based on submitted verification documents and corrections will be transmitted electronically to the U.S. Department of Education to update the Student Aid Report (SAR). Differences between information reported on the FAFSA and verification documents may result in adjustments to financial aid.

The Office of Financial Aid encourages students to respond promptly and completely to any request for additional information. Verification documentation must be submitted by the last date of attendance. Failure to respond to the request for verification documents will result in the cancellation of financial aid award(s).

## **Changes in Aid**

Federal Title IV regulations will not permit a student to receive aid totaling more than the cost of attendance. Bowie State University may revise or cancel federal or institutional aid whenever the university becomes aware of information that changes a student's eligibility for aid, including changes in the student's Cost of Attendance (COA) or Expected Family Contribution (EFC). Other examples of circumstances that can result in revision or cancellation of existing aid includes the following:

- receiving additional aid at any time not already considered as a part of the student's aid package
- changes in residency (for example, from on-campus to off-campus)
- change from out-of-state to in-state tuition
- changes to EFC resulting from verification
- changes to enrollment level (for example, from full-time to part-time)
- withdrawal from the university

## **Transferring of Financial Aid**

Not all financial Aid is transferrable. Most aid will not transfer from one institution to another. Some state grants may transfer, upon notification to the awarding agencies. Students who have already processed a FAFSA to attend another school must request that the U.S. Department of Education send a copy of the FAFSA results to Bowie State University by indicating the school code (0020262) on the FAFSA form. Students who have accepted state aid, must contact the state agency to ensure funds will be sent to BSU.

## **Institutional Grants**

### **Bowie State University Grant Program**

Bowie State University Institutional Grants (Mission and Diversity) are awarded to undergraduate students on the basis of financial need and/or first generation college students and need. These

grants offer monetary awards based on the available funding. Students who wish to be considered for the BSU Institutional Need-Based grants should complete and submit the FAFSA by March 1. Students must demonstrate need by completing the Free Application for Federal Student Aid (FAFSA) form.

Students must be Pell eligible and March 1 is the priority deadline, however processing of applications continue after the March 1, late applicants consideration will be based on available funding.

## **FEDERAL STUDENT AID PROGRAMS**

### **Federal Pell Grant**

The Federal Pell Grant Program provides grants to undergraduate students who exhibit financial need and meet other eligibility requirements. The Federal Pell Grant is gift aid and does not have to be repaid. It is considered to be the foundation of financial aid to which other aid may be added. Pell Grants are awarded based on enrollment status. Award limits vary based on Congressional budgeting each year.

### **Federal Supplemental Educational Opportunity Grant (FSEOG)**

The Federal Supplemental Educational Opportunity Grant (FSEOG) Program is intended to supplement the Federal Pell Grant and provide additional assistance to the neediest undergraduate students. The average award ranges from \$200 to \$4,000 per year.

### **TEACH Grant**

The TEACH Grant Program provides up to \$4,000 per year (\$16,000 total for an undergraduate program) to full-time students who plan to teach full time in high-need subject areas at schools serving students from low-income families. Students who attend less than full-time may receive reduced grant amounts.

The general eligibility requirements for receiving a TEACH Grant include the following:

- U.S. citizenship or eligible non-citizen status
- Completion of a FAFSA, although demonstrated financial need is not required
- Cumulative GPA of at least 3.25 throughout the student's academic program, or a score above the 75th percentile on a national standardized college admissions test
- Undergraduate in first undergraduate degree program of study
- Acceptance into an eligible degree program, majoring in education and pursuing a certification in a high need subject area, or majoring in a high need subject area with the intent of also completing teacher certification
- Completion of an Agreement to Serve and counseling each year

TEACH Grant recipients must agree to teach for at least four full years within eight years of finishing their teacher preparation program. They must teach in elementary or secondary schools that have been identified by the U.S. Department of Education as serving pupils from low-income families. These schools are listed in the U.S. Department of Education's Annual Directory of Designated Low-Income Schools for Teacher Cancellation Benefits. [www.tcli.ed.gov](http://www.tcli.ed.gov)

TEACH Grant recipients must also teach in high need subject areas, including bilingual education

and English language acquisition, foreign language, mathematics, reading, science or special education. There may be additional teacher shortage areas identified at the time a student begins teaching. These teacher subject shortage areas (not geographic areas) are listed in the U.S. Department of Education's Annual Teacher Shortage Area Nationwide Listing. [www.ed.gov/about/offices/list/ope/pol/tsa.doc](http://www.ed.gov/about/offices/list/ope/pol/tsa.doc)

Annually, TEACH Grant recipients must sign a service agreement to acknowledge that failure to complete the teaching obligation will mean repaying the grant as a Federal Direct Unsubsidized Loan, with interest accruing from the date that the grant funds were disbursed.

Additional information can be found at: [www.bowiestate.edu/admissions-financial-aid/financial-aid/types-of-financial-aid/grants/teach-grant/](http://www.bowiestate.edu/admissions-financial-aid/financial-aid/types-of-financial-aid/grants/teach-grant/)

### **Federal Work-Study Program (FWS)**

This need-based Federal Title IV program allows undergraduate degree candidates to work and earn money for educational expenses. The university pays aid from this program through paychecks every two weeks. The eligibility does not offset direct university charges such as tuition and fees. FWS awards depend on available funding and financial need.

### **Federal Perkins Loan Program**

The Federal Perkins Loan is a need-based, low-interest loan available to exceptionally needy undergraduate and graduate students. The loan has a 5% interest rate and is interest-free until nine (9) months after graduation or separation from Bowie State University. The Loan is made with Bowie State University with a share contributed by the federal government, and the Loan must be repaid to Bowie State University. The average award ranges from \$1,500 to \$4,000 per year.

All Perkins loan borrowers must attend an entrance interview prior to receiving their loans. Perkins Loan recipients must schedule an entrance interview with the Perkins Loan Coordinator located in the Controller's Office.

### **William D. Ford Federal Direct Loan Program**

Bowie State University participates in the William D. Ford Federal Direct Loan Program (usually referred to as the Direct Loan Program). Bowie State University's status as a direct lending institution precludes the University from processing any loans from private banks or other lending institutions. The U.S. Department of Education is the lender and will pay the student through the school. The application requirements for these loans are the same as for other federal grant and loan programs. Borrowers must carry at least 6 units per semester.

Students are usually offered two types of loans, a **subsidized** depending on the amount of need and or an **unsubsidized** loan.

Depending on the amount of need, an aid offer may include an interest-subsidized loan or an unsubsidized loan. Some students receive both subsidized and unsubsidized loans. With a subsidized loan students are not charged interest until the repayment period begins at the end of the six month grace period. The grace period begins when the borrower graduates, drops below

the required 6 credits for enrollment or withdraws from the University. With an unsubsidized loan interest accrues during enrollment, throughout the grace period and during repayment.

**Dependent Direct Loan Annual Limits**

Grade Level	Earned Units	Annual Loan Limits	Additional Unsubsidized Loan	Total Unsubsidized Loan Eligibility
Freshman	0-29	\$3500	\$2000	\$5500
Sophomore	30-59	\$4500	\$2000	\$6500
Junior	60-89	\$5500	\$2000	\$7500
Senior	90+	\$5500	\$2000	\$7500

Independent students may receive a higher amount of unsubsidized loan. Independent freshmen and sophomores may be eligible for up to \$4000 in additional loan funds; juniors and seniors \$5,000. (please refer to the FAFSA form for criteria for independency)

The interest rate for Direct Loans made after July 1, 2013 is fixed at 6.8% In addition to annual loan limits, the Federal Direct Loan program also has aggregate limits.

New student borrowers to BSU must complete an electronic Master Promissory note (MPN) and an on-line entrance counseling session before receiving any disbursement of loan proceeds to the student's university account. Students must have a PIN assigned by the U.S. Department of Education prior to signing their note electronically over the web. Additional information on the MPN, PIN and entrance interview can be found at [www.studentloans.gov](http://www.studentloans.gov).

**Please note: For all new borrowers who receive a loan on or after July 1, 2013 a 150% limitation is in effect. This means a student who is eligible for a subsidized loan will reach their subsidized limit at 150% of a program's length of study. Once a student has reached their 150% limitation, their interest subsidy Loan limit will end on all outstanding loans that were disbursed after July 1, 2013, and interest will begin to accrue. Students are therefore encouraged to complete undergraduate study on a timely basis.**

**Direct Loan Aggregate Loan Limits**

	Combined Based Limit for Subsidized and Unsubsidized	Additional Limit for Unsubsidized Loans	Total Limit for Unsubsidized Loans (minus subsidized amounts)

	Loans		
Dependent Undergraduate	\$23,000	\$8000	\$31,000
Independent Undergraduate	\$23,000	\$34,500	\$57,500

### Direct PLUS Loan

The Direct PLUS Loan Program enables parents of dependent students an opportunity to borrow up to the cost of education minus all other aid received. Applicants do not have to demonstrate need; however, dependent students are encouraged to use their full eligibility for a direct subsidized or unsubsidized loan before being considered for a PLUS Loan. The U.S. Department of Education approves a loan from this federal program only after an evaluation of the parent borrower’s credit history. If a parent is denied a PLUS Loan, the student may be eligible to receive additional unsubsidized funds.

Interest begins to accrue at the time of disbursement. The interest rate for new PLUS loans is a 7.90 percent. The parent borrower has the option of to begin repayment either 60 days after the loan is fully disbursed or six months after the dependent student on whose behalf the parent borrowed ceases to be enrolled for at least a 6 units. A new PLUS borrower must complete an electronic Master Promissory note (MPN) before receiving any disbursement of loan proceeds to the student’s university account. Parent(s) must have a PIN assigned by the U.S. Department of Education prior to signing their note electronically over the web. Additional information on the MPN and the PIN can be found at [www.studentloans.gov](http://www.studentloans.gov) .

Prior to graduating or leaving college all loan borrowers are required to complete an exit counseling session on-line at [www.studentloans.gov](http://www.studentloans.gov). This on-line exit counseling session provides borrowers information on their rights and responsibilities.

### Maryland State Scholarship Programs

The State of Maryland offers scholarship and grant programs based on a student’s financial need, talents, and gifts, or career choice. March 1 is the mailing deadline for the FAFSA to be considered for Maryland State scholarships and grants.

Applicants must be residents of Maryland, must be accepted for admission or enrolled in a regular undergraduate program at an eligible Maryland institution, or accepted for admission or enrolled in a 2-year terminal certificate program in which the course work is acceptable for transfer credit for an accredited baccalaureate program at an eligible Maryland institution, and must be enrolled as either a full-time (12 or more credits per semesters) or part-time (6-11 CREDITS per semester) undergraduate student.

Some state scholarships require special applications and have different deadlines. For more information about state scholarships, students can call the Maryland State Office of Student Financial Assistance at 410-260-4565, or visit [www.mhec.state.md.us](http://www.mhec.state.md.us)

## **Bowie State University Institutional Scholarship**

Students who wish to apply for BSU Institutional Scholarships should complete and submit the Bowie State Institutional Scholarship Application by April 15. Applicants should have at least a 2.5 cumulative grade point average. Notifications of awards are sent directly to students prior to the start of the FALL semester. SPRING awards are made if funds are available. For additional information, please visit [www.bowiestate.edu/financialaid](http://www.bowiestate.edu/financialaid).

## **Bowie State University Academic Scholarships**

The University offers academic scholarships based on ACT, SAT and high school GPA scores. Additional Information can be found at [www./bowiestate.edu/admissions](http://www./bowiestate.edu/admissions) or by contacting the Admissions Office at (301) 860-3415.

## **DISTRICT OF COLUMBIA FINANCIAL AID PROGRAMS**

The District of Columbia State Education Office (SEO) will award up to \$10,000 to qualified students to attend eligible public universities and colleges nationwide through the DC OneApp. The DC OneApp is the only method which a college-bound District resident may apply for funding from the District's three college financial aid grants: **DCTAG**, **DCLEAP**, and **DCAS** – using one application. The DC OneApp is located on-line at [www.seo.dc.gov](http://www.seo.dc.gov).

## **FINANCIAL AID POLICIES**

### **Satisfactory Academic Progress (SAP)**

#### **A. PURPOSE:**

To satisfy federal requirements which are mandated by the Department of Education and to ensure requirements that the University developed with the intent to apply a consistent and reasonable standard of academic progress.

#### **B. POLICY:**

It is the policy of the Bowie State University to develop standards of Satisfactory Academic Progress (SAP) in accordance with federal regulations and requirements. The University's Satisfactory Academic Progress Policy (SAP) consist of reviewing several components, a quantitative (number of credits completed), and qualitative (grade point average), maximum time frames, all of which are measured on an annual basis at the end of the academic year (SPRING term).

Financial Aid applicants must comply with the Satisfactory Academic Progress (SAP) Policy as a condition of continued eligibility. Please note that the Financial Aid SAP requirements differ from the University academic satisfactory academic progress policy. Financial aid programs which are affected by the SAP policy include: Federal Pell, Federal Supplemental Educational Opportunity Grant (FSEOG), Federal Perkins Program, Federal Work Study, William D. Ford Federal Direct Loan programs ( Subsidized, Unsubsidized, PLUS), University Grants (Mission and Diversity) and State Grants/scholarships and all other programs which require the monitoring of academic progress.

### **C. PROCEDURE:**

For financial aid purposes, a student is considered to be in good standards if the following criteria are met:

- Undergraduate students must maintain accumulative grade point average of 2.00 and pass at least 67% percent of the cumulative hours.

#### **Maximum Time Frame**

Students must complete their educational program within a time frame no longer than 150% of the published length of the educational program, as measured by transfer and attempted credits. (For example, a student could have up to 180 credits or 12 full-time semesters to complete a 120 credit undergraduate program).

#### **Treatment of Grades, Course Work and Transfer Credits**

1. Remedial (developmental) classes are defined as university coursework below the 100 course level. Students will receive a letter grade for these courses; however they will not be counted in the grade point calculation but are counted in the completion ratio. Financial aid eligibility for remedial courses is limited to a maximum of 24 credit hours.
2. Attempted credits include grades of A, B, C, D, F, I, NG, P, PS, T, W, AU, CR, S, U
3. Students may repeat courses in order to improve a grade. However, credits for repeated courses will count as additional credits attempted for financial aid purposes.
4. Transfer credits will be counted as attempted and completed credits for the completion ratio calculation and count towards the maximum time frame allowed.

To calculate the percentage of credits completed total all attempted credits and total all attempted credits. divide the number of completed credits by the number of attempted credits.  
Total Completed Credits/Total Attempted Credits= Percentage Completed

#### **Failure to Meet Minimum SAP Requirements**

Students who fail to maintain a cumulative grade point average of 2.0 and or fail to maintain the minimum completion rate will be placed in a "Not Meet" status for the following semester of enrollment and no financial aid will be awarded and or disbursed during subsequent semesters until the student has regained eligibility or reinstatement has occurred due to an appeal being granted.

Students who do not earn their degree within the maximum timeframe will also be placed in "Not Meet" status. No aid will be awarded and or disbursed during subsequent semester unless the student has made appeal and the appeal has been granted.

#### **Reinstatement of Financial Aid**

Reinstatement of financial aid after being placed in a "Not Meet" status is achieved in the one of the following ways:

1. Student submits a written letter of appeal with supporting documentation and the Financial Aid Appeals committee grants the appeal. The student is placed on financial aid probation for the next semester of enrollment. At the end of the probation semester, SAP will be reevaluated. The student must meet all SAP requirements at the end of that semester or they will be placed in a Not Meet status and they must reestablish eligibility as described in item 2.

2. The student pays for all obligations, (tuition and fees), without financial aid assistance and reestablish eligibility by meeting the SAP requirements

### **Appeals**

Students wishing to appeal the Not Meet status must submit a written appeal with supporting documentation that led to not meeting the SAP requirements. This appeal must include a plan for meeting SAP at the end of the next enrollment period. Circumstances may include death of an immediate family member, unexpected injury or illness of the student or other mitigating circumstances with supporting documentation.

2. Appeals must be submitted by the deadline date.
3. Student will be limited to two appeals during their undergraduate career.
4. Appeals submitted without supporting documentation will not be reviewed.
5. The Financial Aid Appeals committee will review the appeal request and respond in writing to the student regarding the decision. The Financial Aid Appeals committee reserves the right to request a financial aid academic plan requiring the student to meet certain standards in the upcoming semester that would lead to the reestablishment of eligibility and upon his or her agreement if any terms of the plan are not met the student shall be placed in a Not Meet status for the next enrollment period.

Example of a financial aid academic plan – student must maintain fulltime status during period of probation- the student drops below fulltime during the probation period. Student has not satisfied terms of plan – student will then be placed in a Not Meet status for the upcoming semester.

**All Decisions of the Financial Aid Committee are Final**

## **STUDENT CODE OF CONDUCT**

Students are expected to conduct themselves in a manner which is consistent with the Core Values (Excellence, Civility, Integrity, Diversity, and Accountability), purpose, goals, and objectives of Bowie State University. In particular, all students have the privilege to learn, subject only to their own initiative and ability, uninhibited by the behavior of others. The University reserves the right to deny admission to any applicant, to discontinue the enrollment of any student, or to withhold the degree of any student if, in the opinion of University authorities, a student's behavior is in continuous or serious violation of the Student Code of Conduct established by the faculty, students, and administration and published in the Student Handbook. Academic honesty, as defined in the Student Handbook, is required of all students.

### **The Bowie State University Man and Woman**

#### **Standards and Expectations**

University administrators, faculty, and staff are individually and collectively committed to assisting each student in his/her personal development and providing the quality education necessary to achieve his/her goals. The University also takes seriously its obligation to nurture and to assist each student in developing his/her personal character. However, it is incumbent upon each student to assume personal responsibility for his/her conduct and behavior. Bowie State University presumes, therefore, that the student:

#### **Seeks to Develop Self Academically, Physically, and Spiritually**

Possesses an unquenchable thirst for knowledge and is responsive to new ideas and different dimensions of thought. The student does not abuse or violate his/her physical and spiritual well-being and has a strong sense of positive self-esteem.

#### **Values Life**

Accepts, respects, and celebrates racial, gender, and cultural diversity as a natural part of our social fabric. He/she behaves and interacts with others with dignity and respect, refusing to violate or abuse the rights of others, and is willing to assist those in need or in distress.

#### **Has Integrity**

Has a value system and code of ethics that foster positive personal growth and development. The student is true to his/her personal convictions and is unwilling to compromise personal values and standards of behavior.

#### **Is Dependable**

Follows through on self-assigned tasks as well as those to which he/she has been assigned and is timely in carrying out those assignments.

#### **Sets High Personal Standards**

Is goal and solution-oriented, refuses to accept mediocrity, and continues to seek excellence in whatever he/she undertakes.

#### **Has Effective Communication Skills**

Strives to develop and master effective verbal and writing skills. He/she clearly understands that poor communication skills can have a deleterious impact on his/her professional growth and development.

#### **Is Aware of His/Her History**

Recognizes the richness of his/her legacy and understands the need to learn from and apply the

lessons of one's cultural, racial, and personal history. He/she is aware of past and present contributions his/her ancestors have made to the nation and the global community as well.

#### **Knows and Abides By the Rules of Social Decorum**

Clearly understands that verbal abuse, rowdiness, fighting, impoliteness, and other forms of social misconduct are unwarranted and unacceptable social behavior.

#### **Understands Appropriate Dress**

Recognizes the need to dress appropriately for the situation, event, or environment and that the manner of dress will frequently reflect how he/she is received, socially and professionally.

#### **Has Pride in Bowie State University**

Behaves in a manner which will reflect self-respect and respect for the University. He/she will defend the integrity of the University and will work to enhance its reputation. He/she knows the lyrics to the *BSU Alma Mater*.

#### **Office of Judicial Affairs**

Judicial Officer: Thomasina Boardley

The Judicial Affairs Officer (JAO) administers and enforces the Student Code of Conduct. The JAO is primarily responsible for the overall coordination of all disciplinary proceedings on campus and the recommendation of educational sanctions offered to students for infractions of the University's policies and procedures. The JAO conducts student hearings; ensures standards of due process; and consults with faculty, staff, and students regarding student conduct issues.

#### **Student Clubs, Organizations, Fraternities, Sororities, and Honor Societies**

##### *African Student Association*

This club promotes global understanding and cultural appreciation of African nations and their peoples.

##### *Alpha Chi Honor Society*

The Maryland Alpha Chapter of Alpha Chi National Honor Society was chartered at Bowie State University on June 3, 1975. Alpha Chi is a campus-wide society that promotes fellowship throughout its member organizations. Membership requires that a candidate be at least a junior, rank in the top 10% of his/her class, and be outstanding with respect to services to the University.

##### *Alpha Kappa Alpha Sorority, Inc.*

Alpha Kappa Alpha Sorority, founded on January 16, 1908, at Howard University, was organized to "cultivate and encourage high scholastic and ethical standards, improve the social stature of the Negro, promote unity and friendship among college women, and keep alive within the alumnae, an interest in college life...." The Eta Chapter at Bowie State University was established on January 18, 1969.

##### *Alpha Kappa Mu Honor Society*

The purpose of Alpha Kappa Mu is to promote high scholarship, encourage sincere and zealous endeavors in all fields of knowledge and service, cultivate a high order of personal living, and develop an appreciation for scholarly work and scholarly endeavors in others. No more than 10% of the total number of students graduating in a given year may be eligible for membership, and the

cumulative grade-point average shall not be lower than 3.3. Eligible members receive an invitation and inductions occur during the SPRING semester.

*Alpha Nu Omega Fraternity, Inc.*

This fraternity offers the campus a Greek-lettered organization whose purpose, symbols and codes of conduct are based on Christian principles found in the Holy Bible.

*Alpha Nu Omega Sorority, Inc.*

This sorority offers the campus a Greek-lettered organization whose purpose, symbols and codes of conduct are based on Christian principles found in scripture to minister to the spirit, soul, and body of the whole person as well as to promote excellence.

*Alpha Phi Alpha Fraternity, Inc.*

Alpha Phi Alpha Fraternity, Inc., founded at Cornell University on December 4, 1906, is the first predominantly African American collegiate fraternity started in the United States. It strives to promote scholarship, manly deeds, and love for all mankind. The Eta Zeta Chapter at Bowie State University was established in November 1970.

*Alpha Psi Omega*

*National honorary theatre society.*

*Apostolic Campus Ministry*

*Soul thirsty?* Campus Ministry exists to provide an environment where any and all Bowie State University students may have the opportunity to fellowship, worship, and study the Bible in small groups. Members also have the opportunity to participate in regular prayer meetings as well as to meet and fellowship with other students.

*Artist Guild*

The Artist Guild is a creative arts organization for students studying Art and VCDMA, but is open to all other students who are interested in promoting the visual arts. One of the guild's purposes is to raise and maintain a high standard of quality of visual art, design, and visual communication, networking with art and design professionals, and to produce awareness in visual arts on campus, with other institutions and HBCU's, and throughout the community. Membership in the Artist Guild is mandatory for all Art/ VCDMA students.

*Bio-Med Club*

This club serves as a medium by which information on careers in the biological sciences and the medical field is shared. Workshops, meetings, and guest speakers are hosted by the Bio-Med Club.

*Bowie State University Cheerleaders*

Bowie State University cheerleaders provide spirit and support to the BSU family. The cheerleading squad is busy throughout the academic year cheering during football and basketball seasons and participating in other campus events.

*Bowie State University Soccer Club*

This club provides the campus with educational and competitive opportunities in intramural and intercollegiate soccer.

#### *CAAS Club*

Established in 1999, the Child and Adolescent Studies Club encourage community service activities that involve children, adolescents, and families who are in need. The Club membership is primarily composed of CAAS and Human Services majors, but all students are invited. Projects are service-oriented

#### *Campus Ministries*

Campus Ministries is a non-denominational group open to all students for the purpose of prayer, spiritual growth, and development.

#### *Chi Eta Phi Sorority, Inc.*

Chi Eta Phi Sorority, Inc. is a professional association for registered professional nurses and student nurses (male and female) representing many cultures and diverse ethnic backgrounds.

#### *Circle K International*

The Club was chartered March 27, 1997, and comes under the auspices of Circle K International. Membership is open to any student of good character who is officially enrolled at least half-time at the University. The Club provides an array of opportunities for personal, leadership, and professional development.

#### *Commuter Club – “C-Unit”*

The Commuter Club represents the commuter population in the Student Government Association. Involvement in the Commuter Senate ensures that the special needs of commuters are addressed.

#### *Delta Mu Delta National Honor Society*

The Gamma Kappa Chapter of Delta Mu Delta National Honor Society in Business Administration was established at Bowie State University in December 1977. This Society promotes higher scholarship in training for business and recognizes and rewards scholastic attainment in business subjects. To be eligible for membership in the Society, a student must be a business major, must have completed at least one-half of the work required for a baccalaureate degree, and must have achieved a cumulative grade point average of 3.2 or higher.

#### *Delta Sigma Theta Sorority, Inc.*

Delta Sigma Theta Sorority, Inc. was established January 20, 1913, at Howard University. The Zeta Delta chapter was formed at Bowie State University on April 16, 1968. The Sorority emphasizes scholarship, fellowship, and public service.

#### *Education Club*

The Education Club offers students interested in education as a major or minor, the opportunity to establish relationships with other students in the field. This club actively sponsors programs that focus on a variety of contemporary issues in education.

#### *Figures of Speech (English Club)*

Figures of Speech is composed of English majors and minors and students of other majors who are interested in promoting a better understanding and appreciation of notable literary figures and

their works. The English Club occasionally sponsors poetry slams and academically supports its members.

#### *Entrepreneurship Club*

This Club provides students with opportunities for networking and meeting other students and business faculty. Lectures, tours, and other career oriented activities are promoted and supported.

#### *Eyes Wide Shut*

Eyes Wide Shut's goal is to provide an environment in which African American gay, lesbian, bisexual, transgender, queer, questioning, and straight supportive students can freely assemble in order to provide mutual support and to address the campus and community on pertinent issues. The organization strives to develop educational programs in order to work towards the elimination of oppressive myths, misconceptions, and stereotypes.

#### *Freshman Class*

This organization serves as the official voice of the Freshman Class.

#### *Finance & Economics Club*

The mission of the Finance and Economics Club is to engage the business students at Bowie State University in a process of career building through networking with other business organizations, institutions, and community groups. The club started in 2005 and has been one of the most active clubs on campus.

#### *Groove Phi Groove Social Fellowship, Inc.*

The purpose of Groove Phi Groove is to promote academic awareness, promote unity and fellowship amongst college and graduate level men, and create intelligent and effective leadership in order to improve the stature of Bowie State University students.

#### *History & Government Organization*

The History and Government Club promotes interest in and appreciation of history and government. Specifically, it promotes activities that provide a better understanding of political life at the domestic and international levels, a historical analysis of events, and an understanding of the significance of the interdependency of nations.

#### *Honors Student Organization*

The Honors Student Organization provides for the social and cultural interests of the students in the Honors Program, assists in accomplishing the goals of the Program, and represents students in the Program to the Student Government Association and the administration.

#### *International Game Developers Association (IGDA Club)*

The purpose of the IGDA Club is to learn more about the video game industry and to understand the concept of creating a video game.

#### *International Student Association*

The International Student Association (ISA) exchanges cultural and educational ideas and promotes mutual understanding and better communication between the international students and the broader University community.

*Iota Phi Theta Fraternity, Inc.*

Founded in 1963 at Morgan State University, Iota Phi Theta aims to mold young men into viable contributors to the organization and to society. The Mu Chapter was founded on the campus of Bowie State University in 1971. Iota Phi Theta is a member of the Council of Independent Organizations.

*Junior Class*

This organization serves as the official voice of the Junior Class.

*Kappa Alpha Psi Fraternity, Inc.*

Kappa Alpha Psi Fraternity, Inc. was founded and chartered January 5, 1911, on the campus of Indiana University at Bloomington. Each chapter of the Fraternity has the same fundamental purpose, which is "achievement in every field of human endeavor." The Epsilon Sigma Chapter at Bowie State University was founded on May 8, 1969.

*Lambda Pi Eta*

Lambda Pi Eta is the official communication studies honor society of the National Communication Association (NCA). Their purpose is to recognize, foster and reward outstanding scholastic achievement in communication studies and to stimulate interest in the field of communications.

*Latino/Hispanic Student Association*

The Latino/Hispanic Student Association brings all Latino students together for the betterment of good relations among all students, regardless of race, cultural, and political relationships. They exchange ideas, thereby bringing the formation of a more active and progressive student community.

*Lighthouse Campus Ministries*

Lighthouse Campus Ministries seeks to engage the students of Bowie State University into deeper knowledge and relationships with Christ. Through bible study, service projects, fellowship, worship and missions, Lighthouse members also serve their community.

*Management Information Systems Club*

The Management Information Systems Club creates an atmosphere where a network of students will help others pursuing their education in management information systems.

*Muslim Student Association*

This club unites Muslim students on campus and provides a source of information to the student body at Bowie State University.

*National Association of Black Accountants*

The purpose of the National Association of Black Accountants is to provide African American accountants and aspiring accountants a vehicle for networking and to provide valuable information on opportunities and influential contacts in the business world.

*National Council of Negro Women, Inc.*

The National Council of Negro Women, Inc. (NCNW) is a council of national African American women's organizations and community-based sections. Founded in 1935, the NCNW mission is to lead, develop, and advocate for women of African descent as they support their families and communities. NCNW fulfills this purpose through research, advocacy, and national and community-based services and programs on issues of health, education, and economic empowerment in the United States and Africa.

#### *National Pan-Hellenic Council*

The Pan-Hellenic Council serves as a standard-setting and implementing body for the affiliate organizations in the areas of educational programming, community service, social functions, and the intake of new members. It also monitors and regulates the actions of member organizations as they affect campus life. The Pan-Hellenic Council of Bowie State University currently is composed of representatives from the local chapters of each of the following national Greek letter sororities and fraternities: Alpha Phi Alpha Fraternity, Inc.; Alpha Kappa Alpha Sorority, Inc.; Delta Sigma Theta Sorority, Inc.; Iota Phi Theta Fraternity, Inc.; Kappa Alpha Psi Fraternity, Inc.; Omega Psi Phi Fraternity, Inc.; Phi Alpha Psi Sorority, Inc.; Phi Beta Sigma Fraternity, Inc.; Phi Omicron Psi Fraternity, Inc.; Sigma Gamma Rho Sorority, Inc.; and Zeta Phi Beta Sorority, Inc.

#### *National Society of Black Engineers*

The Student Chapter of the National Society for Black Engineers meets regularly to discuss items of interest to future engineers, to listen to invited speakers, and to plan trips to national meetings of NSBE.

#### *Omega Psi Phi Fraternity, Inc.*

The Omega Psi Phi Fraternity was founded in the FALL of 1911 by three Howard University students and their faculty advisor, Ernest E. Just. The fraternity became the first Greek-lettered organization to be founded on an HBCU campus. In 1968, Bowie State's chapter Epsilon Sigma was formed. The chapter follows four cardinal principles on which the organization is based. These principles are manhood, scholarship, perseverance, and to uplift.

#### *Pan-African Student Youth Movement*

This organization fights for the liberation, political and economic independence of all people of African descent.

#### *Phi Alpha Honor Society*

On April 21, 1998, the Eta Lambda Chapter of Phi Alpha Honor Society for Social Work Students was chartered at Bowie State University. Eta Lambda Chapter is the only chapter at a historically black college in the State of Maryland. The purpose of the National Social Work Honor Society is to promote academic excellence in social work and related disciplines, to encourage service to humanity, and to stimulate research in social welfare. To be eligible for membership, a student must be a social work major and must have achieved junior status, completed 77 semester hours or more at Bowie State University, completed 12 hours or more of required social work courses, achieved an overall grade point average of 3.0, and achieved a 3.25 grade point average in required social work courses. The student must also be willing to participate in community service projects.

#### *Phi Beta Sigma Fraternity, Inc.*

The basic purpose of Phi Beta Sigma Fraternity is to foster brotherhood, service, and scholarship. Phi Beta Sigma is a real brotherhood dedicated to service through application of education obtained in scholarship. It has been a service organization since its founding and has implemented many programs geared towards service to people in their various communities.

### *Public Relations Student Society of America (PRSSA)*

The PRSSA chapter provides students opportunities to gain practical and real-world experience in the field of public relations. They also learn and hone decision-making, planning, and leadership skills which are critical in today's society to be successful in the global marketplace.

### *Psychological Society*

The Psychology Club offers lectures, discussions, and field trips for psychology majors and for students who are interested in learning more about the discipline. All students are eligible for membership.

### *Residence Life Hall Council*

Each of the residence halls, including Christa McAuliffe Residential Complex, has a governing board called the Hall Council. The Council is made up of several positions: president, vice-president, secretary, treasurer, and historian. The Council also includes the hall king and queen, who will represent the hall during the homecoming festivities. The council, with the help of residents, decides on activities that will be held inside the hall, such as, community service or social projects.

### *Students in Free Enterprise*

The mission of this organization is to provide members with an opportunity to make a difference and develop leadership, teamwork and communication skills through learning, practicing and teaching the principles of free enterprise.

### *Sigma Gamma Rho Sorority, Inc.*

Sigma Gamma Rho Sorority, Inc. was founded by seven school teachers at Butler University in 1922. The sorority's mission is to enhance public service, leadership development and the education of our youth.

### *Sigma Tau Delta Honor Society*

The Nu Nu chapter of Sigma Tau Delta at Bowie State University is charged with conferring honor upon those accomplished students who have displayed a desire to foster growth in the discipline of English. As scholars of literature and the English language, we acknowledge our responsibility to encourage a mastery of written expression, to promote worthwhile reading, and to foster a spirit of literary fellowship between the organization and the global community.

### *Social Work Club*

The Social Work Club offers students interested in social work as a major the opportunity to establish relationships with other students in the field. This Club provides students the unique opportunity to sponsor programs and activities promoting that promote positive activities at the university and community levels.

### *Social Work Spanish Club*

The Social Work Spanish Club is an extension of the Spanish language laboratory requirement. It provides an opportunity for students to build their bilingual capability within a social work milieu. Students will have the experience of total immersion through conversation, role plays, and other

learning engagement strategies. The department of English and Foreign Languages and the department of Social Work are jointly coordinating this activity.

#### *Society of Sophisticated Ladies*

This club brings all female students together for the betterment of good relations among all students, regardless of social, race, and political relationships, in an effort to form a more active and progressive student community.

#### *Student Alumni Association*

A student program that cultivates relationships between students and alumni, enhances the college experience through exciting, memorable events, and promotes “Bowie State University” pride and tradition.

#### *Student Athletic Advisory Committee*

This organization acts as a vehicle of communication between the CIAA member institutions and the NCAA.

#### *Student Nurses Association*

This club provides support for nursing majors and fosters positive interactions among and between the members. It also presents opportunities for students to network.

#### *Swing Phi Swing Social Fellowship, Inc.*

This club seeks to provide community service, scholarship, and fellowship through discipline, effective leadership, and unity. It also seeks to foster and maintain better relationships among women of all races and creeds, while promoting sisterhood among the membership and throughout the community.

#### *Symphony of Soul Marching Band*

The Symphony of Soul band provides all students with opportunities for musical growth and enrichment.

#### *The Spectrum*

*The Spectrum* is the newspaper by, for, and about the students of Bowie State University. The mission of *The Spectrum* is to inform the Bowie State community, students, staff, and faculty of matters of importance to our community, to serve as an open forum for discussion by the community, and to offer students the opportunity to master the skills and refine the talents necessary for a career in journalism. *The Spectrum* is published every two weeks during the school year and is free to all members of the University community.

#### *TRIO Student Advisory Board*

The mission of the TRIO Student Advisory Board (TSAB) is to actively assist and serve the needs of Student Support Services (SSS) students, in addition to being the bridge that connects the University, staff, and faculty.

#### *Women in Computing*

This organization is focused on the support and promotion of women in the Computer Science Department by encouraging discussion and raising awareness of the issues they face. It is open to

students of all genders and fields who support women in computing and technology.

*Women's Studies Club*

This club promotes awareness of women's studies and women's history through the use of forums, social events, trips, etc.

*Zeta Phi Beta Sorority, Inc.*

The Zeta Phi Beta Sorority, founded at Howard University on January 16, 1920, was incorporated under the laws of the District of Columbia on March 30, 1923. The objectives of finer womanhood, sisterly love, and scholarship have brought together women from all parts of the world. Women who have similar tastes and aspirations, similar potential for the highest personal attainment, and similar desires for concerted action to improve the conditions of the African communities around the world are the foundation of Zeta Phi Beta. The Omicron Gamma Chapter at Bowie State University was established on April 22, 1968.

## **PUBLICATIONS**

**The Bulldog**—*The Bulldog* is the yearbook published by the senior class. It provides maximum opportunities for student planning and student work and serves as a history not only of the seniors, but also of the classes and the general activities of the University.

**The Spectrum**—*The Spectrum* is the official student newspaper of the University. It is edited and published by the Journalism Club, which is composed of students from all classifications—freshmen, sophomores, juniors, and seniors—and funded by the Student Government Association.

**The Torch: A Journal of Student and Faculty Writings**—*The Torch* is the official literary magazine of the University. Published twice a year by the Creative Writing Program in the Department of English and Modern Languages, *The Torch* is designed to encourage creative expression and scholarly articles by students. The SPRING issue always includes the winning entries of the Annual Creative Writing Contest.

## **STUDENT LIFE AND ACADEMIC SUPPORT SERVICES**

### **New Student Orientation**

The New Student Orientation Program is committed to making the student's transition to college as smooth as possible. Its programs and services encourage students to take full advantage of University programs and services; assist students in achieving maximum academic, personal and career development; familiarize students with University regulations and policies; and provide the opportunity for students to meet faculty, staff, and peer leaders. Placement testing and initial advisement take place during the New Student Orientation Program.

### **Office of Residence Life**

Director: Gladys Watson

The Office of Residence Life is committed to providing a safe, secure, aesthetically pleasing, and inclusive home for resident students. We are dedicated to academic excellence, service, student leadership, and maintaining a living/learning environment. Since we are an integral part of a student's overall educational experience, the residence halls complement the classroom experience by providing residents with an intimate place to develop and enhance the life skills needed to be successful in any campus-wide, national, or international forum.

Students wishing to live on campus must pay a non-refundable \$200.00 housing application fee (room deposit) which will be credited to the student's account. Each student is also responsible for a \$100.00 security deposit. The security deposit will be refunded at the end of his/her residency.

### **Athletics**

Director: Anton Goff

### **Intercollegiate Athletics**

Bowie State University offers a well-balanced athletics program for men and women in thirteen varsity intercollegiate sports. The athletics program is designed to enhance institutional loyalty and school spirit among students, faculty, staff, alumni and the community.

Students are encouraged to participate in intercollegiate programs. The men's program competes in football, basketball, cross-country, and track. The women's program competes in basketball, volleyball, softball, bowling, tennis, cross-country, and track. Our teams have the opportunity to compete in conference, regional, and national championships as full members of the National Collegiate Athletic Association (NCAA), Division II, and the Central Intercollegiate Athletic Association (CIAA).

To be eligible to participate in intercollegiate athletics, students must meet all NCAA (Division II), conference and institution standards. Please contact the Director of Athletics or the Associate Director of Athletics for Operations, or refer to the Athletics website at [www.bsubulldogs.com](http://www.bsubulldogs.com) for additional information.

For updates on the teams, schedules, and scores, please check the Bowie State University Website ([www.bowiestate.edu](http://www.bowiestate.edu)) or call the athletics sports information office at 301-860-3574.

### **Intramural Sports**

The department of Intramural and Recreational Sports Programs is committed to offering safe, quality programs and services to Bowie State University in order to foster personal growth and development. To achieve this goal, the department promotes healthy lifestyle choices in an environment that values, embraces, and enriches individual differences. The mission of the department of Intramural and Recreational Sports Programs is to provide:

- the campus community with the opportunity to participate in a variety of intramural sports and recreational activities in a clean and safe environment.
- structured and organized programs while assisting in the fulfillment of such basic human needs as relaxation, socialization, accomplishment, maintenance of physical fitness, character growth, and most important, enjoyment.
- the entire BSU community with the opportunity to participate together in a non-antagonist environment but with friendly competition.
- the students with avenues to provide input on their opinions on how to make the program better to meet their growing needs.

The department of Intramural and Recreational Sports Programs strives to be student-friendly and is committed to excellence in providing quality programs and activities for the campus community.

### **Gymnasium and Athletic Facilities**

The gymnasium and other athletic facilities are provided for recreation and sports activities for Bowie State University students.

### **Commuter Affairs and Community Services**

The Office of Commuter Affairs and Community Services (CACS) advise C-Unit, the Bowie State University Commuter Student Organization. CACS offers programs and services geared to the needs of the BSU commuter student population. The CACS office promotes commuter student awareness of campus resources, events, programs and activities.

### **Bowie State University Symphony of Soul Band Program**

Director: Adolph Wright

The Bowie State University (BSU) Band Program is comprised of the Marching, Pep, Concert, and Jazz Bands. The Marching Band is the largest student organization on campus, with a traveling contingent of 270 members. The Pep Band supports both men and women's athletics including both CIAA and NCAA Tournament games. The Pep Band was once dubbed "Best Band" at the CIAA Basketball Tournament. The Jazz Band emphasizes diverse jazz styles and literature, ensemble performance, and improvisation. The Concert Band performs representative works in all styles from classical to avant-garde. Students who participate in the band program learn discipline, responsibility, and social awareness. Membership in the BSU Band Program is by audition or invitation and is open to all BSU students. Should you need additional information, contact University Bands at (301) 860-3762 or [awright@bowiestate.edu](mailto:awright@bowiestate.edu).

### **University Centre / Wiseman Center**

The J. Alexander Wiseman University Centre helps to build community through its organizations, programs, and facilities. The Centre provides opportunities for meaningful experiences through self-directed activities, self-governance, leadership workshops, and community service. The Centre's co-curricular activities encompass all dimensions of student development and are intellectually stimulating, culturally enriching, and recreational.

### **Programs and Special Events**

Director: Sharon Glaster

The Office of Programs and Special Events assists the Office of Student Life with its activities programming and provides informative publications of upcoming events to the campus community. By providing quality programs and disseminating information, the Office encourages Bowie State University to support such programs regularly. By participating in educational, social, emotional, spiritual, cultural, physical, and intellectual activities, students will become well-rounded citizens and will be better prepared to serve their communities upon leaving Bowie State University.

### **Leadership Institute**

The Student Leadership Institute is a week-long intensive, interactive, and stimulating learning program for newly elected student leaders from many Historically Black Colleges/Universities who are committed to uplifting their organizations and their schools. The Institute is held annually in late SPRING at Bowie State University.

The primary goal of the Student Leadership Institute is to help participants develop as leaders. More specifically, the objectives of the Institute for student leaders at HBCUs are to teach students to:

- Understand the mission and purpose of HBCUs
- Understand the pivotal and important role of student leaders on HBCU campuses
- Develop an appreciation for planning and organizing activities and events
- Serve as catalysts on their respective campuses for empowerment and change
- Understand and appreciate the concept of leadership development, apply its principles, and serve the black community by promoting progress in the world and uplifting the nation
- Be able to look at themselves as a part of a team with the administration and faculty instead of seeing themselves as separate entities

### **Academic Advisement Center**

Director: Yvette Galloway

The Academic Advisement Center (AAC) at Bowie State University is committed to assisting students in identifying and completing their educational goals in a friendly, helpful, and professional environment. The Center's professional advisors deliver services to all students at the University, but they focus primarily on the advisement, development, and retention of first- and second-year students.

Upon acceptance to Bowie State University (BSU), each student is assigned an Academic Advisement Specialist who, in partnership with a faculty advisor, guides the student through an educational journey. Successful academic advisement occurs when the student, Academic Advisement Specialist, and faculty work together as partners with the shared responsibility of ensuring the academic progression and success of the student. Academic advisement involves assisting students in the selection of courses, identification of programs of study, and review of their life and career goals.

All students are expected to meet with their assigned Academic Advisement Specialist twice during each semester, especially during Academic Advisement Week, and the FALL and SPRING registration periods. In addition to the standard advisement services, the Center provides intervention services and academic monitoring for conditionally admitted students and probationary students.

The goals of the Academic Advisement Center are to:

- Inform students about educational and career options, graduation requirements, and academic policies and procedures;
- Assist students in personal and professional growth and development;
- Aid students in the creation of educational programming consistent with their interests, abilities, and career aspirations;
- Monitor student performance and progression each semester;
- Promote relationships with students that are characterized by trust, mutual respect, and openness; and
- Refer students to the available campus resources.

### **ADA (Americans with Disabilities Act) Services**

Director: Michael Hughes

### **Mission**

The mission of the Office of Disability Support Services is to ensure that students with disabilities have full access to all programs and services at Bowie State University. This Office also seeks to educate faculty, staff, and administrators regarding disabilities in an effort to create greater sensitivity towards individuals who are disabled.

### **Philosophy Statement**

Students with disabilities will be assessed by the same standards that apply to all students. The faculty is not expected to lower its expectations or its standards. The various services and accommodations provided by Disability Support Services are designed to give students every opportunity to be full participants in the academic process. Accordingly, Disability Support Services seeks to minimize or eliminate the need for faculty to provide accommodations for students with disabilities. This approach emphasizes the students' responsibilities and independence. This will allow the faculty to devote its attention to instruction. Additionally, Disability Support Services also provides an appropriate level of counseling regarding accommodation services.

### **Bowie State University's Compliance with the Americans with Disabilities Act**

It is the policy of Bowie State University to make sure that all of its services, facilities, and accommodations are made accessible to individuals with disabilities in accordance with the *Americans with Disabilities Act*.

### **Office of Testing Services**

Director: Doris Gillard

The Office of Testing Services coordinates and administers placement tests and the English Proficiency Examination. All first-time freshmen and transfer students who have not completed their English, reading, and mathematics requirements are required to take placement examinations prior to registering for classes. **Performance on the placement examinations determines the courses in which students must enroll. All students, including first-time adult learners, register for the courses in which they are placed.**

The **English Proficiency Examination** is a graduation requirement which must be satisfied by all students receiving a bachelor's degree from the University. Native and transfer students should take the examination upon completion of English 101 and English 102. However, transfer students who completed their English composition requirement at another university should take the examination during their **First Semester** of enrollment at the University.

The Office of Testing Services (OTS) also administers standardized tests—the Praxis I Paper-based Test and the Law School Admission Test (LSAT). Please visit <http://www.ets.org/praxis> for specific information on registration, dates, times, etc. For detailed information on the LSAT, go to <http://www.lsat.com>. Additionally, OTS offers courtesy testing.

During the next academic year, OTS expects to administer the College Level Examination Program (CLEP) and to assist Bowie State's academic departments with the administration of make-up and course-credit examinations.

OTS is located in suite 302 in the Center for Learning and Technology. Please feel free to visit the office and/or call us at 30.860.3295. You may also visit our website at [www.bowiestate.edu/academics-research/testing-services/](http://www.bowiestate.edu/academics-research/testing-services/).

### **Student Support Services/TRIO Program**

Director: Monica Turner

The **Student Support Services** program (SSS) is designed to provide support to two hundred low-income, first generation, and/or disabled U.S. citizens attending Bowie State University. Once accepted into the program, TRIO Achievers (SSS participants at Bowie State University) are offered individual writing and study skills instruction, tutorial services, personal counseling, workshops, and a variety of other academic support services. We provide Dell laptop loans, a technology laboratory, and audio/visual resources. TRIO Achievers also enjoy culturally enriching activities including graduate school tours, dinner theaters, dance performances, and much, much more. Services are available to participants from freshmen year until graduation, and all services are free of charge. Students are encouraged to start working with the Program during their first

year at Bowie State University. However, we always welcome the opportunity to work with continuing students throughout the academic year.

All services and activities are completely funded by the U. S. Department of Education and are at no additional cost to the student. Learn more about the program at [www.bsutrio.com](http://www.bsutrio.com).

### **International Student Services**

Director: Robert Batten

Bowie State University proudly offers its challenging and dynamic graduate and undergraduate academic programs to qualified students from around the world. The Office of Career, Cooperative Education and International Student Services facilitates the entry of international students into the United States so that they can begin or continue their academic programs at Bowie State University. Transfer students from accredited U.S. colleges and universities are also welcome to apply for admission. Please note that the English language proficiency is required for admission, and certain levels of financial support are required in order to qualify for admission as an international student. Detailed information concerning international student immigration processing can be found on the University's website at [www.bowiestate.edu/campus-life/international-student-services/](http://www.bowiestate.edu/campus-life/international-student-services/).

## **Career Development Center**

Director: April Johnson

The mission of the Career Development Center is to guide students and alumni through all phases of the career planning and decision-making process, and help them to develop, evaluate and implement comprehensive career and educational plans that will prepare them for success. DREAM IT. PLAN IT. LIVE IT.

We are committed to creating an environment of student centeredness and providing innovative approaches that help undergraduate and graduate students and alumni learn:

- to find career opportunities related to their values, skills, interests, and personality
- to make informed decisions about their career goals
- to participate in Experiential Learning opportunities
- to develop job seeking skills
- to connect with employers and Bowie State University alumni
- to understand the forces at play in the global market and the new economy and how they affect the world of work.

The Career Development Center provides a wide variety of resources designed to meet the career development and employment needs of Bowie State University students and alumni.

- Choosing a Major Assistance
- Exploring Occupations & Careers
- Internship & Cooperative Education Search Assistance
- Graduate & Professional School Research & Preparation
- Internship / Job Listings
- Career Resource Library
- Bulldogs4Hire (online job, internship and resume database)
- On-Campus Interviewing with Employers
- Resume & Cover Letter Help
- Workshops & Seminars
- Walk-In Hours
- Individual Appointments
- Discover Career Planning System
- Class / Group Presentations

Cooperative Education is a unique plan of educational enrichment designed to enhance self-realization and direction. This plan is accomplished through the integration of classroom theory with a planned and supervised practical work experience related to the student's major field of academic study and career goals.

There are two types of Cooperative Education programs at Bowie State University that you can participate in.

- Parallel Co-Op is like a part-time job. The student goes to school full-time and works about 20 hours per week each semester. Students receive six credits for Parallel Co-op.
- Alternating Co-Op is when the student alternates semesters between full-time work and full-time study. Students receive 12 credits for Alternating Co-op.

Internships provide students with the opportunity to evaluate different types of employment in various work environments that will enhance self-awareness, expand your knowledge of career

options, and identify your strengths and areas of growth (as measured by employer evaluations). Internships can also:

- Provide meaningful work experiences for students which increases their marketability when looking for a permanent position
- Help students determine if this is the right career path
- Provide the opportunity for students to network with established business leaders in their field
- Help build a resume that sets the student apart from others when looking for a position
- Allow students to practice what they learned in the classroom
- Familiarize students with a working environment
- Make students more marketable to employers

Students can earn two academic credits for an internship experience. Internship positions may be paid or non-paid, depending on the skill needed and your qualifications. The hours required per week will depend upon the requirements of the position, but usually are less than 20 hours per week.

For more information about the services and resources offered by the Career Development Center, visit our website <http://www.bowiestate.edu/campus-life/the-career-development-center/>

### **Henry Wise Student Health and Wellness Center**

Director: Dr. Rita Wutoh

All registered students are required to submit a complete health history and a record of immunizations to the Henry Wise Student Health and Wellness Center prior to admission. Documentation regarding the status of the meningitis vaccination should be submitted to the housing department where that immunization is required.

All registered students; full-time, part-time and graduates, are eligible for a range of primary care services offered in the Student Health and Wellness Center. All students are assessed a health fee as part of their tuition. Students are expected to pay for services such as laboratory testing and physical examinations for certain types of employment. Students are referred to health care resources in the community for services that are unavailable in the Health Center. The Center is staffed with a nurse practitioner, a registered nurse, and a part-time physician. All services and records are confidential and information on a student's condition or health status will not be released without the student's written consent.

All full time undergraduates are required to have health insurance that covers expenses incurred for medical services beyond the scope of the Student Health and Wellness Center. A low-cost group Accident and Sickness Insurance Policy designed specially for Bowie State University students is available through the University. International students are required to purchase the student health insurance.

**Counseling and Student Development Center**  
**Director: Tonya Swanson**

Confidential counseling services are available for all full-time and part-time undergraduate and graduate students. These services include personal, social, and vocational counseling. The professional staff assists students in resolving problems that may impede their educational progress. Additional services include a computer-based career guidance system, student workshop series, Crisis Hotline, community services, and leadership development.

**BullDog Card Office**

The mission of the BullDog Card Office is to provide the University community with a standardized form of identification with the ability to access a variety of University services and activities.

The BullDog Card serves as the meal card, check cashing card in the BSU Bookstore, athletic access card, library card, and much more. Additionally, when funds are deposited on the card, it becomes a debit card that allows you to make “cash-free” purchases for food and snacks in the bookstore and from vending machine purchases. Copies can also be made. The card is not transferable and should only be used by the person to whom it is issued. The BullDog Card official ID card is required for all students, faculty, and staff.

Bowie State University provides its students, faculty, and staff with a fully integrated ID card system that offers capabilities for the following:

1. Full color, digitized photo identification;
2. Library privileges;
3. Event access;
4. Meal plan access in the Student Dining Hall
5. Debit card capabilities for the following:
  - BSU bookstore
  - Student Dining Hall
  - Alex Haley Convenience Store
  - BullDog Cafe
  - Outtakes
  - Marvelous Market
  - The Pub
  - Copy Machines
  - Computer Laboratory Printers
  - Vending Machines
  - Parking Fees and Fines

The first identification card is free with proof of paid tuition and fees. There is a \$10 replacement fee for a lost or stolen identification card.

## **Department of Public Safety**

Chief: Ernest L. Waiters

The mission of the Department of Public Safety (DPS) is to ensure that academic learning at Bowie State University is conducted in a safe, secure environment. DPS is an organized law enforcement agency operating in the campus community. The Office is vested with full police authority under the provisions of Educational Article 13-201 of the Annotated Code of Maryland. The officers are fully trained and certified by the Maryland Police Training Commission in all areas of law enforcement responsibilities, including criminal investigation, patrol procedures, traffic control, emergency medical assistance, and the safe care and use of firearms. The DPS provides year-round, 24-hour-a-day security and law enforcement to the University community. Patrol and dispatch services are provided, with access to municipal, state, and county emergency services available when needed.

The Department also handles parking requirements for the University. Parking permits are required of all enrolled students, faculty, staff, and visitors who park motor vehicles on the campus. Permits are valid for a full academic year, September 1st through August 31st. Visitors must obtain a temporary parking permit from the DPS in Robinson Hall upon entering the campus. Vehicles parked at a meter are not required to be registered, but must not be in violation of that meter. Meters are enforced from 7:00 a.m. to 7:00 p.m., Monday through Friday. Parking fee information is available online in the Bowie State University Schedule of Fees.

All unregistered vehicles, illegally parked vehicles, or vehicles with outstanding parking violations will be ticketed and/or towed at the owner's or operator's expense. As of October 1, 1992, the Motor Vehicle Administration requires all students enrolled in an accredited university, and operating an out-of-state vehicle in the State of Maryland, to obtain a non-resident vehicle permit from the MVA if the vehicle will be operated in the State of Maryland for more than 30 days. The non-refundable registration fee for the non-resident vehicle permit is \$20.00 for a year. It can be renewed annually as long as the student is attending school in Maryland and the registration is current. Failure to obtain the non-resident vehicle permit will result in a fine of \$500.00 for the first occurrence; subsequent occurrences will result in fines of \$1,000.00 each. Questions may be directed to the MVA at 410-768-7174.

The Office of Campus Safety publishes two booklets: Jeanne Cleary Disclosure Act Information and BSU Parking Rules and Regulations. These booklets contain rules and regulations that govern parking at Bowie State University and are issued upon request or may be found on the Bowie State University Website.

For information on parking and permit regulations, see Vehicle Registration Fee. You also may call the Public Safety Office at 301-860-4050 with specific questions or concerns.

## **SPECIAL PROGRAMS AND RESOURCES**

### **THURGOOD MARSHALL LIBRARY**

Interim Dean: Marian Rucker-Shamu

The Library offers a variety of materials and services to its users. Information about what is available in the collections is available through the Library's online public access catalog. Additionally, electronic databases offer a vast amount of information. Library orientation and instruction in the use of its resources are available in formal and informal settings.

Current library holdings number more than 300,000 items. The Library subscribes to more than 700 periodicals, newspapers, and other serials in paper format. Access to thousands of periodicals, many offering full-text articles, is available electronically through *Research Port*. A collection of reference materials, periodicals, and items reserved for class assignments is also available. The Library includes study carrels, a group study room, and two instruction classrooms.

Thurgood Marshall Library is able to borrow any items requested by students, faculty, and staff that are not readily available. The materials are borrowed from other libraries in the University System of Maryland and Affiliated Institutions (USMAI) through a cooperative lending agreement, or from other libraries world-wide through formal interlibrary loan agreements. Members of the Bowie State University community may borrow materials directly from libraries of the USMAI libraries with a current *BowieCard* that has been activated at the Thurgood Marshall Library circulation desk.

The Thurgood Marshall Library is dedicated to providing state-of-the-art information technology for use by its patrons. The Library is also equipped for wireless Internet access.

### **SCHOOL OF GRADUATE STUDIES**

Interim Dean for Graduate Studies: Cosmas U. Nwokefor

The School of Graduate Studies guides and directs, administers, and manages the University's graduate programs. Graduate programs are designed to meet the needs of students seeking professional advancement, career mobility, or further enrichment. Graduate Studies also provides leadership for the Graduate Council and the Graduate Assistantship Program.

Courses are offered in 16-week sessions meeting once a week in the evenings and on the weekends or in a time-shortened format of two concentrated eight-week sessions in the regular academic semester and in weekend workshop formats, both on- and off-campus. Courses are offered during the year at various sites in Maryland. The workshops are designed for and geared toward the interest of working adults in industry, government, education and social service agencies.

Whether students wish to pursue a degree or a certificate, improve their professional capabilities, or enrich their personal lives, they may choose from among the many graduate offerings at the University. Additional information may be obtained from the Internet (<http://www.bowiestate.edu>) via email ([graduatestudies@bowiestate.edu](mailto:graduatestudies@bowiestate.edu)) or by contacting the School of Graduate Studies at 301-860-3406.

## **CONTINUING EDUCATION AND EXTERNAL PROGRAMS**

Director: Jerry Isaac

The Office of Continuing Education and External Programs (CEEP) provides high-quality continuing education and lifelong learning opportunities for professional development, personal enrichment, career transitions, and academic growth. The Continuing Education and External Programs unit helps to fulfill the University's outreach mission and facilitates access to an outstanding education for a diverse community of adult learners within Maryland, Asia, and Europe by utilizing delivery systems and technologies that expand access.

Continuing education forms new linkages with the community by serving audiences that are not currently served by the university and by adding new services to the community that the university is already serving. By so doing, the university strives to maintain a mix of private public service activities that meet the needs of individuals and organizations. Through internal partnerships with academic departments and administrative offices of the University, the Continuing Education and External Programs unit offers non-credit programs, off-campus credit courses, contract programs, and on-site demand training, both as a continuing education initiative and in response to expressed needs and demand. The University's undergraduate and graduate course offerings provide many opportunities for professional and personal growth, including traditional and non-traditional courses both on- and off-campus. In addition to the regular semesters on the main campus and the overseas sites in Asia and Europe, students may earn credits in the MINI-SEMESTER and in SUMMER school. The Portfolio Program provides the opportunity for students to earn college credit for their life experiences. Continuing education units (CEUs) may be earned through workshops and conferences.

Courses are offered in 16-week sessions, meeting once a week in the evenings, on the weekends, in two concentrated eight-week sessions in the regular academic semester, or in workshop format, both on- and off-campus. The workshops are designed for and geared toward the interest of working adults in industry, government, and social service agencies.

Whether students wish to pursue a degree or a certificate, improve their professional capabilities, or enrich their personal lives, they may choose from among the many offerings of the Continuing Education and External Programs unit.

Additional information may be obtained from the Internet ([www.bowiestate.edu](http://www.bowiestate.edu)), via email ([CEEP@bowiestate.edu](mailto:CEEP@bowiestate.edu)), or by contacting the Continuing Education and External Programs Office at 301-860-3592.

### **Off-Campus Sites**

Bowie State University responds to the educational needs of employers, working adults, homemakers, military personnel, and senior citizens by offering courses off-campus at various locations throughout the State. These courses are tailored to meet the demands of working adults on-site or near the job in the evening and on weekends, often in time-shortened formats. Course offerings at the centers focus on business administration, education, computer technology, and psychology, with offerings in other areas such as communications, and biology. Center

coordinators may be contacted for additional information. Off–Campus Centers and Programs are listed below:

**UMS Shady Grove Center**

9640 Gudelsky Drive  
Rockville, MD 20850  
(301) 738-6043 • FAX (301) 738-6030  
Director: Jerry Isaac  
(jisaac@bowiestate.edu)

**Prince George’s Public School Partnership Programs**

College of Education  
14000 Jericho Park Road  
Bowie, Maryland, 20715  
(301) 860-3406

**Overseas Programs**

- Graduate Programs at military installations throughout Europe and Asia\*
- Graduate Education Program in Greece
- Undergraduate Teacher Education Certification courses throughout Asia\*

*\*Cooperative programs with University of Maryland University College*

**SUMMER Semester**

Bowie State University’s SUMMER School offers a wide variety of courses that provide individuals with the opportunity to accelerate a degree program, explore a special interest, or acquire new skills.

Several SUMMER sessions are offered from June through mid-August. Course offerings are designed to allow continuing students to take general education and major requirements that will enable them to shorten their time-to-degree. Our courses are also available to students from other colleges and universities. Students who have just graduated from high school have an opportunity to get a head start in the University program of their choice. A maximum of seven semester hours, or two courses, may be taken in each session.

Credit courses and workshops are available during the day, in the evenings, and on weekends.

Interested persons should contact Continuing Education and External Programs (301-860-3592; toll free 877-772-6943, x3592) for SUMMER session information.

**MINI-SEMESTER**

The January MINI-SEMESTER, a three-week session, is designed to give students and faculty the opportunity to explore topics in an intense and focused session. A student may accelerate his/her degree program, explore a special interest, or acquire new skills. Graduate and undergraduate credit and non-credit courses and workshops are available during the day, in the evening, and on weekends. **A maximum of seven semester hours may be taken in the MINI-SEMESTER.**

Interested persons should contact Continuing Education and External Programs at (301-860-3592; toll free 877-772-6943, x3592).

### **The Portfolio Program (Credit for Life Experience)**

Non-traditional undergraduate students who have formally applied to Bowie State University, have been accepted, and have paid the application and acceptance fees may apply for credit for experiential learning through the Portfolio Program. Normally, a student should apply to the Portfolio Program during the **First Semester** of enrollment at the Institution. A portfolio that documents and describes adult learning experiences may be done independently or by participating in a Portfolio Development Seminar following guidelines in the Student Guide to Portfolio Development.

The Portfolio Counselor will assist students in analyzing, evaluating, and identifying those features of their experiential repertoire that may be converted into academic credit. The appropriate academic department makes the credit recommendation to the dean. Upon the dean's approval academic dean, the student will be notified of the decision.

A student may be granted a maximum of 30 undergraduate semester hours through the Portfolio Program. No more than 60 combined semester hours may be awarded to an undergraduate student based on experiential learning and CLEP or USAFI Examinations.

Awarded credits are posted on the student's transcript after he/she has paid tuition and the assessment fee and has forwarded a receipt to the Office of the Registrar. Payment must be made during the semester in which the student is awarded credit.

Contact Continuing Education and External Programs at 301-860-3406; toll free 877-772-6943, x3592 for information.

### **UNIVERSITY HONORS PROGRAM**

Director: Monika E. Gross

#### **MISSION**

The University Honors Program is designed to provide a value-added learning experience to academically talented undergraduate students through a series of complementary and coordinated programs. Designed to stimulate students to their fullest potential in academic excellence and leadership, the Program nurtures those students who aspire to become academicians, business men and women, professionals in law and medicine, and public servants.

#### **Academic Components**

- Rigorous intellectual challenge in special honors sections.
- Opportunity to earn honors credit by undertaking approved honors projects.
- Notation on the transcript of all honors work.
- Designation on transcript of "Honors Scholar" for completion of 24 honors credits and required community service.

#### **Administrative Component**

- Availability of staff members who are familiar with advisement, record keeping, monitoring students' progress, and setting the overall tone of the program.

#### **Cultural Components**

- Honors Student Organization to foster leadership among students in the Honors Program.
- Special Events Committee to plan trips, social activities, and newsletters.
- Honors library and study room especially for honors students' use.
- Special arrangements for interviews with potential employers.
- Opportunity to attend national, regional, statewide, and local conferences.
- Designed honors floor in residential facility to foster an intellectually stimulating living environment.

### **Curriculum**

Students who enter the Honors Program as freshmen must complete a minimum of 24 credits from among the following or from their major course of study through the honors contract:

Courses	Description	Sem. Hrs.
COSC 111/112	Honors Computer Science	3/4
ENGL 101	Honors Expository Writing	3
ENGL 102	Honors Argument and Research	3
FRSE 101	Honors Freshman Seminar	3
HIST 114	Honors African American History before 1865	3
HIST 115	Honors African American History after 1865	3
MATH 150	Honors Pre-Calculus	4
HUMN 201	Honors Humanities	3
PHIL 205	Honors Ethics and Public Policy	3
PSYC 101	Honors Introduction to Psychology I	3
SOCI 101	Honors Introduction to Sociology	3

### **Application**

Admission to the Honors Program is competitive. Matriculating students, both full and part-time, who meet the criteria, may be admitted to the program.

### **THE BOWIE STATE SATELLITE OPERATION AND CONTROL CENTER**

Director: Todd Watson

The Bowie State University Satellite Operation and Control Center (BSOCC) is a joint venture between Bowie State University and NASA's Goddard Space Flight Center. This unique program features a student training facility and NASA control center located on the Bowie State University campus.

Under the supervision of professionals, students take part in the daily work of spacecraft flight operations, earning several different levels of mission controller certification.

Through BSOCC, the university has developed outreach activities that raise community awareness in aeronautics and space technology. As students participate in the monitoring satellites, they receive opportunities to study and pursue careers in new science and technology fields.

For additional information on the program contact BSOCC at (301) 860-3879.

## **MILITARY SCIENCE**

Chair: Lieutenant Colonel Eartha Govan

### **MISSION**

The Army ROTC Program provides college men and women training and experiences in the art of organizing, motivating, and leading others. This Program develops self-discipline, physical stamina, and personal bearing that contribute to success in any career. The first two years of military training in the Reserve Officer Training Corps are strictly voluntary for any student who is a United States citizen. An individual taking these ROTC courses incurs absolutely no obligation to future military service. These two years comprise the basic course, which is normally completed during the freshman and sophomore years.

Students who decide to pursue a career in Military Science after the completion of the freshman and sophomore years may attend the four-week ROTC Leader Training Course at Fort Knox, Kentucky in lieu of completing the freshman and sophomore ROTC courses.

The four-week Leader Development and Assessment Course at Fort Lewis, Washington is attended during the junior and senior years by those Cadets meeting the necessary qualifications. Upon successful completion of the Leader Development and Assessment Course, Cadets are qualified for commissioning in the Active Army, the Army Reserve, or the Army National Guard provided they complete their final year of Military Science and graduate from the University.

The Army ROTC offers four-, three-, and two-year scholarships. Students selected for scholarships receive a tax free subsistence allowance ranging from \$300-\$500 a month, for up to ten months per school year. Additionally the scholarship will pay \$1200 annually for textbooks, classroom supplies, and equipment. More information may be obtained by contacting the Military Science Department.

### **Green to Gold**

If you are currently on active duty or have completed your service, you may already have fulfilled the requirements for the Basic Course. You may be eligible to enroll directly in the Advance Course and complete ROTC in just two years.

### **Basic Course Requirements for ROTC Participation**

A candidate for ROTC training must:

1. be of good moral character;
2. be a citizen of the United States, however, foreign students may participate;
3. be physically able to participate in the program of instruction;
4. meet other entrance requirements as determined by the department chairperson, current Army regulations, and University policies, and
5. be a full-time student (undergraduate 12 CREDITS or more and graduate 9 credits or more)

A student who does not meet all of the above requirements should consult with the Department of Military Science to determine if waivers can be granted.

### **Texts and Uniforms**

Basic course students do not receive monetary allowances unless on scholarship. The Department furnishes all textbooks and uniforms. Students will be required to reimburse the department/government for loss of uniform items or other equipment.

### **Advanced Course Requirements**

You (Juniors, Seniors, and Graduate Students) must:

1. have a minimum of two years remaining at the University as a full-time student, graduate or undergraduate level;
2. meet all other requirements for the basic course;
3. meet medical requirements for the advanced course;
4. possess qualifications for becoming an effective Army officer;
5. agree to accept a commission if offered, as a U.S. Army, Army Reserve or Army National Guard Officer and serve on active duty if required; and serve four years on active duty if required and
6. meet other requirements as determined by the department chairperson, current Army regulations, and University policies.

A student who does not meet all of the above requirements should consult with the Department of Military Science to determine whether waivers can be granted.

### **Financial Allowances**

Each cadet on scholarship or enrolled in the advanced course receives subsistence pay ranging from \$300-\$500 per month. Books and uniforms are furnished to all Cadets. Cadets are paid a travel allowance to and from the Leadership Development and Assessment Course (LDAC), and while at the LDAC, Cadets are paid approximately \$900.00 per month. The stipend allowance during the regular school year is up to \$5,000.00 per year.

<b>Curriculum Courses</b>			<b>Sem. Hrs.</b>
MISC	101	Leadership and Development I	1
MISC	102	Leadership and Development II	1
MISC	105-106	Leadership Laboratory	1
MISC	205-206	Leadership Laboratory	1
MISC	305-306	Leadership Laboratory	1
MISC	405-406	Leadership Laboratory	
MISC	201	Leadership and Development III	2
MISC	202	Leadership and Development IV	2
MISC	301	Leadership and Management I	3
MISC	302	Leadership and Management II	3
MISC	401	Leadership and Management III	3
MISC	402	Leadership and Management IV	3

### **Air Force ROTC**

Air Force Reserve Officer Training Corps (AFROTC) is available to Bowie State University students through an agreement with the University of Maryland College Park. AFROTC courses are scheduled so that Bowie State students can complete all AFROTC requirements during one morning per week (Thursdays) at the College Park campus. In addition, students are eligible to compete for AFROTC scholarships and flying programs. The four-, three-, and two-year

scholarships pay tuition, books, fees, and a monthly stipend. After graduation from the University and successful completion of the AFROTC requirements at the University of Maryland College Park, students are commissioned as second lieutenants in the Air Force. Students interested in AROTC may contact:

AFROTC Det 330  
University of Maryland College Park  
Cole Field House, Room 2126  
College Park, MD 20742-4321  
(301) 314-3242/7649; [Afrotcdet330@umd.edu](mailto:Afrotcdet330@umd.edu)

### **OFFICE OF MEDIA OPERATIONS**

Manager: Chartez Bond

The Office of Media Operations (OMO) provides centralized and coordinated media-based instructional technology support to the University community. The Office has five (5) major functions.

The *Media Center* provides direct classroom instructional support services and a variety of instructional technology equipment and materials as well as training in the use of instructional technology equipment. Media Center personnel also set-up, deliver to, and retrieve instructional technology equipment from classrooms. The Media Operations viewing room has a seating capacity of fifteen (15), is equipped with a 32-inch television, a DVD player, a VHS videocassette recorder, and a computer. The room is available for video screening small class seminars and presentations. Additionally, the Media Center provides transparency production, audio duplication for Foreign Language courses, and lamination services. Requests for services must be made at least 24 hours in advance. Please call 301-860-3900 or come to the Media Center on the lower level of the Library, Suite 080.

**Smart Classroom Support:** OMO ensures that Smart classrooms equipped with Smart Boards, visual presenters, VCRs, DVDs, LCD projectors, and other instructional technology equipment are operational and maintained. Furthermore, OMO maintains two electronic classrooms located on the lower level of the Library, Suite 080, which are equipped with video cameras, an instructor's computer, microphones, visual presenters, VHS recorders, and Smart boards. These technology-enhanced classrooms are also equipped with the University System of Maryland's Interactive Video Network (IVN), which transmits and receives via Internet protocol distance education programs from other IVN affiliates, and organizations across the country and the world. OMO personnel are responsible for training and assisting instructors and students in the use of Smart classroom equipment in all buildings.

**Teleconferencing Services:** The Teleconference Center is located in the OMO Suite, Room 080K, and is equipped with the USM IVN system. Teleconferencing services include videoconferencing for professional development and organizational and/or University of Maryland System meetings. Requests must be submitted at least 2 weeks in advance.

**Special Event Services:** OMO provides technical assistance in the planning and implementation of special events occurring on the Bowie State University campus. Services include providing LCD projectors, public address systems, and videoconferencing.

**Instructional Facility Design:** OMO personnel serve as consultants in the design of new instructional facilities on the campus of Bowie State University. This service includes design, layout and use of instructional spaces, as well as the selection of instructional technology equipment for general and specialized classrooms, lecture halls, and auditoriums.

## **DIVISION OF INFORMATION TECHNOLOGY**

Interim Vice President of Information Technology: Marivic Weiss

The Information and Academic Support Systems provides leadership, support, service, and access to information technology and telecommunication resources in support of higher education, customer support, and public service. Reporting to the President, Our mission is to empower our costumers to dramatically improve their education and business performance by enabling interoperability between diverse technology systems and streamlining their business processes.

The vision of the Information and Academic Support Systems is to support the mission of Bowie State University in the delivery of quality education and services to our students through all facets of their experience before, during, and after their enrollment at the university. The focus is on the basics of improving service quality and to offer cost effective strategic solutions to the ever increasing technology needs of the campus community.

The main objective is to provide student-centric technology support and services to enhance and enrich their chosen field of study as well as teach them how to effectively use information technology in all facets of a student's "preparations" for life.

Other objectives include supporting the students, administration, faculty, and staff for all of their technology needs with efficient and quality customer service. The Information and Academic Support Systems' personnel work as a team to provide quality services and courteous customer service to the campus community. IASS strives to consistently provide optimum service without interruption to the campus community.

The Information and Academic Support Systems consistently maintains and refurbishes the University's infrastructure to secure the information, enhance information access and usage, implement leading edge technologies, and facilitate personnel and student development. General inquiries and requests for assistance should be directed to the Enterprise Support Services Helpdesk at extension 2-HELP (2-4357) on campus, 301-860-4357 or send email to [helpdesk@bowiestate.edu](mailto:helpdesk@bowiestate.edu) .

### **Official Communication Email Policy**

The University has adopted email as the primary means for sending official communications to students. Academic advisors, faculty, and campus administrative offices use email to convey important information and time-sensitive notices. All enrolled students are provided a University email address. Students are responsible for keeping their email address up to date or for forwarding email to another address. Failure to check email, errors in forwarding email, and returned email due to mailbox full or user unknown situations will not excuse a student from missing announcements or deadlines.

## **OFFICE OF EQUAL EMPLOYMENT OPPORTUNITY (EEO)**

EEO Officer: Melanie Barr, EEO Officer

Bowie State University, an institute of higher learning, is an employer committed to Equal Employment Opportunity and Affirmative Action (EEO/AA) under University policy, federal and state laws in its admission process, education and employment that seeks to attract qualified faculty, staff and students of diverse backgrounds. Bowie State University does not discriminate in admissions, educational programs or employment regardless of sex, race/ethnicity, color, religion, age, mental and/or physical disability, national origin, veterans' status, sexual orientation, gender identity and expression, genetic information or marital status. Bowie State University is committed to Affirmative Action under the law in the recruitment and employment of women, minority group members, individuals with disabilities and veterans.

The Office of Equal Employment Opportunity is obligated to create a fair and impartial complaint process by investigating complaints of discrimination, harassment, sexual harassment and unfair management practices. Additionally, the EEO Office conducts workshops, seminars, assists with reasonable accommodations, develops recommendations for modification, provides technical assistance to managers concerning employee related issues and sustains compliance with federally mandated laws and regulations.

The Office of Equal Employment Opportunity is charged with remaining in compliance with the following laws and Executive Orders:

- Civil Rights Act of 1964, Title VI and VII;
- The Americans with Disabilities Act of 1990, as amended and Rehabilitation Act of 2008;
- Pregnancy Discrimination Act of 1978;
- Section 503 and 504 of the Rehabilitation Act of 1973, as amended;
- Genetic Information Nondiscrimination Act of 2008;
- Title IX of the Educational Amendments of 1972;
- Age Discrimination in Employment Act of 1967, as amended;
- Vietnam Era Readjustment Assistance Act of 1974;
- Executive 13166 - Improving Access to Services for Persons with Limited English Proficiency;
- Governor's Code of Fair Employment Practices, Executive Order 01.01.2007.16;
- Maryland Annotated Code, Title 20 - Human Relations.

**EEO Officer's contact information: 14000 Jericho Park Road, Charlotte Robinson Hall, Bowie, MD 20715; (301) 860-3442 (phone); (301) 860-5800 (fax); and [mbarr@bowiestate.edu](mailto:mbarr@bowiestate.edu)**

## **ACADEMIC REGULATIONS AND REQUIREMENTS**

### **Standards of Work Required**

Each student at Bowie State University must demonstrate that he/she is making satisfactory academic progress in accordance with University policy. Satisfactory academic progress is determined solely on the basis of grade point average. A cumulative grade point average of at least 2.0 is considered satisfactory.

### **Amount of Work Required**

A student who attempts at least twelve (12) credit hours per semester is considered a fulltime student. Full-time students should expect to spend thirty-five (35) or more hours per week on their college work, in addition to those hours spent in class.

### **Undergraduate Catalog**

Normally, a student should expect to graduate under the catalog in effect at the time he/she is admitted to the University. If it becomes necessary for a department to change its program during a student's matriculation at the University, the student will be expected to meet any new requirements (see *University Catalog Policy Statement*).

A student who interrupts his/her attendance at the University for more than four consecutive semesters can not claim the right to the program of his/her original enrollment at the University.

### **Registration**

Registration occurs during mid-semester of the FALL and SPRING semesters. All currently enrolled students are encouraged to register early. First-time entering students will be encouraged to register immediately following the completion of their orientation and placement tests. The Schedule of Classes lists course offerings for each semester and is available on the Bowie State University Website.

Registration guidelines are as follows:

1. Students must be accepted by the University and continuously enrolled to register.
2. After consulting with a faculty advisor or an academic advising specialist of the necessary courses and course requirements, students must register on-line using Bulldog Connection on the University Website.
3. Students must meet the payment deadline, which is usually in January for the SPRING semester and August for the FALL semester, prior to attending classes. A late registration period is held for students who fail to register early or during orientation; however, a late registration fee is charged.

### **Schedule Adjustment**

The schedule adjustment period is the first five days of classes of each semester. Students must use Bulldog Connection to add, audit, or drop classes. After the official registration and schedule adjustment period is over, students must use Bulldog Connection to withdraw formally from the class by the specified deadline for that semester to avoid receiving an unsatisfactory grade for a

registered class. If the student withdraws from the class by the specified deadline for that semester, the grade of "W" will be recorded on the transcript. A student who drops below twelve (12) semester hours will become a part-time student. The following stipulations apply:

1. Students may add, drop, or change sections of a course before the end of the schedule adjustment period.
2. After the schedule adjustment period, students who withdraw from a class will be given the grade of "W."
3. Failure to drop or withdraw from a class officially will result in a grade of "F."

### **Adding a Class**

Students who are registered may add courses during open enrollment and during the add period. If students wish to add a course that is closed, they may add the course only with the chairperson's approval.

### **Auditing a Class**

Students who wish to participate in selected courses but are not seeking academic credit may opt to enroll on an audit basis. Students must pay tuition and fees for audited courses whether enrolled full-time or part-time.

### **Dropping a Class**

Students who wish to drop a course(s) may do so through Bulldog Connection self-service during open enrollment and during the drop period only. If students drop a course during the drop period, this means that all entries for the course are dropped completely from their transcript. It is students' responsibility to view their schedule on Bulldog Connection and make sure their schedule is correct.

The last day on which courses may be dropped is published in the **Academic Calendar** for each semester/term.

All courses in which students are enrolled after the final drop date will be entered permanently on their academic record.

### **Course Removal for Non Attendance**

A student may submit a petition to remove a non-attended course from their transcript (with verification from the faculty member) no later than the end of the following term.

### **Class Attendance**

**All students are required to register officially and pay tuition and fees before attending classes.**

Students are expected to attend classes and laboratory experiences, take all examinations, and participate in other learning activities as designated by the instructor. A student may be advised by the instructor to withdraw from a course for excessive absences. Five (5) or more unexcused absences may result in the student's receiving a grade of "F" for the course.

A student who is absent from class because of circumstances beyond his/her control and wishes to obtain an excuse must submit documentation to the Chair of his/her academic school requesting an official written excuse to be given to the instructor. The student must provide to his/her instructor the written excuse from the Chair.

### **Course Time Scheduling**

Most day classes are offered between 8:00 a.m. and 5:00 p.m. as follows: Monday, Wednesday, and Friday for 50 minutes; Tuesday and Thursday for 75 minutes. Evening classes are usually scheduled from 5:00 p.m. to 7:30 p.m. or 7:35 p.m. to 10:05 p.m. and meet once a week. Additionally, courses may be offered on Saturday and Sunday for longer periods. Off-campus courses may be offered in eight-week sessions meeting twice a week for two and one-half hours or once a week for five hours. Distance learning options are also available via Internet and interactive video. Students should review the *Schedule of Classes* (<http://bulldogconnect.bowiestate.edu/>) published online each semester for more information about specific classes.

### **Dean's List**

Within any given semester, a degree-seeking student who completes twelve (12) or more semester hours in regular, graded courses (excluding grades of "NG," "P," "PS," "S," "U," "W," "CR," and "I") with a semester grade point average of 3.50 or higher will be placed on the **Dean's List**.

### **Satisfactory Performance**

A student whose cumulative grade point average is at least 2.00 will be considered as making satisfactory academic progress at Bowie State University.

### **Unsatisfactory Performance**

Students with a cumulative grade point average of less than 2.00 FALL into one of three categories: warning probation or academic dismissal. Credit hours are earned at Bowie State University with grades of 'A', 'B', 'C', or 'D'.

1. Academic Warning

Any student who for the first time, fails to meet the requirement for satisfactory performance will be placed on academic warning.

2. Probation

Students whose cumulative grade point average FALLS below 2.00 at the end of a **Second Semester** will be notified in writing to seek counseling and guidance from the Academic Advising Center.

3. Academic Dismissal

Students who have incurred a warning and probation will be academically dismissed at the end of any semester if their cumulative grade point average FALLS below 2.00. A student dismissed from the University for poor academic performance must wait a minimum of one year from the date of a dismissal before being eligible to reapply for admission to the University.

Any student who for the third time fails to meet the requirements for satisfactory performance will be permanently dismissed from the University.

After attempting forty-five (45) or more semester hours, any student who receives a probationary warning for two consecutive semesters will be automatically dismissed.

No student transferring to Bowie State University will be academically dismissed at the end of the **First Semester** if his/her cumulative grade point average is 1.00 or higher. After this **First Semester**, the student will be subject to normal standards for academic progress. This provision does not apply to students reinstated or readmitted to Bowie State University.

### **Withdrawal from the University**

Official withdrawal from the University after classes begin and before the end of the semester requires that the student complete an *Application for Withdrawal* and file it with the Office of the Registrar. Additionally, veteran students should consult the Veterans Program Assistant for special regulations.

A student who wishes to withdraw from the University must seek an appointment with his/her Dean as part of the withdrawal process. Students withdrawing must have written clearances from the listed offices.

Failure to officially withdraw from the University will result in grades of "F" for the courses in which the student is enrolled. A student withdrawing from the University after the last day to drop a course may ask to receive a grade of "W."

### **Return after Withdrawal**

Students who withdraw from the University and wish to return must:

1. complete a Readmission Application that can be obtained from the Website ([www.bowiestate.edu/Admissions/Undergraduate/](http://www.bowiestate.edu/Admissions/Undergraduate/)) and submit it to the Office of Admissions;
2. submit official transcripts from institutions attended while separated from the University; and
3. receive a readmission or acceptance letter from the University.

### **Reinstatement**

Students applying for reinstatement (readmission) to the University must submit a readmission application and other college transcripts if the student attended another institution while away from Bowie State University. If the student attended another institution and his/her cumulative GPA is below a 2.0, the student will be denied readmission. Credits successfully earned at another institution must be approved by the academic department and the Office of Enrollment before they can be applied to the student's program.

### **Readmission after Academic Dismissal**

1. After one year, a student can reapply to the University, via the Office of Admissions.

2. A student who is academically dismissed can appeal to the University Readmission Appeals Committee.
3. Students must submit a program of study.

### **Readmission after Social Suspension (refer to *Student Handbook*)**

Students who are dismissed as a result of social suspension can apply for readmission at the end of the suspension period, by forwarding a letter to the Judicial Affairs Officer requesting readmission. The Dean of Student Affairs will determine whether or not the suspension must remain in effect for a longer time.

### **Expulsion from the University**

A student who is expelled is ineligible for readmission to the University.

### **Academic Clemency Policy**

Undergraduate students returning to Bowie State University after a separation of a minimum of five calendar years may petition the appropriate dean to have up to sixteen (16) semester hours of previously earned and/or failing grades and credits removed from the calculation of their cumulative grade point average (GPA). These credits may not be used toward graduation requirements. Once grades/credits have been excluded from the cumulative grade point average, they will not be recalculated into the student's grade point average. The petition will be evaluated at mid-semester of the student's **First Semester** of return to the University. The student must follow the procedure outlined below:

1. Students wishing to take advantage of the clemency policy must have been readmitted to the University.
2. The student must petition for clemency during the **First Semester** of his/her readmittance to the University. The **Academic Clemency Form** may be secured from the Office of the Registrar.
3. The petition should be submitted no later than the end of the first year of the student's return to the University. The petition must be completed and signed by the chairperson and academic dean.
4. Once the Dean has approved or denied the student's request for academic clemency, the decision will be forwarded to the Office of the Registrar for processing.

### **Student Credit Load**

Students usually complete a program of study for the baccalaureate degree in four (4) to six (6) years. To complete most programs in four (4) years, the student must maintain good academic standing and successfully complete 30-36 semester hours each academic year. The minimum requirement for graduation is one hundred and twenty (120) semester hours; some programs such as elementary and early childhood/special education require more, in keeping with NCATE and state standards.

A student's academic credit load is normally fifteen (15) hours per semester. A student may register for a **maximum of two courses** per SUMMER session and for a **maximum of two courses** in the winter MINI-SEMESTER. **Incoming freshmen placed in three developmental courses are restricted to no more than thirteen (13) semester hours during the First Semester of enrollment.** Students are assessed an additional fee for each developmental course.

The minimum semester hour load for a full-time student is twelve (12) semester hours, and the maximum semester load is eighteen (18). Students who are in good academic standing—cumulative GPA of 3.50 or higher based on thirty (30) consecutive quality hours completed at Bowie State University—may pursue up to twenty-one (21) semester hours in a semester with the permission of the Dean of his/her School. Students wishing to enroll in more than twenty-one (21) semester hours must have maintained a cumulative grade point average of 3.75 or higher and demonstrated the ability to manage the course load sought. Full-time students with semester hours in excess of eighteen (18) will pay the per semester hour rates beyond eighteen (18) semester hours.

### Classification of Students

Students are classified according to the following semester hours:

Freshman	0 – 29
Sophomore	0 – 59
Junior	60 – 89
Senior	90+

### Course Numbering

All courses are numbered according to the following scheme:

099-100	Developmental (credits not counted toward graduation)
101-199	Primarily for Freshmen
200-299	Primarily for Sophomores
300-399	Primarily for Juniors
400-499	Primarily for Seniors
500 and up	Graduate Courses

### Grading System

The following is a description of the criteria used in assigning letter grades:

A	4.0	Superior
B	3.0	Above Average
C	2.0	Average
D	1.0	Below Average
F	0.0	Failure
S	0.0	Satisfactory (Cannot be used for developmental courses.)
U	0.0	Unsatisfactory (A student must repeat any course in which he/she receives a grade of "U.")
I	0.0	Incomplete "I" Grade ( <b>A grade of "I" is given by a faculty member when a student is unable to complete required course work because of verifiable</b>



SEMESTER GPA = Semester quality points (34) divided by semester hours attempted (16) = 2.125

CUMULATIVE GPA = Total quality points divided by total hours attempted

### **Course Repeat Policy**

Students may repeat courses or may be required to repeat courses for the purpose of increasing mastery in a course. When a course is repeated, only semester hours and quality points for the last grade earned are counted in the student's grade point average. The original grade remains on the student's transcript, but is marked "excluded from statistics," signifying the removal of the semester hours and quality points for that course from the student's grade point average.

### **Grade Changes**

Grade changes, excluding "I" and repeated courses, must be made within one year. The records of all persons who received the bachelor's degree are closed six weeks after the official date of graduation. **Any changes to the permanent record must be made before this date.**

### **Student Grade Appeal Procedures**

Students who have documentation that an error was made in the determination of a course grade or desire to appeal a grade due to alleged arbitrary and capricious grading must first discuss the concern with the faculty member involved. If there are unresolved issues, the student may initiate the grade appeal process. The student must direct the appeal in writing, with documentation, through the appropriate channels: Instructor, Department Chair, School Dean, and Provost. If a course assignment grade is in dispute, the student must initiate the appeal no later than ten (10) working days after receiving the grade. If a final grade is in dispute, the student must submit an appeal no later than thirty (30) days from the end of the semester during which the grade was received. Procedures are detailed below.

1. The student must initially consult with the instructor for a satisfactory resolution of the appeal. If the instructor is no longer with the University or if the student is unable to resolve the issue with the instructor, the student must present the complaint in writing to the Department Chair.
2. The Department Chair will convene a Departmental Appeals Committee for resolution. If the student is not satisfied with the decision of the Departmental Appeals Committee, the Chair renders a decision.
3. If the complaint cannot be resolved at the Departmental level, the student must present the complaint in writing to the College Dean within fifteen (15) days after receiving notification of the Department's decision.
4. The College Dean will render a final resolution.

### **University Policy Regarding Academic Honesty**

Students are expected to conform to a strict standard of academic honesty. Cheating on examinations, plagiarism, unauthorized collaboration with others on assignments, submitting without authorization duplicate assignments for credit in more than one course, and improper acknowledgment of sources of material are intolerable offenses that carry serious penalties.

## Policy on Plagiarism

1. Plagiarism is the act of representing another's ideas, words, or information as one's own. Every student writing a paper should be aware of the following principles.
  - a. All directly quoted materials must be identified as such by quotation marks. The source(s) of this material must be acknowledged.
  - b. When borrowed ideas or information is not directly quoted by a student, the student should have so assimilated this material that it is indeed being expressed in his/her own words. However, just as in the case of direct quotations, the sources of such borrowed ideas or information must be acknowledged.
2. The sources of ideas or information lying well within the realm of common knowledge (i.e., material that would be known by **anyone** familiar with the subject under discussion) need not be acknowledged.
3. Students guilty of plagiarism are subject to severe penalties, ranging from failure for the assignment to failure in the course or, in extreme cases, dismissal from the University. The instructor, in consultation with the Departmental Chair and the School Dean, shall determine the appropriate sanction to be imposed. Students appealing the imposed sanction must present their appeal in writing to the Provost for a final resolution.

## Procedures for Handling Cases of Alleged Infractions of Academic Honesty

1. Faculty members are required to deal directly with any academic infractions. Actions taken must reflect the seriousness of the infractions and could range from a verbal warning, an assigned grade of "F" for the course, academic suspension, to dismissal from the University.
2. In cases where the instructor concludes that the infraction is severe, a recommendation may be made to the Dean for academic suspension or dismissal from the University.
3. The Dean may arrange a hearing with individuals (faculty members from another department and student from the Judicial Board) to evaluate the appeal. The Dean will render a final resolution.

## Change of Address, Name, and Social Security Number

Students are expected to notify the Office of the Registrar of any change in their local or permanent addresses by completing the **Change of Personal Data Form**, which is available for download on the University Website. **Students who have a change in name** must notify the Office of the Registrar and provide the appropriate documentation (i.e., marriage license, divorce decree authorizing use of name, or court order). Name changes **can not** be made without the appropriate documentation to support the change.

**Students wishing to change social security numbers** must submit a valid copy of a social security card and complete the **Change of Personal Data Form**, which is available for download on the University website.

### **Declaring a Major (Academic Plan)**

Students may declare a major (academic plan) on the application for admission, from the various programs listed in this catalog. After being admitted to the University, students must submit a **Declaration of Major/Plan Form** to change a major (academic plan).

The major course of study is the academic plan in which the student seeks the degree. These programs have been approved by the Board of Regents and other regulatory agencies as required for their continued offering.

Students are required to declare a major after two semesters and no later than the FALL of their third semester. The student may not revert to an undeclared status once the major is declared. Transfer students must declare a major no later than the end of the **First Semester** of enrollment at the University.

A **concentration** (sub-plan) is a focused area of study within the student's major that is formally recognized by the University and will appear on the student's transcript.

A **track** (sub-plan) is a focused area of study within a student's major. Although formally recognized by the University, it will not appear on the student's academic records.

### **Double Majors**

A double major requires the completion of all requirements for each of two majors. A student who wishes to complete a second major simultaneously with his/her primary major of record must obtain written permission in advance from the appropriate departments or programs and colleges. General education courses taken for one major may be counted, as appropriate, for the primary and secondary majors.

### **Changing a Major**

Students wishing to change majors or change from undeclared status to a major must adhere to the following procedure:

1. Obtain a **Declaration of Major Form** from the Office of the Registrar.
2. Meet with the chair of the department in which the student wishes to declare a new major. If the change is granted, the chair will assign the student a new advisor.
3. Return the **Declaration of Major Form** to the Office of the Registrar for processing.
4. Students will be required to meet graduation requirements under the catalog in effect at the time he/she requests the change.

When there has been a discontinuation of a major, students have one year in which they can be grandfathered in under the old major and must complete their current major requirement within that one-year timeframe.

### **Non-Degree Seeking Students**

Non-degree seeking students will not be allowed to complete more than thirty (30) semester hours without approval from the Director for Continuing Education and External Programs.

Students who have been denied admission to Bowie State University **will not** be permitted to attend as non-degree students.

### **Concurrent Undergraduate-Graduate Registration**

Students enrolled in their last semester of study at Bowie State University may register for graduate level courses but must meet the following requirements and adhere to the following process.

The student must:

1. Have a 3.0 or higher GPA;
2. Have passed the Bowie State University **English Proficiency Examination**;
3. Have completed a hundred and five (105) credits which count toward graduation;
4. Be making satisfactory progress in his/her major;
5. Secure permission from his/her Department Chair;
6. File an application for conditional admission into the graduate program; and
7. Register for no more than six (6) semester hours.

The student must be granted regular admission to the Graduate School before initiating further course work.

### **Courses Taken at Other Institutions**

Students who wish to take courses at other institutions at anytime while attending Bowie State University must complete the **Permission to Enroll at Another Institution Form**. The **Permission Form** must be signed by the Department Chair and Dean of the School in which the student expects to earn a degree and submitted to the Office of the Registrar **prior to the student's enrollment at another institution**. Students are also **required** to:

1. Be in good academic standing (2.00 or better).
2. Have fewer than sixty-four (64) earned semester hours.
3. Be enrolled in course(s) at a university/college that offers equivalent level (100, 200, 300, etc.) courses to those offered at Bowie State. (Credits earned in developmental courses are not transferable to Bowie State University.)

Students who have earned sixty-five (65) or more total semester hours (including any transfer credits) may **not** take courses at any community college for the purpose of transferring the credits earned there toward a degree from Bowie State University. If permission is granted in advance by the Chair of the Department and processed by the Office of the Registrar, students may take courses at any accredited four-year institution for the purpose of transfer providing that the total number of transfer credits does not exceed ninety (90).

Students may **not** take courses at other institutions if they are within the last thirty (30) semester hours required for a degree.

Credit will be awarded only for those courses in which the student **earns a grade of "C" or better**. The grade or quality points earned are not posted on the student's academic record at Bowie State University nor is the grade included in the calculation of the student's grade point average at Bowie State University. The student is responsible for requesting that an official transcript be sent to the Office of Registrar for any course approved and taken at another institution.

Grades of "D" or "F" earned at Bowie State University may **not** be repeated at other institutions.

### **Second Bachelors Degree**

Bowie State University's second bachelor's program allows students to pursue new career opportunities or achieve personal goals by completing a second undergraduate degree. To qualify for admission, students must hold a bachelor's degree from a regionally accredited college or university.

### **USM Concurrent Inter-Institutional Registration Program**

University undergraduate students participating in the Concurrent Inter-Institutional Registration Program should obtain permission from their Dean. Course work counts as resident credit. Students participating in this program must be enrolled full time in a degree program at Bowie State University, for the semester in which these courses are taken. **It is not recommended that students take inter-institutional courses in their final semester.**

## **ADDITIONAL MEANS OF EARNING CREDIT**

### **Credit for Service in the Armed Forces**

Credits may be awarded for educational experience in the Armed Services as recommended in the American Council on Education's Guide and approved by the University. Veterans and military personnel must be formally admitted to the University and must submit a copy of the *Veteran's Report of Separation* (DD 214 Form) to both the Registrar's Office and the Admissions Office. Training completed through formal service schools (DD 295) and *Defense Activity for Non-Traditional Education Support* (DANTES) may be submitted for consideration. Official transcripts are required. Credits will be granted for course work that pertains to a student's major.

### **Transfer Credits**

Credits toward a degree will be accepted from only accredited collegiate level institutions for courses that are equivalent to those offered at Bowie State University. After the student has been approved for admission as an undergraduate, the Admissions Office, in conjunction with the chair of the appropriate academic department or designee, will evaluate credits for university-wide use. Transferable credits applicable to the program of study will count toward graduation, **but only credits earned at Bowie State University will be used to compute the GPA for graduation.** Grades of "D" from institutions outside the State of Maryland are not transferable to Bowie State University. "D" grades are transferable to Bowie State University from accredited Maryland institutions, **with the exception of** courses in the student's major.

Course work in which grades of "D" or "F" have been earned at Bowie State University **may not** be repeated at other institutions.

### **Advanced Placement Credit**

Bowie State University will award advanced standing to entering freshmen on the basis of Advanced Placement Examination results. Scores of 3 to 5 will be awarded appropriate credit.

Students must submit official copies of the AP Examination scores to the Office of Admissions. Credits will be awarded according to the following chart:

DEPT	SUBJECT	SCORE	CREDITS	RELATED COURSE(S)
ART	History of Art	3, 4	3	ART 300
BIOL	Biology	4	4	BIOL 102
		5	8	BIOL 102 or 103 or 105
CHEM	Chemistry	3	5	CHEM 107
		4, 5	10	CHEM 107-108
ENGL	Lang/Comp	4	3	ENGL 101
		5	6	ENGL 101 and 102
FREN	French	3	3	FREN 101
		5	6	FREN 101 and 102
GOVT	Govt Politics	3	3	GOVT 330
	Comparative	4, 5	6	GOVT 330 and 321
	United States	3	3	GOVT 231
		4, 5	6	GOVT 231 and 232
HIST	European History	3	3	HIST 320
		4, 5	6	HIST 320 and 322
	United States	3	3	HIST 201
		4, 5	6	HIST 201 and 202
MATH	Calculus (ab)	3	4	MATH 225
		4, 5	8	MATH 225 or MATH 225 and 226
	Calculus (bc)	3	8	MATH 225 or MATH 225 and 226
		4, 5	8	MATH 225 and 226
MUSC	Theory	3, 4, 5	3	MUSC 101
	Listen/Literature	3	3	MUSC 145
		4, 5	6	MUSC 145 and 146
PHYS	Physics	3	3	PHYS 271
	Mechanics	4, 5	6	PHYS 308 and 309
		3	3	PHYS 308

	Elect/Mag	4, 5	3	PHYS 303
PSYC	Psychology	4, 5	3	PSYC 101
SPAN	Language	3	3	SPAN 101
		4, 5	6	SPAN 101 and 102

### **CLEP Examinations**

The University recognizes that many experiences relevant to a student's education occur in places other than the traditional classroom setting. Students may receive advanced credits through the College-Level Examination Program (CLEP) administered for the College Entrance Examination Board by Educational Testing Service (ETS).

Scores earned must be in or at the 50th percentile for awarding credit. The following conditions apply.

1. Students must be admitted and have matriculated at the University for one semester before credit is posted;
2. Students cannot use CLEP credits as part of the final 30 semester hours, and the final 30 semester hours must be taken in residence;
3. To receive credit, the CLEP test must have been taken at a nationally recognized CLEP Test Center approved by ETS; and
4. An official score report must be forwarded to the Office of Admissions for evaluation.
5. Student's may not attempt CLEP for failed courses .

CLEP examinations posted on transcripts from other institutions will be accepted if the examination has been approved by Bowie State University and the scores reported are equal to or higher than those required by the Institution. It is the responsibility of the student to request that the Educational Testing Service forward a copy of the official score report to the Office of Admissions.

If a student has a question about a test item, his/her score report, or any other aspect of a CLEP examination that his/her test center cannot answer, write to: CLEP, PO Box 6600, Princeton, NJ 08541-6600 or visit <http://www.collegeboard.org>.

Bowie State University awards credits for **CLEP Examinations** as indicated in the following chart:

<b>SUBJECT</b>	<b>SCORE</b>	<b>SEM. HRS</b>	<b>EQUIVALENT</b>
American Literature	46	6	ENGL 316, 317
College Composition	44	3	ENGL 101
English Literature	46	6	ENGL 301, 302
English with Essay	60	3	ENGL 102
Analysis / Introduction of Literature	47	3	ENGL 236
College French I and II: First/ <b>Second Semesters</b>	39	6	FREN 101, 102
College French I and II: Third/Fourth Semesters	45	6	FREN 201, 202
College Spanish I and II: First/ <b>Second Semesters</b>	45	6	SPAN 101, 102
College Spanish I and II: Third/Fourth Semesters	50	6	SPAN 201, 202
Introduction to Accounting	45	6	BUAD 201, 202
Introduction to Business Law	51	3	BUAD 350
Introduction to Macro- Economics	44	3	ECON 211
Introduction to Micro- Economics	41	3	ECON 212
African American History	48	6	HIST 114, 115
American Government	47	3	GOVT 231
American History I	47	3	HIST 201
American History II	46	3	HIST 202
Western Civilization I	46	3	HIST 110
Western Civilization II	47	3	HIST 111
Educational Psychology	47	3	PSYC 412
General Psychology	47	3	PSCY 101
Introduction to Sociology	47	3	SOCI 101

College Algebra	46	3	MATH 125
College Algebra-Trigonometry	45	3	MATH 126
CLEP General Examinations:	420-500	6	HUMA Elective
General Humanities			
CLEP General Examinations:	420-500	6	HIST Elective
Social Science / History			
CLEP General Examinations:	50	6	HIST Electives
History			

Bowie State University awards credits for **DANTES Subject Standardized Examinations** as indicated in the following chart:

TITLE	SCORE	SEM. HRS.
Principle of Statistics	48	3
Art of the Western World	48	3
Continental Western World	48	3
Introduction Modern Middle East	44	3
Geography	48	3
History of Vietnam	49	3
Ethics in America	46	3
Civil War and Reconstruction	47	3
Foundations of Education	46	3
Lifespan Developmental Psychology	45	3
General Anthropology	47	3
Introduction to World Religion	49	3
Introduction to Law Enforcement	45	3
Criminal Justice	49	3
Astronomy	48	3
Here's to Your Health	48	3
Environment and Humanity	46	3
Principles of Physical Science I	47	3
Physical Geography	46	3
Principles of Finance	46	3

Principles of Finance Accounting	49	3
Human Resource Management	48	3
Organizational Behavior	48	3
Principles of Supervision	46	3
Business Law II	52	3
Introduction to Computers with BASIC	47	3
Introduction to Business	46	3
Money and Banking	48	3
Personal Finance	46	3
Management Information Systems	46	3
Fundamentals of Counseling	47	3
Principles of Public Speaking	47	3
Technical Writing with Essay	46	3

Students should forward their DANTES score reports to the Office of Admissions for evaluation.

Bowie State University awards credits for **ACT/PEP Examinations** as indicated in the following chart:

TITLE	SCORE	SEM. HRS.
Fundamentals of Nursing	45	8
Fundamentals of Gerontology	46	3
Statistics	48	3
Health Restoration I	47	4
Professional Strategies: NURS	47	4
Commonalities in NURS Care A	47	5
Organizational Behavior	LG	3
Principles of Management	45	3
History of Nazi Germany	LG	3
Maternal and Child NURS A	45	6
Maternal and Child NURS B	45	8
Abnormal Psychology	45	3
The American Dream	LG	6

Health Restoration II	47	4
Commonalities in NURS Care B	47	5
Differences in NURS Care A	47	5
Principles of Marketing	45	3
Ethics: Theory and Practice	46	3
Human Resource Management	45	3
Psychiatric Mental health NURS	45	8
Anatomy and Physiology	45	6
Religions of the World	LG	3
International Conflicts 20 <sup>th</sup> c.	LG	3
War in Vietnam (1945 – 1975)	LG	3
Health Support I	45	4
Differences in NURS Care B	45	5
Occupational Strategies NURS	47	3
Labor Relations	44	3
Adult Nursing	45	8
Read Instruction ELEM ED.	45	6
Microbiology	45	3
aternity Nursing	45	3
New Rule of Reason	LG	3
Health Support II	45	4
Differences in NURS Care C	45	4
Business Policy	PF	3
Corporate Finance	45	3
Production/Operations Management	45	3
Life Span Dev Psychology	45	3

*LG=Letter Grade*

*PF=Pass/Fail*

Students should forward their ACT/PEP score reports to the Office of Admissions for evaluation.

#### **Credit by Examination – Challenge Examination**

Students wishing to gain credit by demonstrating their prior mastery of the content of a course, must pass a “challenge examination.” Challenge examinations are prepared and graded by the academic department responsible for the course for which the credit is being requested. If a

passing score is obtained, credit is awarded, but no grade is assigned. Credit is designated on the student's transcript as "CR." Students must contact the chair of the department responsible for courses for which they are seeking credit. The following conditions apply:

1. Students must be admitted and matriculating at the University;
2. Students must register and pay for the course prior to the end of the Add/Drop period.
3. Credit by examination courses cannot be used as a basis for removing incomplete grades and withdrawals or as a basis for changing grades; and
4. No examination may be attempted more than once.

### **GRADUATION AND DEGREE REQUIREMENTS**

The graduation ceremony at Bowie State University is held at the end of the FALL and SPRING semester. Bowie State University awards the Bachelor of Arts and Bachelor of Science degrees. *The degrees are conferred and noted on the academic transcript at the end of the FALL and SPRING semesters and at the end of the SUMMER session.*

All undergraduate records are closed no later than six weeks after the official date of graduation. **There will be no changes made on the permanent academic records after this date.**

#### **Graduation Application**

Students expecting to complete graduation requirements by the end of the FALL, SPRING, or SUMMER session, must complete the **online Graduation Application** by the published deadline date located in the Schedule of Classes each semester.

#### **Degree Requirements**

Degree requirements vary according to the major content area completed in an academic discipline. The academic departments are responsible for establishing and disseminating clearly defined degree requirements. Specific degree requirements are described in this catalog under each academic department. For example, national examinations may be required by various departments as a part of assessment and are, therefore, required for graduation. Students should refer to that section of the catalog that deals with programs of study.

The Office of the Registrar maintains the official record of all students enrolled in the University. *Each student is responsible for working with an assigned advisor in the major department to ensure that the courses being completed meet the departmental requirements.* All students should maintain their own personal academic files, which should include copies of all grades, documents, and materials that are related to the degree. **Only students academically and financially cleared are allowed to participate in the graduation ceremony.**

A student who satisfactorily meets the following requirements will receive a Bachelor of Science or a Bachelor of Arts degree. Requirements for the Bachelor of Arts degree include 12 semester hours of a foreign language. **All undergraduate records are closed no later than six weeks after the official date of graduation. There will be no changes made on the permanent academic records after this date.**

1. **Residency Requirement** - Students matriculating at Bowie State University must complete the final thirty (30) semester hours in residence (courses taken at Bowie State University

or at one of the University System of Maryland schools, with permission) in partial fulfillment of graduation requirements. Credits received for CLEP, portfolio, military, or transfer credits may not be used to fulfill the residency requirement.

2. **Credit Requirements** - The minimum requirement for graduation is 120 semester hours, which must include at least thirty-two (32) semester hours of upper-level course work.
3. **Successful Completion of a Major** - All students must earn a grade of “C” or better in the major content area courses and in other courses defined as an integral part of the major.
4. **Cumulative Grade Point Average (GPA)** - All students must have a cumulative grade point average of 2.00 or higher to graduate. The GPA is computed by using only courses taken at Bowie State University.
5. **Credit in All Required General Education Courses** - All students must successfully complete the general education requirements as specified. Students must earn a grade of “C” or better in Expository Writing (ENGL 101), and Argument and Research (ENGL 102).
6. **Outcomes Assessment Examinations** - All students must demonstrate achievement of knowledge related to the major content area. The required standard or assessment is defined by the department and the major. Failure to achieve expected outcomes may delay graduation (see requirements under programs of study).
7. **Bowie State University English Proficiency Examination** - The **English Proficiency Examination** is required for graduation and must be taken upon completion of Expository Writing (ENGL 101) and Argument and Research (ENGL 102). Transfer students who completed their English composition requirements at another university must take the **English Proficiency Examination** during their **First Semester** of enrollment at Bowie State University.

### **Graduation with Honors**

Graduation with honors is a tribute that recognizes academic achievement. If a student’s overall cumulative GPA is 3.5 or higher but less than 3.65, a student graduates with the distinction of Cum Laude; 3.65 or higher but less than 3.85, Magna Cum Laude; and 3.85 or higher, Summa Cum Laude. At least thirty (30) semester hours must be earned in upper level courses (300-400) with grades of “C” or better.

A native student’s cumulative GPA for graduation with honors is based on all college work at Bowie State University. A transfer student who has earned at least 60 semester hours at Bowie State must have a 3.5 or higher GPA for work completed at the University and at other colleges and universities.

**Honors status at graduation applies only to students who are seeking their first degree.**

Honors will consist of the following cumulative grade point averages:

3.85 - 4.00	Summa Cum Laude
3.65 - 3.84	Magna Cum Laude
3.50 - 3.64	Cum Laude

### **Academic Recognition**

A transfer student who has earned 30-59 semester hours at Bowie State University and has a GPA of 3.5 or above at Bowie State and at other colleges and universities will graduate with academic recognition. Graduation with Academic Recognition will appear on the student's transcript.

### **Transcripts**

Students are not charged for transcripts. However, an express fee of \$10.00 (official and unofficial) will be charged for "while-you-wait" transcripts (maximum of three). "While-you-wait" service is available on Wednesdays from 9:00 a.m. to 6:30 p.m.

### **Student Records**

The University maintains students' educational records in accordance with the *Family Educational Rights and Privacy Act of 1974* as amended (Buckley Amendment). Records of students are not released without their consent, except for that information that the institution classifies as Public Directory Information. Public Directory Information may be given to any inquirer. Bowie State University designates the following as **Public Directory Information**: Student's name, address, telephone listing, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees, and awards received, and most recently and/or previous educational agency or institution attended.

Students who wish to withhold the release of any of this information must submit a written request to the Office of the Registrar. Unless under legal compulsion, all information (not identified as directory information) regarding students' records shall be denied.

### **Family Educational Rights and Privacy Act of 1974**

The Family Educational Rights and Privacy Act (FERPA) of 1974, as amended, sets forth requirements regarding the privacy of student records. FERPA governs:

- The release of these records (known as education records) maintained by an educational institution and
- Access to these records. This law applies to K-12 as well as postsecondary education.

Students have three primary rights under FERPA. They have the right to:

- Inspect and review their education records
- Have some control over the disclosure of information from their education records.
- Seek to amend incorrect education records.

In addition, students have the right to file a complaint with the U.S. Department of Education if they believe one of their primary rights have been violated.

Institutions must annually notify students currently in attendance of their rights by means that are likely to be read by students. The most common examples are in the student handbook, catalog, or student newspaper. This notice also applies to any student pursuing education via distance education or any other non-traditional educational delivery process.

Institutions may not disclose information contained in education records with the student's written consent except under conditions specified in the Act. An institution is not required to disclose information from a student's education records to the parents of dependent students but may exercise its discretion to do so. It is the responsibility of an institution to ensure that information is not improperly disclosed to the parents of the students.

FERPA applies to the education records of persons who are, or have been, in attendance in postsecondary institutions, including students in cooperative and correspondence study programs and in any non-traditional education delivery process, such as distance learning.

## GENERAL EDUCATION AND INSTITUTIONAL REQUIREMENTS

The GEIR (General Education and Institutional Requirements) is structured to provide a coherent, integrated liberal arts education to a diverse population. The purpose of the GEIR is to assist students in developing their personal capabilities in such a way as to reach the highest level of personal achievement and to make their maximum contribution to society. A flexible program of general courses and major requirements is designed to enable students to acquire a broad general education and competence in a field of concentration. In particular, the general education program aims to:

1. teach students the skills needed for writing, speaking, reading, and critical thinking;
2. develop students' knowledge bases in the natural sciences, social sciences, and humanities as a background for understanding the problems facing them as human beings;
3. teach students how to apply their skills and knowledge so that they can find, evaluate, and use the vast amount of available information;
4. develop a historical consciousness and an appreciation for the arts;
5. discern and evaluate the values that shape responsible members of society;
6. develop an interest in lifetime wellness; and
7. teach students to become independent, lifelong learners.

This Program will provide a sound basis for skills required in all majors, as well as the analytical skills and the cultural and intercultural awareness required of all college-educated individuals. Recognizing that many students, particularly in their early years in college, are undecided about their career choices, the general education program will further increase their awareness of career opportunities available to them and help them to make decisions in their best interests.

The GEIR is developed in conformance with the guidelines of the University System of Maryland (USM) and the Maryland Higher Education Commission (MHEC). Because of an ongoing evaluation by the University, USM, and MHEC, changes may occur in the general education requirements. Every attempt will be made to notify the student when these changes occur. However, "the General Education Program a student takes at one public college or university will transfer without further review to another public institution without the need for a course-to-course match. That is, courses defined as general education by one institution will transfer as general education even if the receiving institution does not offer that specific course or has not designated that course as general education." This policy applies to State of Maryland institution as stated in the COMAR General Education Standards for General Education courses.

Departments may select and recommend to the Schools' and University Curriculum Committees additional courses for approval as general education requirements.

## GENERAL EDUCATION AND INSTITUTIONAL REQUIREMENTS

### General Education Requirements

#### One course in each of two disciplines in arts and humanities (six semester hours)

Discipline/Courses: Philosophy, Speech, Theatre, Art, Music, Modern Languages, Literature, Interdisciplinary African American Studies.

ART	101	2D Design
ART	110	Introduction to Drawing
ART	111	Life Drawing (Portrait and Figure)
ART	200	African Art: Past and Present
ART	230	Introduction to Graphics
ART	299	Art Survey
COMM	101	Oral Communications
COMM	103	Public Speaking
ENGL	211	Literatures of the World
ENGL	212	The African American Literary Imagination
ENGL	213	Cinema of African and the African Diaspora
FREN	101	First Year French I
FREN	102	First Year French II
MUSC	101	Fundamentals of Music
MUSC	110	Music Technology
MUSC	202	Introduction to Music
PHIL	101	Introduction to Philosophy
PHIL	103	Introduction to the Principles of Reasoning
SPAN	101	First Year Spanish I
SPAN	102	First Year Spanish II
THEA	105	Introduction to Theater
THEA	110	Pilates Fitness

#### One course in each of two disciplines in social and behavioral sciences (six semester hours)

Discipline/Courses: History, Economics, Anthropology, Political Science, Sociology, Psychology, Geography, Social Work or Interdisciplinary Social Science. (Including mandatory 3 CREDITS of African American History)

ANTH	102	Introduction to Anthropology
CRJU	201	Introduction to law Enforcement and Criminal Justice
ECON	211	Principles of Macroeconomics
ECON	212	Principles of Microeconomics
GEOG	101	Element of Geography I
GOVT	130	Introduction to Political Science
GOVT	140	Introduction to Comparative Politics
GOVT	231	US National Government
GOVT	240	Black Politics in the United States
HIST	111	World Civilizations to 1500
HIST	114	African American History to 1865

HIST	115	African American History from 1865
HIST	202	US History to 1865
CAAS	101	Introduction to CAAS
CAAS	282	Domestic and Family Violence
PSYC	101	General Psychology
PSYC	200	Introduction to Psychopathology
SOCI	101	Introduction to Sociology
SOCI	203	Deviant Behavior

**Two science courses, at least one of which shall be a laboratory course (seven to eight semester hours)**

Discipline/Courses: Biology, Chemistry, Physics, and Physical Science Courses

BIOL	101	Biological Science
BIOL	203	Oceanus
CHEM	107	General Chemistry I Lecture/Lab
PHSC	100	Physical Science
PHSC	101	Earth Science I
PHYS	271	General Physics I
PHYS	272	General Physics II

**One course in mathematics at or above the level of college algebra (three semester hours)**

Discipline/Courses: Math or Statistics Courses

MATH	116	Introduction to Mathematical Ideas
MATH	118	Finite Mathematics
MATH	125	College Algebra
MATH	141	Precalculus I
MATH	150	Precalculus
MATH	215	Elements of Calculus
MATH	225	Calculus I

**Two courses in English composition (six semester hours)**

Disciplines/Courses: English Composition Courses:

ENGL	101	Expository Writing
ENGL	102	Argument and Research

**Once course in technology (three semester hours)**

Discipline/Courses: Business Information Systems or Computer Science

BUIS	260	Computer Applications for Business
COSC	110	Computer Literacy and Applications
COSC	111	Computer Principles and Technology
COSC	112	Computer Science I
COSC	113	Computer Science II
CTEC	125	Introduction to Visual Basic

**Free General Education Electives (nine semester hours)**

Courses chosen in consultation with a departmental advisor from any category within the General Education Course List

**Total General Education Requirements - 40 semester hours**

**Institutional Requirements**

**One course in Health and Wellness (three semester hours)**

Disciplines/Courses:

HEED	102	Life and Health/ Fund. of Sex Education
HEED	200	Fundamentals of Sex Education
IDIS	210	Contemporary Issues in Women's Health

**Freshman Seminar (three semester hours)**

FRSE	101	Freshman Seminar
------	-----	------------------

**Total Institutional Requirements 6 semester hours**

## **PROGRAMS OF STUDY COLLEGE OF ARTS AND SCIENCES**

**Dean:** George Acquah

The College of Arts and Sciences was formally created in 1995. It is composed of seven academic departments: Communications, Computer Science, English and Modern Languages, Fine and Performing Arts, History and Government, Mathematics, and Natural Sciences. In addition, the Department of Military Science (ROTC) is housed in the College of Arts and Sciences. Faculty members in the College are continuously engaged in a variety of scholarly and creative activities. The undergraduate Computer Science program is accredited by the Computing Accreditation Commission of ABET.

### **MISSION**

The College of Arts and Sciences provides the liberal arts and sciences foundation for all undergraduate programs. Taught by a community of scholars, students learn to examine their world, appreciate their culture, better understand themselves, and prepare for graduate and professional school and the workforce.

### **VISION**

The College will be recognized for innovative pedagogical and disciplined-based research. Its dynamic and inspiring faculty-scholars will produce a cadre of creative, competent, productive, lifelong learners.

### **GOALS**

1. Improve student recruitment in all Arts and Sciences degree areas
2. Increase retention and graduation rates of students in selected disciplines
3. Increase the number of undergraduate and graduate programs that meet the needs of state region, and the nation
4. Conduct five-year assessments of increase of all Arts and Sciences programs
5. Increase the number of proposals submitted to funding agencies

<b>DEPARTMENT OF COMMUNICATIONS</b>		
<b>MAJOR</b>	<b>CONCENTRATION</b>	<b>DEGREE OFFERED</b>
COMMUNICATIONS	Broadcast Journalism Emerging Media Print Journalism Public Relations	BA, BS

Chair: Pamela O'Brien

Associate Professors: Kehbuma Langmia, Pamela O'Brien, Otis Thomas

Assistant Professors: Adrian Krishnasamy

Instructors: Rochelle R. Daniel

Lecturers: Shirelle Briscoe, Dwight Ellis, Karima Haynes, Allissa Richardson

### **MISSION**

Bowie State University's Department of Communications' mission is to educate, mentor, and prepare students of diverse cultural backgrounds for successful careers in traditional and new media fields, including broadcast journalism, public relations, print journalism, emerging media, and graduate studies in organizational communications. We enhance students' analytical and critical thinking skills, leadership abilities, and oral and written communications skills that are mandatory in order to meet the challenges of a global society. The Department extends its mission to the entire student population through its oral communications and public speaking courses as part of Bowie State University's general education requirements.

The Department of Communications draws upon the rich history of Historically Black Colleges and Universities (HBCU) to foster minority contributions in professional communications. Our faculty members have professional experience in communications and are engaged in cutting edge, innovative and scholarly research that enhances their teaching in the classroom.

Bowie State University is strategically positioned in the Washington-Baltimore corridor, which allows the Department to draw upon a rich resource of professional and academic expertise. We engage students by providing opportunities for them to achieve the highest level of excellence in professional communications.

### **DESCRIPTION OF THE DEPARTMENT**

The Department curricula lead to a BA/BS degree in communications with concentrations in Broadcast Journalism, Emerging Media, Print Journalism, and Public Relations. Majors must earn a grade of "C" or better in all required communications courses, as well as all courses in the student's chosen minor. Students who wish to earn a BA degree are required to complete 12 semester hours in a foreign language in addition to other requirements. To earn a degree in communications, the student must successfully complete a minimum of 120 semester hours.

Undergraduate programs within the Department prepare students for entry into the communications professions and for subsequent graduate or advanced study. After completing ENGL 101 and ENGL 102, Composition and Literature I and II, students must take and successfully pass the Bowie State University *English Proficiency Examination*. Transfer students who completed their English composition requirements at another university must take the *English Proficiency Examination* during their **First Semester** of enrollment at the University.

## GOALS

1. To provide education in the various fields of communications that will produce graduates capable of assuming leadership roles in their respective fields of study
2. To produce well-informed individuals who are able to cope with rapid social and technological changes within our society and to access information, evaluate it critically, and codify it into effective messages for various audiences
3. To provide continuing education for professional development and personal enrichment of practicing professionals
4. To provide an education that will prepare students to seek additional graduate learning or certification in professional communications

## COMMUNICATIONS

### GENERAL EDUCATION AND INSTITUTIONAL REQUIREMENTS

(46-47 Semester hours) See page 111 for the full list of University General Education and Institutional Requirements. General Education Electives must be selected with the help of the student's academic advisor.

## CONCENTRATIONS

### BROADCAST JOURNALISM

The Broadcast Journalism program provides students with the education and skills needed to pursue a career in a state-of-the-art broadcast news and digital production industry. This entails broadcast news writing and announcing, as well as working with television cameras, producing, and directing television and/or radio news programs. Students will have the opportunity to be involved in producing television programs for BSU-TV and radio programs for WBSU.

### CORE REQUIREMENTS (36 semester hours)

	<b>Sem Hrs.</b>
COMM 101 Oral Communications	3
COMM 103 Public Speaking or	3
COMM 104 Voice and Diction	
COMM 240 Introduction to Mass Communications	3
COMM 248 Introduction to Broadcast News	3
COMM 331 Television Production	3
COMM 341 Media Ethics	3

COMM	421	Broadcast Programming	3
COMM	423	Communications Law, Policy and Administration	3
COMM	425	Radio Production I	3
COMM	426	Radio Production II <i>or</i>	3
COMM	428	Video Editing <i>or</i>	
COMM	429	Film Documentary and Television	
COMM	438	Internship and Seminar (Broadcast)	3
COMM	497	Metro Lab News	3

Selected Electives

38 credit hours from Non-Communication courses (including 27 credits in Arts and Sciences courses. Arts and Sciences courses may be selected from any department within the College of Arts and Sciences except the Department of Communications.)

**SAMPLE PROGRAM**

**FRESHMAN YEAR**

**First Semester**

			<b>Sem Hrs.</b>
COMM	101	Oral Communications	3
ENGL	101	Composition and Lit I	3
FRES	101	Freshman Seminar/Information Literacy	3
MATH	116	Introduction to Math Ideas	3
HIST	114/115	African American History (Soc. Sc. I)	3
			15

**Second Semester**

ENGL	102	Composition and Lit II	3
COMM	103/104	Public Speaking or Voice and Diction	3
		Arts and Humanities Elective I	3
		Health and Wellness Elective	3
		Soc. Sc Elective II	3
			15

**SOPHOMORE YEAR**

**First Semester**

COMM	240	Intro to Mass Comm	3
		Science Elective I	4
		Arts and Humanities Elective II	3
		Technology Elective	3
		General Education Elective I	3
		English Proficiency Exam	0
			16

**Second Semester**

COMM	248	Intro to Broadcast News	3
		General Education Elective II	3
		General Education Elective III	3
		Science Elective II	3
		Non-Communication Elective	3
			15

**JUNIOR YEAR**

**First Semester**

COMM	331	Television Production	3
COMM	341	Media Ethics	3
		Non-Communication Elective	3
		Non-Communication Elective	3
		Non-Communication Elective	3
			15

**Second Semester**

COMM	421	Broadcast Programming	3
COMM	423	Comm.Law, Policy and Admin	3
		Non-Communication Elective	3
		Non-Communication Elective	3
		Non-Communication Elective	3
			15

**SENIOR YEAR****First Semester**

COMM	438	Radio Production I	3
COMM	426	Radio Production II or	3
COMM	428	Video Editing or	
COMM	429	Film Documentary and TV	
		Non-Communication Elective	3
		Non-Communication Elective	3
		Non-Communication Elective	3
			15

**Second Semester**

COMM	438	Internship and Seminar (Broadcast)	3
COMM	497	Metro News Lab	3
		Non-Communication Elective	3
		Non-Communication Elective	3
		Non-Communication Elective	2
			14

**EMERGING MEDIA**

The Emerging Media program provides students with the skills required to pursue careers in content programming, sales, advertising, and administration within both traditional and emerging technology industries. Due to the increasing convergence within the media, managers need to have a fundamental understanding of how all aspects of media organizations function (from planning to production to distribution to evaluation). In addition, a program of sound business fundamentals will be provided to accompany core media classes.

<b>CORE REQUIREMENTS (39 semester hours)</b>			<b>Sem. Hrs.</b>
COMM	101	Oral Communications	3
COMM	103	Public Speaking or	3
COMM	104	Voice and Diction	
COMM	240	Introduction to Mass Communications	3
COMM	242	Survey of Emerging Media	3
COMM	325	Broadcast Adv. and Sales Management	3
COMM	333	Telecommunications Management	3
COMM	341	Media Ethics	3
COMM	404	Organizational Communication	3
COMM	423	Communications Law, Policy, and Administration	3
COMM	430	Communications Research	3
COMM	433	Information Systems and Telecommunications	3
COMM	438	Internship and Seminar (Emerging Media)	3
MGMT	101	Introduction to Business	3

## Selected Electives

21 CREDIT hours from other Communication courses

14-15 credit hours from Non-Communication courses

**SAMPLE PROGRAM****FRESHMAN YEAR****First Semester**

			<b>Sem Hrs.</b>
COMM	101	Oral Communications	3

ENGL	101	Composition and Lit I	3
MATH	116	Introduction to Math Ideas	3
FRES	101	Freshman Seminar/Information Literacy	3
HIST	114/115	African American History (Soc. Sc. 1)	3
			15
<b>Second Semester</b>			
ENGL	102	Composition and Lit II	3
COMM	103/104	Public Speaking or Voice and Diction	3
		Arts and Humanities Elective I	3
		Health and Wellness Elective	3
		Soc. Sc Elective II	3
			15
<b>SOPHOMORE YEAR</b>			
<b>First Semester</b>			
COMM	240	Intro to Mass Comm	3
MGMT	101	Introduction to Management	3
		Science Elective I	4
		Arts and Humanities Elective II	3
		Technology Elective	3
		English Proficiency Exam	0
			16
<b>Second Semester</b>			
COMM	242	Survey of Emerging Media	3
		General Education Elective I	3
		General Education Elective II	3
		Science Elective II	3
		Selected Communication Elective	3
			15
<b>JUNIOR YEAR</b>			
<b>First Semester</b>			
COMM	333	Telecommunication Management	3
COMM	341	Media Ethics	3
		General Education Elective III	3
		Selected Communication Elective	3
		Non-Communication Elective	3
			15
<b>Second Semester</b>			
COMM	325	Broadcast Advertising and Sales Mangement	3
COMM	404	Organizational Communications	3
		Selected Communication Elective	3
		Selected Communication Elective	3
		Non-Communication Elective	3
			15
<b>SENIOR YEAR</b>			
<b>First Semester</b>			
COMM	423	Comm. Law, Policy and Admin	3
COMM	430	Communications Research	3
		Selected Communication Elective	3
		Selected Communication Elective	3
		Selected Communication Elective	3
			15
<b>Second Semester</b>			
COMM	433	Information Systems and Telecomm	3
COMM	438	Internship and Seminar (Emerging Media)	3
		Selected Communication Elective	3
		Selected Communication Elective	3
		Non-Communication Elective	2
			14

## PRINT JOURNALISM

The Print Journalism program focuses on providing the education and skills required to work in the area of traditional and/or online print journalism, i.e. newspaper, magazine, and/or online industry. Students also acquire the writing, reporting, and editing skills that are necessary to pursue a career in these industries. Students will have the opportunity to work with the student newspaper, *The Spectrum*.

<b>CORE REQUIREMENTS</b> (39 semester hours)			<b>Sem. Hrs.</b>
COMM	101	Oral Communications	3
COMM	103/104	Public Speaking or Voice and Diction	3
COMM	215	Introduction to News Writing	3
COMM	216	Advanced Newspaper Writing	3
COMM	240	Introduction to Mass Communications	3
COMM	320	News Editing	3
COMM	321	The Magazine Article Writing	3
COMM	332	Publication Design and Production	3
COMM	341	Media Ethics	3
COMM	350	Online Journalism	3
COMM	423	Comm. Law, Policy, and Administration	3
COMM	438	Internship and Seminar (Print)	3
ENGL	210	Intro to English Grammar	3

### Selected Electives

24 credits of Arts and Sciences courses (Arts and Sciences courses may be selected from any department within the College of Arts and Sciences except the Department of Communications.)  
11-12 credit hours from Non-Communication courses

## SAMPLE PROGRAM

<b>FRESHMAN YEAR</b>			<b>Sem Hrs.</b>
<b>First Semester</b>			
ENGL	101	Composition and Lit I	3
FRES	101	Freshman Seminar/Information Literacy	3
MATH	116	Introduction to Math Ideas	3
HIST	114/115	African American History (Soc. Sc. I)	3
COMM	101	Oral Communications	3
			15
<b>Second Semester</b>			
ENGL	102	Composition and Lit II	3
COMM	103/104	Public Speaking or Voice and Diction	3
		Arts and Humanities Elective I	3
		Health and Wellness Elective	3
		Soc. Sc Elective II	3
			15
<b>SOPHOMORE YEAR</b>			
<b>First Semester</b>			
COMM	215	News Writing	3
COMM	240	Intro to Mass Comm	3
		Science Elective I	4
		General Education Elective I	3
		Arts and Humanities Elective II	3
		English Proficiency Exam	0
			16
<b>Second Semester</b>			
COMM	216	Advanced News Writing	3
		General Education Elective II	3
		General Education Elective III	3

		Science Elective II	3
		Technology Elective	3
			15
<b>JUNIOR YEAR</b>			
<b>First Semester</b>			
COMM	341	Media Ethics	3
COMM	350	Online Journalism	3
		Non-Communication Elective	3
		Non-Communication Elective	3
		Non-Communication Elective	3
			15
<b>Second Semester</b>			
COMM	320	News Editing	3
ENGL	210	Intro to English Grammar	3
		Non-Communication Elective	3
		Non-Communication Elective	3
		Non-Communication Elective	3
			15
<b>SENIOR YEAR</b>			
<b>First Semester</b>			
COMM	321	The Magazine Article Writing	3
COMM	332	Publication, Production and Design	3
		Non-Communication Elective	3
		Non-Communication Elective	3
		Non-Communication Elective	3
			15
<b>Second Semester</b>			
COMM	423	Comm. Law, Policy and Admin	3
COMM	438	Internship and Seminar (Print)	3
		Non-Communication Elective	3
		Non-Communication Elective	3
		Non-Communication Elective	2
			14

## PUBLIC RELATIONS

The Public Relations Concentration provides the student with the education and skill to help organizations build goodwill and long-term relationships with their publics. The student will learn to manage organizational crisis, how to write effective press releases, and build long-lasting organizational relationships with the community.

<b>CORE REQUIREMENTS</b> (36 semester hours)			<b>Sem. Hrs.</b>
COMM	101	Oral Communications	3
COMM	103/104	Public Speaking or Voice and Diction	3
COMM	240	Introduction to Mass Communications	3
COMM	324	Public Relations	3
COMM	334	Publicity Techniques	3
COMM	336	Advertising Copywriting	3
COMM	341	Media Ethics	3
COMM	419	Public Opinion	3
COMM	420	Public Relations Writing	3
COMM	423	Comm Law, Policy, and Administration	3
COMM	424	Advanced Public Relations	3
COMM	438	Internship and Seminar (PR)	3

Selected Electives

38 credit hours from Non-Communication courses (including 27 credits in Arts and Sciences courses). Arts and Sciences courses may be selected from any department within the College of Arts and Sciences except the Department of Communications.) .

**SAMPLE PROGRAM**

			<b>Sem Hrs.</b>
<b>FRESHMAN YEAR</b>			
<b>First Semester</b>			
COMM	101	Oral Communications	3
ENGL	101	Composition and Lit I	3
FRES	101	Freshman Seminar/Information Literacy	3
MATH	116	Introduction to Math Ideas	3
HIST	114/115	African American History (Soc. Sc. I)	3
			15
<b>Second Semester</b>			
ENGL	102	Composition and Lit II	3
COMM	103/104	Public Speaking or Voice and Diction	3
		Arts and Humanities Elective I	3
		Health and Wellness Elective	3
		Soc. Sc Elective II	3
			15
<b>SOPHOMORE YEAR</b>			
<b>First Semester</b>			
COMM	240	Intro to Mass Comm	3
		Science Elective I	4
		Arts and Humanities Elective II	3
		Technology Elective	3
		General Education Elective	3
		English Proficiency Exam	0
			16
<b>Second Semester</b>			
COMM	324	Public Relations	3
		General Education Elective II	3
		General Education Elective III	3
		Science Elective II	3
		Non-Communication Elective	3
			15
<b>JUNIOR YEAR</b>			
<b>First Semester</b>			
COMM	334	Publicity Techniques	3
COMM	341	Media Ethics	3
		Non-Communication Elective	3
		Non-Communication Elective	3
		Non-Communication Elective	3
			15
<b>Second Semester</b>			
COMM	336	Advertising Copywriting	3
COMM	423	Comm.Law, Policy and Admin	3
		Non-Communication Elective	3
		Non-Communication Elective	3
		Non-Communication Elective	3
			15
<b>SENIOR YEAR</b>			
<b>First Semester</b>			
COMM	420	Public Relations Writing	3
COMM	438	Internship and Seminar (PR)	3

		Non-Communication Elective	3
		Non-Communication Elective	3
		Non-Communication Elective	3
			15
<b>Second Semester</b>			
COMM	419	Public Opinion	3
COMM	424	Advanced Public Relations	3
		Non-Communication Elective	3
		Non-Communication Elective	3
		Non-Communication Elective	2
			14

DEPARTMENT OF COMPUTER SCIENCE		
MAJOR	CONCENTRATION	DEGREE OFFERED
COMPUTER SCIENCE		BS
COMPUTER TECHNOLOGY		BS

Chair:	Lethia Jackson
Professors:	Seonho Choi, Joan Langdon, Manohar Mareboyana, Sadanand Srivastava
Professor Emeritus:	Manjit Bhatia
Associate Professors	Hoda El-Sayed, James Gil de Lamadrid, Joseph Gomes, Lethia Jackson, Darsana Josyula, Sharad Sharma, Claude Turner, Jie Yan, Bo Yang
Assistant Professors:	Quincy Brown, Patricia Hughes, Soo-Yeon Ji, Courtney Lamar, Daryl Stone
Lecturers:	Velma Latson, Clarence Ray
Staff:	Mary Rodriguez, Program Administrative Specialist Haydar Teymourlouei, System Administrator

### MISSION

The mission of the Computer Science Department is to serve the educational needs of the Baltimore-Washington area community in general and the Southern Maryland region in particular, by offering its citizens opportunities to seek and complete a high quality education in fields related to the science and application of computer and information technology.

### GOALS

1. To prepare new generations of computer and information technology professionals, arming them with the quality education necessary for them to excel in the development and/or application of computing technology.
2. To provide an academically rigorous environment by exposing students to outstanding teaching and quality programs and by offering enriching experiences that help students to develop intellectually and professionally.
3. To support the University's historic commitment to the African American community through programs that promote minority enrollment in computer science/computer technology.
4. To provide a high quality education for computer science/computer technology students by promoting:
  - quality instruction to prepare students for a career or further studies in computer science/computer technology;
  - the attitudes and discipline of professionalism in computer science/computer

technology; and

- high academic standards and performance through student-faculty interaction and support.
5. To assist the University community in achieving excellence in computer and information technology and to ensure that all students learn to utilize computing resources in their disciplines of study.
  6. To constantly update the curriculum and upgrade the computer laboratories incorporating new developments in this dynamic field.
  7. To establish and support cooperative linkages with local governmental, business and educational institutions in order to:
    - provide students with practical experiences, summer opportunities, and future career options;
    - permit joint research projects; and
    - serve the community-at-large.
  8. To continue to expand research and development activities and thereby provide students and faculty with opportunities to solve problems of interest to the scientific community and society-at-large.

#### **ASSISTANTSHIPS AND FINANCIAL ASSISTANCE**

The Department of Computer Science recognizes the high cost of education today and makes every effort to offer financial assistance to qualified students through a variety of programs. For further information, please contact the Department directly.

#### **STUDENT ACTIVITIES**

Students are invited to take advantage of the student activity program, which is an integral part of their educational experience at Bowie State University. The Computer Science Department student activities include:

- **Bowie State University Collegiate Cyber Defense Team**  
The goal of the Bowie State University Collegiate Cyber Defense Team is to provide students with practical, hands-on knowledge in cybersecurity outside of a classroom setting. Students will learn current techniques and tools in network security and engage in local, regional, national and international competitions and challenges, where they will have the opportunity to test their skills in realistic scenarios, similar to those that exist in a private or public sector environment.
- **Women in Computing**  
This organization is focused on the support and promotion of women in the Computer Science Department by encouraging discussion and raising awareness of the issues they face. It is open to students of all genders and fields who support women in computing and technology.
- **Spring Programming Contest**  
Students compete singly or with a partner, to solve a series of programming problems at various levels.

## **BACHELOR OF SCIENCE IN COMPUTER SCIENCE PROGRAM**

The Computer Science Program is accredited by the Computing Accreditation Commission of ABET, [www.abet.org](http://www.abet.org).

### **Educational Objectives**

The Bachelor's Degree recipients of the Computer Science Program are expected to

- (1) apply theoretical principles and practical tools and techniques in computing to solve real-world problems.
- (2) communicate effectively orally and in writing, as an individual and as a member of a team.
- (3) become professionally employed and/or enrolled in advanced graduate studies in Computer Science or a related area.

Upon completion of at least 54 credits of required and elective course work in Computer Science, 14 credits of required courses in Mathematics, 14 credits of required Science courses, and additional University requirements, a student will be awarded the B.S. degree in Computer Science. Elective courses give students the opportunity to investigate topical areas of special interest. Cooperative education programs are also available to our students. The total number of credits required for an undergraduate degree in Computer Science is 120. All students must take and pass the Bowie State University *English Proficiency Examination*.

### **Student Outcomes**

Graduates of the Computer Science Program will, by the time of graduation, have the following knowledge, abilities, and appreciation of professional standards.

- (a) An ability to apply knowledge of computing and mathematics appropriate to the discipline
- (b) An ability to analyze a problem, and identify and define the computing requirements appropriate to its solution
- (c) An ability to design, implement, and evaluate a computer-based system, process, component, or program to meet desired needs
- (d) An ability to function effectively on teams to accomplish a common goal
- (e) An understanding of professional, ethical, legal, security and social issues and responsibilities
- (f) An ability to communicate effectively with a range of audiences
- (g) An ability to analyze the local and global impact of computing on individuals, organizations, and society
- (h) Recognition of the need for and an ability to engage in continuing professional development
- (i) An ability to use current techniques, skills, and tools necessary for computing practice
- (j) An ability to apply mathematical foundations, algorithmic principles, and computer science theory in the modeling and design of computer-based systems in a way that demonstrates comprehension of the tradeoffs involved in design choices
- (k) An ability to apply design and development principles in the construction of software systems of varying complexity

## DEGREE REQUIREMENTS

### I. REQUIRED COMPUTER SCIENCE COURSES (45-49 semester hours) Sem. Hrs.

COSC	112	Computer Science I	4
COSC	113	Computer Science II	4
COSC	208	Discrete Structures	3
COSC	214	Data Structures and Algorithms	4
COSC	254	Computer Organization	4
COSC	330	Systems Programming I	3
COSC	350	Programming Languages	3
COSC	354	Computer Architecture	3
COSC	370	Computer Ethics, Social and Legal Issues	3
COSC	374	Object-Oriented Design	3
COSC	414	Operating Systems	3
COSC	428	Design and Analysis of Algorithms	3
COSC	430	Systems Programming II	3
COSC	480	Senior Capstone	3
COSC	495	Senior Seminar	3

*(Note: COSC 190 Intermediate Computer Programming may be used in place of COSC 112 and COSC 113 by (1) students with transfer credit for COSC 190, and (2) entering students with a strong programming background and consent of the instructor.)*

### II. ELECTIVES IN COMPUTER SCIENCE (9 semester hours)

A minimum of 9 semester hours of 200-400 level courses in COSC or CTEC, with at least 3 semester hours at the 300 – 400 level. Mathematics courses Numerical Analysis I (MATH 460) and Numerical Analysis II (MATH 461) may be used in this category.

### III. REQUIRED MATHEMATICS COURSES (14 semester hours)

MATH	225	Calculus I	4
MATH	226	Calculus II	4
MATH	228	Linear Algebra	3
MATH	155	Probability and Statistics	3

### IV. REQUIRED COURSES IN NATURAL LABORATORY SCIENCES (14 semester hours)

Fourteen credits of Science to include:

- Ten credits of Physics as follows: PHYS 271, and PHYS 272 including labs  
**and**
- Four credits of a lab science course for science majors, in either Biology or Chemistry.

*(Note: BIOL 101 and BIOL 203 cannot be used; they are not for Biology majors.)*

### V. REQUIRED ENGLISH COURSE (3 semester hours)

ENGL	362	Technical Writing for Computer Science	3
------	-----	--	---

**NOTE:** Computer Science majors must earn a grade of “C” or better in each course in areas I through V above.

### VI. GENERAL EDUCATION REQUIREMENTS (18 semester hours)

#### English Composition (6 semester hours)

ENGL	101	Expository Writing	3
ENGL	102	Argument and Research	3

**Arts and Humanities** (6 semester hours)

COMM	101	Oral Communications	3
		Arts and Humanities Elective	3

**Choose from designated General Education courses in art, literature, modern languages, music, philosophy, and theater. (The Arts and Humanities Elective must be in a discipline other than COMM.)**

**Social Sciences** (6 semester hours)

HIST	114	African American History to 1865 or	
HIST	115	African American History since 1865	3
		Social Sciences Elective	3

**Choose from designated General Education courses in anthropology, economics, geography, political science, psychology, social work, sociology, or interdisciplinary social science. (The Social Sciences Elective must be in a discipline other than HIST.)**

**NOTE:** **Science** (7-8 semester hours), **Mathematics** (3 semester hours), and **Technology** (3 semester hours) General Education Requirements are satisfied by required courses in areas I through IV. **Free General Education Electives** (9 semester hours) are usually satisfied by a course in area I (**Technology** category) and courses in area IV (**Science** category). Additional **Free General Education Electives**, if needed, are chosen, with Departmental advisement, from designated General Education courses in any category.

*Note: The Department reserves the right to specify suitable General Education courses, in keeping with COMAR, for its majors.*

**VII. INSTITUTIONAL REQUIREMENTS** (6 semester hours)

**Freshman Seminar** (3 semester hours)

FRSE	101	Freshman Seminar	3
------	-----	------------------	---

**Freshman Seminar (FRSE 101) is required for all entering freshmen and for all transfer students with fewer than 12 credits.**

**Health and Wellness** (3 semester hours)

Choose one of the General Education courses designated for this category.

HEED	102	Life and Health	3
HEED	200	Fundamentals of Sex Education	3
IDIS	210	Contemporary Issues in Women's Health	3

**General Electives**

The remaining credits needed to make the total at least 120 should be chosen by the student in consultation with his/her advisor.

**SAMPLE PROGRAM:** This is a sample only. Most students will not follow the sample exactly as shown. It is very important that students consult regularly with their departmental advisor, to determine their best program.

<b>FRESHMAN YEAR</b>			<b>Sem. Hrs.</b>
<b>First Semester</b>			
COSC	112	Computer Science I	4
MATH	225	Calculus I	4
ENGL	101	Expository Writing	3
FRSE	101	Freshman Seminar	3
			<u>14</u>

**Second Semester**

COSC	113	Computer Science II	4
MATH	226	Calculus II	4
ENGL	102	Argument and Research	3
HIST	114 or 115	African American History	3
COMM	101	Oral Communications	<u>3</u>
			17

**SOPHOMORE YEAR****First Semester**

COSC	208	Discrete Structures	3
COSC	214	Data Structure & Algorithms	4
		Social Sciences Elective	3
<u>COSC</u>	<u>254</u>	Computer Organization	4
MATH	155	Probability and Statistics	<u>3</u>
			17

**Second Semester**

COSC	354	Computer Architecture	3
		Arts and Humanities Elective	3
<u>PHYS</u>	<u>271</u>	General Physics I with lab	5
MATH	228	Linear Algebra	<u>3</u>
			14

**JUNIOR YEAR****First Semester**

		Elective	3
<u>PHYS</u>	<u>272</u>	General Physics II with lab	5
COSC	330	Systems Programming I	3
COSC	374	Object-Oriented Design	3
<u>    </u>	<u>    </u>	Health & Wellness Elective	<u>3</u>
			17

**Second Semester**

COSC	430	Systems Programming II	3
COSC	414	Operating Systems	3
ENGL	362	Technical Writing for Computer Science	3
		BIOL or CHEM Science with lab	4
<u>COSC</u>	<u>428</u>	Design and Analysis of Algorithms	<u>3</u>
			16

**SENIOR YEAR****First Semester**

COSC	374	Object-Oriented Design	3
COSC	495	Senior Seminar	3
<u>    </u>	<u>    </u>	COSC Elective	3
<u>    </u>	<u>    </u>	Elective	<u>4</u>
			13

**Second Semester**

COSC	480	Senior Capstone	3
<u>    </u>	<u>    </u>	COSC Elective	3
<u>    </u>	<u>    </u>	COSC Elective	3
COSC	370	Computer Ethics, Social and Legal Issues	<u>3</u>
			12

**MINOR IN COMPUTER SCIENCE**

A minor in Computer Science can be obtained by completing 28 credits in computer science (with a grade of 'C' or better in each of the attempted courses). These courses must include COSC 112 and COSC 113 or equivalent, COSC 208, COSC 214, COSC 254 and additional credits in computer science courses at the 200 level or above. The student is required to satisfy the prerequisite for each course attempted.

## **SECOND DEGREE: BACHELOR OF SCIENCE IN COMPUTER SCIENCE**

*(For holders of a bachelor's degree in other fields)*

A person who wishes to obtain a Bachelor of Science in Computer Science and already holds a Bachelor's degree in another field is permitted to count toward the new degree any completed courses that can be used to satisfy requirements such as general education. Any person interested in this opportunity should make an appointment with a computer science advisor to discuss his/her case in detail.

## **BACHELOR OF SCIENCE IN COMPUTER TECHNOLOGY PROGRAM**

The Computer Technology Program is accredited by the Computing Accreditation Commission of ABET, [www.abet.org](http://www.abet.org).

The Bachelor of Science in Computer Technology Program is for the student whose primary interest is in applying computing technology to create real-world Information Technology (IT) systems. Graduates of the Program will be prepared to combine their knowledge of current computer tools and technologies and their expertise in effective communication within field settings.

### **Educational Objectives**

The Bachelor's Degree recipients of the Computer Technology Program are expected to

- (1) apply core technological principles to solve real-world problems.
- (2) communicate effectively orally and in writing, as an individual and as a member of a team.
- (3) become professionally employed and/or enrolled in professional development, including advanced graduate studies, in Computer Technology or a related area.

Upon completion of at least 60 credits of required and elective courses in Computer Technology and Computer Science, 17 credits of required courses in Mathematics, English and Sciences, and additional University requirements, a student will be awarded the B.S. degree in Computer Technology. Elective courses give students the opportunity to pursue advanced courses in areas of IT. Cooperative education programs are also available to our students. The total number of credits required for an undergraduate degree in Computer Technology is 120. All students must take and pass the Bowie State University *English Proficiency Examination*.

### **Student Outcomes**

Graduates of the Computer Technology Program will, by the time of graduation, have the following knowledge, abilities, and appreciation of professional standards.

- (a) An ability to apply knowledge of computing and mathematics appropriate to the discipline
- (b) An ability to analyze a problem, and identify and define the computing requirements appropriate to its solution
- (c) An ability to design, implement, and evaluate a computer-based system, process, component, or program to meet desired needs
- (d) An ability to function effectively on teams to accomplish a common goal
- (e) An understanding of professional, ethical, legal, security and social issues and responsibilities
- (f) An ability to communicate effectively with a range of audiences

(g) An ability to analyze the local and global impact of computing on individuals, organizations, and society

(h) Recognition of the need for and an ability to engage in continuing professional development

(i) An ability to use current techniques, skills, and tools necessary for computing practice.

## DEGREE REQUIREMENTS

### I. CORE COMPUTER SCIENCE/COMPUTER TECHNOLOGY

#### COURSES (30-34 semester hours)

			Sem. Hrs.
CTEC	114	Computing Tools and Environments	3
COSC	112	Computer Science I	4
COSC	113	Computer Science II	4
COSC	208	Discrete Structures	3
COSC	214	Data Structures & Algorithms	4
CTEC	214	Client Operating Systems	4
CTEC	222	UNIX Operating System	3
CTEC	226	Introduction to Database Development	3
CTEC	294	PC Architecture	3
CTEC	302	Computer Networking	3

*(Note: COSC 190 Intermediate Computer Programming may be used in place of COSC 112 and COSC 113 by (1) students with transfer credit for COSC 190, and (2) entering students with a strong programming background and consent of the instructor.)*

### II. CTEC PROGRAM TRACKS (12-24 semester hours)

#### A. COMPUTER NETWORKING AND SYSTEM ADMINISTRATION TRACK

CTEC	305	Server Administration I	3
CTEC	335	Network Protocols (TCP/IP)	3
CTEC	405	Server Administration II	3
CTEC	410	Internet Technology	3
CTEC	435	UNIX System Administration	3

*Note: Total number of required CTEC Program electives: 15 semester hours*

#### B. DATABASE DEVELOPMENT AND ADMINISTRATION TRACK

CTEC	300	Database Architecture	3
CTEC	324	Database Application Development	3
COSC	420	Database Management	3
CTEC	424	Database Administration	3

*Note: Total number of required CTEC Program electives: 18 semester hours*

#### C. COMPUTER AND NETWORK SECURITY TRACK

CTEC	335	Network Protocols (TCP/IP)	3
CTEC	345	Foundations of Computer and Network Security	3
CTEC	350	Principles and Methods of Intrusion Detection and Prevention	3
CTEC	402	Software and Operating System Security	3
CTEC	445	Fundamentals of Cryptography and Applications	3

*Note: Total number of required CTEC Program electives: 15 semester hours*

#### D. INTERNET TECHNOLOGY AND MULTIMEDIA TRACK

CTEC	225	Visual Basic Programming	3
CTEC	293	Internet Programming I	3
CTEC	332	Internet Scripting Languages	3
CTEC	335	Network Protocols (TCP/IP)	3
CTEC	393	Internet Programming II	3
CTEC	415	Internet Applications I	3
ART	230	Introduction to Computer Graphics	3
ART	396	2D Digital Animation I	3

Note: Total number of required CTEC Program electives: 6 semester hours

### III. CTEC PROGRAM ELECTIVES (6-18 semester hours)

Note: A student in one track may take a CTEC or COSC course not required by their track as an elective, provided the student satisfies the prerequisite(s) for the selected course. Technical courses from other disciplines may be allowed with prior approval by the department chairperson.

### IV. REQUIRED MATHEMATICS COURSES (7 semester hours)

MATH	215	Elements of Calculus	4
MATH	155	Probability and Statistics	3

### V. COURSES IN NATURAL LABORATORY SCIENCES (7-8 semester hours)

Two courses from two different natural sciences; At least one course must have an associated laboratory experience. For example:

BIOL	Biology
CHEM	Chemistry
PHSC	Physical Science
PHYS	Physics

### VI. REQUIRED ENGLISH COURSE (3 semester hours)

ENGL	362	Technical Writing for Computer Science	3
------	-----	--	---

**NOTE:** Computer Technology majors must earn a grade of “C” or better in each course in areas I through VI above.

### VII. GENERAL EDUCATION REQUIREMENTS (18 semester hours)

#### English Composition (6 semester hours)

ENGL	101	Expository Writing	3
ENGL	102	Argument and Research	3

#### Arts and Humanities (6 semester hours)

COMM	101	Oral Communications	3
_____	_____	Arts and Humanities Elective	3

**Choose from designated General Education courses in art, literature, modern languages, music, philosophy, and theater. (The Arts and Humanities Elective must be in a discipline other than COMM.)**

#### Social Sciences (6 semester hours)

HIST	114	African American History to 1865 or	
HIST	115	African American History since 1865	3
_____	_____	Social Sciences Elective	3

**Choose from designated General Education courses in anthropology, economics, geography, political science, psychology, social work, sociology, or interdisciplinary social science. (The Social Sciences Elective must be in a discipline other than HIST.)**

**NOTE:** **Science** (7-8 semester hours), **Mathematics** (3 semester hours), and **Technology** (3 semester hours) General Education Requirements are satisfied by required courses in areas I through V. **Free General Education Electives** (9 semester hours) are usually satisfied by courses in area I (**Technology** category) and a prerequisite course in area IV (**Mathematics** category). Additional **Free General Education Electives**, if needed, are chosen, with Departmental advisement, from designated General Education courses in any category.

*Note: The Department reserves the right to specify suitable General Education courses, in keeping with COMAR, for its majors.*

### **VIII. INSTITUTIONAL REQUIREMENTS (6 semester hours)**

#### **Freshman Seminar (3 semester hours)**

FRSE	101	Freshman Seminar	3
------	-----	------------------	---

**Freshman Seminar (FRSE 101) is required for all entering freshmen and for all transfer students with fewer than 12 credits.**

#### **Health and Wellness (3 semester hours)**

Choose one of the General Education courses designated for this category.

HEED	102	Life and Health	3
HEED	200	Fundamentals of Sex Education	3
IDIS	210	Contemporary Issues in Women's Health	3

#### **General Electives**

The remaining credits needed to make the total at least 120 should be chosen by the student in consultation with his/her advisor.

### **MINOR IN COMPUTER TECHNOLOGY**

A minor in Computer Technology can be obtained by completing the 30-34 semester hours listed as CORE COMPUTER SCIENCE/TECHNOLOGY COURSES (with a grade of "C" or better in each course). Students are required to satisfy the prerequisites for each course.

### **THE "2 + 2" COMPUTER TECHNOLOGY PROGRAM**

The Department offers a program for holders of an associate degree; this program leads to a Bachelor of Science in Computer Technology. The student entering this program will have completed the core requirements of a computer technology program and some general education credits at a community college or junior college. The student must complete the remaining general education and institutional requirements, upper division courses and elective courses at Bowie State University.

#### **Admission to the Program**

A student will be admitted to this program if he or she has:

1. An associate degree in computer technology or closely related area and
2. A cumulative grade point average of at least 2.5 (on a scale of 4).

*Note: A student with an Associate Degree in an area other than Computer Technology may be admitted to the program upon successful completion of selected computer science and technology courses that will be determined by the Department.*

#### **Graduation Requirements**

1. Completion of at least 120 semester credit hours of which at least 60 credit hours must be completed at Bowie State University.
2. Completion of at least 24 semester credit hours of computer science technology requirements at Bowie State University.
3. Completion of the general education and institutional requirements of Bowie State University.

4. Successful completion of the *English Proficiency Examination*. Meeting all other relevant graduation requirements as specified in the University catalog.

**Procedure**

To pursue this program, the student will meet with the 2+2 Program Coordinator to draw up a Program of Study, which lists the courses to be taken to satisfy the program requirements. The selection of courses will be made based on the courses already completed. The 2+2 Program Coordinator will advise each student individually.

DEPARTMENT OF ENGLISH AND MODERN LANGUAGES		
MAJOR	CONCENTRATIONS	DEGREE OFFERED
ENGLISH	Creative Writing Language and Literature Secondary Education	BA BS

Chair: David Basena

Professors: Brenda DoHarris, Richard Sterling

Associate Professors: David Basena, Gerri Bates, Monika Gross, Mary A. Harris, David Kaloustian, Monifa Love, C. Jenise Williamson

Assistant Professors: Hoke Glover, Monika Gross, Kwaku Sidney Walker

Lecturers: Angela Chamblee, Adam Fischer, Magin Gregg, Vivian Jackson, Tanya McInnis, Valerie S. Prince, Kala Richardson, Rion A. Scott, Nicole Wilson

### MISSION

The Department of English and Modern Languages supports the University's goals and priorities by creating an environment of academic excellence that will enable our students to develop critical thinking skills and comprehensive knowledge bases. Completing a degree in English at Bowie State University will enable them to become engaged, productive citizens in the academic or professional world. Moreover, the Department is committed to developing curricula, utilizing technology and enhancing library resources to assist students to become proficient in communicating, teaching English and modern languages, researching and analyzing literature and modern languages, and performing successfully on local and national exit examinations.

### GOALS

1. To facilitate access by offering transitional courses in reading and English.
2. To use technology, as appropriate, to enhance learning in all disciplines within the Department.
3. To ensure that the curriculum addresses diversity in its broadest sense.
4. To enhance the majors' and minors' literary and cultural exposure beyond the classroom.
5. To maintain a creative learning environment by encouraging faculty development.
6. To offer innovative programs in literature, world languages, and writing.
7. To produce majors who are fully prepared for the job market and/or to pursue graduate study.
8. To forge connections between the departmental faculty, other academic departments, and the community.

9. To seek external funding for curriculum development, pedagogical research, and faculty development.
10. To assist the University in increasing its retention and graduation rates.

#### **DESCRIPTION OF THE DEPARTMENT**

The Department offers the Bachelor of Arts (BA) with concentrations in Creative Writing and Language and Literature and a track in Africana Literature, and the Bachelor of Science (BS) in Secondary Education. It also offers six minors: Creative Writing, Literature, Literature of the African Diaspora, French, Spanish, and Hispanic Culture. Students seeking teacher certification, via the BS degree, must apply for admission into the Department of Teaching, Learning, and Professional Development

To receive a BA degree or a BS degree in English, the student must successfully complete at least 120 semester hours. Entering students must officially declare English as a major, and students who change their major after having begun matriculation at the University must submit a *Declaration of Major/Program Form*. All students who declare English as a major will be evaluated (1) after the completion of, Introduction to Literature (ENGL 236), the introductory course to the major, and (2) periodically throughout their matriculation at the University

Students who pursue a major or a minor in English must earn a grade of "C" or above in all English language and literature courses, and all students taking English 100, 101, or 102 and Reading 100 or 101 must earn a "C" or higher. All students who minor in a modern language or who take modern language courses to meet discipline requirements must earn a grade of "C" or higher in each course. All students must take and pass the Bowie State University *English Proficiency Examination (EPE)*.

The Department also offers the Master of Arts (MA) in English degree for individuals who (1) have earned the traditional bachelor's degree in English and allied fields (e.g., language arts, humanities) and wish to supplement that degree with training in literature and rhetorical theories and in humanities computing; (2) now teach on the secondary or collegiate level and wish to investigate literary and rhetorical theories and practices; and (3) wish to pursue doctoral studies upon completion of the master's degree.

#### **DEVELOPMENTAL ENGLISH AND READING AT BOWIE STATE UNIVERSITY**

Bowie State University measures skill proficiencies in writing and reading by student performance on ACCUPLACER, a College Board placement test administered to all first-time freshmen by the University Testing Center. Placement in, and successful completion of, specific developmental courses (Developmental English and Developmental Reading) is required of all students who do not demonstrate proficiency in writing and reading. These courses are housed in the Department of English and Modern Languages.

Transfer students who have not completed their English 101 requirements prior to enrolling in Bowie State University must also take writing and reading placement tests and are also required to enroll in and successfully complete developmental courses designed to improve their skills for that area.

Students who do not pass Developmental English and Developmental Reading with a grade of A, B, or C will not be permitted to enroll in English 101 or 102.

**Credits earned in Developmental courses will not apply toward graduation.**

**GENERAL EDUCATION AND INSTITUTIONAL REQUIREMENTS FOR THE BACHELOR OF ARTS AND BACHELOR OF SCIENCE DEGREES\***

<b>English Composition</b> (6 semester hours—two courses in English composition)			
ENGL	101	Expository Writing	3
ENGL	102	Argument and Research	3
<b>Arts and Humanities</b> (6 semester hours—one course in each of two disciplines)			
—	—	Arts and Humanities Elective	6
<b>Natural Sciences</b> (7-8 semester hours—two science course, at least one of which shall be a laboratory course)			
—	—	Natural Sciences Electives	
	7/8		
<b>Mathematics</b> (3 semester hours—one course in mathematics at or above the college level)			
MATH	—	Mathematics Elective	3
<b>Social Sciences</b> (6 semester hours—one course in each of two disciplines in social and behavioral sciences)			
HIST	114	African American History to 1865 <b>or</b>	
HIST	115	African American History Since 1865	3
—	—	Behavioral Sciences Elective	3
<b>Technology</b> (3 semester hours—one course in technology)			
—	—	Technology Elective	3
<b>Free General Education Electives</b> (9 semester hours—chosen from any category within the General Education Course List)			
—	—	General Education Electives	9
<b>Institutional Requirements Freshman</b> (6 semester hours)			
<b>Health and Wellness</b>			
—	—	Health and Wellness Elective	3
<b>Freshman Seminar/Information Literacy</b>			
FRSE	101	Freshman Seminar	3
<b>LANGUAGE REQUIREMENT FOR THE B. A. DEGREE* (12 semester hours)</b>			
FREN	101-102	First-Year French I and II	6
FREN	201-202	Second-Year French I and II <b>or</b>	6
SPAN	101-102	First-Year Spanish I and II	6
SPAN	201-202	Second-Year Spanish I and II	6

*Note: \*The language requirement is for BA majors only. Students must pursue 12 hours in either French or Spanish*

## Special BA and BS Degree Requirements

All English majors must:

- Pass the Bowie State University *English Proficiency Examination* immediately after completing ENGL 102, Argument and Research. Transfer students should take the *English Proficiency Examination* the **First Semester** of matriculation.
- Take the Senior Comprehensive Examination.
- Present an original research-based paper, creative work, or investigative report at the Senior Symposium.

BA majors must also:

- Take 12 hours in French or a foreign language approved by the chair.

Students are encouraged to take SUMMER courses and attend MINI-SEMESTER in order to have a manageable semester load.

*Note: The Department reserves the right to specify suitable general education courses for its majors, in keeping with COMAR.*

### BACHELOR OF ARTS IN ENGLISH TRACK: AFRICANA LITERATURE

CORE REQUIREMENTS (39 semester hours)			Sem. Hrs.
ENGL	236	Introduction to Literature	3
ENGL	301-302	English Literature I and II	6
ENGL	316-317	American Literature I and II	6
ENGL	324-325	African American Literature I and II	6
ENGL	345	Introduction to General Linguistics I	3
ENGL	408	Shakespeare's Problem Plays, Trag., and Rom.	3
ENGL	409	Chaucer	3
ENGL	437	Literary Criticism and Theory	3
ENGL	438	Seminar for Majors and Minors	3
ENGL	446	History of the English Language	3
CONCENTRATION REQUIREMENTS (21 semester hours)			
ENGL	326	Literature of the Caribbean <b>or</b>	
ENGL	370	Special Topics in Caribbean Literature	3
ENGL	327	African Literary Expression	3
ENGL	329	The African American Short Story	3
ENGL	330	African American Poetry and Poetics	3
ENGL	331	African American Vernacular Tradition	3
ENGL	424	Neo-Slave Narratives	3
ENGL	425	Seminar in African American Literature	3

### CATEGORY I (3 semester hours—Choose 1)

ENGL	210	Introduction to Grammar
ENGL	255	Advanced Composition
ENGL	260	Creative Writing II: Non-Fiction
ENGL	445	Advanced Grammar

### SAMPLE FOUR-YEAR PLAN

<b>FRESHMAN YEAR</b>			<b>Sem. Hrs.</b>
<b>First Semester</b>			
FRSE	101	Freshman Seminar	3
ENGL	101	Expository Writing	3
MATH	125	College Algebra	3
HIST	114	African American History to 1865	3
BIOL	101	Biological Science	4
			16
<b>Second Semester</b>			
HEED	102	Life and Health	3
ENGL	102	Argument and Research	3
COSC	110	Computer Literacy and Applications	3
HIST	115	African American History Since 1865	3
PHSC	101	Earth Science	4
			16
<b>SOPHOMORE YEAR</b>			
<b>First Semester</b>			
FREN	101	First-Year French I <b>or</b>	
SPAN	101	First-Year Spanish I	3
PHIL	103	Introduction to Principles of Reasoning	3
COMM	101	Oral Communication	3
ENGL	236	Introduction to Literature	3
ENGL	210	Introduction to Grammar	3
			15
<b>Second Semester</b>			
FREN	102	First-Year French II <b>or</b>	
SPAN	102	First-Year Spanish II	3
ANTH	102	Introduction to Anthropology	3
PSYC	101	General Psychology	3
ENGL	211	Literatures of the World	3
ENGL	446	History of the English Language	3
			15
<b>JUNIOR YEAR</b>			
<b>First Semester</b>			
FREN	201	Second-Year French I <b>or</b>	
SPAN	201	Second-Year Spanish I	3
ENGL	301	English Literature I	3
ENGL	316	American Literature I	3
ENGL	324	African American Literature I	3

ENGL	345	Introduction to General Linguistics I	3
			15
<b>Second Semester</b>			
FREN	202	Second-Year French II <b>or</b>	
SPAN	202	Second-Year Spanish II	3
ENGL	302	English Literature II	3
ENGL	317	American Literature II	3
ENGL	325	African American Literature II	3
ENGL	437	Literary Criticism and Theory	3
			15
<b>SENIOR YEAR</b>			
<b>First Semester</b>			
ENGL	327	African Literary Expression	3
ENGL	330	African American Poetry and Poetics	3
ENGL	331	African American Vernacular Tradition	3
ENGL	409	Chaucer	3
ENGL	424	Neo Slave Narratives	3
			15
<b>Second Semester</b>			
ENGL	326	Literature of the Caribbean <b>or</b>	
ENGL	370	Special Topics in Caribbean Literature	3
ENGL	329	African American Short Story	3
ENGL	408	Shakespeare's Problem Plays, Trag. and Rom.	3
ENGL	425	Seminar in African American Literature	3
ENGL	438	Seminar for Majors and Minors	3
			15

**BACHELOR OF ARTS IN ENGLISH  
CONCENTRATION: CREATIVE WRITING**

<b>CORE REQUIREMENTS: 48 SEMESTER HOURS</b>			<b>Sem. Hrs.</b>
ENGL	236	Introduction to Literature	3
ENGL	256	Introduction to Creative Writing	3
ENGL	257-260	Creative Writing I: Fiction, Poetry, Drama Non-Fiction (Choose two different genres)	3
ENGL	301-302	English Literature I and II	6
ENGL	316-317	American Literature I and II	6
ENGL	324	African American Literature I <b>or</b>	3
ENGL	325	African American Literature II <b>or</b>	3
ENGL	425	Seminar in African American Literature	3
ENGL	357-360	Creative Writing II: Fiction, Poetry, Drama Non-Fiction (Choose two different genres)	3
ENGL	438	Seminar for Majors and Minors	3
ENGL	455	Advanced Creative Writing I	3
ENGL	456	Advanced Creative Writing II	3
—	—	World Literatures	6

## SAMPLE FOUR-YEAR PLAN

<b>FRESHMAN YEAR</b>			<b>Sem. Hrs.</b>
<b>First Semester</b>			
FRSE	101	Freshman Seminar	3
ENGL	101	Expository Writing	3
_____	_____	Health and Wellness Elective	3
MATH	116	Introduction to Math Ideas	3
COMM	101	Oral Communication	3
			15
<b>Second Semester</b>			
ENGL	102	Argument and Research	3
HIST	114	African American History to 1865 <b>or</b>	
HIST	115	African American History Since 1865	3
PHIL	103	Introduction to Principles of Reasoning	3
_____	_____	Technology Elective	3
_____	_____	Natural Sciences Elective	4
			16
<b>SOPHOMORE YEAR</b>			
<b>First Semester</b>			
ENGL	211	Literatures of the World	3
ENGL	236	Introduction to Literature	3
ENGL	256	Introduction to Creative Writing	3
FREN	101	First-Year French I <b>or</b>	
SPAN	101	First Year Spanish I	3
_____	_____	Natural Sciences Elective	4
			16
<b>Second Semester</b>			
ENGL	257-260	Creative Writing II	3
FREN	102	First-Year French II <b>or</b>	
SPAN	102	First-Year Spanish II	3
_____	_____	Social and Behavioral Sciences Elective	3
_____	_____	General Education Electives	6
			15
<b>JUNIOR YEAR</b>			
<b>First Semester</b>			
ENGL	257-260	Creative Writing II	3
ENGL	301	English Literature I	3
ENGL	316	American Literature I	3
ENGL	_____	World Literatures	3
FREN	201	Second-Year French I <b>or</b>	
SPAN	201	Second-Year Spanish I	3
			15
<b>Second Semester</b>			

ENGL	302	English Literature II	3
ENGL	317	American Literature II	3
ENGL	357-360	Creative Writing III	3
ENGL	—	Elective (English Recommended)	3
FREN	202	Second-Year French II <b>or</b>	
SPAN	202	Second-Year Spanish II	3
			15

## SENIOR YEAR

### First Semester

ENGL	357-360	Creative Writing III	3
ENGL	455	Advanced Creative Writing I	3
ENGL	—	Elective (English Recommended)	6
—	—	General Elective	3
			15

### Second Semester

ENGL	324/325	African American Literature I <b>or</b> II <b>or</b>	
ENGL	425	Seminar in African American Literature	3
ENGL	438	Seminar for Majors and Minors	3
ENGL	456	Advanced Creative Writing II	3
ENGL	—	Elective (English Recommended)	3
—	—	General Elective	3
			15

## BACHELOR OF ARTS IN ENGLISH - CONCENTRATION: LANGUAGE AND LITERATURE

The Language and Literature concentration leading to the BA in English provides students with a solid grounding in English and foreign language skills; textual interpretation and writing; American, British, and World literatures; and critical tools and theoretical perspectives. The track provides a balance between traditional literature surveys and period courses and courses in which the organizing principle is generic, thematic, or theoretical. Students with the Language and Literature B.A. may go on to graduate studies, teaching or publishing, or any career in which superior critical thinking, analytical, and communication skills are essential.

### CORE REQUIREMENTS (45 semester hours)

			Sem. Hrs.
ENGL	236	Introduction to Literature	3
ENGL	301-302	English Literature I and II	6
ENGL	316-317	American Literature I and II	6
ENGL	345/346	Introduction to Linguistics I <b>or</b> II <b>or</b>	
ENGL	445	Advanced Grammar <b>or</b>	
ENGL	446	History of the English Language	3
ENGL	437	Literary Criticism and Theory	3
ENGL	438	Seminar for Majors and Minors	3

ENGL	___	British Literature Periods and Authors Course	3
ENGL	___	American Literature Periods and Authors Course	3
ENGL	___	American Literature or British Literature Course	3
ENGL	___	World Literatures	6
ENGL	___	Genres and Special Studies Course	6

### SAMPLE FOUR-YEAR PLAN

<b>FRESHMAN YEAR</b>			<b>Sem. Hrs.</b>
<b>First Semester</b>			
FRSE	101	Freshman Seminar	3
ENGL	101	Expository Writing	3
MATH	116	Introduction to Math Ideas	3
COMM	101	Oral Communication	3
___	___	Health and Wellness Elective	3
			15
<b>Second Semester</b>			
ENGL	102	Argument and Research	3
PHIL	103	Introduction to Principles of Reasoning	3
HIST	114	African American History to 1865 <b>or</b>	
HIST	115	African American History Since 1865	3
___	___	Technology Elective	3
___	___	Natural Sciences Elective	4
			16
<b>SOPHOMORE YEAR</b>			
<b>First Semester</b>			
ENGL	211	Literatures of the World	3
ENGL	236	Introduction to Literature	3
FREN	101	First-Year French I <b>or</b>	
SPAN	101	First-Year Spanish I	3
___	___	Social and Behavioral Sciences Elective	3
___	___	Natural Sciences Elective	4
			16
<b>Second Semester</b>			
ENGL	___	World Literatures	6
FREN	102	First-Year French II <b>or</b>	
SPAN	102	First-Year Spanish II	3
___	___	General Education Electives	6
			15
<b>JUNIOR YEAR</b>			
<b>First Semester</b>			
ENGL	301	English Literature I	3
ENGL	316	American Literature I	3
ENGL	___	Genres and Special Studies Course	3
ENGL	___	American Literature <b>or</b> British Literature Course	3
FREN	201	Second-Year French I <b>or</b>	
SPAN	201	Second-Year Spanish I	3

			15
<b>Second Semester</b>			
ENGL	302	English Literature II	3
ENGL	317	American Literature II	3
ENGL	437	Literary Criticism and Theory	3
ENGL	_____	Genre and Special Studies Course	3
FREN	202	Second-Year French II <b>or</b>	
SPAN	202	Second Year Spanish II	3
			15
<b>SENIOR YEAR</b>			
<b>First Semester</b>			
ENGL	345/346	Introduction to Linguistics I <b>or</b> II <b>or</b>	
ENGL	445	Advanced Grammar <b>or</b>	
ENGL	446	History of the English Language	3
ENGL	_____	British Literature Periods and Authors Course	3
ENGL	_____	American Literature Periods and Authors Course	3
ENGL	_____	Electives (English Recommended)	3
_____	_____	General Electives	3
			15
<b>Second Semester</b>			
ENGL	438	Seminar for Majors and Minors	3
_____	_____	Elective (English Recommended)	3
_____	_____	General Electives	7
			13

**BACHELOR OF SCIENCE IN ENGLISH  
CONCENTRATION: TEACHER EDUCATION**

The English Education program is offered jointly by the Department of English and Modern Languages and the Department of Teaching, Learning, and Professional Development. Students in this Program are assigned an advisor in the Department of English and Modern Languages and in the Department of Teaching, Learning, and Professional Development. This Program is designed specifically to prepare students to teach English at the secondary school level. The curriculum exposes the student to those topics stressed in the National Council of the Teachers of English (NCATE) standards and meets the requirements for teacher certification in the State of Maryland.

<b>CORE REQUIREMENTS (39 semester hours)</b>			<b>Sem. Hrs.</b>
ENGL	210	Introduction to Grammar	3
ENGL	236	Introduction to Literature	3
ENGL	301-302	English Literature I and II	6
ENGL	316/317	American Literature I <b>or</b> II	3
ENGL	324/325	African American Literature I <b>or</b> II <b>or</b>	
ENGL	337	Literature for Adolescents	3
ENGL	345	Introduction to Linguistics	3
ENGL	408	Shakespeare's Problem Plays, Trag. and Rom.	3

ENGL	417	Contemporary American Literature	3
ENGL	425	Seminar in African-American Literature	3
ENGL	438	Seminar for Majors and Minors	3
ENGL	445	Advanced Grammar	3
ENGL	470	Methods of Teaching English	3
<b>Total Core Requirements</b>			<b>39</b>
<b>Total Professional Education Requirements</b>			<b>34</b>
<b>Total Requirements for Concentration</b>			<b>73</b>

### SAMPLE FOUR-YEAR PLAN

<b>FRESHMAN YEAR</b>			<b>Sem. Hrs.</b>
<b>First Semester</b>			
FRSE	101	Freshman Seminar	3
ENGL	101	Expository Writing	3
MATH	116	Introduction to Math Ideas	3
COMM	101	Oral Communication	3
_____	_____	Health and Wellness Elective	3
			<b>15</b>
<b>Second Semester</b>			
ENGL	102	Argument and Research	3
HIST	114	African American History to 1865 <b>or</b>	
HIST	115	African American History Since 1865	3
PHIL	103	Introduction to Principles of Reasoning	3
_____	_____	Technology Elective	3
_____	_____	Natural Sciences Elective	4
			<b>16</b>
<b>SOPHOMORE YEAR</b>			
<b>First Semester</b>			
ENGL	210	Introduction to Grammar	3
ENGL	211	Literatures of the World	3
ENGL	236	Introduction to Literature	3
_____	_____	Social and Behavioral Sciences Elective	3
_____	_____	Natural Sciences Elective	4
			<b>16</b>
<b>Second Semester</b>			
ENGL	345	Introduction to Linguistics	3
ENGL	445	Advanced Grammar	3
EDUC	101	Introduction to Education (with Practicum I)	3
_____	_____	General Education Electives	6
			<b>15</b>

## JUNIOR YEAR

### First Semester

ENGL	301	English Literature I	3
ENGL	316/317	American Literature I <b>or</b> II	3
ENGL	408	Shakespeare's Problem Plays, Trag. and Rom.	3
EDUC	201	Human Growth and Development (inc. Practicum II*)	3
EDUC	402	Assessment and Evaluation	3
			15

\*Students must pass PRAXIS I before taking Practicum II

### Second Semester

ENGL	302	English Literature II	3
ENGL	337	Literature for Adolescents	3
ENGL	417	Contemporary American Literature	3
EDUC	311	Managing the Diverse Classroom	3
EDUC	316	Foundations of Education	3
			15

## SENIOR YEAR

### First Semester

ENGL	324/325	African American Literature I <b>or</b> II	3
ENGL	425	Seminar for African American Literature	3
ENGL	470	Methods of Teaching English	3
SCED	305	Practicum III*	1
SCED	403	Orientation to Special Education	3
SCED	450	Methods of Teaching Reading/SCED	3
			16

\*Students must pass PRAXIS II during Practicum III

### Second Semester

ENGL	438	Seminar for Majors and Minors	3
SCED	401	Directed Teaching and Seminar/SCED	12
			15

## Special BS Degree Requirements

To be formally admitted to the education component of the Program, the student must apply to the Teacher Education Program, usually after completion of appropriate courses taken during the freshman/sophomore years. The application procedure requires the student to compile a brief portfolio, undergo an interview with a representative of the Admission and Retention Committee, and finalize arrangements to successfully complete PRAXIS I. In addition, to complete the Program successfully, the student must pass the appropriate sections of the Teacher Competency Exams (PRAXIS I and PRAXIS II). For further information, the student should consult his/her advisor in the Department of Teaching, Learning, and Professional Development.

BS majors must also:

- Take ENGL 337 geared for teaching adolescent literature in secondary school.
- Take ENGL 470 the semester before student teaching.
- Apply for admission to the Teacher Education Program.

- Apply for Directed Teaching and Seminar the semester prior to being placed.
- Have results of PRAXIS I and II sent to the Department of Teaching, Learning, and Professional Development.

## MINOR PROGRAMS

### CREATIVE WRITING

A minor in creative writing consists of 18 hours and is designed for students who desire to enhance their creative talents in any of the literary genres: Poetry, fiction, drama, etc.

<b>CORE REQUIREMENTS (18 semester hours)</b>			<b>Sem. Hrs.</b>
ENGL	256	Introduction to Creative Writing	3
ENGL	257-260	Choose one genre	3
ENGL	357-360	Choose two genres	6
ENGL	455-456	Advanced Creative Writing I	6

### LITERATURE

A minor in literature consists of 18 semester hours and will enhance the critical, analytical, and writing skills of students in other majors.

<b>CORE REQUIREMENTS (18 semester hours)</b>			<b>Sem. Hrs.</b>
ENGL	301-302	English Literature I and II	6
ENGL	316-317	American Literature I and II	6
ENGL	324/325	African American Literature I <b>or</b> II <b>or</b>	
ENGL	408	Shakespeare's Problem Plays, Trag. and Rom. <b>or</b>	
ENGL	409	Chaucer	3
ENGL	425	Seminar in African American Literature	3

### LITERATURE OF THE AFRICAN DIASPORA

A minor in literature of the African diaspora consists of 18 semester hours and is designed for students who desire exposure to other cultures via the best in literary expression and seek enhancement of their analytical and writing skills.

<b>CORE REQUIREMENTS (18 semester hours)</b>			<b>Sem. Hrs.</b>
ENGL	211	Literatures of the World	3
ENGL	326	Literature of the Caribbean	3
ENGL	327	African Literary Expression	3
ENGL	—	English Elective	3
FREN	304	Introduction to French Literature	3
SPAN	430	Open Seminar in Hispanic Literature	3

### FRENCH LANGUAGE

The French minor is a 21-credit-hour program that offers the students learning experiences that help them understand, speak, read, write, and listen in the target language with a high level of proficiency. The French language minor will enable students to compete in area businesses and industries with international branches.

<b>CORE REQUIREMENTS (21 semester hours)</b>			<b>Sem. Hrs.</b>
FREN	201-202	Second-Year French I and II	6
FREN	301-302	French Conversation I and II	6
FREN	303	Introduction to French Literature I <b>or</b>	
FREN	304	Introduction to French Literature II <b>or</b>	
FREN	326	Francophone Cultures and Literatures	3
FREN	327	French Culture and Civilization	3
FREN	340	French for Special Purposes (Business, Communication, etc.)	3

Recommendations: FREN 201, 202, 301, and 302 should be taken in sequence before proceeding to other courses. A maximum of six transfer credits will be accepted provided they were completed during the two-year period preceding enrollment at Bowie State University.

### **SPANISH LANGUAGE**

A Spanish language minor may be used with any major in the University, including areas such as business, social work, psychology, education, and science. Students will gain a significant auxiliary skill with the acquisition of a foreign language. The Spanish language minor is a 21-credit-hour program offering learning experiences that prepare students to understand the language at the conversational level and to use it in a variety of settings. The Spanish language minor will prepare the Bowie graduate to move into a variety of employment areas or to continue graduate studies at schools where a foreign language is a prerequisite for admission.

<b>CORE REQUIREMENTS (21 semester hours)</b>			<b>Sem. Hrs.</b>
SPAN	101-102	First-Year Spanish I and II	6
SPAN	201-202	Second-Year Spanish I and II	6
SPAN	301-302	Spanish Conversation and Composition I and II	6
SPAN	204	Spanish Phonetics and Phonology <b>or</b>	
SPAN	308	Spanish Structure	3

### **HISPANIC CULTURE**

The Hispanic culture minor is an 18-credit-hour program that offers the student an opportunity to gain a deeper understanding of Hispanic culture through study of historical, economic, artistic, literary, and political developments in the Spanish-speaking world. Students will also gain a deeper understanding of Spanish cultures and their interaction with the United States. The minor offers students opportunities to prepare for graduate study at schools where a foreign language is a prerequisite for admission.

<b>CORE REQUIREMENTS (18 semester hours)</b>			<b>Sem. Hrs.</b>
SPAN	415	Open Seminar in Spanish Literature	6
SPAN	430	Open Seminar in Hispanic Culture	12

DEPARTMENT OF FINE AND PERFORMING ARTS		
MAJOR	CONCENTRATION	DEGREE OFFERED
FINE ARTS	Art (Studio)	BA
	Music	
	Music Technology	
	Musical Theatre	
THEATER ARTS	Act/Directing	BS
VISUAL COMMUNICATION, DIGITAL & MEDIA ARTS (VCDMA)	Advertising Design	BS
	Animation & Motion Graphics	
	Digital Cinema & Time-Based Media	
	Digital Media Arts	
	Fashion Design	

Chair: Clarence E. Knight, Jr.

Professors: Clarence E. Knight Jr., Robert Ward, Marymal Holmes, E. Clark Mester, Jr., Gail S. Medford

Associate Professor: Tewodross Melchishua

Assistant Professor: Renee Charlow, Jennifer Dorsey, Clayton Lang, Gilbert Pryor, Elliott Moffitt, Gina Lewis, Bob Bartlett

Lecturers: LaTonya Wrenn, Adolph Wright

Director of  
University Bands: Adolph Wright

Assistant Band Director: Billy Bennett

#### MISSION

Consistent with the University's overall mission, the Department of Fine and Performing Arts is dedicated to providing a comprehensive and holistic education that will produce empowered graduates prepared to meet the challenges of their discipline, stay abreast of technology, and embrace diversity. The Department fosters community outreach that perpetuates an overall appreciation of visual arts, music, dance, and theatre and their recognition of the arts in academe.

## **GOALS**

1. To provide a progressive and rigorous curriculum with activities that ground students in the arts holistically, as well in their specific areas of concentration.
2. To recruit, retain and graduate academically sound and diverse student populations.
3. To encourage individual creativity and experimentation in interdisciplinary activities, in arts as a business, and in overall aesthetics.
4. To cultivate critical thinking through individual and collective examinations of quality in the arts and aesthetics.
5. To offer the most current technological advances employed in art/design, music, dance and theatre.
6. To expose students to a variety of cultural experiences that enhances their artistic repertoire and develops their appreciation for diversity.
7. Through partnerships, alliances and/or collaborative experiences, increase departmental support and visibility.
8. To foster on the campus and in surrounding communities an appreciation of the arts as a cultural force in society.
9. To strengthen viable human and fiscal resources and maintain accountability to both the university and the public

## **OBJECTIVES**

1. To offer courses which stimulate students to learn about art and creative self-expression, as a part of their cultural growth.
2. To foster an appreciation for the value of art experiences.
3. To acquaint students with Fine and Performing Arts practices of various cultures, from prehistoric times to the present.
4. To show the relationship of the fine and performing arts to other fields of learning.
5. To encourage students who demonstrate interest and potential for artistic growth to continue the study of art in its various forms.
6. To provide students with a strong base in the visual and performing arts, research, technology and professional performance and exhibition.

## **DEPARTMENT OF FINE & PERFORMING ARTS REQUIREMENTS**

The Department of Fine & Performing Arts (DFPA) offers two programs that lead to the Bachelor of Arts (BA) or Bachelor of Science (BS) degrees. Students may seek a major in Fine Arts with a concentration in Art (Studio), VCDMA, Music, or Music Technology and receive a Bachelor of Arts degree. Students in the Theatre Arts program will concentrate in Musical Theatre or Acting/Directing and receive a Bachelor of Science degree. The minimum number of credit hours required for both Bachelor's Degrees is 120. Students who choose to concentrate in a particular area must consult each semester with a Fine and Performing Arts faculty advisor.

## **SPECIAL REQUIREMENTS**

Students pursuing the BA in Fine Arts must take 12 semester hours of a foreign language.

## **ADMISSION REQUIREMENTS**

The student must officially declare Fine Arts or Theater, with their concentration, as a major by entering

it on his/her initial application for admission or by submitting the *Declaration of Major/Program Form*. Fine Arts/Theater majors must earn at least a grade of "C" in the required Fine Arts/Theater core courses taken in the major or the course must be repeated. Fine Arts/Theater majors who show evidence of a fundamental weakness in an area of study may be required by the Department Chair to take additional study in the deficit area. All students applying for admission as Fine Arts/Theater majors are expected to demonstrate their skills via portfolio or performance, as appropriate.

Students are encouraged to take SUMMER courses in order to have a manageable semester load. Students must successfully pass the English Proficiency Exam. It is recommended that the exam be taken after successful completion of English 101 & 102 and before the end of the junior year.

*Note: The Department reserves the right to specify suitable general education courses for its majors, in keeping with COMAR.*

### **GENERAL EDUCATION AND INSTITUTIONAL REQUIREMENTS**

See the full list of University General Education and Institutional Requirements for all options.

#### **English Composition (6 semester hours)**

ENGL	101	Expository Writing	3
ENGL	102	Argument and Research	3

#### **Arts and Humanities (6 semester hours)**

_____	_____	Arts and Humanities Electives	3
_____	_____	Arts and Humanities Electives	3

#### **Sciences (7-8 semester hours; at least one of which shall be a laboratory course)**

_____	_____	Science Elective	3/4
_____	_____	Science Elective w/laboratory course	4

#### **Mathematics (3 semester hours)**

MATH	116	Introduction to Math Ideas (or other designated general education Mathematics course)	3
------	-----	---	---

#### **Social & Behavioral Sciences (6 semester hours)**

_____	_____	Social/Behavioral Elective	3
HIST	114	African-American History to 1865 <b>or</b>	
HIST	115	African-American History since 1865	3

#### **Technology (3 semester hours)**

_____	_____	COSC 110, 111, 112 or 113	3
-------	-------	---------------------------	---

#### **Free General Education Electives (9 semester hours) 9**

Departmental advisement chosen from any category within the General Education Course List. See advisor and refer to catalog for approved courses.

### **TOTAL GENERAL EDUCATION REQUIREMENTS 40-41**

### **Institutional Requirements (6 semester hours)**

Freshman Seminar/Information Literacy

HEED	102/200	Life and Health <b>or</b> Fund. of Sex Education	3
IDIS	210	Contemporary Health Issues for Women	3

**TOTAL INSTITUTIONAL REQUIREMENTS** 6

### **FINE ARTS CORE REQUIREMENTS (27 semester hours) Sem. Hrs.**

ART	101	2D Design ( <b>or</b> )	
ART	102	3D Design ( <b>or</b> )	
ART	111	Intro to Drawing	3
ART	405	African Amer. History Art	3
THEA	105	Introduction to Theatre	3
THEA	221	Stagecraft I ( <b>or</b> )	
THEA	331	Stage Makeup ( <b>or</b> )	
THEA	341	Stage Lighting	3
MUSC	302	Introduction to Music ( <b>or</b> )	
MUSC	110	Introduction to Music Technology	3
MUSC	345	African American Music	3
ART	470	Self Promotion and Marketing in the Arts	3
_____	_____	Fine or Performing Arts Electives	6

### **FOREIGN LANGUAGE (12 semester hours) Sem. Hrs.**

_____	_____	SPAN <b>or</b> FREN 101, 102, 201, 202	12
-------	-------	--	----

### **ART (STUDIO) CONCENTRATION**

#### **MISSION**

The Art (studio) concentration is designed to acquaint the students with the basic areas of disciplines within the visual arts, to offer formal instructions in media techniques, and to stimulate the development of talent and creativity through aesthetic enrichment, individual interpretation and experimentation. The program is also designed to give the student a sound background in the visual arts for further study in graduate school and professional art school in the studio arts. Students are prepared to enter the workforce at the entry level in the studio arts, gallery, exhibition and/or museum studies fields, and with visual arts organizations. Students will receive an orientation to entrepreneurship and self-promotional initiatives.

#### **Program**

Goals & Objectives:

To strengthen students' knowledge, demonstrative skill and application of studio arts (painting, drawing/illustration, design, sculpture, ceramics and mixed media) and the elements and principles of art/design

1. To produce students that are highly qualified for various opportunities and careers in the visual arts and industry
2. To provide students with a sound foundation in art history, criticism and theory, especially the

- art and contributions of people of African descent and many other cultures
3. To provide the global community with visual artists that are critical thinkers, problem solvers, as well as culturally and environmentally conscious designers & producers
  4. To assist students in career and future educational pursuits, such as graduate studies, and networking with the professionals in the art, visual communication, museum/gallery and related industries
  5. To provide students access to state-of-the art studio arts equipment and technology, as well as the ability to conduct research and participate in collaborative and interdisciplinary projects, and public art and/or commissioned art projects
  6. To introduce students to visual and media artists, designers and especially those of color who have contributed to the field of technology, digital art/design & media arts
  7. To further introduce contemporary visual artists/designers incorporating art with technology into their creative work and in various industries

### **CAREER OPPORTUNITIES**

The field of studio arts is a challenging and expanding industry that intersects with many other areas such as design. Students will be exposed to a liberal arts program that provides access to technology, research and training to enter this vast career with success. There are various opportunities in the studio arts, production and related arts industries. The Baltimore/Washington metropolitan area is a major center for the arts, government, entertainment and business, both nationally and internationally. This rapidly expanding area will allow graduates to find creative employment and research opportunities in related fields. Additionally, Art faculty actively assists students with obtaining internships and/or apprenticeships, and at times employment opportunities in the field, both locally and nationally.

### **ADMISSION REQUIREMENTS**

A student must officially declare Fine Arts as their major, and Art as a concentration, by entering it on his/her initial application for admission or by submitting the *Declaration of Major/Program Form*. All students applying for admission to Art programs are expected to demonstrate their skills via a portfolio that highlights 10 (or more) examples of professional quality artwork; design, illustration, ceramics, drawing, sculpture, digital art/graphics, photography and painting. This should be submitted via a CD-ROM or DVD-ROM; or through slides. Work should be labeled with title, brief description, medium, and dimensions.

Students must also take the necessary prerequisites (carefully read course descriptions) and meet with their academic advisor BEFORE registering for any class. The DFPA Academic Advisor must approve all courses before registration. Students are accepted into the program and then proceed after successfully completing required foundation, core and university courses, and faculty portfolio reviews; they will continue onto an area of concentration as candidates/majors.

### **ADVISEMENT**

All studio art and VCDMA majors must work closely with a faculty advisor within their concentration. Failure to do so could prolong matriculation through this program.

### **PROGRAM REQUIREMENTS**

Art students must maintain an average of 2.5 or better in all major courses to meet requirements for graduation. Art students who show evidence of a fundamental weakness in an area of study will be required to take additional study work in the deficit area, and/or repeat courses. Students

who fail to correct any deficiency, maintain an average of 2.5 or better in all major courses and pass portfolio reviews will not be allowed to graduate from this program.

### **INTERNSHIP OR APPRENTICESHIP**

Students are also required to complete an internship or apprenticeship in their respective field by taking ART 491 Internship in Art & Visual Communication. It is highly suggested students complete at least two (2) or more professional internship experiences prior to graduation. Students will work closely with a Fine Art/VCDMA Internship Coordinator and BSU Career Services Office, to identify internship and future employment opportunities. Successfully passing ART 491 is a mandatory requirement for graduation.

### **ART EXHIBITIONS**

All art students are required to submit quality artwork to the juried student art exhibitions each semester. It is suggested that art students should also submit artwork to various local and national art/design and/or media competitions or exhibitions. Successfully passing ART 498 Gallery Seminar is a requirement for graduation.

### **PORTFOLIO REVIEWS & SENIOR THESIS EXHIBITION**

#### **PORTFOLIO REVIEWS & SENIOR THESIS EXHIBITION**

Upon completion of foundation courses and no later than the end of their sophomore year, students are to submit a portfolio and participate in their first mandatory faculty portfolio review and evaluation. At the end of their junior year students will participate in their second mandatory faculty review and evaluation. Art students are expected to develop and maintain a comprehensive portfolio of course work and independent art projects for periodic inspection and evaluation. This begins in the freshman year and **MUST** be maintained up to and until graduation. Art students are required to participate in a minimum of two (2) scheduled faculty reviews in order to:

1. Advance to 300/400 level art courses
2. Meet requirements for graduation, and submit work for senior thesis course and final exhibition

Students are also to meet regularly with faculty and advisor and submit work for their senior art exhibition, this coincides with passing the course, ART 498 Senior Thesis Exhibition. Students must submit a portfolio that consists of 20 or more professional quality works to be proposed for ART 498 and their senior exhibition. All work for ART 498 and final senior exhibition must be submitted early, or no later than the midterm of the previous semester prior to taking ART 498. All artwork for senior show and final portfolio must be approved by Art/VCDMA advisor, and by all Art/VCDMA faculty.

### **DFPA, ART & VCDMA ACTIVITIES**

Students are expected to participate in DFPA, ART and/or VCDMA (campus) related activities including theatrical/musical/dance performances, lectures, film screenings, exhibitions, workshops, conferences, recitals, etc. as well as off campus events such as field trips, conferences, studio/museums/gallery visits and more, that further enrich the academic and artistic experience.

### **ADDITIONAL PROGRAM REQUIREMENTS**

Students pursuing the BA in Fine Arts must take 12 semester hours of a foreign language, and 12 semester hours of art/design (related) history, theory and/or criticism, including an additional (and mandatory) ART 405 African American Art History, for a total of 15 credits in art history. Students are

also required to maintain a professional portfolio and have regularly scheduled portfolio reviews with faculty. Students must also successfully pass the English Proficiency Exam. It is recommended that the exam be taken after successful completion of English 101 & 102; before the end of the junior year.

**PLEASE NOTE:** It is recommended that students who plan to apply for graduate school or work as practicing studio artists directly after the completion of their bachelor's degree take additional hours of advanced studio courses in at least one studio concentration area. Art students should try to focus in the area of emphasis: 3D, 2D, or Integrated Media to allow students to specialize in one or two media.

It is also highly recommended (not required) that students take additional advanced courses in English, Business/Marketing and/or Communication as necessary. These courses will further assist students in developing and mastering technical and research skills, as well as skills in effective written and verbal communication.

### **TRANSFER STUDENTS**

Transfer students must submit a portfolio with their application and send to the ART or VCDMA coordinator/advisor for review. Students who transfer in with 12 credit hours or more are not required to take Freshman Seminar.

### **ART CONCENTRATION MINOR**

Students may minor in ART by consulting with the advisor and the VCDMA advisor/coordinator. A minor in ART consists of 21 CREDIT hours; six (6 studio and 1 art history course). Classes normally consist of foundation and introductory courses and one or more advanced course(s).

### **VISUAL CULTURE & MUSEUM STUDIES MINOR**

The Baltimore/DC area is surrounded by countless opportunities related to fine arts, preservation and research in the visual arts. The minor was created to support students who have an interest in careers and research areas related to art history, theory, criticism, as well as pop culture and museum-related studies. The minor will also empower and prepare students for working in the local and national museum, galleries and arts organizations.

Students are also required to assist with ART 498 Senior Thesis & Gallery Seminar and/or ART 491 Internship & Apprenticeship in Art/Visual Communications to assist with art research, preservation, exhibition preparation and removal in both the BSU Gallery of Art in the Department of Fine & Performing Arts, and online galleries via the DFPA or ART/VCDMA website, for a minimum of one semester. Students must successfully pass a minimum of 24 credits hours in art history, studio and/or related courses. Students should speak to an advisor for approved courses.

### **FACILITIES**

The Art program in the Department of Fine & Performing Arts, is always working on providing students with access to the latest in technology, equipment, art preparation materials and innovation. Currently, there are four (4) art studios for: painting, printmaking, sculpture, ceramics, design and photography. In addition, there are one (1) darkroom and one (1) state-of-the-art Apple digital media lab.

Students also have access to the latest technology and equipment in digital video production, visual effects, lighting and digital photography, green screen and backdrops. Art students may also have access (with permission from VCDMA faculty and requests from Art faculty) for research, printing, scanning and limited internet access in the VCDMA digital arts lab, usually 6 to 7 days of the week with some limited

evening and weekend lab access; as well as DVD's, materials, books, professional and industry journals dedicated to art/design, visual communication, animation, media studies, etc. both in the lab and also in the undergraduate library. The DFPA provides access to studios for design, digital imaging, drawing, painting, printmaking, sculpture, traditional arts & crafts and ceramics. There is also access for students to traditional and digital photography equipment and a darkroom.

### **LIBRARY AND RESEARCH**

Students in Art (Studio) has access for research from a variety of sources such as art and design periodicals, journals, resources and more, that cover various software training and tutorials, including subscriptions to Communication Arts, Computer Arts, and other professional art/design, history, theory & criticism; media arts, books, DVDs, films, magazines and online resources.

### **BOWIEHAUS**

BOWIEHAUS is a student based art/design and marketing incubator and research project. Its goal is to teach Art & VCDMA students how to design products and/or services; and to provide opportunities for students to gain experience in marketing those products through sound business practices. Art, design and technology are combined with business entrepreneurship to prepare students to become successful before and after graduation.

### **NETWORKING, STUDENT & PROFESSIONAL ORGANIZATIONS**

#### **THE ARTIST GUILD**

The Artist Guild is a creative arts organization for students studying Art and Visual Communication and Digital Media Arts, but is open to all other students who are interested in promoting the visual arts. One of the guild's purposes is to raise and maintain a high standard of quality of visual art, design, and visual communication, networking with art and design professionals, and to produce awareness in visual arts on campus, with other institutions and HBCUs, and throughout the community. Membership in the Artist Guild is mandatory for all Art/VCDMA students.

Students are also encouraged to join and participate in regular workshops, meetings, salons, presentations (on and off campus) sponsored by arts/design or media related organizations such as: the American Graphics Arts Association (AIGA-DC Chapter), The One Club, The Art Director's Club of DC, Black Artists of DC, Animator's Association (ASIFA), The National Conference of Artists (NCA), College Arts Association (CCA), The Association of Independent Video & Filmmakers (AIVF), The Washington Project for the Arts, The National Alliance of Artists from Historically Black Colleges and Universities (NAAHBCU), SIGGRAPH and many more. Many local designers, digital and traditional artists, animators and filmmakers regularly come to the Art/VCDMA program and the DFPA to give participate in career days, exhibitions, guest lectures, conduct workshops and portfolio reviews.

## ART COURSE SCHEME

<b>DFPA CORE REQUIREMENTS (27 semester hours)</b>			<b>Sem. Hrs.</b>
ART	405	African American Art History	3
ART	470	Self Promotion & Marketing In the Arts	3
MUSC	110	Introduction to Music Technology (101, 345)	3
MUSC	202	Introduction to Music (or approved mus. elec.)	3
THEA	105	Introduction to Theatre	3
THEA	221	Stagecraft or	
THEA	331	Stage make-Up ((or approved theatre elec.)	3
DFPA	—	Fine Arts Core Requirements	3
General Education Requirements:			46
Foreign Language Requirements:			12
Art History Requirements (5 courses ):			15

<b>ART FOUNDATION &amp; ART HISTORY REQUIREMENTS</b>			<b>Sem. Hrs.</b>
ART	101	2D Design	3
ART	102	3D Design (or ART 310/311 Sculpture)	3
ART	110	Introduction to Drawing	3
ART	111	Life Drawing	3
ART	320	Painting (ART 210)	3
ART	230	Introduction to VCDMA	3
ART	250	Photography I	3
ART	—	History electives (choose three of the following: ART 301, 302, 404, 405, 408)	12

<b>ART REQUIREMENTS</b>			
ART	231	Visual Literacy	3
**ART	491	Internship in Art & Visual Communication	2
**ART	498	Senior Thesis & Portfolio Development	0

\*\*Minimum 20 approved works and final artwork and portfolio must be submitted one semester prior to taking ART 498; Art/VCDMA advisor and faculty must approve all senior thesis artwork and portfolios. Faculty reserves the right to retain samples and images of student work for online galleries, marketing and promotion materials for the VCDMA and DFPA programs.

### ADDITIONAL:

It is highly recommended (but not required) that ART students take and pass one or more of the following in MKTG or MGMT: *MKTG 337 Advertising, MKTG 231 Principles of Marketing, or MGMT 101 Introduction to Business*. And also one or more of the following course(s): *ENGL 361 Technical Writing, ENGL 255 Communication Through Writing, ENGL 210 Introduction to English Grammar, ENGL 445 Advanced Grammar; ENGL 253 American Pop Culture or ENGL 213 Cinema of Africa and the African Diaspora; or COMM 242 Survey of Emerging Media*.

**ART (STUDIO) CONCENTRATION  
SAMPLE PROFILE**

**FRESHMAN YEAR**

**FIRST SEMESTER**

ENGL 101 COMPOSITION AND LITERATURE I	3
HEED 102 HEALTH AND FITNESS	3
FRSE 101 FRESHMAN SEMINAR	3
ART 101 2D DESIGN	3
ART 110 INTRO TO DRAWING	3
TOTAL CREDITS	15

**SECOND SEMESTER**

ENGL 102 ARGUMENT AND RESEARCH	3
COSC 111, 112 OR 113 COMPUTER LITERACY	3
HIST 114 OR 115 AFRICAN AMERICAN HISTORY	3
ART 102 3D DESIGN	3
ART 111 LIFE DRAWING	3
TOTAL CREDITS	15
AY TOTAL 30	

**SOPHOMORE YEAR**

**THIRD SEMESTER**

SCIENCE ELECTIVE	4
MATH 127, 118, 125, 141 OR 150	3
FOREIGN LANGUAGE	3
ART 201 CERAMICS I or ART 202 CERAMICS II	3
ART 230 INTRO COMP GR	3
TOTAL CREDITS	16

**FOURTH SEMESTER**

SCIENCE ELECTIVE	3
SOCIAL OR BEHAVIORAL SCIENCE ELECTIVE	3
FOREIGN LANGUAGE	3

ART 210 PRINTMAKING I or ART 211 PRINTMAKING II	3
ART 231 VISUAL LITERACY	3
TOTAL CREDITS	15
	AY TOTAL 31

**JUNIOR YEAR**

FIFTH SEMESTER

FOREIGN LANGUAGE	3
THEATER ELECTIVE	3
ART 405 AF AM ART HISTORY	3
ART 320 PAINTING I	3
ART 310 SCULPTURE I	3
TOTAL CREDITS	15

SIXTH SEMESTER

FOREIGN LANGUAGE	3
MUSIC ELECTIVE	3
ART HISTORY ELECTIVE	3
ART 321 PAINTING II	3
ART 311 SCULPTURE II	3
ART 250 PHOTO I	3
TOTAL CREDITS	18
	AY TOTAL 33

**SENIOR YEAR**

SEVENTH SEMESTER

MUSIC ELECTIVE	3
ART HISTORY ELECTIVE	3
ART 470 SELF PROMO MKTG ARTS	3
ART 491 STUDIO INTERN	2
ART STUDIO ELECTIVE (300 OR 400 LEVEL)	3
TOTAL CREDITS	13

EIGHTH SEMESTER

THEATER ELECTIVE	3
------------------	---

ART HISTORY ELECTIVE	3
ART 498 SR THESIS	0
ART STUDIO ELECTIVE (300 OR 400 LEVEL)	3
ART ELECTIVE (300 OR 400 LEVEL)	3
TOTAL CREDITS	15
AY TOTAL	28
DEGREE TOTAL	120

### **MUSIC CONCENTRATION**

Students majoring in Fine Arts may select music as an area of concentration. An audition before a faculty member is required of all Fine Arts Majors wishing to concentrate in music. A theory placement examination is required of all incoming students. This evaluation is to determine the level at which a student must begin in the theory sequence.

<b>REQUIRED COURSES</b> (28 semester hours)			Sem. Hrs.
MUSC	145	Music History	3
MUSC	146	Music History since 1810	3
MUSC	155	Basic Music Theory	3
MUSC	156	Intermediate Music Theory	3
MUSC	255	Advanced Music Theory	3
MUSC	256	Contemporary Music Theory	3
MUSC	110	Introduction to Electronic Music	3
MUSC	212	Notation	2
MUSC	157	Sight Singing	2
ART	470	Self Promotion and Marketing in the Arts	3

Students must complete the equivalent of 6 semesters of large ensemble (i.e. Choir, Concert, Marching or Jazz bands) and applied music (Instrument, Piano, and /or Vocal participation). Students are required to participate in an ensemble each semester they are enrolled at BSU. (Note: Only 8 credits may be applied to the concentration). Students in Vocal Concentration are required to take MUSC 301 and 304 (Diction and Vocal Literature). Four credits of music electives may be used for this purpose.

### **AUDITION REQUIREMENTS**

**Vocal** One Italian Art Song and one song from the following categories: German Lied, French Chanson, English or American Art Song, African-American Spiritual, as well as sight reading.

**Piano** Major and minor scales and arpeggios, sight reading, three contrasting pieces from different periods (i.e. Baroque, classical, Romantic and Contemporary).

**Instrumental** Wind instrumentalist (i.e. trumpet, clarinet, etc.), guitarist, pianist, bassist, and percussionist should prepare published solo literature that best exhibits technique and musicianship. Instrumentalist will be asked to play major scales including the chromatic scale. In addition, percussionist will be asked to execute the 26 Essential Rudiments as required by the **National Association of Rudimental Drummers**.

Percussionist must perform on three of the following instruments: Snare Drum, Melodic Percussion (Marimba, Xylophone, etc.), Timpani, and/or Trap Set.

Rhythm section instrumentalist (Keyboard, Bass, Trap drums, etc.) must display competence in playing "time" as well as demonstrate solo ability in any three of the following styles of music: Swing, Latin, Jazz Waltz, or Contemporary (Funk, Gospel, Rock, Fusion, etc.).

All instrumentalists will be required to demonstrate sight-reading skills.

### **Proficiencies**

A student must demonstrate standard proficiencies in musicianship and piano. Each student must pass periodic performance evaluations. Specific requirements include:

- a. Basic scale in 2-3 octaves (studied during that semester)
- b. Basic chord progressions
- c. 2 prepared pieces
- d. Traditional arrangements of the Star Spangled Banner, America, Maryland My Maryland and Lift Every Voice and Sing

### **Recitals**

All recital repertoire must be selected, by the Instructor, from music studied during applied lessons at Bowie State University.

Each student will be required to perform a 45 to 60 minute, recital at the end of their senior year as a final requirement for graduation. The following prerequisites must be satisfied or accomplished prior to the presentation of a senior recital:

1. Recommendation by the student's advisor.
2. A grade of "B" or better in all performance-related courses.
3. Students must register for seminar each semester they are enrolled in the DFPA Music Concentration and perform in at least one student seminar per semester prior to junior recital.
4. Satisfactory rating in all performance evaluations.
5. Students preparing for the Senior Recital will be expected to perform excerpts of the program before a committee of music faculty members at least 30 (thirty) days prior to the scheduled recital date.

6. All repertoire must be pre-selected by the applied music instructor and memorized.

### **Junior Recitals**

1. The length of the recital should be at least 30 minutes
2. Music is selected from repertoire studied in applied lessons
3. Junior recitals should be scheduled for the **Second Semester** of the student's Junior year

### **Senior Recitals** (Must be performed as a partial fulfillment of requirements for graduation from Bowie State University)

1. The length of the recital should be at least 45 minutes
2. Music is selected from repertoire studied in applied lessons
3. Should be scheduled at the end of Senior year
4. All music must be memorized
5. Students preparing for the Senior Recital will be expected to perform excerpts of the program before a committee of music faculty members 30 (thirty) days prior to the scheduled recital date.

### **Jury**

Juries are required of all music students, at the end of every semester, prior to Final Exams

### **\*See Jury Form**

Juries will measure progress in applied lessons. Preparation for juries should include the following:

1. Two prepared pieces of contrasting styles (i.e. Etudes, Hanon Studies, Scales, Arpeggios)
2. Literature as designated by Applied Instrumental or Vocal Instructor.

The objectives are:

1. To offer students with a variety of practical experiences in performing groups and other environments;
2. To provide multi-cultural experiences that will facilitate effective interaction in diverse environments; and
3. To provide experiences in the latest technology in Music.

Piano Requirements: Three contrasting pieces, five scales, Sight-reading, and Arpeggios, as well as demonstrated knowledge of history and literature of the compositions

Vocal Requirements: Four pieces in contrasting styles and two different languages, as well as know the keys and poetic content of each song

Instrumental Requirements: As designated by applied teacher in keeping with the requirements of

Department of F&PA/Music

**MINOR CONCENTRATION**

Students who wish to pursue a minor in music are required to complete the following:

MUSC	155	Theory I	3
MUSC	156	Theory II	3
MUSC	145	Music History	3
MUSA	—	Ensembles	4
MUSA	—	Performances Studies	<u>5</u>
			18

**MUSIC CONCENTRATION**

**SAMPLE PROFILE**

<b>FRESHMAN YEAR</b>			0
MUSC	157	Sight Singing	2
MUSC	145	Music History	3
ENGL	101	Expository Writing	3
COMM	101	Oral Communication	3
FRSE	101	Freshman Seminar	3
SOCI	—	Social Sciences Elective	3
			17
<b>Second Semester</b>			
MUSA	409	Seminar	0
—	—	Music Elective	2
ENGL	102	Argument and Research	3
MATH	116	Introduction to Mathematics	3
HEED	102	Life Health and Fitness	3
COSC	110	Computer Literacy	3
MUSC	101	Fundamentals of Music	3
			17
<b>SOPHOMORE YEAR</b>			
<b>First Semester</b>			
MUSA	409	Seminar	0
HIST	—	History Elective	3
—	—	Foreign Language	3
THEA	105	Introduction to Theater	3
MUSC	110	Introduction to Music Technology	2
MUSC	155	Music Theory I	2
BIOL	101	Biological Science	4
			17
<b>Second Semester</b>			
MUSA	409	Seminar	0
THEA	231	History of Theater I	3
MUSC	146	Music History since 1810	3
—	—	Foreign Language	3
PHSC	—	Physical Science Elective	3

SOCI	___	Social Sciences Elective	3
MUSC	156	Intermediate Music Theory	3
			18
<b>JUNIOR YEAR</b>			
<b>First Semester</b>			
MUSA	409	Seminar	0
HIST	114	African-American History to 1865 <b>or</b>	
HIST	115	African-American History since 1865	3
___	___	Foreign Language	3
MUSC	302	Introduction to Music	3
MUSC	255	Advanced Music Theory	3
___	___	Music Elective	1
			13
<b>Second Semester</b>			
MUSA	409	Seminar	0
MUSA	410	Recital	0
___	___	Music Elective	2
___	___	Foreign Language	3
MUSC	311	Electronic Composition and Arranging I	3
MUSC	345	Black American Music	3
MUSC	256	Contemporary Music Theory	3
			14
<b>SENIOR YEAR</b>			
<b>First Semester</b>			
MUSA	409	Seminar	0
___	___	Music Elective	3
___	___	Music Elective	3
ART	301	Art History I	3
MUSC	408	Business of Music	3
			12
<b>Second Semester</b>			
MUSA	409	Seminar	0
MUSA	410	Recital	0
___	___	Music Elective	4
THEA	215	Survey of Theater Music	3
ART	404	History of Modern Art <b>or</b>	
ART	405	African American Art History	3
MUSC	455	Arranging	2
			12
		<b>TOTAL CREDITS:</b>	<b>120</b>

## MUSIC TECHNOLOGY CONCENTRATION

### MISSION

The Program will provide students with solid instruction in the variety of ways computer technology is

employed in the music industry. It will cover essentials such as computer software, basic studio design, arranging, songwriting, Internet and World Wide Web applications. Courses in music theory and music history give a broad background in the understanding of music styles and genres. A course in business rounds out the curriculum and allows for the understanding of law as it applies to contracts, copyright and the electronic media. A Performance Senior Project is required to complete the concentration. In addition to the 28 semester hours of the Music Technology Concentration, students must successfully complete 93 semester hours of General Education and Fine Arts Requirements. It is suggested that all students enroll in an applied lesson each semester of enrollment, and participate in one of the several performance opportunities.

### Admission Requirements

All students applying for admission into the Music Technology Concentration must take a music fundamentals and theory placement test. The results of this test will determine the student's level of understanding of music fundamentals and basic theory principals and assist in the advisement of the appropriate theory level. Students will also have to take an applied instrument evaluation exam to demonstrate sight-reading and performance knowledge.

Students should provide a CD with examples of music compositions and/or arrangements that they have prepared using the appropriate software packages available for either the PC or Mac computer platforms. Students can setup auditions and personal interviews through the Music Technology Coordinator.

Student should prepare 3 short selections for the applied audition and will be asked to perform various scales and arpeggios, and given sight-reading materials. Interviews and auditions must be done prior to acceptance into the discipline. A visual/audio interview on DVD can be provided by the student that is unedited-nonstop for a 15 to 20 minute period. It should have explanation of what is being done and credit for the composers/arrangers of the pieces demonstrated. If a DVD is rendered for audition, the sight-reading requirement will be giving the day the student is officially on campus. Appointments can be made by calling (301)860-3750/53 or via email to [gpryor@bowiestate.edu](mailto:gpryor@bowiestate.edu). The DVD and CD packet can be mailed to DFPA, Bowie State University 14000 Jericho Park Road MLK RM 238A, Bowie, MD 20715.

REQUIRED COURSES (28 semester hours)			Sem. Hrs.
ART	470	Self Promo/ Entertainment Business	3
MUSC	110	Introduction to Music Technology	3
MUSC	111	Keyboard Technology I	2
MUSC	155	Music Theory I	3
MUSC	211	Keyboard & Computer Sequencing	3
MUSC	212	Computer Notation	3
MUSC	311	Electronic Comp and Arranging I	2
MUSC	312	Electronic Comp and Arranging II	3
MUSC	410	Multimedia Recording and Production I	2
MUSC	411	Multimedia Recording and Production II	3
MUSA	411	Recital (Senior Project)	0
MUSA	—	Applied Instrument	1

The objectives are:

1. Explore the physical properties of analog and digital sound, synthesizers, microphones, music recording, and the history of electronic music.
2. Develop knowledge of the use of Musical Instrument Digital Interface (MIDI) techniques. Learn how to sequence with workstations, computers. Learn editing and mixing techniques.
3. Develop knowledge of the fundamentals of musical composition and arranging for song writing and commercial jingles while utilizing electronic instruments and devices. Notation for small and large ensembles and arranging concepts are among the areas of instruction.
4. Develop skills to interface with multimedia projects. Preparation of websites, multi-media Power point presentations and animation.
5. Gain knowledge and understanding of various recording media (CD, HD, DVD, and, Mini Disk), microphone and sound mixers for live and recording concepts.
6. Gain knowledge of the aspects of the business of music including, contracts, management, self-promotions, copyright, Internet and other electronic media.

## MUSIC TECHNOLOGY CONCENTRATION

### SAMPLE PROFILE

<b>FRESHMAN YEAR</b>			<b>Sem. Hrs.</b>
<b>First Semester</b>			
MUSA	409	Seminar	0
MUSC	155	Music Theory I	3
MATH	116	Introduction to Mathematics	3
ENGL	101	Expository Writing	3
FRSE	101	Freshman Seminar	3
MUSC	110	Introduction to Music Technology	3
MUSA	—	Applied Instrument/Piano	1
MUSA	—	Band/Choir	1
			<b>17</b>
<b>Second Semester</b>			
MUSA	409	Seminar	0
MUSC	111	Keyboard Technology I	2
MUSC	156	Music Theory II	3
ENGL	102	Argument and Research	3
MATH	116	Introduction to Mathematics	3
COSC	110	Computer Literacy	3
COMM	101	Oral Communications	3
MUSA	—	Applied Instrument/Piano	1
			<b>18</b>
<b>SOPHOMORE YEAR</b>			
<b>First Semester</b>			
MUSA	409	Seminar	0
HIST	—	History Elective	3
SOCI	—	Social Sciences Elective	3
THEA	105	Introduction to Theater	3

BIOL	101	Biological Science	4	
MUSC	211	Keyboard & Computer Sequencing	3	
MUSA	—	Applied Instrument/Ensemble	1	
			17	
<b>Second Semester</b>				
MUSA	409	Seminar	0	
PHSC	—	Physical Science	3	
MUSC	146	Music History since 1810	3	
—	—	Foreign Language	3	
SOCI	—	Social Sciences Elective	3	
HIST	114	African-American History to 1865 <b>or</b>		
HIST	115	African-American History since 1865	3	15
<b>JUNIOR YEAR</b>				
<b>First Semester</b>				
MUSA	409	Seminar	0	
MUSC	302	Introduction to Music	3	
—	—	Foreign Language	3	
MUSC	212	Computer Notation	2	
MUSC	255	Advanced Music Theory	3	
ART	404	History of Modern Art <b>or</b>		
ART	405	African American Art History	3	
			14	
<b>Second Semester</b>				
MUSA	409	Seminar	0	
CHEM	170	General Chemistry	3	
—	—	Foreign Language	3	
ART	301	Art History I	3	
MUSC	311	Elec Composition and Arranging I	3	
			14	
<b>SENIOR YEAR</b>				
<b>First Semester</b>				
MUSA	409	Seminar	0	
THEA	215	Survey of Theater Music	3	
—	—	Foreign Language	3	
ART	405	African American Art History	3	
MUSC	312	Electronic Composition and Arranging II	3	
MUSC	410	Multimedia Recording and Production I	2	
			14	
<b>Second Semester</b>				
MUSA	411	Senior Project	0	
MUSC	345	Black American Music	3	
ART	470	Self Promotion and Marketing in the Arts	3	
HEED	102	Life Health and Fitness	3	
MUSC	411	Multimedia Recording and Production II	3	
			12	
<b>TOTAL SEMESTER HOURS:</b>			<b>120</b>	

The above is a suggested profile for study. Advisement is mandatory for proper course sequence.

### **Senior Project Guidelines**

There are two types of Senior Projects:

**Recital Project:** 30-40 minutes of live (real time) performance, containing original music or arranged selections prepared with sequencing and notation techniques. Program will be advertised and appropriately done as guided by the standards and procedures which govern MUSA 410. It is suggested that the student employs his/her applied instrument as part of this program. Works prepared should be of contrasting nature, (jazz, popular, blues, classical, and urban contemporary).

**Collaborative Project:** 30-40 minutes of live or real time performance incorporating dance, theater, film, and video or computer animation produced in conjunction with a second artist or artists. Works prepared should be of contrasting nature (jazz, popular, blues, classical, urban contemporary).

All performance materials should be constructed with the consideration of the performance arena used to assure a good balance of sound, and maximum audience enjoyment.

Appropriate credit should be given to all participants for their contributions and each should adhere to the rules that establish good concert ethics throughout the presentation.

Permission for taping, use of materials, images and videotaping should be discussed with the coordinator to assure that all legal and copyright responsibilities are met.

### **THEATRE ARTS PROGRAM**

The Theatre Arts program at Bowie State University offers the Bachelor of Science degree, with a choice of studies in Musical Theatre or Acting/Directing; for non-majors, the program offers a minor in theatre arts or dance. The rigorous program is designed to offer historical, theoretical and experiential studies in acting, directing, stagecraft, dance, children's theatre, and the fundamentals of theatre research and scholarship, as students train in the traditional skills necessary for successfully entering professional theatre and for succeeding in graduate studies. The program includes continuous assessment and evaluation throughout a student's matriculation, beginning with an audition at the onset of the freshman year and ending with a capstone seminar course that requires the submission of a cumulative portfolio. A mid-point evaluation of potential success in the program is also included and usually occurs when approximately sixty credits are acquired. Taking advantage of the University's location and the abundance of community and professional theatre in surrounding areas, the faculty encourages students to participate in off-campus as well as on-campus productions and guides the majors to develop their personal visions of theatre and dance as dynamic and diverse cultural elements of any society.

### **MISSION**

The purpose of the Theatre Arts program is to prepare students for successful entrance into the professional theatre and/or advanced academic study. Through mentorship, practical training, and academic rigor, the program produces graduates with a unique artistic vision, a strong work ethic, and an appreciation for theatre as a dynamic cultural force.

### **Program Goals**

1. Cultivate good stewards of the performing arts through progressive academic theatre and performance studies.
2. Build community connections and partnerships that support the program by fostering artistic growth and providing professional opportunities.
3. Ensure and maintain continuous accountability to students, faculty, staff, and the general public.

### **Expected Student Outcomes and Competencies**

Throughout the program of study and upon graduation, student should demonstrate

- 1) the ability to analyze a variety of performance and dramatic texts
- 2) interdisciplinary knowledge of the theatre arts by clearly articulating its
  - a. history
  - b. performance elements
  - c. production processes
  - d. dramatic literature
  - e. stagecraft areas
  - f. use of technology
- 3) the ability to effectively utilize voice and body as an instrument of performance
- 4) the ability to effectively market self in the business of theatre and dance
- 5) the ability to recognize the universality of theater and dance as global and cultural expressions of humans.

### **Program Requirements**

To successfully matriculate through and graduate from Theatre Arts, majors must meet the following requirements:

1. Complete the basic requirements of the University, as published in its various documents, and demonstrate satisfactory growth within the program.

**Graduation Requirements:** All BSU majors require a minimum of 120 semester hours.

2. Earn a minimum grade of "C" in courses taken in theatre and dance; otherwise courses in question must be repeated.
3. Participate in all levels of student assessment in the program, as outlined in the Department's Student Handbook.
4. Throughout matriculation, develop a comprehensive portfolio ready for submission in THEA 461 or 462, which is the senior capstone seminar.
5. Fulfill all performance and crew assignments **each** semester, except where specific exemptions have been approved in advance (i.e., poor grades, lengthy illnesses, emergencies).
6. Accrue a minimum of 120 hours (15 hours per semester) and production and/or lab theatre/dance work during matriculation in the program.
7. Participate in at least two off-campus and three on-campus auditions each year (winter and SUMMER included).
8. Annually attend departmental events in the areas of art, music and dance. Evidence of such attendance and/or participation will be required in the portfolio.
9. Take additional course or laboratory work in any area of study or competency where fundamental weaknesses may be found.

**GENERAL EDUCATION AND INSTITUTIONAL REQUIREMENTS**

<b>THEATRE ARTS PROGRAM (46-47 semester hours)</b>			<b>Sem. Hrs.</b>
FRSE	101	Freshman Seminar	3
ENGL	101	Composition and Literature I	3
ENGL	102	Argument and Research	3
HEED	102	Life Health and Fitness	3
COMM	101	Oral Communications	3
COMM	104	Voice and Diction	3
COSC	111	Computer Literacy	3
MATH	127	Introduction to Mathematics	3
PSYC	101	Introduction to Psychology or	
SOCI	—	Social Sciences Elective	3
HIST	114	African-American History to 1865 <b>or</b>	
HIST	115	African-American History since 1865	3
BIOL	—	Elective	3 <b>or</b> 4
PHSC	—	Elective	3 <b>or</b> 4
ART	299	Art Survey	3
MUSC	101	Fundamentals of Music	3
ART	230	Introduction to VCDMA	3

**Theatre Arts Core Requirements**

THEA	101-402	Play Production	6
THEA	105	Introduction to Theatre	3
THEA	106	Acting I	3
THEA	221	Stagecraft I	3
THEA	107	Stage Movement	2
THEA	206	Acting II	3
THEA	231	History of Theatre I	3
THEA	232	History of Theatre: II	3
THEA	263	Play Analysis	3
THEA	331	Stage Make Up	3
THEA	461	Theatre Seminar I <b>or</b>	
THEA	462	Theatre Seminar II	3
		Elective	1

**TOTAL SEMESTER CREDITS 36****Theatre Minor (21 semester hours)**

Students who minor in Theatre Arts are required to complete 20 CREDIT of course work, including 2 CREDITS of theatre production, which require 15-20 hours of work.

THEA	105	Introduction to Theatre	3
THEA	106	Acting I: Beginning	3
THEA	206	Acting II: Scene Study	3
THEA	221	Stagecraft I	3
THEA	263	Play Analysis	3
THEA	407	Directing I	3
THEA	101 or 102	Play Production	2

**Dance Minor (18 hours)**

Students who minor in dance are required to complete 18 credits of course work.

THEA	105	Introduction to Theatre	3
THEA	123	Fundamentals Modern Dance	3
THEA	250	Modern Dance Innovations	3
THEA	251	Jazz Dance Technique	3
THEA	300	Choreography I	3

**ONE** of The following electives:

THEA	205	Ballet	3
THEA	259	Tap Dance	3
THEA	400	Practicum in Dance	3
THEA	420	Choreography II	3

**MUSICAL THEATRE**

**Musical Theatre Requirements (38 semester credits)**

THEA	110	Pilates	3
THEA	123	Fundamentals of Modern Dance	3
THEA	208	Singing for the Stage	3
THEA	215	Survey of Theatrical Music	3
THEA	251	Jazz Dance Technique	3
THEA	259	Tap Dance	3
THEA	306	Acting III	3
THEA	406	Acting IV (Musical Theatre)	3
THEA	407	Directing the Play	3
MUSC	157	Sight Singing	2
MUSA	125	Applied Voice	1
MUSA	196-197	Voice Class	4
		Free Electives	4
<b>TOTAL SEMESTER CREDITS</b>			<b>38</b>

**MUSICAL THEATER SAMPLE PROFILE****FRESHMAN YEAR****Sem. Crs.****First Semester**

ENGL	101	Composition and Literature I	3
FRSE	101	Freshman Seminar	3
THEA	107	Stage Movement I	2
THEA	105	Intro to Theatre	3
THEA	106	Acting I	3
			14

**Second Semester**

ENGL	102	Argument and Research	3
MATH	127	Introduction to Mathematic Ideas	3
HEED	102	Life Health and Fitness	3
COSC	111	Computer Literacy	3
THEA	102	Play Production	2
THEA	206	Acting II	3
			17

## **SOPHMORE YEAR**

### **First Semester**

PSYC 101	Introduction to Psychology	3
THEA 110	Pilates	3
THEA 306	Acting III	3
MUSA 125	Applied Voice	1
MUSA 101	Fundamentals of Music	3
THEA 201	Play Production	2
		15

### **Second Semester**

PHSC 100	Physical Science	3
COMM 104	Voice and Diction	3
THEA 123	Fundamentals of Modern Dance	3
THEA 263	Play Analysis	3
HIST 114	African-American History to 1865 <b>or</b>	
HIST 115	African-American History since 1865	3
		15

## **JUNIOR YEAR**

### **First Semester**

THEA 222	Stage Craft I	3
SOCI 101	Intro to Sociology	3
THEA 341	Stage Make-up	3
MUSA 110	Intro to Music Technology	3
THEA 251	Jazz Dance	3
MUSC 157	Sight Singing	2
		17

### **Second Semester**

THEA 215	Singing for the Stage	3
THEA 405	Acting IV	3
ART 299	Art Survey	3
BIOL 101	Intro to Biology	4
THEA 302	Play Production	2
		15

## **SENIOR YEAR**

### **First Semester**

THEA 300	Choreography I	3
THEA 231	Theater History	3
THEA 259	Tap Dance	3
THEA 407	Play Directing I	3
MUSA 196	Voice Class	2
		14

### **Second Semester**

THEA 232	Theatre History II	3
THEA 215	Survey Theatrical Music	3
THEA 462	Theatre Seminar	3
MUSA 197	Voice Class	2
THEA 402	Theatre Production	2

<b>TOTAL SEMESTER CREDITS</b>	<b>120</b>
-------------------------------	------------

**ACTING/DIRECTING**

**Acting/Directing Requirements (38 semester credits)**

THEA	123	Fundamentals of Modern Dance	3
THEA	261	Stage Management	3
THEA	304	Children’s Theatre	3
THEA	306	Acting III: Realism	3
THEA	406	Acting IV: Musical Theatre	3
THEA	310	Acting for the Camera	3
THEA	320	Seminar in Acting	3
THEA	407	Play Directing I	3
THEA	408	Play Directing II	3
ENGL	408	Shakespeare	3
THEA	410	African American Performance History	3
FPA		Elective	2
			<b>TOTAL 38</b>

**ACTING/DIRECTING SAMPLE PROFILE**

**FRESHMAN YEAR**

**Sem. Crs.**

**First Semester**

ENGL	101	Composition and Literature I	3
FRSE	101	Freshman Seminar	3
COMM	101	Oral Communications	3
THEA	105	Introduction to Theatre	3
THEA	107	Stage Movement	2
			<b>14</b>

**Second Semester**

ENGL	102	Argument and Research	3
MATH	127	Introduction to Mathematics	3
HEED	102	Life Health and Fitness	3
COSC	110	Computer Literacy	3
THEA	102	Play Production	2
THEA	110	Pilates	3
			<b>17</b>

**SOPHMORE YEAR**

**First Semester**

COMM	104	Voice and Diction	3
HIST	114	African-American History to 1865 <b>or</b>	
HIST	115	African-American History since 1865	3
BIOL	101	Introduction to Biology	4
THEA	123	Fundamentals Modern Dance	3
THEA	106	Acting I	3
			<b>16</b>

**Second Semester**

THEA	202	Play Production	2
THEA	206	Acting II (Scenes)	3
THEA	261	Stage Management	2
THEA	263	Play Analysis	3
PSYC	101	Introduction to Psychology	3
MUSC	196	Voice Class	2
			15
<b>JUNIOR YEAR</b>			
<b>First Semester</b>			
THEA	107	Stage Movement	2
THEA	306	Acting III: Realism	3
THEA	221	Stage Craft I	3
THEA	231	Theatre History I	3
PHSC	___	Physical Science elective	3
		Free Elective	1
			15
<b>Second Semester</b>			
THEA	222	Stage Craft II	3
THEA	232	Theatre History II	3
THEA	310	Acting for the Camera	3
THEA	302	Play Production	2
PHIL	103	Introduction to Reasoning	3
			14
<b>SENIOR YEAR</b>			
<b>First Semester</b>			
THEA	261	Theatre Management	3
THEA	407	Play Directing I	3
THEA	405	Seminar in Acting	3
THEA	304	Children's Theatre	3
ENGL	408	Shakespeare	3
			15
<b>Second Semester</b>			
THEA	402	Play Production	2
THEA	408	Directing II	3
THEA	410	African American Performance History	3
THEA	462	Theatre Seminar	3
THEA	300	Choreography I	3
			14
		<b>TOTAL CREDITS</b>	<b>120</b>

## VISUAL COMMUNICATION, DIGITAL AND MEDIA ARTS (VCDMA) MAJOR

### Mission

The Visual Communication and Digital Media Arts (VCDMA) enables and empowers students for a career in visual communication and media arts. Students who follow this concentration are introduced to opportunities in graphic design, digital filmmaking, animation, fashion design, digital art and imaging, and multimedia.

By building upon foundation courses, students merge skills in art, marketing, technology, and communication. The VCDMA (BS) major replaces the previous Computer Graphics Art concentration. The VCDMA offers (5) five concentrations in Advertising Design, Animation & Motion Graphics, Digital Cinema & Time-Based Media, Digital Media Arts and Fashion Design.

The minimum number of semester hours required for the bachelor's of science degree is 120. Students who choose to concentrate in a particular area must consult with the VCDMA Program Coordinator. Additionally, students from other departments may seek to minor in VCDMA and should develop a track scheme with faculty in VCDMA and complete 24 credits in a specific VCDMA area of concentration. Transfer and prospective students must also submit a portfolio with their application.

MINORS IN VCDMA: VCDMA also offers minors in the concentration areas. The minor consists of 24 credits (21 in studio and one in an approved art history course). Please refer to VCDMA MINOR guidelines which students can obtain from Program Coordinator, Academic Advisor or online.

### CURRENT & OLDER VCDMA PROGRAM

The new VCDMA program (BS) replaces the current VCDMA concentration, formerly known as Computer Graphics Art concentration (BA). Current students in the VCDMA concentration have the option of continuing in their program and graduate based on their particular catalog, or be "grandfathered" into the new VCDMA degree. *Students should keep in mind that these are two different degrees*; the older being a BA in Fine Arts and the new one being a BS degree in VCDMA, and again with new concentration areas. The older VCDMA concentration will be phased out by 2014. Current VCDMA students may switch to the new program but are required to complete a change of major and program agreement form (to be signed by the student, advisor and department chairperson). Please review the new VCDMA program and graduation requirements as well as all other policies and application procedures.

All VDCMA students are required to complete their core or art and foundation courses and then select specified courses based on their specific track or concentration. Additionally, students from other departments may seek to minor in VCDMA and should develop a track scheme with faculty in VDCMA. The minimum number of semester hours required for the Bachelor's of Science Degree (and specified concentration) is 120 CREDITS. Students who choose to concentrate in a particular area must consult with a VDCMA Faculty advisor. **PLEASE REFER TO VCDMA HANDBOOK, ADVISEMENT SHEETS, SENIOR THESIS GUIDELINES (also see RESOURCES webpage) all available online or you may obtain from Program Coordinator or Academic Advisor.**

## **PROGRAM**

### Goals & Objectives:

1. To strengthen students' knowledge, demonstrative skill and application of visual communication, design, digital art and the elements and principles of art/design
2. To produce students that are highly qualified for various opportunities and careers in visual communication, media production and digital art
3. To provide the global community with visual artists that are critical thinkers, problem solvers, as well as culturally and environmentally conscious designers & producers
4. To provide fine arts majors a survey of courses in design, including new media, including animation/motion graphics, digital video, web/multimedia; installation art, fashion and product design
5. To assist students in career and future educational pursuits, with networking with the professionals in the art, visual communication, entertainment and media industries
6. To provide students access to state-of-the art digital imaging & multimedia technology, as well as the ability to conduct research and participate in collaborative and interdisciplinary projects
7. To introduce students to visual and media artists, designers and especially those of color who have contributed to the field of technology, digital art/design & media arts
8. To further introduce contemporary visual artists/designers incorporating art with technology into their creative work and in various industries

### **Career Opportunities**

The field of visual communication is a successful and expanding industry. Students will be exposed to a liberal arts program that provides access to technology, research and training to enter this vast career with success. There are various opportunities in advertising in print, multimedia, product and fashion design; as well as in new media (motion graphics, video, animation and game design). The Baltimore/Washington metropolitan area is a major center for the arts, government, entertainment and business, both nationally and internationally. This rapidly expanding area will allow graduates to find creative employment and research opportunities in related fields.

Additionally, VCDMA faculty actively assists students with obtaining internships and at times employment opportunities in the field, both locally and nationally. The vast employment opportunities available for art/visual communication graduates include:

- design and animation studios
- online design companies
- video game and development companies
- book, magazines and newspapers
- packaging firms
- publishing houses
- production design
- advertising agencies
- corporate design departments
- boutiques, clothing stores, department stores, clothing buyers/manufacturers; stylist(s)
- theatres, athletic and entertainment venues

- museums and galleries
- educational institutions
- government and non-profit organizations
- cable, local and international television networks and stations
- social media organizations and companies

### **ADMISSION REQUIREMENTS**

A student must officially declare Fine Arts as their major, and VCDMA as a major and select a concentration (Choose one: Advertising Design, Animation & Motion Graphics, Digital Cinema & Time-Based Media, Digital Media Arts and Fashion Design). Students will enter this information on his/her initial application for admission or by submitting the *Declaration of Major/Program Form*.

All students applying for admission to VCDMA programs are expected to demonstrate their skills via a portfolio. The portfolio should highlight 10 or more examples of examples of professional quality and mostly foundation artwork, or traditional art/media: design, illustration, drawing, sculpture, if possible, some samples digital art/graphics, video, photography and painting.

A demonstration or execution of the elements and principles of art/ design is highly suggested. *This should be submitted via a CD- ROM or DVD-ROM; 72 dpi, 300 pixels wide and saved/labeled in JPEG format. A brief, typed list of works including title (if applicable), medium, date and dimensions should accompany portfolio.* Work should be labeled with title, brief description, medium, and dimensions. **PLEASE REFER TO ART/VCDMA PORTFOLIO TIPS available online or you may obtain from Program Coordinator or Academic Advisor.**

Students must also take the necessary prerequisites (carefully read course descriptions) and meet with their academic advisor BEFORE registering for any class. The DFPA Academic Advisor must approve all courses before registration. Students are accepted into the program and then proceed after successfully completing required foundation, core and university courses, and faculty portfolio reviews; they will continue onto an area of concentration as candidates/majors.

### **VCDMA PROGRAM REQUIREMENTS**

VCDMA students must maintain a 2.5 or better in all major courses to meet requirements for graduation. VCDMA students who show evidence of a fundamental weakness in an area of study will be required to take additional study work in the deficit area, and/or repeat courses.

**NOTE: Failure to correct any deficiency, maintain a 2.5 or better in all major courses, and/or failed portfolio reviews will be considered grounds for students to leave the VCDMA program. Also, grounds for failure or not graduating with will be based on class performance, demonstration of skills and a successful senior thesis exhibition; internship experience and final portfolio. Failure to adhere to any of these requirements will be considered as factors in being removed from the VCDMA program and/or not graduating.**

**It is suggested students complete more than (1) one internship in their chosen field, in fact 3-5 internship experiences are highly suggested.** Students should also seek and develop relationships and network with professional mentors in the industry/major or concentration; students should also attend professional workshops, portfolio reviews, career days and more on and off campus.

### **PORTFOLIO REVIEWS & SENIOR THESIS EXHIBITION**

Upon completion of foundation courses and no later than the end of their sophomore year, students are to submit a portfolio and participate in their first mandatory faculty portfolio review and evaluation. At the end of their junior year students will participate in their second mandatory faculty review and evaluation.

VCDMA students are expected to develop and maintain a comprehensive portfolio of course work and independent art projects for periodic inspection and evaluation. This begins in the freshman year and **MUST** be maintained up to and until graduation. VCDMA students are required to participate in a minimum of two (2) scheduled faculty reviews in order to:

1. Advance to 300/400 level art courses
2. Meet requirements for graduation, and submit work for senior thesis course/proposal and final exhibition

VCDMA students will be required to sign up for ART 219 Portfolio Review & Assessment I and also ART 410 Portfolio Review and Assessment II, both courses will be used to capture the successful passing of both mandatory portfolio reviews. Students would take and pass these courses similar to the English Proficiency Exam as a "0" credit, but also as required courses. Students are also to meet regularly with faculty and advisor and submit work for their senior art exhibition. This coincides with passing the course, ART 498 Senior Thesis Exhibition.

VCDMA Students are also required to submit a typed 2-page minimum proposal for their senior thesis exhibition by their sophomore year (2nd semester). See Program Coordinator and Advisor for more details. This should be submitted with the first portfolio review and assessment. Transfer students will also need to pass the portfolio review and assessments, submit a senior thesis proposal preferably by their sophomore/junior year whichever is earliest and applies.

As part of graduation requirements VCDMA students must submit a final portfolio that consists of 20 or more professional quality works to be proposed for ART 498 and their senior exhibition. All work for ART 498 and final senior exhibition must be submitted early, or no later than the midterm of the previous semester prior to taking ART 498. All artwork for senior show and final portfolio must be approved by Art/VCDMA advisor, and by all Art/VCDMA faculty. Students may be required to leave 1-2 finished works of art/images from VCDMA in the department for promotion and advertising of the program to future students and as samples.

### **INTERNSHIP OR APPRENTICESHIP**

Students are also required to complete an internship or apprenticeship in their respective field by taking ART 491 Internship in Art & Visual Communication, in their respective career field prior to meet requirements for graduation. It is highly suggested students complete at least two (2) or more professional internship experiences prior to graduation. Students will work closely with VCDMA Internship Coordinator and BSU Career Services Office, to identify internship and future employment opportunities. *Please Note:* Successfully passing ART 498 & ART 491 are requirements for graduation.

### **ART EXHIBITIONS**

All VCDMA Students are required to submit quality artwork to the juried student art exhibitions each semester and be juried or have selected into one (1) exhibition per year, for a total of four (4) exhibitions prior to graduation. It also suggested that VCDMA students should also submit digital art, design, videos, animation, media, etc. to various local and national art/design and/or media competitions or exhibitions.

### **DFPA, ART & VCDMA ACTIVITIES**

Students are expected to participate in DFPA, ART and/or VCDMA (campus) related activities including theatrical/musical/dance performances, lectures, film screenings, exhibitions, workshops, conferences, recitals, etc. as well as off campus events such as field trips, conferences, studio/museums/gallery visits and more, that further enrich the academic and artistic experience.

### **ADDITIONAL PROGRAM REQUIREMENTS**

Students pursuing the BA in Fine Arts must take 12 semester hours of a foreign language, and 12 semester hours of art/design (related) history, theory and/or criticism, including a mandatory ART 404 History of Modern Art. Students are also required to maintain a professional portfolio and have regularly scheduled portfolio reviews with faculty. Students must also successfully pass the English Proficiency Exam. It is recommended that the exam be taken after successful completion of English 101 & 102; before the end of the junior year. It is also highly recommended (not required) that students take additional courses in English, Business/Marketing, Computer Science and/or Communication as necessary. These courses will further assist students in developing and mastering technical and research skills, as well as skills in effective written and verbal communication.

### **TRANSFER STUDENTS**

Transfer students must submit a portfolio with their application and send to the ART or VCDMA coordinator/advisor for review. Students who transfer in with 12 credit hours or more are not required to take Freshman Seminar.

### **VCDMA MINOR**

A minor in VCDMA requires completion of 21 studio hours and 3 semester hours in Art history, for total (minimum) of 24 credit hours. Students seeking to minor must meet with a faculty advisor to design a program based on the students' needs and program requirements.

#### **1. ADVERTISING DESIGN MINOR (24 credits):**

*STUDIO (21 Credits): ART 101, 110, 230, 231, 340 AND (CHOOSE ONE: EITHER 341, 360, 396 & 450, 495; 300/400 VCDMA approved elective: 361, 397)*

*ART/DESIGN HISTORY (3 Credits): ART 367 DESIGN HISTORY (or CHOOSE ONE: ART 404 MODERN ART, 408 VISUAL CULTURE (OR OTHERS AS APPROVED))*

#### **2. ANIMATION & MOTION GRAPHICS MINOR (24 credits total):**

*STUDIO (21 Credits): ART 110/111, 102/310, 230, 231, 340 AND (CHOOSE ONE: EITHER 396 & 397, 370, 496/497; 300/400 VCDMA approved elective)*

*ART/DESIGN HISTORY (3 Credits): ART 394 HISTORY OF ANIMATION, ART 367 DESIGN HISTORY, ART 404 MODERN ART, 408 VISUAL CULTURE (OR ART HIST. COURSES AS APPROVED)*

**3. DIGITAL MEDIA ARTS MINOR (24 Credits total):**

*STUDIO (21 CREDITS): ART 110/111, 102/310, 230, 231, 340 AND (CHOOSE ONE: EITHER 341, 342, 321, 352, 360, 370, 396, 450, 495, 496/497; 300/400 VCDMA approved elective)*

*ART/DESIGN HISTORY (3 Credits): ART 394 HISTORY OF ANIMATION, ART 367 DESIGN HISTORY, ART 404 MODERN ART, 408 VISUAL CULTURE (OR ART HIST. COURSES AS APPROVED)*

**4. DIGITAL CINEMA & TIME BASED MEDIA MINOR (24 Credits total):**

*STUDIO (21 Credits): ART 230, 231, 250, 340, 360, 370 AND (CHOOSE ONE: EITHER 361, 396, 450, 475, 496/497; 300/400 VCDMA approved elective)*

*ART/DESIGN HISTORY (3 Credits): ART 394 HISTORY OF ANIMATION, ART 367 DESIGN HISTORY, ART 404 MODERN ART, 408 VISUAL CULTURE (OR ART HIST. COURSES AS APPROVED)*

**5. FASHION DESIGN MINOR (24 Credits total):**

*STUDIO (21 Credits): ART 110/111, 230, 231, 270, 340, 390, 375 AND (CHOOSE ONE: EITHER; 300/400 VCDMA approved elective)*

*ART/DESIGN HISTORY (3 Credits): ART 365 HISTORY OF FASHION*

The Prince George's County, Baltimore/DC metropolitan area is surrounded by countless opportunities related to fine arts, preservation and research in the visual arts. The minor was created to support students who have an interest in careers and research areas related to art history, theory, criticism, as well as pop culture and museum-related studies. The minor will also empower and prepare students for working in the local and national museum, galleries and arts organizations.

Students are also required to take and assist with ART 498 Senior Thesis & Gallery Seminar and/or ART 491 Internship & Apprenticeship in Art/Visual Communications to assist with art research, preservation, exhibition preparation and removal in both the BSU Gallery of Art (FPAC) and/or the art galleries located in the MLK Bldg. as well as the online gallery via the DFPA or ART/VCDMA website, for a minimum of one semester. Students must successfully pass a minimum of 25-27 credits hours in art history, studio and/or related courses. Students should speak to an advisor and should also pass the following courses.

**VISUAL CULTURE & MUSEUM STUDIES MINOR (25-27 credits)**

- |   |           |
|---|-----------|
| 1. ART 200 African Art                                | 3 credits |
| 2. ART 301 Art History (Prehistoric Through Gothic)   | 3 credits |
| 3. ART 302 Art History (Renaissance Through Romantic) | 3 credits |
| 4. ART 404 History of Modern Art                      | 3 credits |
| 5. ART 405 History of African American Art            | 3 credits |

6. ART 408 Visual Culture	3 credits
7. ART 490 Gallery Seminar	3 credits
8. ART ____ART STUDIO course as approved by advisor 101, 102, 110, 210, 230, 250, 265, 270, 310, 320, 310, 390)	3 credits <u>Choose one:</u> (ART
9. ART 491 Internship in Art & Visual Communication <b>and/or</b> 498 Gallery Seminar & Senior Thesis (as a student Asst.)	<u>Choose one:</u> ART 1 credit
TOTAL:	25-27 credits

## FACILITIES

The VCDMA area in the Department of Fine & Performing Arts, is always working on providing students with access to the latest in technology, equipment, art preparation materials and innovation. In the Fine and Performing Arts Center, currently, there are studios for: painting, printmaking, sculpture, ceramics, design and photography. In addition, there is a darkroom and one (1) state-of-the-art Apple -based VCDMA Digital Media lab. In this lab we offer but are not limited to:

### Hardware:

1. Apple iMacs & Mac Pros
2. Scanners
3. Large format color printers
4. DSLR & HI-DEF video cameras and camcorders
5. Digital Video/Film production equipment

### Software:

1. Adobe Creative Suite
2. Final Cut Studio
3. AutoCAD/Autodesk Suite
4. After Effects

Students also have access to the latest technology and equipment in digital video production, visual effects, lighting and digital photography, green screen and backdrops. Students also have access to research, printing, scanning and full Wi-Fi internet access in the VCDMA digital media arts lab, usually 6 to 7 days of the week with some limited evening and weekend lab access; as well as DVD's, materials, books, professional and industry journals dedicated to art/design, visual communication, animation, media studies, etc. both in the lab and also in the undergraduate library and Art Resource Center.

The DFPA provides limited access to studios for design, digital imaging, drawing, painting, printmaking, sculpture, traditional arts & crafts and ceramics. There is also access for students to traditional and digital photography equipment and darkrooms as well as green screen, fashion design/costuming and video editing studios.

## LIBRARY AND RESEARCH

Students in VCDMA and Art (Studio) has access for research from a variety of sources such as art and design periodicals, journals, resources and more, that cover various software training and tutorials, including subscriptions to Communication Arts, Computer Arts, and other professional art/design, animation, history, theory & criticism; media arts, books, DVDs, films, magazines and online resources. We also offer an Art

Resource room for DFPA students.

## NETWORKING, STUDENT & PROFESSIONAL ORGANIZATIONS

### BOWIEHAUS

BOWIEHAUS is a student based art/design and marketing incubator and research project. Its goal is to teach Art & VCDMA students how to design products and/or services; and to provide opportunities for students to gain experience in marketing those products through sound business practices. Art, design and technology are combined with business entrepreneurship to prepare students to become successful before and after graduation.

### BSU ARTIST GUILD

The Artist Guild is a creative arts organization for students studying Art and VCDMA, but is open to all other students who are interested in promoting the visual arts. One of the guild's purposes is to raise and maintain a high standard of quality of visual art, design, and visual communication, networking with art and design professionals, and to produce awareness in visual arts on campus, with other institutions and HBCU's, and throughout the community. Membership in the Artist Guild is mandatory for all Art/ VCDMA students.

Students are also encouraged to join and participate in regular workshops, meetings, salons, presentations (on and off campus) sponsored by arts/design or media related organizations such as: the American Graphics Arts Association (AIGA) - DC Chapter (in which VCDMA and Bowie State is an official student chapter), The Art Director's Club of DC, Black Artists of DC, Animator's Association (ASIFA), The National Conference of Artists (NCA), College Arts Association (CCA), Association of Independent Video & Filmmakers (AIVF), Washington Project for the Arts, DC Fashionista, DC Fashion Chamber of Commerce, The One Club and the National Alliance of Artists from Historically Black Colleges and Universities (NAAHBCU), SIGGRAPH, Animator's Roundtable and many more. Many local designers, digital and traditional artists, animators and filmmakers regularly visit the VCDMA program and the DFPA to give participate in career days, exhibitions, guest lectures, conduct workshops and portfolio reviews.

### DFPA CORE REQUIREMENTS

			Sem. Hrs.
ART	405	African American Art History	3
ART	470	Self Promotion and Marketing in the Arts	3
MUSC	110	Introduction to Music Technology (101, 345)	3
MUSC	202	Introduction to Music (or approved Music Elec.)	3
THEA	105	Introduction to Theatre	3
THEA	221	Stagecraft I <b>or</b>	Choose one
*THEA	331	Stage Make-Up <b>or</b>	
*THEA	341	Stage Lighting	3

\*others as approved by Advisor, for example Fashion students should take THEA Costume Design

DFPA Fine Arts Core Requirements:	27
General Education Requirements:	46
Foreign Language Requirements (for Fine Arts majors only, BA not BS):	12
Art History Requirements (4 courses minimum):	12

**ART FOUNDATION & ART HISTORY REQUIREMENTS**

ART	101	2D Design	3
ART	102	3D Design (or ART 310/311 Sculpture)	3
ART	110	Introduction to Drawing	3
ART	111	Life Drawing	3
ART	320	Painting (ART 210)	3
ART	230	Introduction to VCDMA	3
ART	250	Photography I	3
ART	405	African American Art History	3
ART	—	History elec. (choose three of the following: ART 301, 302, 404, 405, 408)	9

**VCDMA REQUIREMENTS**

ART	231	Visual Literacy	3
ART	340	Introduction to Visual Communication	3
ART	341	Advanced Visual Communication	3
ART	360	Digital Cinematography I	3
ART	396	2D Digital Animation I	3
ART	450	Multimedia Workshop	3
ART	495	Advanced Digital Imaging	3
ART	—	VCDMA advanced course	3
**ART	491	Internship in Art & Visual Communication	2
**ART	498	Senior Thesis & Portfolio Development	3

\*\*Minimum 20 approved works and final artwork and portfolio must be submitted one semester prior to taking ART 498; all senior thesis artwork and portfolios must be approved by Art/ VCDMA advisor and faculty. Faculty reserves the right to retain samples and images of student work for online galleries, marketing and promotion materials for the VCDMA and DFPA programs.

**ADDITIONAL CONCENTRATION REQUIREMENTS**

Students pursuing the BS in VCDMA must take 12 semester hours of art/design (related) history, theory and/or criticism, including an additional (and mandatory) ART 200 African Art, for a total of 15 credits in art history. Students are also required to maintain a professional portfolio and have regularly scheduled portfolio reviews with faculty. Students must also successfully pass the English Proficiency Exam. It is recommended that the exam be taken after successful completion of English 101 & 102; before the end of the junior year. Students must also pass the two required portfolio reviews (Art 219 and 419) and submit a proposal for their senior thesis exhibition as graduation requirements.

**I. ADVERTISING DESIGN CONCENTRATION****Description**

The new and revised concentration Advertising Design (replaces Computer Graphics Art) addresses the current demand and industry needs for artists, designers and problem solvers. The concentration focuses primarily on print, graphic and web design, and will include additional coursework in advertising design, business and marketing, and provide art students an overview of the business of art/design. The

objectives of the concentration are as to prepare graduates to enter a career in visual communication (design) with a focus on print based advertising, graphics and media.

Students are empowered to continue their success and studies at the graduate level and beyond. Students will focus primarily on illustration and print design; and the integration of web design, multimedia and new media. Thus making graduates in this area more marketable and in demand. The Advertising Design concentration prepares students for careers in (but not limited to): graphic design, visual communication, advertising and print communications. Students also merge skills in traditional art with technology, marketing, business and design.

Expected student learning outcomes:

*After successful completion of coursework, portfolio reviews, exhibitions, internships and senior thesis projects, students will be able to:*

- Organize the advanced elements of the visual language creating harmonious and unique designs for advertisement and communication
- Demonstrate the organizational principles that underline the effective manipulation of the optical elements in 2D and 3D space
- Demonstrate a full command of a variety of software packages and develop creative and effective problem-solving skills
- Apply techniques and concepts in image and page layout, typography, elements and principles of design
- Create professional examples, comps/mock-ups in visual communication including web, print package and product design
- Apply research on target audience/demographics to design strategies
- Develop advertising and visual marketing campaigns and case studies in design

**VCDMA/ART foundation courses:**

ART	101	2D Design	3
ART	102	3D Design	3
*ART	110	Introduction to Drawing	3
ART	111	Life Drawing	3
ART	311	Figure Sculpture	3
*ART	230	Introduction to Computer Graphics	3
ART	231	Visual Literacy	3
ART	250	Photography I	3
ART	320	Painting	3

**DFPA required core courses:**

ART	370	Design History or 404 Modern Art History	3
*ART	200	African Art: Past and Present	3
*MUSC	110	Introduction to Music Technology	3
*MUSC	302	Introduction to Music (102)	3
*THEA	105	Introduction to Theatre	3
THEA	221	Stagecraft (321 or other approved THEA elective)	3
**ART	470	Self Promotion & Marketing In the Arts	3
* counts as General Education Courses/Electives			
ART	491	Internship in Art & Visual Communication	1
ART	498	Senior Thesis & Exhibition	** Fashion students
may take MKTG 350 Fashion Marketing in place of ART 470			

**Advertising Design concentration required courses:**

ART	340	Introduction to Visual Communication	3
ART	341	Advanced Visual Communication	3
ART	360	Digital Cinematography I	3
ART	395	History of Design (or 404 Modern Art History)	3
ART	396	2D Digital Animation I	3
ART	450	Multimedia Workshop: Web Design & Digital Media	3
ART	495	Advanced Digital Imaging	3
**	_____	ART/VCDMA Elective (300/400)	3
**	_____	ART/VCDMA Elective (300/400)	3
**other as approved by and in consultation with Advisor			

**Additional requirements:**

I. A minimum of any (4) Four Art History Electives, but with a mandatory ART 404 or ART 370 Design History

ART	200	African Art	3
ART	301	Art History (or 302)	3
ART	404	Modern Art or ART 370 Design History	3 (required)
ART	408	Visual Culture or ART 405 African American Art	3

II. Internship & Senior Thesis (Capstone/Exhibition)

1

III. Additional English, Communication, Business and/or Marketing courses:

MGMT	101	Introduction to Business	3
MKTG	231	Principles of Marketing	or
MKTG	337	Advertising	3
ENGL	361	Technical & Report Writing I	or (choose one)
ENGL	210	Intro to English Grammar	3
COMM	242	Survey of Emerging Media	See Concentration/Advisor

IV. Portfolio Reviews/Assessments I & II (ART 219 & 419)

**ADVERTISING DESIGN CONCENTRATION COURSE SCHEME**

**FRESHMAN YEAR**

Sem. Hrs.

**First Semester**

ART	101	2D Design	3
ART	110	Introduction to Drawing	3
ENGL	101	Expository Writing	3
HEED	102	Life & Health (IDIS 210)	3
FRSE	101	Freshman Seminar	<u>3</u>
<b>TOTAL</b>			<b>15</b>

**Second Semester**

ART	111	Life Drawing	3
ART	102	3D Design	or (choose one)
ART	310	Sculpture	or
ART	311	Figure Sculpture I	3
ENGL	102	Argument & Research	3
COSC	111	Intro. Computing Princ. & Technology (110 or 112)	3
THEA	105	Introduction to Theatre	<u>3</u>
<b>TOTAL</b>			<b>15</b>

\_\_\_\_\_ **ENGLISH PROFICIENCY EXAM (PASS/FAIL) TAKE AFTER ENGL 102)**

**PASS/FAIL**

**SOPHOMORE YEAR**

**First Semester**

ART	200	African Art	3
ART	230	Introduction to Computer Graphics	3
ENGL	361	Technical & Report Writing I	or (choose one)
ENGL	210	Intro to English Grammar	3
MATH	127	Introduction to Math Ideas (125 or higher)	3
COMM	101	Oral Communications	or (choose one)
COMM	103	Public Speaking	<u>3</u>
<b>TOTAL</b>			<b>15</b>

**Second Semester**

ART	231	Visual Literacy (Typography/Color)	3
ART	250	Photography I	3
ART	301	Art History (or 302)	3
_____	_____	Science Elective (PHSC 101)	4
_____	_____	Social/Behavioral Science Elective	<u>3</u>
<b>TOTAL</b>			<b>16</b>

**\* \_\_\_\_\_ ART 219 PORTFOLIO REVIEW & ASSEMENT (1st Review) 0 PASS/FAIL**

\* Students must submit a portfolio and successfully pass the 1st and 2nd portfolio review/assessment. In addition they must submit a senior thesis proposal, min. 2 pages, typed with sketches, references, storyboards, etc (as applicable to concentration/focus). See Advisor or Program Coordinator for details and portfolio review form. Must be reviewed by min. of (3) three, tenured full-time faculty.

**JUNIOR YEAR**

**First Semester**

ART	340	Introduction to Visual Comm.	3
ART	360	Digital Cinematography (I)	3
ART	396	2D Digital Animation (I)	3
_____	_____	Science Elective (BIOL 101)	3
MGMT	101	Introduction to Business	<u>3</u>
<b>TOTAL</b>			<b>15</b>

**Second Semester**

ART	341	Advanced Visual Communication	3
MKTG	337	Advertising (COMM 242)	or (choose one)
MKTG	231	Principles of Marketing	3
HIST	114	African American History to 1865	or (choose one)
HIST	115	African American History since 1865	3
MUSC	110	Introduction to Electronic Music	3
THEA	221	Stagecraft (331, 341)	<u>3</u>
<b>TOTAL</b>			<b>15</b>

**SENIOR YEAR**

**First Semester**

ART	320	Introduction to Painting	3
ART	404	History of Modern Art	3
ART	450	Multimedia Workshop	3
ART	496	3D Modeling & Animation I	3
ART	495	Advanced Digital Imaging	<u>3</u>
<b>TOTAL</b>			<b>15</b>

**\*\* \_\_\_\_\_ ART 419 PORTFOLIO REVIEW & ASSEMENT (2nd Review) 0 PASS/FAIL**

\* Students must submit a portfolio and successfully pass the 1st and 2nd portfolio review/assessment. In addition they must submit a senior thesis proposal, min. 2 pages, typed with sketches, references, storyboards, etc. See Advisor or Program Coordinator for details and portfolio review form. Must be reviewed by min. of (3) three, tenured full-time faculty.

**Second Semester**

ART	405	African American Art (408)	3
-----	-----	----------------------------	---

* _____	ART/VCDMA Elective (342,352,361,397,451,499)	(choose one)
	other as approved by and in consultation with Advisor	3
ART 470	Self Promotion & Marketing in the Arts	3
ART 491	Internship in Art & Visual Communication	1
ART 498	Senior Thesis & Exhibition	1
MUSC 302	Introduction to Music (102)	3
<b>TOTAL:</b>		<b>14</b>
<b>_____ FINAL PORTOLIO</b>		
<b>TOTAL CREDITS:</b>		<b>120</b>

## II. ANIMATION & MOTION GRAPHICS CONCENTRATION

### Description

The Animation & Motion Graphics concentrations includes additional coursework in animation, communications (television/video production) and English (film studies and screenwriting), and provide students with an overview of the business of animation and motion graphics design. The concentration under the Visual Communication & Digital Media Arts, (BS) Major, allows students the opportunity to focus on a highly competitive and successful career option. The objectives of the concentration are as to prepare graduates to enter a career in animation (2D or 3D), motion graphics, compositing, special effects and new media. They will also be empowered to continue their success and studies at the graduate level and beyond. Students will focus primarily on animation, sequential and time based art; including the integration of video and film production. The Animation & Motion Graphics concentration prepares students for careers in (but not limited to): 2D/3D animation, compositing, special effects, broadcast and motion graphics industries. Students also merge skills in illustration, art/design, new media and digital video/film production.

### Expected student learning outcomes

*After successful completion of coursework, portfolio reviews, exhibitions/screenings, internships and senior thesis projects, students will be able to:*

- Organize the advanced elements and principles of art, design and animation
- Demonstrate the organizational principles that underline the effective manipulation of the optical elements in 2D and 3D space with animation and video; character and text/typographic-based animation
- Demonstrate a full command of a variety of design/animation and digital video, audio editing, compositing software packages and develop creative and effective problem-solving skills
- Utilize animation, motion graphics and compositing software to create 2D and 3D animation and graphics
- Apply successful usage of principles of animation; physics, motion

- Examine and use vocabulary of animation terms and techniques
- Design and produce scripts, treatments, animatics & storyboards
- Develop concepts and narratives for animation
- Assemble an entry-level portfolio of short animation projects and examples
- Develop advertising and visual marketing campaigns using animation, motion graphics and other time-based media (film/video)

**VCDMA/ART foundation courses:**

ART	101	2D Design	3
ART	102	3D Design	3
*ART	110	Introduction to Drawing	3
ART	111	Life Drawing	3
ART	311	Figure Sculpture	3
*ART	230	Introduction to Computer Graphics	3
ART	231	Visual Literacy	3
ART	250	Photography I	3
ART	320	Painting	3

**DFPA required core courses:**

ART	404	Modern Art History (or 408 or 405)	3
*ART	200	African Art: Past and Present	3
*MUSC	110	Introduction to Music Technology	3
*MUSC	302	Introduction to Music (102)	3
*THEA	105	Introduction to Theatre	3
THEA	221	Stagecraft (321 or other approved THEA elective)	3
ART	470	Self Promotion & Marketing In the Arts	3
<i>* counts as General Education Courses/Electives</i>			

**Animation & Motion Graphics concentration required courses:**

ART	340	Introduction to Visual Communication	3
ART	360	Digital Cinematography: Intro to Digital Video	3
ART	361	Digital Cinematography II: Adv. Digital Video	3
ART	396	2D Digital Animation I: Intro to Anim & Motion Graphics	3
ART	397	2D Digital Animation II: Adv. Anim & Motion Graphics	3
ART	370	Screenwriting (or ENGL 250, 361 or 256)	3
ART	496	3D Animation & Modeling I	3
ART	497	3D Animation & Modeling II	3

ART	450	Multimedia Workshop: Web Design & Digital Media	3
ART	475	Advanced Topics in Motion Graphics, Anim & Film	3

**Additional requirements**

I. A minimum of any (4) Four Art History Electives, with a mandatory ART 404 or ART 394 History of Animation

ART	200	African Art	3
ART	301	Art History (or 301)	3
ART	394	History of Animation or ART 404 Modern Art or	3 (required)
ART	408	Visual Culture or ART 405 African American Art	3

II. Internship & Senior Thesis (Capstone/Exhibition)

ART	491	Internship in Art & Visual Communication	1
ART	498	Senior Thesis & Portfolio Development	1
**	_____	ART/VCDMA 300/400 elective	3

\*\* Suggested ART 499/COMM 429 or other VCDMA approved elective

III. Additional VCDMA, English, Communications, Business and/or Marketing courses:

MGMT	101	Introduction to Business	or (choose)
MKTG	337	Advertising	or
MKTG	231	Principles of Marketing	3
COMM	242	Survey of Emerging Media	or
ENGL	213	Cinema of African & African Diaspora	(choose one)
ENGL	361	Technical & Report Writing I	or
ENGL	250	Introduction to Film	or
ENGL	_____	Other 200/300 English Course	or
ART	370	Screenwriting (ENGL 250)	3

IV. Portfolio Reviews/Assessments I & II (ART 219 &419)

**ANIMATION & MOTION GRAPHICS CONCENTRATION COURSE SCHEME**

<b>FRESHMAN YEAR</b>			Sem. Hrs.
<b><u>First Semester</u></b>			
ART	101	2D Design	3
ART	110	Introduction to Drawing	3
ENGL	101	Expository Writing	3
HEED	102	Life & Health (IDIS 210)	3
FRSE	101	Freshman Seminar	<u>3</u>
<b>TOTAL</b>			<b>15</b>
<b><u>Second Semester</u></b>			
ART	111	Life Drawing	3

ART	200	African Art	3
ENGL	102	Argument & Research	3
COSC	111	Intro. Computing Princ. & Technology (110 or 112)	3
THEA	105	Introduction to Theatre	<u>3</u>
<b>TOTAL</b>			<b>15</b>

\_\_\_\_ **ENGLISH PROFICIENCY EXAM (PASS/FAIL) TAKE AFTER ENGL 102)** **PASS/FAIL**

### **SOPHOMORE YEAR**

#### **First Semester**

ART	230	Introduction to Computer Graphics	3
ART	311	Figure Sculpture I	3
ART	370	Screenwriting	or (choose one)
ENGL	361	Technical & Report Writing I	or
ENGL	250	Introduction to Film	or
ENGL	_____	Other 200/300 English Course	3
MATH	127	Introduction to Math Ideas (or higher level of Math)	3
COMM	101	Oral Communications	or (choose one)
COMM	103	Public Speaking	<u>3</u>
<b>TOTAL</b>			<b>15</b>

#### **Second Semester**

ART	231	Visual Literacy (Typography/Color)	3
ART	250	Photography I	3
ART	301	Art History (302)	3
_____	_____	Science Elective (PHSC 101)	4
_____	_____	Social/Behavioral Science Elective	<u>3</u>
<b>TOTAL</b>			<b>16</b>

\* \_\_\_\_\_ **ART 219 PORTFOLIO REVIEW & ASSEMENT (1st Review)** **0 PASS/FAIL**

\* Students must submit a portfolio and successfully pass the 1st and 2nd portfolio review/assessment. In addition they must submit a senior thesis proposal, min. 2 pages, typed with sketches, references, storyboards, etc (as applicable to concentration/focus). See Advisor or Program Coordinator for details and portfolio review form. Must be reviewed by min. of (3) three, tenured full-time faculty.

### **JUNIOR YEAR**

#### **First Semester**

ART	340	Introduction to Visual Comm.	3
ART	360	Digital Cinematography (I)	3
ART	396	2D Digital Animation (I)	3
_____	_____	Science Elective (BIOL 101)	3
MKTG	101	Intro to Business (MKTG 337 Advert.	or (Choose one)
MKTG	231	Principles of Marketing (COMM 242)	<u>3</u>
<b>TOTAL</b>			<b>15</b>



## **Description**

The Digital Media Arts concentration prepares students for careers in (but not limited to): visual arts and exhibition, by combining digital arts and technology with traditional art making and research. Students may seek to integrate experimental design, drawing/illustration, painting, sculpture, video, photography with visual communication and new media. The Digital Media Arts concentration provides students who are interested as artist/designers, in combining or integrating traditional art/design with digital technology. The concentration focuses primarily on multimedia, experimental and integrated art/design, with an emphasis on gallery exhibition and installation.

This major is ideal for the student who may come from a background in painting for example, but also would like to combine this medium with digital art, new media, video, etc. This would also be ideal for a student that does not desire to enter a career in graphic design per se (print & web) but seek ways to conduct research balanced with art making, technology and exploration. The objectives of the new concentration are as to prepare graduates to enter a career as a professional visual artist, with an emphasis on digital media and gallery/exhibition.

They will also be empowered to continue their success and studies at the graduate level and beyond. Students will focus on the integration of research with digital art, installation and new media with traditional media. The objectives of the new concentration are as to prepare graduates to enter a career as a professional visual artist, with an emphasis on digital media and gallery/exhibition. They will also be empowered to continue their success and studies at the graduate level and beyond. Students will focus on the integration of research with digital art, installation and new media with traditional media.

### Expected student learning outcomes

*After successful completion of coursework, portfolio reviews, exhibitions, internships and senior thesis projects, students will be able to:*

- Organize the advanced elements of the visual language creating harmonious and unique designs for art, advertisement and communication
- Demonstrate the organizational principles that underline the effective manipulation of the optical elements in 2D and 3D space as well as interdisciplinary research and application
- Demonstrate a full command of a variety of software packages and develop creative and effective problem-solving skills in art/technology
- Combine elements of both traditional and digital art-making into a cohesive portfolio and senior exhibition/show
- Develop sound business practices and knowledge as a professional, exhibiting artist/designer/producer
- Produce a successful portfolio and resume for the professional art industry and/or graduate school

**VCDMA/ART foundation courses:**

ART	101	2D Design	3
ART	102	3D Design	3
*ART	110	Introduction to Drawing	3
ART	111	Life Drawing	3
ART	311	Figure Sculpture	3
*ART	230	Introduction to Computer Graphics	3
ART	231	Visual Literacy	3
ART	250	Photography I	3
ART	320	Painting	3

**DFPA required core courses:**

ART	404	Modern Art History (or 408 or 405)	3
*ART	200	African Art: Past and Present	3
*MUSC	110	Introduction to Music Technology	3
*MUSC	302	Introduction to Music (102)	3
*THEA	105	Introduction to Theatre	3
THEA	221	Stagecraft (321 or other approved THEA elective)	3
ART	470	Self Promotion & Marketing in the Arts	3
<i>* Counts as General Education Courses/Electives</i>			

**Digital Media Arts concentration required courses:**

ART	321	Experimental Painting & Digital Textiles	3
ART	340	Introduction to Visual Communication	3
ART	342	New Media: Public & Installation Art	3
ART	360	Digital Cinematography (1)	3
ART	450	Multimedia Workshop: Web Design and Digital Media	3
ART	490	Museum & Gallery Seminar	3
_____		(2) Two courses; ART/VCDMA Electives (300/400)	6

**Additional requirements**

I. A minimum of any (4) Four Art History Electives, with a mandatory ART 404:

ART	408	Visual Culture or ART 405 African American Art	
ART	200	African Art	3
ART	301	Art History (or 302)	3
ART	404	Modern Art	3 (required)
ART	408	Visual Culture or ART 405 African American Art	3 (required)

II. Internship & Senior Thesis (Capstone/Exhibition):

ART	491	Internship in Art & Visual Communication	1
ART	498	Senior Thesis & Portfolio Development	1

III. Additional English, Communications, Business and /or Marketing courses:

MGMT 101	Introduction to Business	or (choose one)
COMM 242	Survey of Emerging Media	or
MKTG 337	Advertising	or
MKTG 231	Principles of Marketing	3 credits
ENGL 361	Technical & Report Writing I	(choose one)
ENGL 250	Introduction to Film	or
ENGL ____	Other 200/300 English Course	2

IV. Portfolio Reviews/Assessments I & II (ART 219 &419)

**DIGITAL MEDIA ARTS CONCENTRATION COURSE SCHEME**

**FRESHMAN YEAR**

Sem. Hrs.

**First Semester**

ART 101	2D Design	3
ART 110	Introduction to Drawing	3
ENGL 101	Expository Writing	3
HEED 102	Life & Health (IDIS 210)	3
FRSE 101	Freshman Seminar	<u>3</u>
<b>TOTAL</b>		<b>15</b>

**Second Semester**

ART 111	Life Drawing	3
ART 200	African Art	3
ENGL 102	Argument & Research	3
COSC 111	Computing Princ. & Technology (110 or 112)	3
THEA 105	Introduction to Theatre	<u>3</u>
<b>TOTAL</b>		<b>15</b>

**\_\_\_\_ ENGLISH PROFICIENCY EXAM (PASS/FAIL) TAKE AFTER ENGL 102) PASS/FAIL**

**SOPHOMORE YEAR**

**First Semester**

ART 230	Introduction to Computer Graphics	3
ART 311	Figure Sculpture I	3
ENGL 361	Technical & Report Writing I	or (choose one)
ENGL 210	Intro to English Grammar	or
ENGL ____	Other 200/300 English Course	3
MATH 127	Introduction to Math Ideas (or higher level Math)	3
COMM 101	Oral Communications	or (choose one)
COMM 103	Public Speaking	<u>3</u>
<b>TOTAL</b>		<b>15</b>



ART	404	History of Modern Art	3
ART	450	Multimedia Workshop	3
ART	490	Museum & Gallery Seminar	3
_____		VCDMA Elective 300/400 (consult with/Advisor)	(choose one)
		(ART 475, 352, 361, 397)	<u>3</u>
<b>TOTAL</b>			<b>15</b>

### **Second Semester**

ART	408	Visual Culture & Contemp. Art (405)	3
ART	470	Self Promotion & Marketing in the Arts	3
_____		VCDMA Elective 300/400 (consult with/Advisor)	(choose one)
		(ART 475, 352, 361, 397)	3
ART	491	Internship in Art & Visual Communication	1
ART	498	Senior Thesis & Exhibition	1
MUSC	302	Introduction to Music (345)	<u>3</u>
<b>TOTAL</b>			<b>14</b>

\_\_\_ **Final Portfolio**

**TOTAL CREDITS: 120**

## **IV. DIGITAL CINEMA & TIME-BASED MEDIA**

### **Description**

The Digital Cinema & Time Based Media concentration focuses primarily digital (narrative) video/film production, video and time-based art and film. Students will be introduced to writing, producing, directing and editing/compositing for various new and time-based, digital media and web-based media and to cinema and independent filmmaking and production in general. Students will be introduced to writing, producing, directing and editing/compositing for various new media and digital media formats; and to the world of cinema and independent filmmaking in general. The objectives of the new concentration are as to prepare graduates to enter a career in visual communication with a focus on digital video, film and other time-based media. They will also be empowered to continue their success and studies at the graduate level and beyond.

### Expected student learning outcomes

*After successful completion of coursework, portfolio reviews, exhibitions, internships and senior thesis projects, students will be able to:*

- Organize the advanced elements of the visual language creating harmonious and unique designs for advertisement and communication
- Demonstrate the organizational principles that underline the effective manipulation of the optical elements over time in 2D and 3D space
- Demonstrate a full command of a variety of software packages and develop creative and effective

problem-solving skills

- Apply techniques and concepts in cinema studies, video/film production, editing and compositing
- Apply typography, elements and principles of design to digital video/film projects
- Create projects using advanced cinema, narrative video and digital video/imaging techniques.
- Design and utilize projects incorporating sound processing, digital video, animation, motion graphics and editing software.
- Research, Critique and discuss the work by professional film/video makers, designers, visual artists, web artists, animators, and others who use digital video and technologies in their work.
- Apply basic digital video processing techniques.
- Apply file management and data storage options including import/export/publishing considerations and codec's, file formats for video.
- Assemble a cumulative portfolio or demo reel, DVD and website

**VCDMA/ART foundation courses:**

ART	101	2D Design	3
ART	102	3D Design	3
*ART	110	Introduction to Drawing	3
ART	111	Life Drawing	3
ART	311	Figure Sculpture	3
*ART	230	Introduction to Computer Graphics	3
ART	231	Visual Literacy	3
ART	250	Photography I	3
ART	320	Painting	3

**DFPA required core courses:**

ART	404	Modern Art History (or 408 or 405)	3
*ART	200	African Art: Past and Present	3
*MUSC	110	Introduction to Music Technology	3
*MUSC	302	Introduction to Music (102)	3
*THEA	105	Introduction to Theatre	3
THEA	221	Stagecraft (321 or other approved THEA elective)	3
ART	470	Self Promotion & Marketing In the Arts	3

*\* counts as General Education Courses/Electives*

**Digital Cinema & Time Based Media concentration required courses:**

ART	340	Introduction to Visual Communication	3
ART	351	Digital Photography (251 or 320)	3
ART	360	Digital Cinematography I	3
ART	361	Digital Cinematography II	3
ART	396	2D Digital Animation I	3
ART	370	Screenwriting	3
ART	450	Multimedia Workshop	3
ART	475	Advanced Digital Studio: Digital Film, Anim	3
COMM	331	Television Production	or

COMM 429	Video Editing	or
COMM 428	TV Film Production	3

### Additional requirements

#### I. A minimum of (4) Four Art History Electives, with a mandatory ART 404

ART 200	African Art	3
ART 301 (302)	Art History	3
ART 404	Modern Art	3 (required)
ART 408	Visual Culture or ART 405 African American Art	3 (required)

#### II. Internship & Senior Thesis (Capstone/Exhibition)

ART 491	Internship in Art & Visual Communication	1
ART 498	Senior Thesis & Exhibition	1

#### III. Additional English/Communications, Business and/or Marketing courses:

MGMT 101	Introduction to Business	
MKTG 337	Advertising	or (Choose one)
MKTG 231	Principles of Marketing	or
COMM 242	Survey of Emerging Media	or
ENGL 361	Technical & Report Writing I	or
ENGL 213	Cinema of African & African Diaspora	(Choose one)
ENGL 210	Intro to English Grammar	or
ENGL 250	Introduction to Film I	or
ENGL ____	Other 200/300 English Course	3

#### IV. Portfolio Reviews/Assessments I & II (ART 219 & 419)

### DIGITAL CINEMA & TIME-BASED MEDIA CONCENTRATION COURSE SCHEME

#### FRESHMAN YEAR

Sem. Hrs.

##### First Semester

ART 101	2D Design	3
ART 110	Introduction to Drawing	3
ENGL 101	Expository Writing	3
HEED 102	Life & Health (IDIS 210)	3
FRSE 101	Freshman Seminar	<u>3</u>
<b>TOTAL</b>		<b>15</b>

##### Second Semester

ART 250	Photography I	3
ART 200	African Art	3
ENGL 102	Argument & Research	3
COSC 111	Intro. Computing Princ. & Technology (110 or 112)	3
THEA 105	Introduction to Theatre	<u>3</u>

<b>TOTAL</b>	<b>15</b>
<b>___ ENGLISH PROFICIENCY EXAM (PASS/FAIL) TAKE AFTER ENGL 102)</b>	<b>PASS/FAIL</b>

**SOPHOMORE YEAR**

**First Semester**

ART 230	Introduction to Computer Graphics	3
ART 351	Digital Photography	3
ART 301	Art History (or 302)	3
MATH 127	Introduction to Math Ideas (or higher level of MATH)	3
COMM 101	Oral Communications	or (choose one)
COMM 103	Public Speaking	<u>3</u>
<b>TOTAL</b>		<b>15</b>

**Second Semester**

ART 231	Visual Literacy (Typography/Color)	3
ENGL 361	Technical & Report Writing I	or (choose one)
ENGL 213	Cinema of African & African Diaspora	or
ENGL 250	Introduction to Film (210/256)	3
___	Science Elective (PHSC 101)	4
___	Social/Behavioral Science Elec. (PSYCH 101)	3
MGMT 101	Introduction to Business	<u>3</u>
<b>TOTAL</b>		<b>16</b>

**\* \_\_ ART 219 PORTFOLIO REVIEW & ASSEMENT (1st Review)                      0 PASS/FAIL**

\* Students must submit a portfolio and successfully pass the 1st and 2nd portfolio review/assessment. In addition they must submit a senior thesis proposal, min. 2 pages, typed with sketches, references, storyboards, etc (as applicable to concentration/focus). See Advisor or Program Coordinator for details and portfolio review form. Must be reviewed by min. of (3) three, tenured full-time faculty.

**JUNIOR YEAR**

**First Semester**

ART 340	Intro to Visual Communication	3
ART 360	Digital Cinematography (I)	3
ART 396	2D Digital Animation (I)	3
MUSC 345	African American Music (105)	3
ART 370	Screenwriting	<u>3</u>
<b>TOTAL</b>		<b>15</b>

**Second Semester**

ART 361	Digital Cinematography II (Motion Graphics)	3
ART 450	Multimedia Workshop	3
___	Science Elective (BIOL 101)	3
HIST 114	African American History to 1865	or

HIST	115	African American History since 1865	3
MUSC	110	Introduction to Electronic Music	<u>3</u>
<b>TOTAL</b>			<b>15</b>

### SENIOR YEAR

#### First Semester

MKTG	337	Advertising	or
MKTG	231	Principles of Marketing (COMM 242)	3
ART	404	History of Modern Art	3
ART	496	3D Modeling & Animation I (or 397)	3
ART	475	Advanced Digital Studio: Digital Film & Anim	3
THEA	221	Stagecraft (310, 331 or 341)	<u>3</u>
<b>TOTAL</b>			<b>15</b>

**\*\* \_\_\_\_\_ ART 419 PORTFOLIO REVIEW & ASSEMENT (2nd Review) 0 PASS/FAIL**

\*\* Students must submit a portfolio and successfully pass the 1st and 2nd portfolio review/assessment. In addition they must submit a senior thesis proposal, min. 2 pages, typed with sketches, references, storyboards, etc. (as applicable). See Advisor or Program Coordinator for details and portfolio review form. Must be reviewed by min. of (3) three, tenured full-time faculty.

#### Second Semester

ART	405	African American Art (408)	3
ART	___	approved VCDMA elective (497, 499)	3
ART	470	Self Promotion & Marketing in the Arts	3
ART	491	Internship in Art & Visual Communication	1
ART	498	Senior Thesis & Exhibition	1
ART	397	2D Digital Animation II	3
COMM	331	Television Production	or
COMM	429	Video Editing	or
COMM	428	TV Film Production	3
<b>TOTAL</b>			<b>14</b>
<b>TOTAL CREDITS:</b>			<b>120</b>
<b>___ Final Portfolio</b>			

## V. FASHION DESIGN CONCENTRATION

### Description

The Fashion Design concentration prepares students for careers in (but not limited to): fashion design, product development, technical design, sourcing, fashion illustration and production. Students also merge skills in traditional art with technology, marketing/business and design. The Fashion Design concentration will provide students seeking with the opportunity to receive current, relevant, real world education to prepare them for a career in the fashion industry. Students are prepared to obtain entry-level positions in the industry requiring specific skills in design, sketching, CAD, product development and garment construction.

The objectives of the concentration are to prepare graduates to enter a career in the fashion industry with a focus on design, pattern making/technical design, illustration, product development, sourcing and production. Students will focus primarily on design and development and garment construction, and the integration of computer aided design and product management. Thus making graduates in this area more marketable and in demand.

Expected student learning outcomes

*After successful completion of coursework, portfolio reviews, exhibitions, internships and senior thesis projects, students will be able to:*

- Present and express ideas clearly with supporting materials such as mood boards, illustration boards, market research and a broad fashion vocabulary
- Develop fashion figures and technical flats, effectively rendering drape, fabrics, and weight of materials
- Create professional quality presentation boards with fashion sketches, flats and fabric swatches
- Demonstrate full working knowledge of draping and flat pattern techniques
- Demonstrate full working knowledge of garment construction techniques
- Compose flats and patterns with Computer aided design programs
- Construct three dimensional garments from two dimensional sketches
- Identify all phases and processes of the apparel industry from concept to consumer
- Create a professional and cohesive collection of garments and apparel for portfolio
- Compose a professional portfolio demonstrating their sketching, pattern drafting and garment construction knowledge

**VCDMA/ART foundation courses:**

ART	101	2D Design	3
ART	102	3D Design	3
*ART	110	Introduction to Drawing	3
ART	111	Life Drawing	3
ART	311	Figure Sculpture	3
*ART	230	Introduction to Computer Graphics	3
ART	231	Visual Literacy	3
ART	250	Photography I	3
ART	320	Painting	3
ART	340	Introduction to Visual Communication	3

*\* counts as General Education Courses/Electives*

**DFPA required core courses:**

ART	404	Modern Art History (or 408 or 405)	3
*ART	200	African Art: Past and Present	3
*MUSC	110	Introduction to Music Technology	3
*MUSC	302	Introduction to Music (102)	3
*THEA	105	Introduction to Theatre	3
THEA	221	Stagecraft (321 or other approved THEA elective)	3

ART	470	Self Promotion & Marketing in the Arts	<u>OR MKTG 350</u>	3
-----	-----	--	--------------------	---

**Fashion Design concentration required courses:**

ART	270	Introduction to Fashion Design		3
ART	295	Introduction to Textiles		3
ART	375	Sewing Studio		3
ART	365	History of Fashion		3
ART	380	Flat Pattern Design		3
ART	386	Fashion Draping 1		3
ART	390	Fashion Illustration		3
ART	486	Fashion Draping 2		3
ART	465	Computer Aided Design		3

**Additional requirements**

I. A minimum of any (4) Four Art History Electives, with a mandatory ART 365 History Of Fashion

ART	200	African Art		3
ART	301	Art History (302)		3
ART	365	Fashion Design History (404)		3 (required)
ART	408	Visual Culture or ART 405 African American Art		3

II. Additional English/VCDMA courses:

ENGL	361	Technical & Report Writing I		or
ENGL	_____	Other 200/300 English Course		3
ART	491	Internship		3
ART	498	Senior Thesis & Exhibition		1

III. Additional Communication, Business and/or Marketing elective:

COMM	242	Survey of Emerging Media		or
MGMT	101	Introduction to Business		or (choose one)
MKTG	337	Advertising		or
MKTG	231	Principles of Marketing		3
_____	_____	SCIENCE ELECT (BIOL 101)		3
MGMT	101	Introduction to Business		3

IV. Portfolio Reviews/Assessments I & II (ART 219 &419)

**FASHION DESIGN CONCENTRATION COURSE SCHEME**

**FRESHMAN YEAR**

First Semester

ART	101	2D Design		3
ART	110	Introduction to Drawing		3
ENGL	101	Expository Writing		3
HEED	102	Life & Health (IDIS 210)		3
FRSE	101	Freshman Seminar		3
<b>TOTAL</b>				<b>15</b>

**Second Semester**

ART 111 Life Drawing	3
ART 102 3D Design	3
ENGL 102 Argument & Research	3
COSC 111 Intro. to Computing Princ. & Technology (110 or 112)	3
THEA 105 Introduction to Theatre	3
<b>TOTAL</b>	<b>15</b>

**\_\_\_\_ ENGLISH PROFICIENCY EXAM (PASS/FAIL) TAKE AFTER ENGL 102)      PASS/FAIL**

**SOPHOMORE YEAR****First Semester**

ART 200 African Art	3
ART 230 Introduction to Computer Graphics	3
ART 270 Introduction to Fashion Design	3
MATH 127 Introduction to Math Ideas (or higher level of MATH)	3
COMM 101 Oral Communications or COMM 103 Pub. Speaking (choose one)	3
<b>TOTAL:</b>	<b>15</b>

**Second Semester**

ART 375 Sewing Studio	3
ART 295 Introduction to Textiles	3
ART 231 Visual Literacy (Typography/Color)	3
ART 250 Photography I	3
ART 301 Art History (or 302)	3
<b>TOTAL:</b>	<b>16</b>

**\* \_\_\_\_ ART 219 PORTFOLIO REVIEW & ASSEMENT (1st Review)      0 PASS/FAIL**

\* Students must submit a portfolio and successfully pass the 1st and 2nd portfolio review/assessment. In addition they must submit a senior thesis proposal, min. 2 pages, typed with sketches, references, storyboards, etc (as applicable to concentration/focus). See Advisor or Program Coordinator for details and portfolio review form. Must be reviewed by min. of (3) three, tenured full-time faculty.

**JUNIOR YEAR****First Semester**

ART 340 Introduction to Visual Comm.	3
ART 380 Flat Pattern Design	3
ART 390 Fashion Illustration	3
____ Science Elect. (BIOL 101)	3
MGMT 101 Introduction to Business	3
<b>TOTAL:</b>	<b>15</b>

**Second Semester**

ART	385	Fashion Draping 1	3
MKTG	337	Advertising	or
MKTG	231	Principles of Marketing	3
HIST	114	African American History to 1865	or (choose one):
HIST	115	African American History since 1865	3
MUSC	110	Introduction to Electronic Music	3
THEA	322	Costume Design (221/331)	3
<b>TOTAL</b>			<b>15</b>

### SENIOR YEAR

#### First Semester

ART	465	Computer Aided Design	3
ART	486	Fashion Draping 2	3
ART	365	History of Fashion (ART 404 Modern Art)	3
ENGL	361	Technical and Report Writing	or
ENGL	___	Other 200/300 English Course	3
___	___	Science Elective (PHSC 101)	4
<b>TOTAL</b>			<b>16</b>

**\*\* \_\_\_ ART 419 PORTFOLIO REVIEW & ASSEMENT (2nd Review) 0 PASS/FAIL**

\*\* Students must submit a portfolio and successfully pass the 1st and 2nd portfolio review/assessment. In addition they must submit a senior thesis proposal, min. 2 pages, typed with sketches, references, storyboards, mood boards, patterns, etc. (as applicable). See Advisor or Program Coordinator for details and portfolio review form. Must be reviewed by min. of (3) three, tenured full-time faculty.

#### Second Semester

ART	408	Visual Culture or ART 405 Afr. Amer Art	3
*ART	470	Self Promotion & Marketing in the Arts	or (Choose one)
* MKTG	350	Fashion Marketing	3
___	___	Social/Behavioral Science Elective	3
ART	491	Internship in Art & Visual Communication	1
ART	498	Senior Thesis & Exhibition	1
MUSC	302	Introduction to Music (102)	<u>3</u>
<b>TOTAL</b>			<b>14</b>

**\_\_\_ Final Portfolio**

**TOTAL CREDITS: 120**

<b>DEPARTMENT OF HISTORY AND GOVERNMENT</b>			
<b>MAJOR</b>	<b>CONCENTRATION</b>	<b>DEGREE OFFERED</b>	<b>MINORS</b>
HISTORY AND GOVERNMENT	History Government History (Social Studies) Education	BS, BA BS, BA BS	Geography Philosophy Women's Studies Pre-Law History Government Pan African Studies International Relations Public Policy Historical Management

Chair: M. Sammye Miller

Professors: Mario D. Fenyo, William B. Lewis, Frederick B. Mills, M. Sammye Miller, Ralph L. Parris

Associate Professor: George S. Sochan

Assistant Professors: Benjamin Arah, Melvin Barrolle, Robert Birt, Tamara L. Brown, Diarra O. Robertson, Andreas Woods

Lecturers: Ronald Davis, J. Santiago Mauer, Adrian Taylor

**MISSION**

The Department contributes to Bowie State University's major mission as a regional comprehensive liberal arts university. It provides an atmosphere that promotes intellectual development, scholarship, and critical thinking for its diverse student body. In addition, students who major in history and government have the opportunity to experience the responsibilities and rewards of leadership. This combination of learning and personal challenge enables our graduates to face the demands of the twenty-first century with confidence.

**GOALS**

Consonant with Bowie State University's mission as an institution of higher learning committed to a tradition of free inquiry, the goals of the department are:

1. To foster an atmosphere conducive to the fruitful exchange of ideas between students and faculty.
2. To train students proficiently in content and methodology in the departmental concentrations of their choice.
3. To provide opportunities for critical study which will build marketable skills in a variety of fields.
4. To give students in the sequences a level of training which will enable them to succeed in graduate studies and professional schools, or to pursue careers in academia, government, or business.

### DESCRIPTION OF THE DEPARTMENT

The Department offers an interdisciplinary degree program in history and government with concentrations in History, History Education and Government, as well as minors in the following areas: **geography, philosophy, history, pan african studies, women's studies, historical management, government, international relations, public policy, and pre-law**. The program aims to provide students with a broad understanding of the complex historical, social, economic, and political forces within society, and it seeks to promote students' critical thinking skills. Students who choose either the history or the government sequence may pursue either a BA or a BS degree. Students who choose the history (social studies) education program must pursue a BS degree. To receive a BA/BS in History and Government, the student must complete 120 semester hours. To receive a BS in History and Government with a history (social studies) education concentration, the student must complete 128/129 semester hours. The minors in the Department are based on specific courses and have the following credit hours: geography (15), philosophy (15), history (18), pan-african studies (12), women's studies (18), historical management (18), government (X), international relations (12), public policy (12), and pre-law (15).

### GRADUATION REQUIREMENTS

1. Foreign Language: Students in the BA program must take and pass, with a "C" or better, 12 semester hours of a second language other than English. In some cases, a foreign language proficiency examination may be substituted for the course requirement.
2. Senior Thesis: Students, except those in the history (social studies) education concentration, must write a thesis paper in their senior year.
3. Comprehensive Examination: Students must take and pass a written departmental comprehensive examination in their concentration during the senior year.
4. The Bowie State University *English Proficiency Examination*: All majors must take and pass the Bowie State University *Writing Proficiency Examination* after successful completion of ENGL 101 and ENGL 102, *Expository Writing and Argument and Research*. Transfer students who completed their English composition requirements at another university must take the *Writing Proficiency Examination* during their **First Semester** of enrollment at Bowie State.
5. History (Social Studies) Education Majors must take PRAXIS I and PRAXIS II and achieve a passing score set by the Maryland State Department of Education in order to be certified by the State of Maryland. Passing scores on the PRAXIS are a prerequisite for several courses in the professional sequence, including methods courses and student teaching. Passing scores on all PRAXIS II are required for graduation.

**BACHELOR OF ARTS/BACHELOR OF SCIENCE  
HISTORY AND GOVERNMENT MAJOR**

The Department of History and Government offers the Bachelor of Arts (BA) and the Bachelor of Science (BS) degrees in history and government. Students who wish to earn the BA degree are required to complete twelve semester hours of a foreign language in addition to other requirements. The BA/BS degrees in history and government require a minimum of forty-two semester hours for majors in the history concentration and forty-five semester hours for majors in the government concentration. The BS degree in history and government requires thirty-six semester hours for majors in the history (social studies) concentration.

Students who wish to pursue a major or minor in history and government must earn a grade of "C" or higher in departmental courses.

**CORE REQUIREMENTS**

**Sem. Hrs.**

**FOR ALL MAJORS, EXCEPT HISTORY (SOCIAL STUDIES)**

**EDUCATION MAJORS**

GEOG	101	Elements of Geography I <b>or</b>	
GEOG	102	Elements of Geography II	3
GOVT	130	Introduction to Political Science	3
GOVT	231	US National Government	3
GOVT	342	International Relations	3
GOVT	462 & 463	Government Senior Seminars <b>or</b>	
HIST	497 & 498	History Senior Seminars	6
HIST	111	World Civilization since 1500	3
HIST	114	African-American History to 1865 <b>or</b>	
HIST	115	African-American History since 1865	3
PHIL	101	Introduction to Philosophy	3

**GENERAL EDUCATION AND INSTITUTIONAL REQUIREMENTS**

**English Composition** (6 semester hours)

**Sem. Hrs.**

ENGL	101	Expository Writing	3
ENGL	102	Argument and Research	3

**Arts and Humanities** (6 hours)

**Sem. Hrs.**

PHIL	101	Introduction to Philosophy	3
COMM	101	Oral Communication	3

Sciences (Biology, chemistry, physics, physical science, 1 lab. course req.) Sem. Hrs.

\_\_\_\_\_ Science Electives **7-8**

**Mathematics** (3 hours) **Sem. Hrs.**

MATH	_____	Math Elective	3
------	-------	---------------	---

<b>Social Sciences (6 hrs.)</b>		<b>Sem. Hrs.</b>	
_____	_____	Social Science Electives	6
<b>Technology (3 hours)</b>		<b>Sem. Hrs.</b>	
COSC	_____	Computer Science Elective	3
<b>Institutional Requirements (6 hours)</b>		<b>Sem. Hrs.</b>	
FRSE	101	Freshman Seminar	3
HEED	102/200	Life and Health/ Fund. of Sex Education <b>or</b>	
IDIS	210	Women's Health Issues	3
<b>Other General Education Requirements (9 hours)</b>		<b>Sem. Hrs.</b>	
_____	_____	General Education Elective	3
_____	_____	General Education Elective	3
_____	_____	General Education Elective	3

See the full list of University General Education and Institutional Requirements for additional options.

Students are encouraged to take SUMMER courses and attend MINI-SEMESTER in order to have a manageable semester load.

*Note: The Department reserves the right to specify suitable general education courses, in keeping with COMAR, for its majors.*

### **GENERAL HISTORY CONCENTRATION**

The General History Concentration consists of a total of forty-two hours in history course work. Eighteen hours are in history survey courses, eighteen hours are in upper level history courses, and six hours consist of the two parts of the Senior Seminar. These courses are to be taken sequentially with most of the history survey courses being taken before the upper level ones are taken. In any case, the choice of courses must be made in cooperation with the faculty advisor to ensure successful and timely completion of the degree requirements and to prepare for the senior year comprehensive examination and the writing of the thesis paper. Finally, all eighteen hours of history survey courses and all eighteen hours of upper level history courses must be taken before the student takes the two seminar courses.

The General History Concentration is designed as a traditional liberal arts program that emphasizes theory and research so that the student is prepared for graduate studies in history. Should the student wish to graduate with a Bachelor of Arts degree, rather than a Bachelor of Science degree, then, the student must satisfy a foreign language requirement, which can also be met by passing a Foreign Language Proficiency Examination. Students who wish to pursue graduate studies in history are strongly encouraged to take twelve hours of Foreign Language Electives and, thereby, to graduate with a BA.

<b>HISTORY SURVEY COURSES (18 semester hours)</b>			<b>Sem. Hrs.</b>
HIST	110	World Civilization to 1500	3
HIST	111	World Civilization since 1500	3
HIST	114	African-American History to 1865	3
HIST	115	African-American History since 1865	3
HIST	201	United States History to 1865	3
HIST	202	United States History since 1865	3
Total Hours of History Survey Courses			18

*For History majors some of the above courses may be included in the program as core departmental requirements or as general education electives, under the social sciences and other general education electives categories.*

### **HISTORY SUB-FIELDS**

There are three sub-fields of upper level history courses, which are the African Sub-Field, the European Sub-Field, and the United States Sub-Field. History Majors must take two courses in each of the three sub-fields for their eighteen hours of upper level course work (300-level or higher) in history.

<b>AFRICAN SUB-FIELD</b>			<b>Sem. Hrs.</b>
HIST	360	Survey of African Civilizations to 1500	3
HIST	361	Survey of African Civilizations since 1500	3
HIST	362	History of East and Southern Africa	3
HIST	461	Imperialism in Africa	3

<b>EUROPEAN SUB-FIELD</b>			<b>Sem. Hrs.</b>
HIST	317	Renaissance and Reformation	3
HIST	320	Europe from 1815 to 1914	3
HIST	321	Economic History of Europe	3
HIST	322	Twentieth Century Europe	3
HIST	328	Soviet Union & Russia in the 20th Century	3
HIST	331	The French Revolution and Napoleon	3
HIST	337	The History of Britain to 1688	3
HIST	338	The History of Britain since 1688	3
HIST	404	Diplomatic History of Europe	3
HIST	420	European Intellectual History	3

<b>UNITED STATES SUB-FIELD</b>			<b>Sem. Hrs.</b>
HIST	300	Colonial America to the Revolution	3
HIST	304	The Antebellum South, 1800-1860	3
HIST	305	Civil War and Reconstruction	3
HIST	306	American Business & Urban History, 1877-1920	3
HIST	307	Contemporary America since World War II	3
HIST	350	Women in American Society	3
HIST	400	American Intellectual History	3
HIST	402	Diplomatic History of the U.S.	3

HIST	441	The Military Experience in America	3
------	-----	------------------------------------	---

**GENERAL HISTORY ELECTIVES**

**Sem. Hrs.**

HIST	204	Black Women’s History: Colonial Times to the Present	3
HIST	205	Introduction to Women’s Studies	3
HIST	260	History Honors Colloquium	3
HIST	340	Culture and History of Latin America	3
HIST	380	Special Topics in Women’s Studies	3
HIST	460	Fieldwork in Historical Management	3
HIST	496	Independent Study in History	3

*General History Electives, which may be taken as electives, count towards the total semester hours for graduation, but they do not count as part of the semester hours in the major area of history concentration.*

**GENERAL HISTORY CONCENTRATION**

**SAMPLE PROGRAM**

**FRESHMAN YEAR**

**First Semester**

**Sem. Hrs.**

HIST	110	World Civilization to 1500	3
HIST	201	United States History to 1865	3
ENGL	101	Expository Writing	3
FRSE	101	Freshman Seminar	3
COMM	101	Oral Communication	3
			<b>15</b>

**Second Semester**

HIST	111	World Civilization since 1500	3
HIST	202	United States History since 1865	3
PHIL	101	Introduction to Philosophy	3
ENGL	102	Argument and Research	3
GEOG	101 or 102	Elements of Geography I or II	3
HEED	102/200	Life and Health/ Fund. of Sex Education or	
IDIS	210	Women’s Health Issues	3
			<b>18</b>

**SOPHMORE YEAR**

**First Semester**

HIST	114	African-American History to 1865	3
HIST	___	Sub-Field Elective	3
GOVT	130	Introduction to Political Science	3
___	___	Natural Science Elective	4
___	___	Other Elective	3
			<b>16</b>

**Second Semester**

HIST	115	African-American History since 1865	3
HIST	___	Sub-Field Elective	3

GOVT	231	U.S. National Government	3
MATH	___	Mathematics Elective	3
___	___	Natural Science Elective	3
___	___	Other Elective	3
			18

### JUNIOR YEAR

#### First Semester

HIST	___	Sub-Field Elective	3
HIST	___	Sub-Field Elective	3
GOVT	342	International Relations	3
___	___	Arts and Humanities Elective	3
___	___	Other Elective	3
			15

#### Second Semester

HIST	___	Sub-Field Elective	3
HIST	___	Sub-Field Elective	3
COSC	___	Computer Science Elective	3
___	___	Other Elective	3
___	___	Other Elective	2
			14

### SENIOR YEAR

#### First Semester

HIST	497	Senior Seminar I	3
___	___	Other Elective	3
___	___	Other Elective	3
___	___	Other Elective	3
			12

#### Second Semester

HIST	498	Senior Seminar II	3
___	___	Other Elective	3
___	___	Other Elective	3
___	___	Other Elective	3
			12

### HISTORY MINOR

The minor in history consists of 18 credit hours, and it is based on the following: HIST 114 (General Education Requirement), two survey courses, and three upper level elective courses (300/400 level courses). The core requirements serve as prerequisites for the upper level elective courses (300 and 400 level in Africa, Europe or United States) that the student may select as part of his minor. Before a student takes certain upper level courses, he must have completed survey courses among the core requirements. For instance, in order to take upper level courses in the United States, the student must have completed the United States survey courses. Moreover, in order to take upper level courses in either Africa or Europe, the student must have completed the World Civilization survey courses.

Students who wish to minor in history must earn a "C" or higher in all history courses.

<b>History Minor</b>	<b>Hrs.</b>
HIST 114 African American History to 1865 <b>or</b>	
HIST 115 African American History since 1865	3
Survey Courses (any two)	6
HIST 110 World Civilization to 1500	
HIST 111 World Civilization since 1500	
HIST 201 United States to 1865	
HIST 202 United States since 1865	
<u>Upper Level Elective Courses (any three)</u>	<u>9</u>
Total Hours	18

*The upper level course selections are from the following areas: Africa, Europe, and the United States.*

### **HISTORICAL MANAGEMENT MINOR**

The historical management minor enables students to seek careers in a variety of professions as archivists, records managers, museum curators, and librarians in both the public and private sectors. In addition to theoretical preparation, historical management offers the candidate fieldwork experience with some institutions in the greater Washington area.

#### **RELATED REQUIREMENTS**

BUAD	201	Introduction to Accounting I	3
BUAD	341	Principles of Management	3
BUAD	471	Human Resource Management	3
BUAD	460	Information Systems Management	3
COSC	110	Introduction to Computer Science	3
ECON	351	Business and Economic Statistics I or	
HIST	460	Fieldwork in Historical Management	3
HIST	---	History Electives	9
PSYC	204	Elementary Statistics in Psychology or	
SOCI	309	Elementary Statistics in Sociology	3

### **PAN-AFRICAN STUDIES MINOR**

This an interdisciplinary sequence of courses that enables students to focus on the role African people have played in shaping world civilizations. Pan-African studies offers vital training in methods and research in the social sciences. This training will prepare students for graduate and professional studies as well as careers in the public and private sectors.

#### **RELATED REQUIREMENTS**

HIST	361	Survey of African Civilizations	3
GOVT	240	Black Politics in the United States	3
GOVT	251	Africa in World Politics	3
ENGL	209	Afro-American Literature	3

**HISTORY AND SOCIAL STUDIES TEACHING CONCENTRATION**

The student-educator candidate must meet criteria set by both the Maryland State Department of Education (MSDE) and the university. In terms of semester hours, the student must complete thirty-six hours in history, thirty-seven hours in professional education, and twenty-four hours in the social and behavioral sciences. The hours in history include the following: eighteen hours of history survey, fifteen hours of upper level history, and HIST 497. The thirty-three hours of survey history courses and of upper level history courses must be taken before the student takes HIST 497. All candidates in history or social studies teaching will receive a departmental evaluation with the faculty of the department whereupon a recommendation is made on the student's ability to continue in the teacher education program.

**HISTORY SURVEY COURSES****Sem. Hrs.**

Same courses & same number of hours as majors in General History Sequence

18

**UPPER LEVEL HISTORY COURSES****Sem. Hrs.**

Five Upper Level History Courses

15

The student must take two courses in each of two sub-fields and one course in the third sub-field. The sub-fields are the following: Africa, Europe, and the United States. To graduate, the student must have, at least, one course in each sub-field and two courses in two sub-fields. The listing of courses, according to sub-fields, is under History Concentration.

**HISTORY SENIOR SEMINAR****Sem. Hrs.**

HIST 497 Senior Seminar

3

**CORE REQUIREMENTS****SOCIAL AND BEHAVIORAL SCIENCES****Sem. Hrs.**

GOVT	130	Introduction to Political Science	3
GOVT	231	U.S. National Government	3
GEOG	101	Elements of Geography I	3
GEOG	—	Any advanced Geography course beyond 101	3
ECON	211	Principles of Macroeconomics	3
ECON	212	Principles of Microeconomics	3
SOCI	101	Introduction to Sociology	3
PSYC	101	Introduction to Psychology	3

24

*The GOVT and the GEOG courses are part of the core requirements for all departmental majors. SOCI 101 and PSYC 101 should be fulfilled as part of the university's general education requirements for the social science electives or other general education electives.*

**GENERAL EDUCATION AND INSTITUTIONAL REQUIREMENTS**

The General Education and Institutional Requirements for the History and Social Studies Concentration is the same as that for the General History Concentration. See the list of General Education and Institution Requirements under the General History Concentration.

Students are encouraged to take SUMMER courses and attend MINI-SEMESTER in order to have a manageable load. *Note: The Department reserves the right to specify suitable general education courses, in keeping with COMAR, for its majors.*

<b>PROFESSIONAL EDUCATION REQUIREMENTS (37 semester hours)</b>			<b>Sem. Hrs.</b>
EDUC	101	Introduction to Education	3
EDUC	311	Managing the Diverse Classroom	3
EDUC	201	Human Growth and Development	3
EDUC	316	Foundations of Education	3
SPED	403	Orientation to Special Education	3
SCED	450	Teaching Reading: Secondary Level	3
EDUC	402	Assessment and Evaluation	3
HIST	390	Methods of Teaching History	3
SCED	305	Practicum III	1
SCED	401	Directed Teaching and Seminar	12

The State of Maryland Requirements in Secondary School Teaching:

1. Bachelor's degree in history and social studies education
2. For certification as a teacher in history-social studies, the following course work must be completed: Thirty-six hours of history, **thirty-seven** hours of professional studies, and twenty-four hours of social sciences. In addition, students must pass the following examinations: PRAXIS I and PRAXIS II, including both the pedagogy and the content areas.

### **HISTORY (SOCIAL STUDIES) EDUCATION CONCENTRATION**

#### **SAMPLE PROGRAM**

#### **FRESHMAN YEAR**

<b>First Semester</b>			<b>Sem. Hrs.</b>
HIST	110	World Civilization to 1500	3
HIST	201	United States History to 1865	3
ENGL	101	Expository Writing	3
EDUC	101	Introduction to Education	3
GEOG	101	Elements of Geography I	3
			15
<b>Second Semester</b>			
HIST	111	World Civilization since 1500	3
HIST	202	United States History since 1865	3
ENGL	102	Argument and Research	3
EDUC	311	Managing the Diverse Classroom	3
GEOG	—	Any advanced GEOG course beyond 101	3
FRSE	101	Freshman Seminar	3
			18

**SOPHMORE YEAR****First Semester**

HIST	114	African-American History to 1865	3
EDUC	201	Human Growth and Development	3
COMM	101	Oral Communication	3
GOVT	130	Introduction to Political Science	3
—	—	Natural Science Elective	4
			16

**Second Semester**

HIST	115	African-American History since 1865	3
HIST	—	Sub-Field Elective	3
SPED	403	Orientation to Special Education	3
GOVT	231	U.S. National Government	3
PHIL	101	Introduction to Philosophy	3
—	—	Natural Science Elective	3
			18

**JUNIOR YEAR****First Semester**

HIST	—	Sub-Field Elective	3
HIST	—	Sub-Field Elective	3
EDUC	316	Foundations of Education	3
SCED	450	Teaching Reading: Secondary Level	3
ECON	211	Principles of Macroeconomics	3
MATH	—	Mathematics Elective	3
			18

**Second Semester**

HIST	—	Sub-Field Elective	3
HIST	—	Sub-Field Elective	3
EDUC	402	Assessment and Evaluation	3
ECON	212	Principles of Microeconomics	3
HEED	102/200	Life and Health/ Fund. of Sex Education <b>or</b>	
IDIS	210	Women's Health Issues	3
—	—	Other Elective	3
			18

**Senior Year****First Semester**

HIST	497	Senior Seminar I	3
HIST	390	Methods of Teaching History	3
SCED	305	Practicum III	1
COSC	—	Computer Science Elective	3
—	—	Other Elective	3
—	—	Other Elective	3
			16

**Second Semester**

SCED	401	Directed Teaching and Seminar	12
------	-----	-------------------------------	----

### GOVERNMENT CONCENTRATION

The Government Concentration is designed to enhance the student's liberal arts education and also to nurture an understanding of the role of the government and the citizen in a polity. To this end, the program puts an emphasis on the core themes and subjects in three sub-fields. Students in the Government Concentration must successfully complete a minimum of forty-five semester hours in government courses. They will select at least two courses from each sub-field and these courses are to be taken sequentially and in accordance with the profile for the concentration. The choice of courses must be made in cooperation with a faculty advisor. Should the student wish to graduate with a Bachelor of Arts degree, rather than a Bachelor of Science degree, then, the student must satisfy a foreign language requirement, which can also be met by passing a Foreign Language Proficiency Examination. Students who wish to pursue graduate studies in government are strongly encouraged to take twelve hours of Foreign Language Electives and, thereby, to graduate with a BA.

#### CORE REQUIREMENTS (12 semester hours)

			<b>Sem. Hrs.</b>
GOVT	140	Introduction to Comparative Politics	3
GOVT	145	Scope and Methods of Political Science	3
GOVT	315	Early Political Philosophy	3
GOVT	391	Research Methods in Political Science	3
			12

#### RELATED REQUIREMENTS (12 semester hours)

			<b>Sem. Hrs.</b>
ECON	211	Principles of Macroeconomics <b>or</b>	
ECON	212	Principles of Microeconomics	3
COSC	110	Computer Literacy and Applications	3
ENGL	255	Advanced Composition <b>or</b>	
ENGL	361	Technical & Report Writing	3
PYSC	204	Elementary Statistics in Psychology <b>or</b>	
SOCI	309	Elementary Statistics in Sociology	3
			12

#### SUB-FIELDS

Students are required to take two courses from each of the following sub-fields: American Government, Comparative and International Politics, and Political Philosophy. At least one course from each sub-field has to be at or above the 300-level.

#### AMERICAN GOVERNMENT

			<b>Sem. Hrs.</b>
GOVT	150	Introduction to Public Policy	3
GOVT	232	US State and Local Government	3
GOVT	235	Legal Rights and Remedies	3
GOVT	240	Black Politics in the United States	3
GOVT	283	Urban Politics and Policy Analysis	3
GOVT	317	US Constitutional Law and History I	3
GOVT	318	US Constitutional Law and History II	3
GOVT	319	Law and Politics	3
GOVT	348	US Legislative Process	3

GOVT	351	US Political Parties	3
GOVT	355	Political Behavior	3

**COMPARATIVE/INTERNATIONAL POLITICS**

**Sem. Hrs.**

GOVT	215	Political Geography	3
GOVT	250	Government and Politics of Africa	3
GOVT	251	Africa in World Politics	3
GOVT	300	Women and Politics	3
GOVT	301	International Organizations	3
GOVT	320	International Law	3
GOVT	321	Government and Politics of Western Europe	3
GOVT	327	Government and Politics of the Middle East	3
GOVT	330	Theories and Comparative Politics	3

**POLITICAL PHILOSOPHY**

**Sem. Hrs.**

GOVT	316	Modern Political Philosophy	3
GOVT	400	Black Political Thought	3
PHIL	200	Women and Philosophy	3
PHIL	207	Rhetoric of Black Americans	3

**GOVERNMENT CONCENTRATION**

**SAMPLE PROGRAM**

**FRESHMAN YEAR**

**First Semester**

**Sem. Hrs.**

GOVT	130	Introduction to Political Science	3
ENGL	101	Expository Writing	3
FRSE	101	Freshman Seminar	3
COMM	101	Oral Communication	3
HEED	102/200	Life and Health/ Fund. of Sex Education or	
IDIS	210	Women's Health Issues	3
			15

**Second Semester**

GOVT	140	Introduction to Comparative Politics	3
PHIL	101	Introduction to Philosophy	3
ENGL	102	Argument and Research	3
MATH	—	Mathematics Elective	3
—	—	Natural Science Elective	4
			16

**SOPHMORE YEAR**

**First Semester**

GOVT	231	US National Government	3
GOVT	342	International Relations	3
GOVT	315	Early Political Philosophy	3
GOVT	145	Scope and Methods	3
—	—	Other Elective	3

			15
<b>Second Semester</b>			
HIST	114 or 115	African-American History	3
GOVT	___	Government Elective	3
GOVT	___	Government Elective	3
ECON	211	Principles of Macroeconomics <b>or</b>	
ECON	212	Principles of Microeconomics	3
COSC	110	Computer Literacy and Applications	3
___	___	Natural Science Elective	3
			18

### JUNIOR YEAR

#### First Semester

HIST	111	World Civilization since 1500	3
PYSC	204	Elementary Statistics in Psychology <b>or</b>	
SOCI	309	Elementary Statistics in Sociology	3
GOVT	___	Sub-Field Elective	3
GOVT	___	Sub-Field Elective	3
___	___	Other Elective	3
			15

#### Second Semester

GOVT	391	Research and Methods in Political Science	3
GOVT	___	Sub-Field Elective	3
GOVT	___	Sub-Field Elective	3
___	___	Other Elective	3
___	___	Other Elective	3
			15

### SENIOR YEAR

#### FIRST SEMESTER

GOVT	462	Capstone Seminar I	3
GOVT	___	Sub-Field Elective	3
GOVT	___	Sub-Field Elective	3
___	___	Other Elective	3
___	___	Other Elective	2
			14

#### Second Semester

GOVT	463	Capstone Seminar II	3
___	___	Other Electives	9
			12

### GOVERNMENT MINOR

The government minor is designed for students who wish to broaden their knowledge of the scope and impact of government in society. It also enhances the student's understanding of the dynamics of government in an era of globalization.

Courses

Sem. Hrs.

GOVT	130	Introduction to Political Science	3
GOVT	231	US National Government/Politics	3
GOVT	315	Early Political Philosophy/Theory	3
GOVT	140	Intro to Comparative Politics or	
GOVT	342	International Relations	3
GOVT	—	Any Government Elective	3

### **INTERNATIONAL STUDIES MINOR**

This is an interdisciplinary sequence of courses in International Studies. However, emphasis will be placed on Africa and its interaction with its diaspora and world. The curriculum is dynamic enough and designed to prepare students for graduate school and careers in government, business and international organizations. It should also provide students with a multicultural education as well as enhance their language and communication skills so that they can become effective citizens in an interdependent world. In essence, this concentration aims to provide the requisite training that would enable the student to become a competent professional in the field of international affairs.

The courses within the International Studies minor focus on international political economy, area and comparative studies and international politics.

<b>RELATED REQUIREMENTS</b>			<b>Sem. Hrs.</b>
ECON	341	International Economics	3
GOVT	251	Africa in World Politics	3
GOVT	320	International Law	3
HIST	360	Survey of African Civilization to 1500 <b>or</b>	
HIST	361	Survey of African Civilizations since 1500	3

### **PUBLIC POLICY TRACK**

The Public Policy track is designed to meet the needs of students desiring a strong background in the various dimensions of governmental policy-making, particularly those who plan a career in public or quasi-public sector policy analysis, management, and evaluation. Perhaps more significantly, graduates with a public policy emphasis are well prepared to enter graduate schools which offer further study in the field and law schools. Students will receive, in a series of core courses, training in research methodology, statistics with computer applications, policy process and political economy.

<b>RELATED REQUIREMENTS</b>			<b>Sem Hrs.</b>
GOVT	145	Scope & Methods of Social Science	3
GOVT	150	Introduction to Public Policy	3
BUAD	341	Principles of Management	3
BUAD	344	Organizational Behavior	3

### **OTHER DEPARTMENT MINORS**

#### **GEOGRAPHY MINOR**

Geography is a specialized field of study and is basic to a liberal arts education. The Geography Minor is concerned with the reality of the human habitat in regional environments; with the ways space is

organized for economic, social and political purposes; with the manner in which natural resources are utilized and developed and their uses; and with the relationships between these considerations and public policy. Its sphere is the whole world. Students who wish to complete the minor in geography must earn a grade of “C” or higher in all Geography courses.

<b>CORE REQUIREMENTS</b> (15 semester hours)			<b>Sem. Hrs.</b>
GEOG	101	Elements of Geography I	3
GEOG	102	Elements of Geography II	3
GEOG	—	Geography Electives	9
			15

### **PHILOSOPHY MINOR**

The philosophy curriculum is multicultural and promotes a critical understanding of the foundations of the humanities and the natural sciences. A thematic and historical approach is used to study the fundamental features of the universe (metaphysics), how one knows (epistemology), and how one ought to live (ethics). GOVT 315 and GOVT 316 may be used as philosophy electives.

Students who wish to complete the minor in philosophy must earn a grade of “C” or higher in all philosophy courses.

<b>CORE REQUIREMENTS</b>			<b>Sem. Hrs.</b>
PHIL	101	Introduction to Philosophy	3
PHIL	103	Introduction to the Principles of Reasoning	3
PHIL	—	Philosophy Electives	9
			15

### **WOMEN’S STUDIES MINOR**

The minor in Women’s Studies provides an interdisciplinary approach to the study and analysis of the intersection of race, gender, and class. The program is designed to complement existing programs and the academic mission of the university by providing students with a comprehensive educational experience by developing their understanding of the contributions of women in diverse fields of human activity and thought. It introduces students to the intellectual work, theories, concepts, and experiences of women from multiple perspectives that transcend disciplinary boundaries. The required number of semester hours for a minor in Women’s Studies is eighteen semester hours, which are to be chosen from the required courses and the elective courses. A student’s program, based on the student’s interests, should be designed in consultation with a Women’s Studies academic advisor. Students who wish to complete the **minor** in Women’s Studies must earn a grade of “C” or higher in all Women’s Studies courses.

<b>CORE REQUIREMENTS</b> (12 semester hours)			<b>Sem. Hrs.</b>
HIST	204	Black Women’s History	3
HIST	205	Introduction to Women’s Studies	3
GOVT	300	Women in Politics	3
HIST	350	Women in American Society	3
			12

<b>ELECTIVE REQUIREMENTS</b> (6 semester hours required)			<b>Sem. Hrs.</b>
--	--	--	------------------

HIST	380	Special Topics in Women’s Studies	3
HIST	496	Independent Study in History	3
PHIL	200	Women and Philosophy	3
PHIL	400	Independent Study in Philosophy	3
GOVT	483	Independent Study in Political Science	3
IDIS	210	Contemporary Health Issues for Women	3
SOWK	407	Male-Female Relationships	3
SOCI	304	Sex Roles, Marriage, and the Family	3
ENGL	353	Special Topics in Women’s Literature	3
FREN	352	Francophone, African, and Caribbean Women Writers	3

### PRE-LAW MINOR

The Department offers a pre-law **minor**. The law and related courses are designed to develop the writing, the critical thinking, and the analytical skills necessary for admission to and success in law school. Students who are interested in going to law school are strongly advised to develop their writing proficiency and to choose rigorously analytical courses for all of their electives. Students should consult regularly with faculty advisors for a suitable course sequence that would fit individual needs.

### RELATED REQUIREMENTS FOR PRE-LAW MINOR

			<b>Sem. Hrs.</b>
GOVT	235	Legal Rights and Remedies	3
GOVT	317	US Constitutional Law and History I <b>or</b>	
GOVT	318	US Constitutional Law and History II	3
GOVT	320	International Law	3
PHIL	103	Introduction to the Principles of Reasoning	3
PHIL	203	Symbolic Logic	3
			15

<b>DEPARTMENT OF MATHEMATICS</b>		
<b>MAJOR</b>	<b>CONCENTRATION</b>	<b>DEGREE OFFERED</b>
MATHEMATICS	Pure Mathematics Mathematics Education Applied and Computational Mathematics Mathematics/Engineering	BS

Chair: Nelson Petulante

Professors: Olusola Akinyele, Karen Benbury, Mehran Mahdavi, Nelson Petulante, Roman Sznajder

Associate Professors: Abdusamad Kabir, Chaobin Liu

Assistant Professors: Elena Klimova

Lecturers: Claudette Burge

### **MISSION**

The Department of Mathematics exists to serve the educational needs of all students for whom mathematical knowledge is either a pleasure or a necessity. Through its courses and programs, the Department aims to assist the University in meeting its institutional goals and in enabling students across all disciplines to fulfill their educational objectives. Courses and programs are designed to equip graduates with a range of contemporary skills and professional attitudes conducive to success in employment or higher study.

### **GOALS**

1. To provide a quality education in mathematics such as will enable the students to meet the challenges and to reap the opportunities of an increasingly diverse and technologically oriented society.
2. To provide for the students a rich learning environment that cultivates and fosters the attitudes and disciplines essential to professional competence and growth.
3. To optimize the academic performance of students through a combination of traditional teaching, individual mentoring and advisement.
4. To maintain an environment of active research among the faculty and to involve students in research projects under faculty supervision.

5. To prepare students for graduate studies in mathematics and for mathematically intensive careers in government, industry or education.
6. To establish mutually beneficial arrangements with other academic departments, area school systems, colleges, and universities.
7. To maintain strong linkages with regional private and government institutions in support of the department's educational and research interests.
8. To assist the University in achieving its goal of excellence in computer and information technology by providing a full range of service courses for other departments possessing a technological or scientific orientation.
9. To actively support the University's historic commitment to the African American community by instituting programs and generating grant proposals that aim to promote minority achievement in the fields of mathematics, science, computer science, technology and education.
10. To continually monitor and sustain, through a systematic process of assessment and modification, the integrity and contemporary relevance of departmental course offerings and programs.

### **REQUIRED EXAMINATIONS**

Before receiving their BS degree, major in mathematics, all Mathematics Education (MAED) majors must take and pass both parts (Praxis I and II) of the State-approved teacher competency examinations.

### **DEPARTMENTAL POLICY STATEMENTS**

1. Very important advice: Every student, regardless of major, is urged to complete all of his/her General Education courses in mathematics by the end of the sophomore year, at the latest. Failure to do so could result in delayed graduation.
2. All students, except those in possession of a completed Associate (or higher) degree from a recognized accredited college, must take the University-approved Mathematics Placement Test. The placement test is required to determine the appropriate level of placement. Please confer with your academic advisor to make the appropriate arrangements.
3. All prerequisites for all courses in mathematics must have been completed with a grade of "C" or better.

## **BACHELOR OF SCIENCE MATHEMATICS**

The Department offers a Bachelor of Science Degree in Mathematics with four options: Pure Mathematics, Secondary Mathematics Education, Applied and Computational Mathematics and Dual Degree Mathematics/Engineering. The Dual Degree Mathematics/Engineering program is nominally a five-year program offered by Bowie State University in conjunction with other universities, including Morgan State, GWU and Howard University. The agreement with UMDCP recently has been revised to span six (6) years instead of just five (5) years. Under the DDME program, the student attends Bowie State University for the first three academic years, followed by two (three in the case of UMDCP) additional years at the receiving institution.

### **GRADUATION REQUIREMENTS**

1. A grade of “C” or better is required in all courses designated as part of the mathematics major, including all courses in Mathematics, the Natural Sciences, English and Computer Science.
2. Dual degree Math/Engineering majors must complete their engineering degree at the receiving institution before the BS degree, major in mathematics, can be conferred by Bowie State University.
3. Math/Education (MAED) majors must pass both parts (Praxis I and Praxis II) of the state-approved teacher competency exams to be eligible for the BS degree, major in mathematics.
4. In addition to the above requirements, a number of institutional requirements also must be satisfied. For further information, please consult your advisor.

## DEGREE REQUIREMENTS

Every student majoring in Mathematics must meet three sets of requirements:

### I. GENERAL EDUCATION AND INSTITUTIONAL REQUIREMENTS

The following list of General Education and Institutional requirements applies only to students in the Pure Mathematics, Applied and Computational Mathematics and Mathematics Education tracks. Students in the Dual Degree Mathematics/Engineering Program are subject to a special set of General Education and Institutional requirements as described further below.

#### ALL TRACKS EXCEPT DUAL DEGREE MATH/ENGINEERING

#### GENERAL EDUCATION AND INSTITUTIONAL REQUIREMENTS

##### English Composition (6 semester hours)

ENGL	101	Expository Writing	3
ENGL	102	Comp. and Literature II	3
			6

##### Arts and Humanities (6 semester hours)

COMM	101	Oral Communication	3
PHIL	103	Introduction to Principles of Reasoning	3
			6

##### Social Sciences (6 semester hours)

HIST	114	African-American History to 1865 <b>or</b>	
HIST	115	African-American History since 1865	3
ECON	211	Principles of Macroeconomics	3
			6

##### Sciences (8 semester hours)

PHYS	271	General Physics I (& lab)	4
CHEM	107	General Chemistry I (& lab)	4
			8

##### Mathematics (3 semester hours)

MATH	—	Mathematics Elective*	3
			3

**Technology** (3 semester hours)

COSC	112	Computer Science I	4
			4

**General Education Electives** (9 semester hours)

(Any course from the General Education list of courses) 9

**Institutional Requirements** (6 semester hours)

FRSE	101	Freshman Seminar	3
HEED	102/200	Life and Health/ Fund. of Sex Education <b>or</b>	
IDIS	210	Women's Health Issues	3
			6

*\*Note: Mathematics Education majors must take MATH 450: Overview of College Mathematics as their general education mathematics elective.*

*Note: According to COMAR policy, the Department of Mathematics reserves the right to specify for its majors suitable, program-specific, general education courses. Students are strongly advised not to deviate from the specified courses.*

**DUAL DEGREE MATHEMATICS/ENGINEERING PROGRAM ONLY****Required General Education Courses** (35 semester hours)

			<b>Sem. Hrs.</b>
COSC	112	Computer Science I	4
ENGL	101	Expository Writing	3
ENGL	102	Argument and Research	3
FRSE	101	Freshman Seminar	3
COMM	103	Public Speaking	3
CHEM	107	General Chemistry	3
PHYS	271	General Physics I	4
HIST	114	African-American History to 1865 <b>or</b>	
HIST	115	African-American History since 1865	3
HEED	102/200	Life and Health/ Fund. of Sex Education <b>or</b>	
IDIS	390	Women's Health Issues	3
ECON	211	Economics <b>or</b>	
PSYC	101	Psychology	3
ANTH	102	Anthropology <b>or</b>	
PHIL	103	Philosophy	3

**II. CORE COURSES FOR ALL MATHEMATICS MAJORS (including Dual/Degree Math/Eng majors)**

(27 to 30 semester hours, depending on track)

In addition to the General Education and Institutional Requirements listed above, every Mathematics major (specializing in any track: Pure Mathematics, Applied and Computational Mathematics, Mathematics Education, or the Dual Degree Math/Engineering program) must complete all of the

following core requirements (in Mathematics and English), except where indicated with an asterisk (read carefully):

<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>Sem. Hrs.</b>
ENGL 361	Technical Writing	3
MATH 155	Intro. to Probability and Statistics	3
MATH 225	Calculus I	4
MATH 226	Calculus II	4
MATH 228	Linear Algebra	3
MATH 232	Multivariable Calculus	4
MATH 252*	Computational Methods	3
MATH 305	Prelude to Advanced Mathematics	3
MATH 320*	Introduction to Number Theory	3

\*Exceptions: MATH 252 is not required for Mathematics Education majors. MATH 320 is not required for Dual Degree Math/Engineering majors. No other exceptions apply.

### III. REQUIREMENTS AND SAMPLE PROGRAMS FOR SPECIFIC TRACKS

#### A. REQUIREMENTS FOR A MAJOR IN PURE MATHEMATICS

(42 semester hours in addition to the course requirements listed above)

##### Required Courses in Mathematics (12 semester hours)

MATH 420	Abstract Algebra I	3
MATH 421	Abstract Algebra II	3
MATH 430	Advanced Calculus I	3
MATH 431	Advanced Calculus II	3
		12

##### Elective Courses in Mathematics (15 semester hours, at least 9 at the 400 level)

MATH 265	Intro. To Engineering Design	
MATH 300	Differential Equations	3
MATH 310	Introduction to Geometries	3
MATH 342	Mathematical Probability	3
MATH 344	Mathematical Statistics	3
MATH 365	Reverse Engineering	3
MATH 400	Partial Differential Equations	3
MATH 410	History of Mathematics	3
MATH 414	Methods of Teaching Secondary Math	3
MATH 428	Advanced Linear Algebra	3
MATH 440	Introduction to Optimization Theory	3
MATH 450	Overview of College Mathematics	3
MATH 460	Numerical Analysis I	3
MATH 461	Numerical Analysis II	3
MATH 470	Complex Analysis	3

MATH	485	General Topology	3
MATH	490-494	Selected Topics in Mathematics	3 each
MATH	495-497	Advanced Problem Seminar	1 each
MATH	499	Senior Seminar	2

**Other requirements** (15 semester hours)

COSC	113	Computer Science II	4
PHYS	272	General Physics II	4
Free Elective(s)		No restriction	6

**COMPETENCIES (PURE MATHEMATICS TRACK)**

The primary focus of Pure Mathematics is the exploration of mathematical ideas for their own sake, unconstrained by considerations of practical application. Thus, Pure Mathematics qualifies both as an art and a science. Practiced for its distinct beauty, it is capable, nevertheless, of yielding results of great practical significance. At the core of an education in Pure Mathematics is the development of analytical reasoning and the ability to think in the abstract. Possession of these skills enables the Pure Mathematician to probe the limits of pure reason and to explore and solve problems in various scientific fields.

**Major in Pure Mathematics Program Goals**

1. To provide a strong foundation for graduate study in mathematics, particularly in the pure areas related to algebra, number theory, and analysis.
2. To provide a versatile and broad-based background in higher mathematics for students aspiring to pursue careers in industry, government or academia.
3. To develop and cultivate the rigorous modes of abstract reasoning applicable to any formal system.

**MAJOR IN PURE MATHEMATICS**

**SAMPLE PROGRAM**

<b>FRESHMAN YEAR</b>			<b>Sem. Hrs.</b>
<b>First Semester</b>			
MATH	225	Calculus I	4
ENGL	101	Expository Writing	3
FRSE	101	Freshman Seminar	3
COMM	101	Oral Communication	3
HEED	102	Life and Health/ Fund. of Sex Education	3
			16
<b>Second Semester</b>			
MATH	226	Calculus II	4

MATH	228	Linear Algebra	3
ENGL	102	Argument and Research	3
CHEM	107	General Chemistry I	4
			14

## SOPHOMORE YEAR

### First Semester

MATH	155	Introduction to Probability & Statistics	3
COSC	112	Computer Science I	4
HIST	114	African-American History to 1865 <b>or</b>	
HIST	115	African-American History since 1865	3
_____	—	Arts and Humanities	3
_____	—	Arts and Humanities	3
			16

### Second Semester

MATH	232	Multivariable Calculus	4
MATH	252	Computational Methods	3
COSC	113	Computer Science II	4
_____	—	Arts and Humanities	3
_____	—	Social Sciences	3
			17

## JUNIOR YEAR

### First Semester

MATH	305	Prelude to Advanced Mathematics	3
PHYS	201	Physics Laboratory I	2
PHYS	271	General Physics I	3
ENGL	361	Technical Writing	3
MATH	_____	Mathematics Elective	3
_____	_____	Social Sciences	3
			17

### Second Semester

MATH	320	Introduction to Number Theory	3
PHYS	202	Physics Laboratory II	2
PHYS	272	General Physics II	3
MATH	_____	Mathematics Elective	3
MATH	_____	Mathematics Elective	3
			14

## SENIOR YEAR

### First Semester

MATH	420	Abstract Algebra I	3
MATH	430	Advanced Calculus I	3
MATH	_____	Mathematics Elective	3
_____	_____	Social Sciences	3
			12

**Second Semester**

MATH	421	Abstract Algebra II	3
MATH	431	Advanced Calculus II	3
MATH	—	Mathematics Elective	3
—	—	Free Elective(s)	4
			13

**B. REQUIREMENTS FOR A MAJOR IN APPLIED AND COMPUTATIONAL MATH**

(42 semester hours in addition to the course requirements listed above)

**Required Courses in Mathematics (15 semester hours)**

MATH	300	Differential Equations	3
MATH	400	Partial Differential Equations	3
MATH	430	Advanced Calculus I	3
MATH	460	Numerical Analysis I	3
MATH	470	Complex Analysis	3

**Elective Courses in Math/Computer Science (12 semester hours)**

(At most 3 semester hours in COSC and at least 9 semester hours in MATH. At least 6 semester hours at the 400 level.)

COSC	330	Systems Programming I	3
COSC	350	Programming Languages	3
COSC	354	Computer Architecture	3
MATH	265	Introduction to Engineering Design	3
MATH	310	Introduction to Geometries	3
MATH	342	Mathematical Probability	3
MATH	344	Mathematical Statistics	3
MATH	365	Intro. to Reverse Engineering	3
MATH	410	History of Mathematics	3
MATH	428	Advanced Linear Algebra	3
MATH	431	Advanced Calculus II	3
MATH	440	Introduction to Optimization Theory	3
MATH	450	Overview of College Mathematics	3
MATH	461	Numerical Analysis II	3
MATH	485	General Topology	3
MATH	490-494	Selected Topics in Mathematics	3 each
MATH	495-497	Advanced Problem Seminar	1 each
MATH	499	Senior Seminar	2

**Other requirements (18 semester hours)**

—	—	Free Elective (no restriction)	3
PHYS	272	General Physics II	3
PHYS	202	Physics Laboratory II	2
CHEM	170	Chemistry Laboratory I	2
COSC	113	Computer Science II	4

COSC	214	Data Structures and Algorithms	4
		<b>or</b>	
COSC	254	Computer Organization	3
_____	_____	Free Elective (no restriction)	1

**COMPETENCIES (APPLIED AND COMPUTATIONAL MATHEMATICS TRACK)**

Applied Mathematics is the application of classical and modern mathematical techniques to solve practical problems in science, engineering, and business. At the heart of an education in Applied Mathematics is the development of analytical reasoning and its application to practical problems. The applied mathematician develops and analyzes mathematical models of physical phenomena and collects/interprets data in order to identify relationships, patterns, and the likely impact of modifying one or more parameters. Several of the courses in this program illustrate exactly how mathematics is used in real applications such as predicting the evolution and behavior of physical phenomena. Applied mathematicians have the skills needed to obtain employment in fields as diverse as aerospace, oil exploration, manufacturing, geology, actuarial science, chemistry, communications, and computing. Health sciences, Applied sciences, and Engineering offer additional prospects to Applied mathematicians in the academic, business, industrial, and government sectors. The basic skills required to succeed in any of these fields are acquired in the Applied and Computational Mathematics Program. This program also provides a strong foundation for graduate school.

**Major in Applied and Computational Mathematics Program Goals:**

1. To provide a strong foundation for graduate study in mathematics particularly in the applied areas related to differential equations, optimization, mathematical modeling, operations research, and numerical analysis.
2. To provide a good background of marketable skills for students electing to seek positions as applied mathematicians in industry or government.
3. To develop and cultivate the rigorous principles of analytical reasoning which can be applied directly to a wide variety of industrial problems.

**APPLIED AND COMPUTATIONAL MATHEMATICS**

**SAMPLE PROGRAM**

<b>FRESHMAN YEAR</b>			<b>Sem. Hrs.</b>
<b>First Semester</b>			
MATH	225	Calculus I	4
ENGL	101	Expository Writing	3
FRSE	101	Freshman Seminar	3
COMM	101	Oral Communication	3
HEED	102	Life and Health/ Fund. of Sex Education	3
			16
<b>Second Semester</b>			
MATH	226	Calculus II	4

ENGL	102	Argument and Research	3
CHEM	107	General Chemistry I	3
CHEM	170	Chemistry Laboratory I	2
COSC	112	Computer Science I	4
			16

## SOPHOMORE YEAR

### First Semester

MATH	228	Linear Algebra	3
MATH	155	Introduction to Probability and Statistics	3
COSC	113	Computer Science II	4
HIST	114	African-American History to 1865 <b>or</b>	
HIST	115	African-American History since 1865	3
—	—	Arts and Humanities	3
			16

### Second Semester

MATH	232	Multivariable Calculus	4
MATH	252	Computational Methods	3
COSC	214	Data Structures and Algorithms	4
—	—	Arts and Humanities	3
—	—	Social Sciences	3
			17

## JUNIOR YEAR

### First Semester

MATH	300	Differential Equations	3
MATH	305	Prelude to Advanced Mathematics	3
PHYS	201	Physics Laboratory I	2
PHYS	271	General Physics I	3
ENGL	361	Technical Writing	3
—	—	Social Sciences	3
			17

### Second Semester

MATH	400	Partial Differential Equations	3
MATH	320	Introduction to Number Theory	3
PHYS	202	Physics Laboratory II	2
PHYS	272	General Physics II	3
MATH	—	Mathematics Elective	3
			14

## SENIOR YEAR

### First Semester

MATH	430	Advanced Calculus I	3
MATH	460	Numerical Analysis I	3
COSC	350	Programming Languages	3

_____	_____	Free Elective (no restriction)	3
			12

**Second Semester**

MATH	470	Complex Analysis	3
MATH	_____	Mathematics Elective	3
MATH	_____	Mathematics Elective	3
_____	_____	Social Sciences	3
			12

**C. REQUIREMENTS FOR A MAJOR IN MATHEMATICS EDUCATION**

The Secondary Mathematics Education Program is hosted by the Department of Mathematics in cooperation with the College of Education. Students in this program are assigned an advisor in the Department of Mathematics and an advisor in the College of Education. To be formally admitted to the education component of the program, the student must submit an application to the Teacher Education Program, usually after completion of a set of appropriate courses in Education taken during the freshman year. The application procedure requires the student to compile a brief portfolio and to undergo an interview with a representative of the Admission and Retention Committee of the College of Education. In addition, the student must take and pass the appropriate sections of the State-approved teacher competency exams (Praxis I and Praxis II). For further information, please consult your advisor in the College of Education. The following course requirements (46 semester hours) are in addition to the requirements described above.

**Required Courses in Mathematics (12 semester hours)**

MATH	310	Introduction to Geometries	3
MATH	410	History of Mathematics	3
MATH	414	Methods of Teaching Sec. School Math	3
MATH	420	Abstract Algebra I	3

**Required Courses in Education (37 semester hours)**

EDUC	101	Introduction to Education	3
EDUC	201	Human Growth and Development	3
EDUC	311	Managing the Diverse Classroom	3
EDUC	316	Foundations of Education	3
EDUC	402	Assessment and Evaluation	3
SCED	305	Practicum III	1
SCED	401	Directed Teaching and Seminar	12
SPED	403	Orientation to Special Education	3
SCED	450	Methods of Teaching Reading/SCED	3
SCED	451	Methods of Teaching Reading (Part II)	3

*Note: Mathematics Education majors must take MATH 450: Overview of College Mathematics as their general education mathematics elective.*

**COMPETENCIES (MATHEMATICS EDUCATION TRACK)**

This program is designed specifically to prepare students to teach mathematics at the secondary school level. The curriculum exposes the student to those topics stressed in the National Council of Teachers of Mathematics (NCTM) standards for secondary mathematics and meets the requirements for teacher certification in the State of Maryland. Through their coursework, students fulfill the main requirements for a major in Mathematics, assuring a strong basic knowledge of the subject matter. In addition, their teaching skills are developed through an appropriate sequence of education courses.

### Major in Mathematics Education Program Goals

1. To provide a level of mastery in the field of mathematics sufficient to enable the graduate to teach all mathematics courses at the secondary level (pre-algebra through calculus).
2. To provide, through example, models of teaching excellence and professionalism appropriate for educators in the field of mathematics.
3. To provide a foundation for higher studies should the student decide to pursue a graduate degree in mathematics or a related field.
4. To implement, practice and promulgate the professional and academic standards prescribed by the National Council of Teacher of Mathematics (NCTM) and the National Council for the Accreditation of Teacher Education (NCATE).

### MATHEMATICS EDUCATION

#### SAMPLE PROGRAM

#### FRESHMAN YEAR

Sem. Hrs.

##### First Semester

MATH	225	Calculus I	4
ENGL	101	Expository Writing	3
FRSE	101	Freshman Seminar	3
HEED	102	Life and Health/ Fund. of Sex Education	3
COMM	101	Oral Communication	3
			16

##### Second Semester

MATH	226	Calculus II	4
COSC	112	Computer Science I	4
EDUC	101	Introduction to Education	3
ENGL	102	Argument and Research	3
—	—	Social Sciences	3
			17

#### SOPHOMORE YEAR

##### First Semester

*Submit Application to Teacher Education Program*

MATH	228	Linear Algebra	3
MATH	155	Introduction to Probability and Statistics	3
EDUC	201	Human Growth and Development	3

HIST	114	African-American History to 1865 <b>or</b>	
HIST	115	African-American History since 1865	3
—	—	Arts and Humanities	3
			15

**Second Semester**

MATH	232	Multivariable Calculus	4
MATH	320	Introduction to Number Theory	3
SPED	403	Orientation to Special Education	3
CHEM	107	General Chemistry	3
EDUC	311	Managing the Diverse Classroom	3
			16

**JUNIOR YEAR**

**First Semester**

MATH	305	Prelude to Advanced Mathematics	3
MATH	410	History of Mathematics	3
PHYS	201	Physics Laboratory I	2
PHYS	271	General Physics I	3
—	—	Social Sciences	3
			14

**Second Semester**

MATH	310	Introduction to Geometries	3
EDUC	402	Assessment & Evaluation	3
SCED	450	Methods of Teaching Reading (Secondary)	3
ENGL	361	Technical Writing	3
—	—	Social Sciences	3
—	—	Arts and Humanities	3
			18

**SENIOR YEAR**

**First Semester**

MATH	414	Methods of Teaching Secondary Math	3
MATH	420	Abstract Algebra I	3
MATH	450	Overview of College Mathematics	3
EDUC	316	Foundations of Education	3
SCED	305	Practicum III	1
SCED	451	Methods of Teaching Reading (Part II)	3
			16

**Second Semester**

SCED	401	Directed Teaching and Seminar	12
------	-----	-------------------------------	----

**D. REQUIREMENTS FOR A MAJOR IN MATHEMATICS (DUAL DEGREE MATHEMATICS/ENGINEERING)**

The DDME program is offered by Bowie State University in conjunction with several other cooperating institutions (see below). Under this program, the student attends BSU for the first three academic years and the receiving institution for the final two (three in the case of UMDCP) academic years. Upon successful completion of the Engineering sequence, the student receives a BS degree in engineering from the receiving institution. Then and only then does Bowie State University award a BS degree with a major in Mathematics. The BSU phase of the program requires a minimum of 90 semester hours of course work: 36 in general education (see above), 27 in core requirements (see above) and 27 additional semester hours as outlined below. Some specialized programs in engineering may require the student to take additional courses (or course substitutions) in the appropriate field before transferring to the receiving institution.

**Required Courses in Mathematics** (9 semester hours)

MATH	300	Differential Equations	3
MATH	400	Partial Differential Equations	3
MATH	430	Advanced Calculus I	3
			9

**Elective Courses in Mathematics** (3 semester hours: any one of the following)

MATH	265	Introduction to Engineering Design	3
MATH	342	Mathematical Probability	3
MATH	344	Mathematical Statistics	3
MATH	365	Reverse Engineering	
MATH	428	Advanced Linear Algebra	3
MATH	431	Advanced Calculus II	3
MATH	440	Introduction to Optimization Theory	3
MATH	460	Numerical Analysis I	3
MATH	461	Numerical Analysis II	3
MATH	470	Complex analysis	3
MATH	490-494	Selected Topics in Mathematics	3 each

**Other requirements** (15 semester hours)

CHEM	170	Chemistry Laboratory I	2
CHEM	108	General Chemistry II	3
CHEM	180	Chemistry Laboratory II	2
PHYS	272	General Physics II	3
PHYS	202	Introductory Physics II (Laboratory)	2
PHYS	273	General Physics III	3
			15

Special Requirements: Some specialized programs in engineering may require the student to take additional courses (or course substitutions) in the appropriate field before transferring to the receiving institution. For complete details, please consult the Dual Degree Math/Engineering Program Coordinator in the Department of Mathematics.

## **RECEIVING INSTITUTIONS (SELECTED PLANS)**

### **Bowie State University/The George Washington University Plan**

A student who is admitted to Bowie State University and who successfully completes the Bowie State phase of the dual-degree in engineering curriculum will be recommended for acceptance into the George Washington University phase of the program to complete degree requirements in one of the following fields of engineering: civil, electrical, mechanical, or systems analysis engineering.

### **Bowie State University/University of Maryland, Baltimore County Plan**

A student who is admitted to Bowie State University and who successfully completes the Bowie State phase of the dual-degree in engineering curriculum with a minimum GPA of 3.0 will be recommended for acceptance into the College of Engineering at the University of Maryland, Baltimore County. The student entering the program at the University of Maryland, Baltimore County, may choose from among the following engineering specialties: chemical and biochemical, computer, and mechanical engineering.

### **Bowie State University/Howard University Plan**

A student who is admitted to Bowie State University and who successfully completes the Bowie State phase of the dual-degree in engineering curriculum with a minimum GPA of 3.0 will be recommended for acceptance into the College of Engineering, Architecture and Computer Sciences at Howard University. The student entering the program at Howard University may choose from among the following specialties: civil, chemical, electrical, and mechanical engineering and systems and computer science.

### **Bowie State University/University of Maryland College Park Plan**

A student who is admitted to Bowie State University and who successfully completes the Bowie State phase of the dual-degree in engineering curriculum with a minimum GPA of 3.0 will be recommended for acceptance into the College of Engineering at the University of Maryland College Park. At the University of Maryland College Park, the student may choose from among the following engineering specialties: aerospace, agricultural, chemical, civil, computer, electrical, engineering materials, fire protection, mechanical, and nuclear engineering.

### **Bowie State University/Morgan State University Plan**

A student admitted to Bowie State University who successfully completes the Bowie State phase of the dual-degree in engineering curriculum with a minimum GPA of 3.0 will be recommended for acceptance into the College of Engineering at Morgan State University. The student entering the program at Morgan State University may choose from among the following engineering specialties: civil, electrical, and industrial engineering.

## **COMPETENCIES (DUAL DEGREE MATHEMATICS/ENGINEERING PROGRAM)**

### **Dual Degree Mathematics/Engineering Program Goals**

1. To provide a sufficient level of mathematical preparation for students intending to pursue

- engineering degrees at cooperating institutions.
2. To provide a foundation for graduate study in Engineering or Applied mathematics.
  3. To develop and cultivate the principles of mathematical reasoning and research which may be applied directly to a wide variety of industrial/engineering problems.

## DUAL DEGREE MATHEMATICS/ENGINEERING

### SAMPLE PROGRAM (BSU Phase: 90 semester hours)

<b>FRESHMAN YEAR</b>			<b>Sem. Hrs.</b>
<b>First Semester</b>			
MATH	225	Calculus I	4
CHEM	107	General Chemistry I (Lecture)	3
CHEM	170	General Chemistry I (Laboratory)	2
ENGL	101	Expository Writing	3
FRSE	101	Freshman Seminar	3
			15
<b>Second Semester</b>			
ENGL	102	Argument and Research	3
MATH	226	Calculus II	4
CHEM	108	General Chemistry II (Lecture)	3
CHEM	180	General Chemistry II (Laboratory)	2
MATH	228	Linear Algebra	3
			15
<b>SOPHOMORE YEAR</b>			
<b>First Semester</b>			
COSC	112	Computer Science I	4
MATH	305	Prelude to Advanced Mathematics	3
PHYS	271	General Physics I	3
PHYS	201	Introduction to Physics Lab I	2
—	—	Humanities/Social Science Elective	3
			15
<b>Second Semester</b>			
MATH	155	Introduction to Probability and Statistics	3
MATH	232	Multivariable Calculus	4
MATH	252	Computational Methods	3
COMM	103	Public Speaking	3
—	—	Humanities/Social Science Elective	3
			16
<b>JUNIOR YEAR</b>			
<b>First Semester</b>			
MATH	430	Advanced Calculus I	3

MATH	300	Differential Equations	3
PHYS	272	General Physics II	3
PHYS	202	Introduction to Physics Lab II	2
MATH	___	Mathematics Elective	3
			14

**Second Semester**

MATH	400	Partial Differential Equations	3
ENGL	361	Technical Writing	3
PHYS	273	General Physics III	3
___	___	Humanities/Social Science Elective	3
___	___	Humanities/Social Science Elective	3
			15

**REQUIREMENTS FOR A MINOR IN MATHEMATICS**

A minor in Mathematics can be earned by completing the following list of courses, each with a grade of "C" or better.

			<b>Sem. Hrs.</b>
MATH	155	Introduction to Probability and Statistics	3
MATH	225	Calculus I	4
MATH	226	Calculus II	4
MATH	228	Linear Algebra	3
MATH	232	Multivariable Calculus	4
MATH	252	Computational Methods	3
MATH	300	Differential Equations	3
MATH	305	Prelude to Advanced Mathematics	3
MATH	320	Introduction to Number Theory	3
PHYS	271	General Physics I	3
PHYS	272	General Physics II	3
PHYS	201	Physics Laboratory I	2
PHYS	202	Physics Laboratory II	2
			40

DEPARTMENT OF NATURAL SCIENCES		
MAJOR	CONCENTRATION	DEGREE OFFERED
BIOLOGY		BS
BIOINFORMATICS		BS
SCIENCE EDUCATION		BS

Chair: Patricia Pierce Ramsey

Professors: Bradford Braden, William Lawrence, Patricia Pierce Ramsey

Associate Professors: Ray Moharerrzadeh, Deborah Rayfield, Steve Sheffield, George Ude

Assistant Professors: Alan Anderson, Eric Bonsu, Anisha Campbell, Uvetta Dozier, Neba Ngwa-Suh, Anne Osano

Lecturers: Florence Etop, Claude Ferrer, Mikhail Goloubev, Zelyn Richberg, Sahlemedhin Sertsu

Laboratory Coordinators: Marquan Lowe, Zelyn Richberg, Sreekala Varma

### MISSION

The mission of the Department is to assist the University in meeting its mission and goals by providing a quality education in science and technology; thereby, enabling students to achieve their educational goals. Graduates of the Department will be provided opportunities that will assist them in adjusting to future changes and in developing a sense of professionalism in their fields of study.

### GOALS

1. To provide a quality education in in each of the degree areas, within the department, such that the students will be prepared to meet the challenges of an increasingly technological society.
2. To provide students an environment that encourages and fosters the attitudes and disciplines essential to professional growth.
3. To improve students' academic performance through careful advising, monitoring, and tutoring activities.
4. To create and foster environments for experimental and theoretical research among the faculty and to involve students in research assignments and projects under faculty supervision and through external research internships.
5. To prepare students for graduate or professional school or for career assignments in government, industry, or education.

6. To maintain strong linkages with regional private and government institutions in support of the Department's educational and research activities.
7. To maintain the viability of programs through systematic and continuous evaluation and modification

Opportunities are given to upperclassmen to take liberal, scientific and technology-related fields; an advisor from his or her major field must approve each student's elective program.

### **REQUIRED EXAMINATIONS**

All majors in the Department of Natural Sciences must take and pass the Bowie State University *English Proficiency Examination* after successful completion of ENGL 101 Composition and Literature I and ENGL 102, *Argument and Research*. Transfer students who completed their English composition requirements at another institution must take the Bowie State University *English Proficiency Examination* during their **First Semester** of enrollment at the University. As a graduation requirement, all science education majors must take and pass (according to the Maryland Department of Education passing score) both parts (Core Batteries and Specialty) of the PRAXIS Examination.

### **BACHELOR OF SCIENCE DEGREE (BIOLOGY, BIOINFORMATICS, SCIENCE EDUCATION)**

#### **BIOLOGY**

Upon completion of at least 34 required semester hours in biology courses plus 15 semester hours in biology electives, 21 semester hours in required chemistry courses, 10 semester hours in required physics courses, 4 semester hours in a required mathematics course, and approximately 37 semester hours of general education courses, a student will be awarded the BS degree in biology. The total number of semester hours needed to acquire the BS is approximately 120-121. Adequate pre-medicine pre-dentistry and pre-pharmacy courses are provided in the biology program to prepare students to enter medical, dental or pharmacy school. Recent graduates of the Department are currently enrolled in schools of medicine, dentistry, veterinary medicine, podiatry, and other allied health and engineering and graduate schools.

Majors are required to earn a grade of "C" or better in all required biology, chemistry, mathematics and computer science courses.

Because MATH 225 (Calculus I) or MATH 215 (Elements of Calculus) is the terminal mathematics course for majors in biology, this course must be taken at Bowie State University. Biology electives must be above the BIOL 101 level sequence. Students majoring in biology must meet two sets of requirements as outlined below:

#### **I. CORE BIOLOGY AND RELATED SCIENCE COURSES**

The CORE requirements (BIOL 102, 103, 105, 209) will serve as the prerequisites for all other biology courses offered in the major. CHEM 107 is the prerequisite courses for CHEM 108. Each prerequisite **MUST** be successfully completed with a grade of 'C' or better **BEFORE** enrolling in the Required Core Courses. Registration for BIOL 403 will **ONLY** be allowed during the senior year.

Students successfully completing the Required Prerequisite Courses, Required Core Courses and Biochemistry II qualify for a sub-plan in the field of chemistry.

**Required Prerequisite Courses (25 semester hours) Sem. Hrs.**

BIOL	102	Introductory Biology	4
BIOL	103	General Zoology	4
BIOL	105	General Botany	4
BIOL	209	General Genetics	4
CHEM	107	General Chemistry I (lecture/lab)	4
MATH	215	Elements of Calculus	4

**Required Core Courses**

BIOL	204	Cell Biology	4
BIOL	303	Molecular Biology	4
BIOL	309	General Microbiology	4
BIOL	402	General Physiology	4
BIOL	403	Biology Seminar	2
CHEM	108	General Chemistry II Lec./Lab	4
CHEM	201	Organic Chemistry I Lec./Lab.	5
CHEM	202	Organic Chemistry II Lec./Lab.	5
CHEM	309	Biochemistry I	3
PHYS	251	Physics I (non-calculus based) or	
PHYS	271	Physics I (calculus based) Lec/Lab	5
PHYS	252	Physics II (non-calculus based) or	
PHYS	272	Physics II (calculus based) Lec/Lab	5

*All required core courses must be completed with a grade of C or better.*

**CORE ELECTIVES**

Core electives are to be selected from the course listing below. Students must include in their selection at least 15/16 semester hours at the 300-400 level with a minimum of 8 semester hours of electives at the 400 level. Core electives must be successfully completed with a grade of "C" or better.

BIOL	205	Biology of Environmental Pollution	3
BIOL	301	Heredity and Human Affairs	3
BIOL	304	Biology of Drug Plants	3
BIOL	310	Pathogenic Microbiology	4
BIOL	311	Human Anatomy and Physiology I	4
BIOL	312	Human Anatomy and Physiology II	4
BIOL	404	Cancer Biology	3
BIOL	405	Independent Investigations	1-6
BIOL	407	Ecology of Environmental Adaptation	3
BIOL	410	Immunology	3
BIOL	411	Endocrinology	4
BIOL	415	Plant Physiology	4
BIOL	462	Topics in Biology	3
BIOL	421	Bioinformatics	3
BIOL	423	Biotechnology	4
BIOL	451	Field Biology	3

BIOL	462	Topics in Biology	3
CHEM	412	Biochemistry II	3
CHEM	464	Biochemistry Laboratory	1
<b>Required Computer Science Course</b>			
COSC	112	Computer Science I	4

### GENERAL EDUCATION AND INSTITUTIONAL REQUIREMENTS

See the full list of University General Education and Institutional Requirements

Institutional Requirements (6 semester hours)

FRSE	101	Freshman Seminar	3
HEED	102/200	Life and Health/ Fund. of Sex Education or	
IDIS	210	Contemporary Health Issues for Women	3

English Composition (6 semester hours)

ENGL	101	Expository Writing	3
ENGL	102	Argument and Research	3

Arts and Humanities (6 semester hours from 2 different disciplines)

_____		Arts and Humanities Electives	6
-------	--	-------------------------------	---

Sciences (7-8 semester hours)

_____	_____	Science Electives	7-8
-------	-------	-------------------	-----

Mathematics (4 semester hours)

MATH	215	Elements of Calculus	4
------	-----	----------------------	---

Social Sciences (6 semester hours from 2 different disciplines)

HIST	114	African-American History to 1865 or	
HIST	115	African-American History since 1865	3
_____	_____	Social Sciences Elective	3

Technology Issues (4 semester hours)

COSC	112	Computer Science I	4
------	-----	--------------------	---

Free General Education Electives (9 semester hours) 9 Chosen based on departmental advisement. Students are encouraged to take SUMMER courses and attend MINI-SEMESTER in order to have a manageable semester load. *Note: The Department reserves the right to specify suitable general education courses, in keeping with COMAR, for its majors.*

### BACHELOR OF SCIENCE DEGREE IN BIOLOGY

#### SAMPLE PROGRAM

#### FRESHMAN YEAR

#### First Semester

Sem. Hrs.

BIOL	102	Introductory Biology	4
CHEM	107	General Chemistry I (Lecture/ Lab)	4
ENGL	101	Expository Writing	3
FRSE	101	Freshman Seminar	3
—	—	Social Sciences Elective	3
			17
<b>Second Semester</b>			
BIOL	103	General Zoology	4
BIOL	105	General Botany	4
CHEM	108	General Chemistry II (Lecture/Lab)	4
ENGL	102	Argument and Research	3
			15
<b>SOPHOMORE YEAR</b>			
<b>First Semester</b>			
BIOL	209	General Genetics	4
BIOL	204	Cell Biology	4
CHEM	201	Organic Chemistry I (Lecture/Lab)	5
HEED	102	Life and Health/ Fund. of Sex Education	3
			16
<b>Second Semester</b>			
CHEM	202	Organic Chemistry II (Lecture/Lab)	5
HIST	114	African-American History to 1865 or	
HIST	115	African-American History since 1865	3
MATH	215	Elements of Calculus	4
COSC	112	Computer Science	4
			16
<b>JUNIOR YEAR</b>			
<b>First Semester</b>			
BIOL	303	Molecular Biology	4
BIOL	3__	Advanced Biology Elective	3
PHYS	251	General Physics I (Lecture/Lab)	5
—	—	Arts and Humanities Elective	3
			15
<b>Second Semester</b>			
BIOL	3__	Advanced Biology Elective	4
PHYS	252	General Physics II (Lecture/Lab)	5
BIOL	309	Microbiology	4
—	—	Arts and Humanities Elective	3
			16
<b>SENIOR YEAR</b>			
<b>First Semester</b>			
BIOL	402	General Physiology	4
BIOL	403	Biology Seminar	2
BIOL	4__	Advanced Biology Elective	4
CHEM	309	Biochemistry I	3

<b>Second Semester</b>	13
BIOL 4__ Advanced Biology Elective	4
Free Electives (Based on Departmental Advisement)	9

13

## **BACHELOR OF SCIENCE DEGREE IN BIOINFORMATICS**

### **Program Description**

Bowie State University's B.S. degree in Bioinformatics offers a multidisciplinary *deductive* view of Biology. Combining Experimental Biology, Mathematical Modeling of Biology from Molecule to system, and use of Information Technologies to develop or apply large data structures, Bioinformatics is rapidly developing into an applied science leading to solutions for problems which have been resistant to experimental methods.

The Bioinformatics curriculum is an intensive 4 year Honors program that will enable the graduate to pursue a career in these technologies or provide a strong framework for continuation to post-baccalaureate education.

### **Program objectives:**

This program is designed to provide opportunities to the students to attain advanced knowledge in the application of computational and mathematical methods for the study of biomacromolecular systems. The specific objectives are:

- i) to provide students with a broad knowledge of the structure and function of macromolecules in biological systems
- ii) to develop students ability to understand and competently use the mathematical and computational tools which have been developed to understand and model the biology of macromolecules
- iii) to develop advanced educational skills to meet the demands of the biotechnology industry
- iv) to prepare students for, and foster an interest, in a post- baccalaureate education in the biology of macromolecules, biotechnology and bioinformatics

### **Program Requirements:**

- i) Completion of Institutional General Education requirements as outlined in undergraduate catalog
- ii) Completion of requirements for a Bachelors degree in Bioinformatics with a letter grade of C or above.

**Prerequisite Courses:**

BIOL	102	General Biology	4
BIOL	209	General Genetics	4
CHEM	107	General Chemistry I	4
MATH	225	Calculus I	4
COSC	112	Computer Science	3

**Core Courses:**

BIOL	204	Cell Biology	4
BIOL	303	Molecular Biology	4
BIOL	421	Bioinformatics	4
BIOL	462	Topics in Biology	3
CHEM	108	General Chemistry II	4
CHEM	201	Organic Chemistry I	5
CHEM	202	Organic Chemistry II	5
CHEM	309	Biochemistry I	3
COSC	113	Computer Science II	3
COSC	214	Data Structures	3
MATH	155	Intro Probability & Stat	3
MATH	226	Calculus II	3
MATH	228	Linear Algebra	3
PHYS	271	Physics I	5
PHYS	272	Physics II	5

## Core Electives:

Core electives are to be selected from the courses listed below. The student must take three electives from STEM courses listed plus two electives from any 400 level STEM course

BIOL	405	Investigations	3
BIOL	410	Immunology	3
BIOL	423	Biotechnology	4
CHEM	401	Physical Chemistry	3
CHEM	412	Biochemistry II	3
MATH	232	Multivariate Calculus	3
MATH	300	Differential Equations	3
MATH	342	Mathematical Probability	3
MATH	400	Partial Differential Equations	3
COSC	330	Systems Programming	3
COSC	420	Database Management	3
COSC	473	Artificial Intelligence	3

**BIOINFORMATICS SAMPLE CURRICULUM**

<u>Freshman First Semester</u>	Cr.	<u>Freshman Second Semester</u>	Cr.
--------------------------------	-----	---------------------------------	-----

ENGL-101	3	ENGL 102	3
BIOL-102	4	BIOL-204	4
MATH-225	4	MATH-226	3
FRSE-101	3	CHEM-107	4
ARTS & HUMANITIES	3	HEED-102	3
	17		17

**Sophomore First Semester**

BIOL-209	4
CHEM-108	4
COSC-112	4
MATH-240	3
	15

**Sophomore Second Semester**

CHEM-201	5
COSC-113	4
PHYS-271	5
Soc. Sc. Elective	3
	17

**Junior First Semester**

CHEM-202	5
PHYS-272	5
COSC-214	3
HIST-114/115	3
	16

**Junior Second Semester**

CHEM-309	3
BIOL-303	4
MATH-228	3
ARTS & HUMANITIES	3
	13

**Senior First Semester**

BIOL-421	3
MATH Elective	3
COSC-420	3
BIOL/COSC/MATH Elective (300-400 level)	3
	12

**Senior Second Semester**

BIOL Elective (300 level)	4
CHEM Elective (400 level)	3
BIOL/COSC/MATH Elective (400 level)	4
BIOL 462 Topics in Biology	3
	14

**SCIENCE EDUCATION**

A science education major must meet three sets of requirements:

**CORE PROFESSIONAL REQUIREMENTS (37 semester hours) Sem. Hrs.**

EDUC 101	Introduction to Education (prerequisite ENGL 101)	3
EDUC 201	Human Growth and Development	3
ENGL PRO	Pass the English Proficiency Examination	0
EDUC 311	Managing the Diverse Classroom	3
EDUC 314	Assessment for Reading Instruction	3

EDUC	316	Foundations of Education (admission to teacher education)	3
SCED	304	Methods of Teaching/SCED(PRAXIS II Specialty)	3
SCED	305	Practicum III	1
SCED	401	Directed Teaching and Seminar/SCED	12
SPED	403	Orientation to Special Education	3
SCED	450	Methods of Teaching Reading/SCED	3
EDUC	402	Tests and Measurements**	3
PSYC	202	Psychology of Learning**	3

\*\*In addition to the core professional education courses above, the Department strongly urges students enrolled in secondary education to take the above named courses.

### MAJOR AND RELATED SCIENCE REQUIREMENTS

Sem. Hrs.

#### SCIENCE EDUCATION EMPHASIS IN BIOLOGY

Core Biology Courses (19 semester hours)

BIOL	102	Introductory Biology	4
BIOL	103	General Zoology	4
BIOL	105	General Botany	4
BIOL	205	Biology Environmental Pollution	3
BIOL	209	General Genetics	4

Biology Elective (4 semester hours)      Choose one course.

BIOL	203	Oceanus	3
BIOL	303	Molecular Biology	4
BIOL	304	Biology of Drug Plants	3
BIOL	309	Microbiology I	4
BIOL	311	Human Anatomy and Physiology	4
BIOL	407	Ecology of Environmental Adaptation	3

Chemistry Courses (20 semester hours)

CHEM	107/108	General Chemistry I, II (Lecture/Lab)	8
CHEM	201/202	Organic Chemistry I, II (Lecture/Lab)	10

Mathematics (4 semester hours)

MATH	215	Elements of Calculus	4
------	-----	----------------------	---

Physics (5 semester hours)

PHYS	251 or 271	General Physics I (Lecture/Lab)	5
------	------------	---------------------------------	---

Physical Science (4 semester hours)

PHSC	101	Earth Science I	4
------	-----	-----------------	---

**SCIENCE EDUCATION CHEMISTRY EMPHASIS (50 semester hours)**

Chemistry Courses (23 semester hours)

CHEM	107-108	General Chemistry I and II (Lecture/Lab)	8
CHEM	201-202	Organic Chemistry I and II (Lecture/Lab)	10
CHEM	302	Instrumental Analysis	3

Related Courses (16 semester hours)

BIOL	102	Introductory Biology	4
COSC	112	Computer Science I	4
MATH	225	Calculus I	4
MATH	226	Calculus II	4

Physics Courses (10 semester hours)

PHYS	271-272	General Physics I and II (Lecture/Lab)	10
------	---------	--	----

**SCIENCE EDUCATION PHYSICS EMPHASIS (46 semester hours)**

Physics Courses

PHYS	271-273	Physics I, II, and III (Lecture/Lab)	15
PHYS	—	Physics Electives	8

Related Courses (10 semester hours)

CHEM	107-108	General Chemistry I, II (Lecture/Lab)	8
------	---------	---------------------------------------	---

Mathematics Courses (12 semester hours)

MATH	146	Pre-calculus II	3
MATH	225-226	Calculus I and II	8

Computer Science Course (4 semester hours)

COSC	112	Computer Science I	4
------	-----	--------------------	---

Chemistry Courses

(See General Education and Institutional Requirements.)

III. GENERAL EDUCATION AND INSTITUTIONAL REQUIREMENTS

See the full list of University General Education and Institutional Requirements.

Institutional Requirements (6 semester hours)

FRSE	101	Freshman Seminar	3
HEED	102	Life and Health/ Fund. of Sex Education or	
IDIS	210	Contemporary Health Issues for Women	3

English Composition (6 semester hours)			
ENGL	101	Expository Writing	3
ENGL	102	Argument and Research	3
Arts and Humanities (9 semester hours)			
COMM	103	Public Speaking	3
—	—	Arts and Humanities Electives	6
Sciences (7-8 semester hours)			
CHEM	107-108	General Chemistry I and II (Lecture/Lab)	8
Mathematics (4 semester hours)			
MATH	—	Mathematics Elective	4
Social Sciences (6 semester hours from 2 different disciplines)			
HIST	114	African-American History to 1865 or	
HIST	115	African-American History since 1865	3
—	—	Social Sciences Elective	3
Technology (4 semester hours)			
COSC	112	Computer Science	4
Free General Education Electives (9 semester hours)			
Chosen based on departmental advisement			9
<i>Note: The Department reserves the right to specify suitable general education courses in keeping with COMAR, for its majors.</i>			
Specified General Education Requirements			
PHYS	271-272	General Physics I and II (Lecture/Lab)	10

Students are encouraged to take SUMMER courses and attend MINI-SEMESTER in order to have a manageable semester load.

## COLLEGE OF BUSINESS

**Dean:** Anthony C. Nelson, Ph.D.

### MISSION

The mission of the College of Business is to support the goals and priorities of Bowie State University by providing traditional and non-traditional students in under-served communities within the county, state and nation, the skills required to strengthen the individual competencies in the different areas of specialization in business and public administration through curriculums of their chosen areas of concentration in an increasingly global market place which provides online education and “real world” experience. The college emphasizes academic excellence through technological innovation, integrity in teaching, professional development, outreach, applied and instructional research

### GOALS

1. Develop programs and processes to enhance student learning, professional development and success.
2. Ensure use of relevant technology in all aspects of student learning.
3. Create and sustain an environment that is supportive of scholarly activities.
4. Develop collaborative research projects with public and private organizations.
5. Maintain a positive, collegial, supportive and conducive environment, in which the organizational structure and processes ensure efficient and effective operations and accountability.
6. Promote and improve the image and reputation of the College of Business with the intent of increasing external fundraising.
7. Develop and implement plans and programs that increase the placement of College of Business graduates and encourage businesses to recruit College of Business graduates.

### DESCRIPTION OF THE DEPARTMENTS

The College of Business consists of three separate departments and a program in business technology. The three departments are:

- Accounting, Finance, and Economics
- Management Information Systems
- Management, Marketing, and Public Administration

The departments offer a Bachelor of Science degree in Business Administration with seven concentrations: Accounting, Banking and Finance, Economics, Business Information Systems, General Business, Management. In addition, the Management Concentration offers two specialty tracks: Small Business/Entrepreneurship and Industrial Relations.

The College of Business places special emphasis on excellence in teaching, research in teaching methodology and the learning process as a means of enhancing teaching excellence and improving instructional effectiveness. Computer application is stressed in all disciplines.

Entering students are required to successfully satisfy the requirements for the business mathematics proficiency course, BUAD-100\*. Majors are required to earn at least a “C” grade in all courses in their major program. Graduating seniors are encouraged to take the national standardized Graduate Management Admission Test (GMAT) during the FALL semester of their senior year. After completing English Expository Writing (ENGL 101) and Argument and Research (ENGL 102), students must take and successfully pass the Bowie State University *English Proficiency Examination*. Transfer students who completed their English composition requirements at another institution must take the Bowie State University *English Proficiency Examination* during their **First Semester** of enrollment at the University.

Students are expected to familiarize themselves and comply with the College of Business and departmental graduation standards. Each student’s program is individually reviewed and may be adjusted to reflect the student’s academic background and career goals.

*\*The three semester hours for this course meet the proficiency requirement and do not count toward the 120 semester hours required for graduation. It is a prerequisite for Principles of Accounting (ACCT 211).*

**BUSINESS ADMINISTRATION MAJOR**

**I. GENERAL EDUCATION AND INSTITUTIONAL REQUIREMENTS (46-47 Semester Hours)**

**One course in each of two disciplines in arts and humanities (6 Semester Hours)**

PHIL	103	Introduction to the Principles of Reasoning *	3
—	—	Arts and Humanities Elective (COMM 101 or 103 recommended)	3

(Discipline/Courses: Communications, Theatre, Art, Music and Modern Language- COMM 101,103; ENGL 211, 212, 213, THEA 100, 105, 110; FREN 101, 102; SPAN 101,102;)

\*Accounting majors should take PHIL-305, Ethics and Public Policy

**Two science courses, at least one of which shall be a laboratory course (7-8 Semester Hours)**

—	—	Science Elective I	3/4
—	—	Science Elective II	3/4

(Discipline/Courses: Biology, Chemistry, Physics, and Physical Science Courses-BIOL 101, BIOL 203; CHEM 107, , PHYS 271, PHYS 272, PHSC 100, PHSC 101)

**One course in mathematics at or above the level of college algebra (3 Semester Hours)**

MATH	125	College Algebra or higher	3
------	-----	---------------------------	---

(Discipline/Courses: Math-MATH 127, MATH 118, MATH 125, MATH 141, MATH 150, MATH 215, MATH 225)

**Two courses in English composition (6 Semester Hours)**

ENGL	101	Expository Writing	3
ENGL	102	Argument and Research	3

**One course in each of two disciplines in social and behavioral sciences (6 Semester Hours)**

HIST	114	African-American History to 1865 <b>or</b>	
HIST	115	African-American History since 1865	3
(Discipline/Courses: Economics, History, Anthropology, Political Science Sociology, Psychology, Geography, Social Work or Interdisciplinary Social Sci.-ECON 211, 212; SOCI 101, 203; CRJU 201; GOVT 130, 140, 231, 240; GEOG 101; CAAS 101, 282; PSYC 101, 200)			

**Free General Education Electives (9 Semester Hours)**

ECON	211/212	Principles of Macro/Microeconomics	6
—	—	Principles of Macro/Microeconomics <b>and</b> General Education Elective*	3
—	—	General Education Elective (COMM 103/ MATH 215 recommended)	3

\*Students who satisfied Principles of Macro/Microeconomics are encouraged to take COMM 103, ENGL 211, 212, 213 or MATH 141, 215)

**One course in technology (3 Semester Hours)**

BUIS	260	Computer Applications in Business	3
------	-----	-----------------------------------	---

**Institutional Requirements (6 Semester Hours)**

HEED	102/200	Life and Health/ Fund. of Sex Education <b>or</b>	
IDIS	210	Contemporary Health Issues for Women	3
FRSE	101	Freshman Seminar and Information Literacy	3

Students are encouraged to take SUMMER courses and attend MINI-SEMESTER in order to have a manageable semester load.

*Note: In keeping with COMAR, the College of Business reserves the right to specify suitable general education courses for all majors.*

**CORE SCHOOL REQUIREMENTS (48/51 semester hours) Sem. Hrs.**

BUAD	100	Business Mathematics	
MGMT	101	Introduction to Business	3
ACCT	211-212	Principles of Accounting I and II*	6
FINA	320	Principles of Finance	3
MKTG	231	Principles of Marketing	3
MGMT	241	Principles of Management	3
MGMT	344	Organizational Behavior	3
BUAD	350-351	Business Law I and II	6
ECON	321	Money and Banking	3
ECON	351	Business and Economics Statistics	3
ECON	—	Economics Elective (300 or 400 level)	3
ENGL	361	Technical & Report Writing	3
MGMT	440	Business Strategy and Policy	3
—	—	Electronic Commerce/College of Business Elec.	3
BUAD	480	Production and Operation Management**	3
ECON	483	Quantitative Methods for Decision Making	3

\*BUAD 100 (Business Mathematics) is a prerequisite for ACCT 211 (Principles of Accounting) and ACCT 211 is a prerequisite for ACCT 212.

\*\* Not required for Accounting Majors, Accounting majors are required to take PHIL 305, Ethics and Public Policy.

DEPARTMENT OF ACCOUNTING, FINANCE AND ECONOMICS		
MAJOR	CONCENTRATION	DEGREE OFFERED
BUSINESS ADMINISTRATION	Accounting Banking and Finance Economics	BS

Chair: Samuel Duah

Professor: Granville Sawyer

Associate Professor: William Davidson,

Assistant Professors: LaTanya Brown, Samuel Duah, Fiseha Eshete, Joseph Lanciano, Sunando Sengupta, Regina Tawah

Lecturers: Symon Manyara, Bernard McNeal

### MISSION

This Department provides students with competence in the key areas of accounting, banking and finance and economics. The students will gain the theoretical, analytical, organizational and technical skills needed to be successful in the domestic and international business environment.

### DESCRIPTION OF THE DEPARTMENT

The Department of Accounting, Finance, and Economics offers a Bachelor of Science degree in business administration with three concentrations: Accounting, Banking and Finance, and Economics.

Entering students are expected to successfully satisfy the requirements for the business mathematics proficiency course by taking BUAD 100 (Business Mathematics). All majors are required to earn at least a "C" grade in all courses in their major program. Graduating seniors are encouraged to take the national standardized Graduate Management Admission Test (GMAT) during the FALL semester of their senior year. After completing *Expository Writing* (ENGL 101) and *Argument and Research* (ENGL 102), students must take and successfully pass the Bowie State University *English Proficiency Examination*. Transfer students who completed their English composition requirements at another institution must also take the Bowie State University *English Proficiency Examination* during their **First Semester** of enrollment at the University.

Students are expected to familiarize themselves and comply with the College of Business and their respective department's standards for graduation. Each student's program is individually reviewed and may be adjusted to reflect student's academic background and career goals.

### ECONOMICS MINOR PROGRAM

Students majoring in areas other than business may pursue a minor in economics by taking 18 semester hours of 300-400 level economics courses. The eighteen semester hour do not include Principles of Macroeconomics (ECON 211) and Principles of Microeconomics (ECON 212), which are required general education electives.

## DEPARTMENT AND AREA SPECIFIC REQUIREMENTS

### ACCOUNTING CONCENTRATION

<b>REQUIRED COURSES IN ACCOUNTING (33 semester hours)</b>			<b>Sem. Hrs.</b>
ACCT	311-312	Intermediate Accounting I-II	6
ACCT	313	Cost Accounting	3
ACCT	315	Income Tax Accounting	3
ACCT	316	Corporate and Partnership Tax Accounting	3
ACCT	411-412	Advanced Accounting I-II	6
ACCT	413	Government and Institutional Accounting	3
CCT	416	Managerial Accounting	3
ACCT	417	Accounting Systems	3
ACCT	418	Auditing	3

### ACCOUNTING

#### SAMPLE PROGRAM

<b>FRESHMAN YEAR</b>			<b>Sem. Hrs.</b>
<b>First Semester</b>			
MGMT	101	Introduction to Business	3
ENGL	101	Expository Writing	3
FRSE	101	Freshman Seminar	3
HEED	102/200	Life and Health/ Fund. of Sex Education <b>or</b>	
IDIS	210	Contemporary Health Issues for Women	3
MATH	125	College Algebra	3
			15
<b>Second Semester</b>			
ENGL	102	Argument and Research	3
HIST	114	African-American History to 1865 <b>or</b>	
HIST	115	African-American History since 1865	3
COMM	101	Arts and Humanities	3
—	—	Science Elective I	3
—	—	Social and Behavioral Science/ General Education	3
BUAD	100	Business Mathematics	0
			15

### SOPHOMORE YEAR

**First Semester**

ACCT	211	Principles of Accounting I	3
ECON	211	Principles of Macroeconomics <b>or</b>	
ECON	212	Principles of Microeconomics	3
MKTG	231	Principles of Marketing	3
BUIS	260	Computer Applications in Business	3
_____	_____	General Education Elective	3
ENGL	361	Technical & Report Writing	3
ENGL	PROF	English Proficiency	0
			15

**Second Semester**

ACCT	212	Principles of Accounting II	3
ECON	211	Principles of Macroeconomics <b>or</b>	
ECON	212	Principles of Microeconomics	3
MGMT	241	Principles of Management	3
_____	_____	Science Elective II	4
PHIL	305	Ethics and Public Policy	3
			16

**JUNIOR YEAR****First Semester**

FINA	320	Principles of Finance	3
BUAD	350	Business Law I	3
ECON	321	Money and Banking	3
ACCT	311	Intermediate Accounting I	3
ACCT	315	Income Tax Accounting	3
			15

**Second Semester**

ACCT	312	Intermediate Accounting II	3
ACCT	313	Cost Accounting	3
ACCT	316	Corporate and Partnership Tax Accounting	3
MGMT	344	Organizational Behavior	3
ECON	351	Business and Economics Statistics	3
BUAD	351	Business Law II	3
			18

**SENIOR YEAR****First Semester**

ACCT	411	Advanced Accounting I	3
ACCT	413	Government and Institutional Accounting	3
ACCT	417	Accounting Systems	3
ECON	_____	Economics Elective (300-400)	3
ECON	483	Quantitative Methods for Decision-Making	3
			15

**Second Semester**

ACCT	412	Advanced Accounting II	3
ACCT	416	Managerial Accounting	3

ACCT	418	Auditing	3
MGMT	440	Business Strategy and Policy	3
BUIS	463	Electronic Commerce	3
			15

### **BANKING AND FINANCE CONCENTRATION**

#### **CORE REQUIREMENTS** (12 semester hours)

**Sem. Hrs.**

FINA	424	Commercial Banking	3
ACCT	416	Managerial Accounting	3
FINA	421	Corporate Finance	3
FINA	422	Investments	3

#### **REQUIRED ELECTIVES** (9 semester hours- select three of the following)

ACCT	315	Income Tax Accounting	3
ACCT	316	Corporate and Partnership Tax Accounting	3
FINA	323	Small Business Finance	3
ECON	341	International Economics	3
ECON	422	Public Finance	3
ECON	423	Monetary and Fiscal Policies	3

#### **OTHER ELECTIVES** (5 Semester hours)

_____	_____	College of Business Elective (300-400)	3
_____	_____	General Elective	2

### **BANKING AND FINANCE**

#### **SAMPLE PROGRAM**

#### **FRESHMAN YEAR**

**Sem. Hrs.**

##### **First Semester**

MGMT	101	Introduction to Business	3
ENGL	101	Expository Writing	3
FRSE	101	Freshman Seminar	3
HEED	102/200	Life and Health/ Fund. of Sex Education <b>or</b>	
IDIS	210	Contemporary Health Issues for Women	3
MATH	125	College Algebra	3
			15

**Second Semester**

ENGL	102	Argument and Research	3
HIST	114	African-American History to 1865 <b>or</b>	
HIST	115	African-American History since 1865	3
COMM	101	Arts and Humanities	3
—	—	Science Elective I	3
—	—	Social and Behavioral Science/ General Education	3
BUAD	100	Business Mathematics	0
			15

**SOPHOMORE YEAR****First Semester**

ACCT	211	Principles of Accounting I	3
ECON	211	Principles of Macroeconomics <b>or</b>	
ECON	212	Principles of Microeconomics	3
MKTG	231	Principles of Marketing	3
BUIS	260	Computer Applications in Business	3
ENGL	361	Technical & Report Writing	3
—	—	General Education Elective	3
ENGL	PROF	English Proficiency	0
			18

**Second Semester**

ACCT	212	Principles of Accounting II	3
ECON	211	Principles of Macroeconomics <b>or</b>	
ECON	212	Principles of Microeconomics	3
MGMT	241	Principles of Management	3
—	—	Science Elective II	4
PHIL	103	Introduction to Principle of Reasoning	3
			16

**JUNIOR YEAR****First Semester**

FINA	320	Principles of Finance	3
BUAD	350	Business Law I	3
ECON	321	Money and Banking	3
ECON	351	Business and Economics Statistics	3
—	—	College of Business Elective	3
			15

**Second Semester**

—	—	Required Core Elective	3
—	—	Required Core Elective	3
—	—	Required Core Elective	3
MGMT	344	Organizational Behavior	3
BUAD	351	Business Law II	3
			15

**SENIOR YEAR**

**First Semester**

ACCT	416	Managerial Accounting	3
FINA	422	Investments	3
FINA	424	Commercial Banking	3
ECON	—	Economics Elective (300 or 400)	3
ECON	483	Quantitative Methods for Decision Making	3
			15

**Second Semester**

FINA	421	Corporate Finance	3
—	—	Electronic Commerce/ College of Business Elective	3
MGMT	440	Business Strategy and Policy	3
MGMT	480	Production and Operations Management	3
—	—	General Elective	2
			14

*College of Business electives are 300-400 level courses selected from ACCT, BUAD, BUIS, ECON, FINA, MGMT, or MKTG. A maximum of six semester hours of calculus and computer language courses may be used as Business School electives.*

**ECONOMICS CONCENTRATION****CORE REQUIRMENTS (6 semester hours)**

			<b>Sem. Hrs.</b>
ECON	311	Intermediate Macroeconomics <b>or</b>	
ECON	423	Fiscal and Monetary Policies	3
ECON	312	Intermediate Microeconomics <b>or</b>	
ECON	448	Managerial Economics	3

**REQUIRED ELECTIVES (21 semester hours-Select any 7 of the following)**

ECON	313	Sports and Entertainment Economics	3
ECON	331	Economics and Business Applications of Mathematics	
ECON	341	International Economics and Finance	3
ECON	343	Economics of Education	3
ECON	353	Health Economics	3
ECON	363	Economics of Developing Countries	3
ECON	373	Environmental and Resource Economics	3
ECON	383	Economics of Poverty and Income Distribution	3
ECON	400	Special Topics in Economics	3
ECON	412	Industrial Organization	3
ECON	421	Urban Economics	3
ECON	422	Public Finance and Budgeting	3
ECON	423	Monetary and Fiscal Policies	3
ECON	441	Global Economic Institutions	
ECON	448	Managerial Economics	3
ECON	493	Elements of Econometrics	3

*Calculus may be used as an Economics elective.*

## ECONOMICS SAMPLE PROGRAM

### FRESHMAN YEAR

#### First Semester

			Sem. Hrs.
MGMT	101	Introduction to Business	3
ENGL	101	Expository Writing	3
FRSE	101	Freshman Seminar	3
HEED	_____	Life and Health/ Fund. of Sex Education <b>or</b>	
IDIS	210	Contemporary Health Issues for Women	3
MATH	125	College Algebra	3

15

#### Second Semester

ENGL	102	Argument and Research	3
HIST	114	African-American History to 1865 <b>or</b>	
HIST	115	African-American History since 1865	3
COMM	101 or 103	Arts and Humanities Elective	3
_____	_____	Science Elective I	3
_____	_____	Free Elective	3
BUAD	100	Business Mathematics	0
ENGL	PROF	English Proficiency	0

15

### SOPHOMORE YEAR

#### First Semester

ACCT	211	Principles of Accounting I	3
ECON	211	Principles of Macroeconomics <b>or</b>	
ECON	212	Principles of Microeconomics	3
MKTG	231	Principles of Marketing	3
BUIS	260	Computer Applications in Business	3
ENGL	361	Technical & Report Writing	3
_____	_____	Free Elective	3

18

#### Second Semester

ACCT	212	Principles of Accounting II	3
ECON	211	Principles of Macroeconomics <b>or</b>	
ECON	212	Principles of Microeconomics	3
MGMT	241	Principles of Management	3
_____	_____	Science Elective II	4
PHIL	103	Introduction to Principles of Reasoning	3

16

### JUNIOR YEAR

#### First Semester

FINA	320	Principles of Finance	3
BUAD	350	Business Law I	3
ECON	321	Money and Banking	3

ECON	351	Business and Economics Statistics	3
ECON	—	Required Elective (1)	3
			15
<b>Second Semester</b>			
ECON	—	Required Elective (2)	3
ECON	—	Required Elective (3)	3
ECON	—	CoB ECON Elective (300-400 level)	3
MGMT	344	Organizational Behavior	3
BUAD	351	Business Law II	3
			15
<b>SENIOR YEAR</b>			
<b>First Semester</b>			
ECON	311	Intermediate Microeconomics <b>or</b>	
ECON	448	Managerial Economics	3
ECON	—	Required Electives (4)	3
ECON	—	Required Elective (5)	3
ECON	—	Required Elective (6)	3
ECON	483	Quantitative Methods for Decision-Making	3
			15
<b>Second Semester</b>			
ECON	312	Intermediate Macroeconomics <b>or</b>	
ECON	423	Monetary and Fiscal Policies	3
MGMT	440	Business Strategy and Policy	3
MGMT	480	Production and Operations Management	3
ECON	—	Required Elective (7)	3
—	—	Electronic Commerce/CoB Elective	3
			15

DEPARTMENT OF MANAGEMENT INFORMATION SYSTEMS		
MAJOR	CONCENTRATION	DEGREE OFFERED
BUSINESS ADMINISTRATION	Business Information Systems	BS

Chair: David Anyiwo

Professors:

Associate Professors: David Anyiwo, Azene Zenebe

Assistant Professors: Bin Mai

Lecturers: Lola Staples, Elmer Yorkman

### MISSION

The mission of the MIS Department reflects the five core values of Bowie State University: excellence, civility, integrity, diversity, and accountability. The Department seeks to produce graduates who are technologically astute, think critically, and demonstrate proficiency in information technology fields. It provides a nurturing environment that facilitates intellectual growth, scholarship, and independence for its students and faculty. Students are afforded the opportunity to experience a state-of-the-art, balanced, and highly viable information systems education. Its graduates are prepared for leadership in the application of information technology to solve business and societal problems and to seize opportunities in the constantly changing marketplace. In pursuing this mission, the Department strives to maintain an energetic research agenda.

### DESCRIPTION OF THE DEPARTMENT

The Department of Management Information Systems offers a Bachelor of Science degree in Business Administration with a concentration in Business Information Systems.

Entering students are expected to successfully satisfy the requirements for the business mathematics proficiency course by taking BUAD-100 (Business Mathematics). All majors are required to earn at least a "C" grade in all courses in their major program. Graduating seniors are encouraged to take the national standardized Graduate Management Admission Test (GMAT) during the FALL semester of their senior year. After completing *Expository Writing* (ENGL 101) and *Argument and Research*/ENGL 102), students must take and successfully pass the Bowie State University *English Proficiency Examination*. Transfer students who completed their English composition requirements at another institution must also take the Bowie State University *English Proficiency Examination* during their **First Semester** of enrollment at the University.

Students are expected to familiarize themselves and comply with the College of Business and their respective department's standards for graduation. Each student's program is individually reviewed and may be adjusted to reflect student's academic background and career goals.

### III. DEPARTMENT AND AREA SPECIFIC REQUIREMENTS

#### BUSINESS INFORMATION SYSTEMS CONCENTRATION

##### CORE REQUIREMENTS (24 semester hours)

			Sem. Hrs.
BUIS	305	Introduction to Object-Oriented Programming	3
BUIS	360	Information Systems for Management	3
BUIS	361	Analysis and Design of Business Information Systems	3
BUIS	362	Databases for Business	3
BUIS	367	Principles of Information Systems Security	3
BUIS	461	Telecommunications Systems for Business	3
BUIS	462	Decision Support Systems	3
BUIS	463	Electronic Commerce	3

##### ELECTIVES (5 semester hours)

_____	_____	Business/Economics Elective (300 or 400 level)	3
_____	_____	General Elective	2

#### BUSINESS INFORMATION SYSTEMS

##### SAMPLE PROGRAM

##### FRESHMAN YEAR

###### First Semester

			Sem. Hrs.
MGMT	101	Introduction to Business	3
ENGL	101	Expository Writing	3
FRSE	101	Freshman Seminar	3
HEED	102/200	Life and Health/ Fund. of Sex Education <b>or</b>	
IDIS	210	Contemporary Health Issues for Women	3
MATH	125	College Algebra	3
			15

###### Second Semester

ENGL	102	Argument and Research	3
HIST	114	African-American History to 1865 <b>or</b>	
HIST	115	African-American History since 1865	3
COMM	101	Oral Communications	3
_____	_____	Science Elective I	3
_____	_____	Social and Behavioral Science/ General Education	3
BUAD	100	Business Mathematics	0
			15

##### SOPHOMORE YEAR

###### First Semester

ACCT	211	Principles of Accounting I	3
ECON	211	Principles of Macroeconomics <b>or</b>	
ECON	212	Principles of Microeconomics	3
MKTG	231	Principles of Marketing	3
BUIS	260	Computer Applications in Business	3

BUIS	305	Introduction to Object-Oriented Programming	3
			15

**Second Semester**

ACCT	212	Principles of Accounting II	3
ECON	211	Principles of Macroeconomics <b>or</b>	
ECON	212	Principles of Microeconomics	3
MGMT	241	Principles of Management	3
ENGL	PROF	English Proficiency	0
_____	_____	Science Elective II	4
PHIL	103	Introduction to Principles of Reasoning	3
			16

**JUNIOR YEAR**

**First Semester**

FINA	320	Principles of Finance	3
BUAD	350	Business Law I	3
ECON	321	Money and Banking	3
ECON	351	Business and Economics Statistics	3
ENGL	361	Technical and Report Writing	3
			15

**Second Semester**

BUIS	360	Information Systems for Management	3
BUIS	367	Principles of Information Systems Security	3
BUIS	361	Analysis and Design of Business Info. Systems	3
MGMT	344	Organizational Behavior	3
BUAD	351	Business Law II	3
			15

**SENIOR YEAR**

**First Semester**

_____	_____	College of Business Elective	3
BUIS	362	Databases for Business	3
BUIS	461	Telecommunications Systems for Business	3
_____	_____	Business/Economics Elective (300 or 400 level)	3
ECON	483	Quantitative Methods for Decision Making	3
			15

**Second Semester**

MGMT	440	Business Strategy and Policy	3
BUIS	462	Decision Support Systems	3
BUIS	463	Electronic Commerce*	3
MGMT	480	Production and Operations Management	3
_____	_____	General Elective	2
			14

*Business School electives are 300-400 level courses selected from ACCT, BUAD, BUIS, ECON, FINA, MGMT, or MKTG.*

*A maximum of 6 semester hours of calculus and computer languages courses may be used as Business School Electives.*

*\* Core requirement for BUIS concentration*

DEPARTMENT OF MANAGEMENT, MARKETING AND PUBLIC ADMINISTRATION		
MAJOR	CONCENTRATION	DEGREE OFFERED
BUSINESS ADMINISTRATION	General Business Management Marketing	BS

Chair: Dr. Steve Watson

Professors: Falih Alsaaty, David Abrahams, Ella Carter, Kevin Glasper

Associate Professors:

Assistant Professors: Richard Lowery III, Tyechia Paul, Minnette Bumpus

Lectures: James Lashley, Archie Morris

### MISSION

This Department provides business education that equips graduates with global knowledge and experiences, leadership capabilities, technological competence, and analytic skills to compete in the global marketplace.

### DESCRIPTION OF THE DEPARTMENT

The Department of Management, Marketing and Public Administration offers a Bachelor of Science degree in Business Administration with two concentrations: General Business, and Management. In addition, the Management Concentration offers two specialty tracks, Small Business/ Entrepreneurship and Industrial Relations.

The Department of Management, Marketing and Public Administration place special emphasis on excellence in teaching. Research in teaching methodology and the learning process as a means of enhance teacher's excellence and to improve instruction is encouraged. Computer applications in all disciplines stressed.

Entering students are expected to successfully satisfy the requirements for the business mathematics proficiency course by taking BUAD-100 (Business Mathematics). All majors are required to earn at least a "C" grade in all courses in their major program. Graduating seniors are encouraged to take the national standardized Graduate Management Admission Test (GMAT) during the FALL semester of their senior year. After completing *Expository Writing* (ENGL 101) and *Argument and Research* (ENGL 102), students must take and successfully pass the Bowie State University *English Proficiency Examination*. Transfer students who completed their English composition requirements at another institution must

also take the Bowie State University *English Proficiency Examination* during their **First Semester** of enrollment at the University.

Students are expected to familiarize themselves and comply with the College of Business and their respective department's standards for graduation. Each student's program is individually reviewed and may be adjusted to reflect student's academic background and career goals.

### III. DEPARTMENT AND AREA SPECIFIC REQUIREMENTS

#### GENERAL BUSINESS CONCENTRATION

<b>REQUIRED ELECTIVES</b> (15 semester hours)	<b>Sem. Hrs.</b>
ACCT, BUIS, ECON Any 300 or 400 level Business School Courses FINA, MGMT, MKTG	15

<b>OTHER ELECTIVES</b> (12 semester hours)	
_____ Business School Electives	9
_____ General Elective	2

#### GENERAL BUSINESS

#### SAMPLE PROGRAM

<b>FRESHMAN YEAR</b>			<b>Sem. Hrs.</b>
<b>First Semester</b>			
MGMT	101	Introduction to Business	3
ENGL	101	Expository Writing	3
FRSE	101	Freshman Seminar	3
HEED	102	Health and Wellness – <b>or</b> -	
IDIS	390	Contemporary Health Issues for Women	3
MATH	125	College Algebra	3
			15
<b>Second Semester</b>			
ENGL	102	Argument and Research	3
HIST	114	African-American History to 1865 <b>or</b>	
HIST	115	African-American History since 1865	3
COMM	101	Arts and Humanities	3
PHIL	103	Introduction to Principles of Reasoning	3
_____	_____	Social and Behavioral Science/Gen. Ed.	3
BUAD	100	Business Mathematics	0
			15
<b>SOPHOMORE YEAR</b>			
<b>First Semester</b>			
ACCT	211	Principles of Accounting I	3
ECON	211	Principles of Macroeconomics	3
ENGL	PRO	English Proficiency Exam	0
ENGL	361	Technical and Report Writing	3

BUIS	260	Computer Applications in Business	3
_____	_____	Arts and Humanities Elective	3
			15

**Second Semester**

ACCT	212	Principles of Accounting II	3
ECON	212	Principles of Microeconomics	3
MKTG	231	Principles of Marketing	3
_____	_____	Science Elective II	4
_____	_____	General Elective	2
			15

**JUNIOR YEAR**

**First Semester**

MGMT	241	Principles of Management	3
MGMT	350	Business Law I	3
ECON	321	Money and Banking	3
ECON	351	Business and Economics Statistics	3
_____	_____	Social Science Elective	3
			15

**Second Semester**

FINA	320	Principles of Finance	3
MGMT	344	Organizational Behavior	3
BUAD	351	Business Law II	3
_____	_____	Sub-plan Elective	3
_____	_____	Sub-plan Elective	3
			15

**SENIOR YEAR**

**First Semester**

_____	_____	Sub-plan Elective	3
_____	_____	Sub-plan Elective	3
_____	_____	College of Business Elective	3
ECON	_____	Economics Elective (300 <b>or</b> 400)	3
ECON	483	Quantitative Methods for Decision Making	3
			15

**Second Semester**

_____	_____	Sub-plan Elective	3
_____	_____	College of Business Elective	3
MGMT	440	Business Strategy and Policy	3
MGMT	480	Production and Operations Management	3
_____	_____	General Elective	2
			14

*College of Business electives are 300-400 level courses selected from ACCT, BUAD, BUIS, ECON, FINA, MGMT, or MKTG. A maximum of six semester hours in calculus and computer languages courses may be*

used as Business College Electives.

<b>BUSINESS ADMINISTRATION MINOR (18 semester hours)</b>			<b>Sem. Hrs.</b>
MGMT	101	Introduction to Business	3
ACCT	211	Principles of Accounting I	3
FINA	320	Principles of Finance	3
MKTG	231	Principles of Marketing	3
MGMT	214	Principles of Management	3
BUAD	350	Business Law I	3

### **MANAGEMENT CONCENTRATION**

<b>REQUIRED COURSES (24 semester hours)</b>			<b>Sem. Hrs.</b>
MGMT	345	Principles of Supervision and Leadership	3
MGMT	347	Management Problems*	3
Required Elective		Tool Course	3
Required Elective		Setting Course	3
Required Elective		Industrial Relations Course	3
Required Elective		Small Business/Entrepreneurship	3

<b>OTHER ELECTIVES (9 semester hours)</b>			
_____	_____	College of Business Electives	6
_____	_____	General Elective	2

Business College electives are 300-400 level courses selected from ACCT, BUAD, BUIS, ECON, FINA, MGMT, or MKTG. A maximum of six semester hours of calculus and computer language courses may be used as College of Business Electives.

*\*Note: Management Problems name change pending: Management Analysis and Decision Making*

### **Sub-plan Electives in Management: Select one from each group (12 semester hours)**

#### **Tool Courses**

Conflict Management	MGMT-472
Human Resource Management	MGMT-471
Information Systems for Management	BUIS - 360
Managerial Accounting	ACCT - 416
Managerial Economics	ECON - 448
Labor Relations and Law	MGMT- 371

#### **Industrial Relations**

Conflict Management	MGMT-472
Human Resource Management	MGMT-471
Labor Relations and Law	MGMT-371
Industrial Psychology	PSYC-403

**Setting Courses**

Entrepreneurship and New Enterprises	MGMT-441
Small Business Operations and Management	MGMT-442
Management of Non-for-Profit Organization	MGMT-346
International Business	MGMT-352
The Business of Music and Entertainment	MGMT-410

**Small Business Entrepreneurship**

Entrepreneurship and New Enterprises	MGMT-441
Small Business Operations and Management	MGMT-442
Small Business Finance (FINA-320)	

*Note: No course may be applied more than once. Management Seminar (MGMT-446) may be taken and applied as a required elective, depending on the content and theme.*

**MANAGEMENT****SAMPLE PROGRAM****FRESHMAN YEAR****First Semester**

			<b>Sem. Hrs.</b>
MGMT	101	Introduction to Business	3
ENGL	101	Expository Writing	3
FRSE	101	Freshman Seminar	3
HEED	102/200	Life and Health/ Fund. of Sex Education <b>or</b>	
IDIS	210	Contemporary Health Issues for Women	3
MATH	125	College Algebra	3
			15

**Second Semester**

ENGL	102	Argument and Research	3
HIST	114	African-American History to 1865 <b>or</b>	
HIST	115	African-American History since 1865	3
COMM	101	Arts and Humanities	3
—	—	Science Elective I	3
—	—	Social and Behavioral Science	
		/General Education	3
BUAD	100	Business Mathematics	0
			15

**SOPHOMORE YEAR****First Semester**

ACCT	211	Principles of Accounting I	3
ECON	211	Principles of Macroeconomics <b>or</b>	
ECON	212	Principles of Microeconomics	3
MKTG	231	Principles of Marketing	3
BUIS	260	Computer Applications in Business	3
—	—	General Education Elective	3
			15

**Second Semester**

ACCT	212	Principles of Accounting II	3
ECON	211	Principles of Macroeconomics or	
ECON	212	Principles of Microeconomics	3
MGMT	241	Principles of Management	3
ENGL	PROF	English Proficiency	0
_____	_____	Science Elective II	4
PHIL	103	Introduction to Principle of Reasoning	3
			16

**JUNIOR YEAR****First Semester**

FINA	320	Principles of Finance	3
BAUD	350	Business Law I	3
ECON	321	Money and Banking	3
ECON	351	Business and Economics Statistics	3
_____	_____	College of Business Elective	3
			15

**Second Semester**

MGMT	_____	Sub-plan Elective: Tool or Setting Course	3
MGMT	347	Management Problems	3
MGMT	345	Principles of Supervision and Leadership	3
MGMT	344	Organizational Behavior	3
BUAD	351	Business Law II	3
			15

**SENIOR YEAR****First Semester**

_____	_____	Sub-plan Elective (Small Business/ Entrepreneurship or Industrial Relations Course)	3
_____	_____	Tools or Setting Course	3
ECON	_____	Economics Elective (300 or 400)	3
_____	_____	College of Business Elective Tool	3
ECON	483	Quantitative Methods for Decision Making	3
			15

**Second Semester**

_____	_____	Sub-plan Elective (Small Business/ Entrepreneurship or Industrial Relations Course)	3
_____	_____	College of Business Elective	3
MGMT	440	Business and Strategy and Policy	3
MGMT	480	Production and Operations Management	3
_____	_____	General Elective	2
			14

**SMALL BUSINESS/ENTREPRENEURSHIP** (Sub-plan management)  
**REQUIRED COURSES** (15 semester hours)

**Sem. Hrs.**

MGMT	345	Principles of Supervision and Leadership	3
MGMT	347	Management Problems	3
FINA	323	Small Business Finance	3
MGMT	441	Entrepreneurship and New Enterprises	3
MGMT	442	Small Business Operations and Management	3

**ELECTIVE COURSES** (12 semester hours)

			<b>Sem. Hrs.</b>
_____	_____	College of Business Electives	6
_____	_____	Industrial Relations Elective	3
_____	_____	General Elective	3

College of Business electives are 300-400 level courses selected from ACCT, BUAD, BUIS, ECON, FINA, MGMT, or MKTG. A maximum of six semester hours of calculus and computer languages courses may be used as Business School Electives.

**SMALL BUSINESS/ENTREPRENEURSHIP**

**SAMPLE PROGRAM**

**FRESHMAN YEAR**

**First Semester**

			<b>Sem. Hrs.</b>
MGMT	101	Introduction to Business	3
ENGL	101	Expository Writing	3
FRSE	101	Freshman Seminar	3
HEED	102/200	Life and Health/ Fund. of Sex Education <b>or</b>	
IDIS	210	Contemporary Health Issues for Women	3
MATH	125	College Algebra	3
			<b>15</b>

**Second Semester**

ENGL	102	Argument and Research	3
HIST	114	African-American History to 1865 <b>or</b>	
HIST	115	African-American History since 1865	3
COMM	101	Arts and Humanities	3
_____	_____	Science Elective I	3
_____	_____	Social and Behavioral Science	
		/General Education	3
BUAD	100	Business Mathematics	0
			<b>15</b>

**SOPHOMORE YEAR**

**First Semester**

ACCT	211	Principles of Accounting I	3
ECON	211	Principles of Macroeconomics <b>or</b>	
ECON	212	Principles of Microeconomics	3
MKTG	231	Principles of Marketing	3

BUIS	260	Computer Applications in Business	3
_____	_____	General Education Elective	3
			15

**Second Semester**

ACCT	212	Principles of Accounting II	3
ECON	211	Principles of Macroeconomics <b>or</b>	
ECON	212	Principles of Microeconomics	3
MGMT	241	Principles of Management	3
ENGL	PROF	English Proficiency	0
_____	_____	Science Elective II	4
PHIL	103	Introduction to Principle of Reasoning	3
			16

**JUNIOR YEAR**

**First Semester**

FINA	320	Principles of Finance	3
BUAD	350	Business Law I	3
ECON	321	Money and Banking	3
ECON	351	Business and Economic Statistics	3
_____	_____	College of Business Elective	3
			15

**Second Semester**

MGMT	347	Management Problems	3
MGMT	345	Principles of Supervision and Leadership	3
MGMT	441	Entrepreneurship and New Enterprises	3
MGMT	344	Organizational Behavior	3
BUAD	351	Business Law II	3
			15

**SENIOR YEAR****First Semester**

FINA	323	Small Business Finance	3
—	—	Industrial Relations Elections	3
—	—	College of Business elective	3
—	—	Economics Elective (300 or 400)	3
ECON	483	Quantitative Methods for Decision Making	3
			15

**Second Semester**

MGMT	442	Small Business Operations and Management	3
—	—	College of Business Elective	3
MGMT	440	Business Strategy and Policy	3
MGMT	480	Production and Operations Management	3
—	—	General Elective	2
			14

*College of Business electives are 300-400 level courses selected from ACCT, BUAD, BUIS, ECON, FINA, MGMT, or MKTG. A maximum of six credit semester of calculus and computer languages courses may be used as College of Business electives.*

**INDUSTRIAL RELATIONS (sub-plan management)****REQUIRED COURSES** (18 semester hours)

			<b>Sem. Hrs.</b>
MGMT	345	Principles of Supervision and Leadership	3
MGMT	347	Management Problems	3
MGMT	371	Labor Relations and Law	3
MGMT	471	Human Resource Management	3
MGMT	472	Conflict Management	3
PSYC	403	Industrial Psychology	3

**REQUIRED ELECTIVES** (6 semester hours. Select any 2 of the following.)

MGMT	441	Entrepreneurship and New Enterprises	3
MGMT	442	Small Business Operations and Management	3
MGMT	446	Management Seminar	3
BUIS	360	Information Systems for Management	3
ECON	371	Labor Economics	3
ECON	448	Managerial Economics	3
PSYC	308	Social Psychology	3
PSYC	410	Group Dynamics	3

**OTHER ELECTIVES** (6 semester hours)

		Business School Elective	6
—	—	General Elective	3

College of Business electives are 300-400 level courses selected from ACCT, BUAD, BUIS, ECON, FINA, MGMT, or MKTG. A maximum of 6 semester hours of calculus and computer languages courses may be

used as College of Business electives.

## INDUSTRIAL RELATIONS

		SAMPLE PROGRAM	
<b>FRESHMAN YEAR</b>			<b>Sem. Hrs.</b>
<b>First Semester</b>			
MGMT	101	Introduction to Business	3
ENGL	101	Expository Writing	3
FRSE	101	Freshman Seminar	3
HEED	102/200	Life and Health/ Fund. of Sex Education <b>or</b>	
IDIS	210	Contemporary Health Issues for Women	3
MATH	125	College Algebra	3
			15
<b>Second Semester</b>			
ENGL	102	Argument and Research	3
HIST	114	African-American History to 1865 <b>or</b>	
HIST	115	African-American History since 1865	3
COMM	101	Arts and Humanities	3
_____	_____	Science Elective I	3
_____	_____	Social and Behavioral Science	3
BUAD	100	Business Mathematics	0
			15
<b>SOPHOMORE YEAR</b>			
<b>First Semester</b>			
ACCT	211	Principles of Accounting I	3
ECON	211	Principles of Macroeconomics <b>or</b>	
ECON	212	Principles of Microeconomics	3
MKTG	231	Principles of Marketing	3
BUIS	260	Computer Applications in Business	3
_____	_____	General Education Elective	3
			15
<b>Second Semester</b>			
ACCT	212	Principles of Accounting II	3
ECON	211	Principles of Macroeconomics <b>or</b>	
ECON	212	Principles of Microeconomics	3
MGMT	241	Principles of Management	3
ENGL	PROF	English Proficiency	0
_____	_____	Science Elective II	4
PHIL	103	Introduction to Principle of Reasoning	3
			16

**JUNIOR YEAR****First Semester**

FINA	320	Principles of Finance	3
BUAD	350	Business Law I	3
ECON	321	Money and Banking	3
ECON	351	Business and Economics Statistics	3
_____	_____	College of Business Elective	3
			15

**Second Semester**

MGMT	345	Principles of Supervision and Leadership	3
MGMT	371	Labor Relations and Law	3
_____	_____	Arts and Humanities Elective	3
MGMT	344	Organizational Behavior	3
BUAD	351	Business Law II	3
			15

**SENIOR YEAR****First Semester**

MGMT	347	Management Problems	3
MGMT	471	Human Resources Management	3
PSYC	403	Industrial/Organizational Psychology	3
_____	_____	Economics Electives (300 or 400)	3
ECON	483	Quantitative Methods for Decision Making	3
			15

**Second Semester**

MGMT	472	Conflict Management	3
_____	_____	College of Business Elective	3
MGMT	440	Business Strategy and Policy	3
MGMT	480	Production and Operations Management	3
_____	_____	General Elective	2
			14

*College of Business electives are 300-400 level courses selected from ACCT, BUAD, BUIS, ECON, FINA, MGMT, or MKTG. A maximum of six semester hour of calculus and computer language courses may be used as College of Business Electives.*

## **COLLEGE OF EDUCATION**

**Dean:** Traki Taylor-Webb

The programs in the College of Education are accredited by the National Council for the Accreditation of Teacher Education (NCATE) and approved by the Maryland State Department of Education. The School graduates competent teaching personnel for positions in local educational agencies within the State of Maryland and many other areas. Students majoring in early childhood/special education receive dual certification upon graduation. Students majoring in elementary education complete a comprehensive program of liberal arts studies and a concentration of professional courses in teaching.

### **MISSION**

The mission of the College of Education at Bowie State University is to prepare instructional leaders of all races who are competent in their content specialty, grounded in the knowledge bases of their discipline, and sensitive to the ethnicity of the students they serve for positions in public and private schools in Maryland and school systems in other states. The School's teacher education program model rests upon a legacy of the best practices in the field of education and upon what research tells us about teaching and learning. Established in September 2000, the College of Education has adopted the following theme for its academic programs: "Preparing Competent and Caring Educators for a Diverse World." The School strives through its programs to develop candidates who become academic scholars, skillful instructional leaders, and reflective practitioners in the schools and communities in which they work. It focuses on productivity and accountability of faculty, professional development, and specific development within its three academic departments: the Department of Counseling; the Department of Educational Studies and Leadership; and the Department of Teaching, Learning, and Professional Development.

### **VISION STATEMENT**

The College of Education has the primary responsibility for coordinating University efforts designed to prepare individuals to assume positions of teaching, counseling and educational leadership in P-12 school settings. This task is accomplished through the development and delivery of the School's professional curriculum and competent faculty. The undergraduate and graduate programs are structured to prepare professionals to meet the teaching-learning challenges of contemporary society. Based on a strong liberal arts foundation, the pedagogical curriculum prepares candidates to meet world class standards with the knowledge, skills and dispositions necessary to be effective and proficient professionals in a variety of education settings. Candidates master the use of technology as an instructional tool, assess students through the use of multiple approaches, and create positive learning environments for diverse populations.

### **GOALS**

The overarching goals of the Bowie State University College of Education are to:

1. Provide a general education experience that includes theoretical and practical knowledge

gained from studies in communications, humanities and fine arts, mathematics, science, and social sciences;

2. Ensure, through a professional studies component, the transmission of knowledge about the social, historical, and philosophical foundations of education; theories of human development and learning; research and experience-based principles of effective practice; and the impact of technology and social changes on schools;
3. Provide a well-planned sequence of field experiences in diverse settings that enable candidates to relate professional knowledge to the realities of practice in schools and classes;
4. Offer opportunities for candidates to reflect upon the effectiveness of their teaching, to develop insights and judgments about what they do and why they do what they do, and to make decisions about teaching that will enhance pupil understanding and success;
5. Ensure, through courses and experiences, the development of critical thinking and values-based decision-making, effective communication, and positive professional collaboration in the educational arena;
6. Maintain the viability of its programs through systematic and continuous evaluation and modification; and
7. Maintain linkages with community stakeholders for the mutual benefit of the School and its departments, the University, and the community.

The College of Education at Bowie State University fosters exemplary teaching, supports scholarly research, and endeavors to improve the lives of the citizenry of the state of Maryland. Toward this end, the School offers contemporary, relevant, and service-oriented educational programs that are guided by the standards of excellence set forth by professional associations and accrediting organizations. The School offers a sequence of courses for secondary teaching majors and works collaboratively with the University's departments of Mathematics, Natural Sciences, English and Modern Languages, and History and Government to prepare secondary teachers. Since becoming a separate professional school within the Bowie State University structure, the College of Education has accomplished major goals in the areas of technology, marketing, retention, high-quality programming at the undergraduate and graduate levels, and professional development school partnerships.

DEPARTMENT OF TEACHING, LEARNING AND PROFESSIONAL DEVELOPMENT		
MAJOR	CONCENTRATION	DEGREE OFFERED
EARLY CHILDHOOD/ SPECIAL EDUCATION		BS
ELEMENTARY EDUCATION		BS
SPORTS MANAGEMENT		BS

Chair: Josephine Wilson

Professors: Thelon B. Byrd, Lucille Strain, John M. Organ, Jr.

Associate Professors: Joy Banks, Constance E. Brooks, Barrie S. Ciliberti, Bruce Crim, Eva Garin, Clarence Stewart Jr. Josephine Wilson

Assistant Professors: Marion Amory, Julius Davis, William Drakeford, Kimetta Hairston, Joseph C. Spears, Jacqueline S. Sweeney, Barbara J. Smith, Felicia Valdez

Lecturer: Marshina Baker

#### **ADMISSION TO THE TEACHER EDUCATION PROGRAM**

After completion of appropriate courses, passing Praxis I exam or SAT with score of 1100 candidates are required to formally apply for admission to the Teacher Education Program. All candidates must schedule a formal interview with the Teacher Education Committee. Interviews are held each semester. Before admission is granted, a candidate's application for admission to Teacher Education must be formally approved by the Teacher Education Committee and signed by the Committee Chair. The Committee's decision is final. Candidates may be referred for additional course work, counseled into other non-teaching areas, or denied admittance to the program.

#### Criteria for admission to the Teacher Education Program

1. A grade point average of 2.5 in total course work.
2. Completion of a minimum of 32 semester hours.
3. Must pass the *English Proficiency Examination*.
4. Demonstrated proficiency in speech and writing.
5. Completion of EDUC 101, Introduction to Education, and EDUC 201, Human Growth and Development with a grade of "C" or better.
6. Must pass PRAXIS I or SAT score of 1100 or ACT score of 24.
7. A typewritten, three-page autobiography, submitted at least a week before the interview,

focusing on the following:

- a. Work experience
  - b. Special interests
  - c. Direct experience with children
  - d. Out-of-state travel experience
  - e. Philosophy of education
8. Submission of evaluation forms from two faculty members.
  9. Successful formal interview with the Admission and Retention Committee for Teacher Education.
  10. A letter of approval from the Chair of the Admission and Retention Committee.

### **English Proficiency Examination, PRAXIS I and PRAXIS II**

All degree-seeking undergraduate teacher education majors must pass the Bowie State University *English Proficiency Examination*. Students are required to take this examination after the completion of ENGL 101 Composition and Literature I and ENGL 102 *Argument and Research*. The *English Proficiency Examination* is a prerequisite for several courses and a graduation requirement.

The PRAXIS I is a requirement for all candidates who declare education as a major. Scores from the PRAXIS I will be compared to the criterion set by the Maryland State Department of Education. Students not scoring at the acceptable criterion will be required to seek additional assistance. These students, under the direction of an advisor, will sign a contract to attend appropriate learning laboratories on campus and submit a work folio containing total hours and assignments completed.

Candidates must take PRAXIS I and PRAXIS II and achieve a passing score set by the Maryland State Department of Education in order to be certified by the State of Maryland. Passing scores on the PRAXIS I are prerequisites for several courses in the professional sequence, including methods courses and student teaching. Passing scores on all PRAXIS II related to the declared major are required for graduation.

Students have the option of taking EDUC 220, Test Criterion for Certification, and participating in the Student Teacher Education Preparation Program (STEPP) Laboratory. Both experiences are designed to maximize students' success on the PRAXIS I, however, students who take the PRAXIS I test and fail to pass the test must take EDUC 220 as a required course.

### **INTERNSHIP PHASE II STUDENT TEACHING\***

To become eligible to student teach, a candidate must meet all of the Admission to Teacher Education Criteria and the following eight requirements at the time of application (one semester *prior* to student teaching):

1. Admission to Teacher Education.
2. Must pass the Bowie State University *English Proficiency Examination*.
3. Completion of a minimum of 100 semester hours.
4. Cumulative grade point average of 2.5 in the major and in all courses completed.
5. A grade of "C" or better in all professional sequence courses offered in the Department.
6. Completion of required education courses, method courses, Year Long Internship Phase I & II

and PRAXIS I & II.

7. Passing scores on the PRAXIS I.
  - a. Reading. (passing score 177)
  - b. Writing. (passing score 173)
  - c. Mathematics (passing score 177)OR  
Minimum SAT score of 1100 or ACT score of 24
8. Passing scores on the PRAXIS II.  
(Specialty areas)
  - a. Specialty Area (SA) is a graduation requirement. ECED/SPED majors must take two early childhood education tests and two special education content knowledge area tests.
9. Recommendation and approval for student teaching by the secondary department (secondary education majors only).

*\*Student teaching applications must be submitted to counties the semester before placement. All requirements must be fulfilled before initiation of the admission process.*

### **Year Long Internship Phase II**

The final grade in the Year Long Internship Phase II must be a “C” or better. Phase II of the Year Long Internship experience is a non-paid, full-time public school experience in a Professional Development School (PDS). It is fulfilled in the county/city schools with which the University has a Professional Development School Agreement.

### **Second Bachelor’s Degree: Teacher Certification**

Candidates who hold a baccalaureate degree and wish to become certified teachers must enroll as *second-degree* students. Each student also must schedule an interview with the Assessment Coordinator in the Department of Teaching, Learning, and Professional Development and obtain (prior to the interview) an evaluation of his/her transcript by the Maryland State Department of Education (200 West Baltimore Street, Baltimore, MD 21201; Attention: Division of Certification and Accreditation).

The Assessment Coordinator of the Department, with the Department Chairperson must advise all second-degree candidates. Second-degree candidates must meet the PRAXIS testing requirement and fulfill all of the course requirements of their selected major. In their **First Semester** at the University, second-degree candidates also must pass the Bowie State University *English Proficiency Examination* and be admitted to teacher education.

### **Independent Study**

*Independent Study* cannot be used to satisfy any of the General Education requirements. A student must receive permission from the Department Chair before being allowed to take *Independent Study*.

### **Field Experiences**

The field experience components of EDUC 101, Introduction to Education, and EDUC 201, Human Growth and Development, cannot be taken within the same semester.

### **Certificate of Eligibility to Teach**

A *Certificate of Eligibility for State Certification* is given to candidates who successfully complete all requirements of a Maryland state-approved teacher education program. The *Certificate of Eligibility* may be obtained by the applicant's employer or by the applicant directly from the Teacher Certification Division of the Maryland State Department of Education in Baltimore, Maryland.

### **ELEMENTARY EDUCATION PROGRAM**

The Elementary Education Program prepares candidates for careers in elementary teaching. Candidates complete a comprehensive, multidisciplinary program of study and a sequence of professional courses in education, theory, and a method of elementary teaching. Candidates pursuing a degree in Elementary Education must complete 123 semester hours of course work.

The undergraduate program in Elementary Education has a three-fold purpose:

1. To give candidates a solid knowledge base that includes a multi-disciplinary academic program of study, knowledge of pedagogy, and knowledge of learners and their characteristics.
2. To give candidates an opportunity to practice a repertoire of best teaching practices.
3. To encourage in student's attitudes and skills necessary for reflection and problem solving, and an attitude and belief that "learning to teach" is a lifelong process.

### **CORE PROFESSIONAL REQUIREMENTS**

**Sem. Hrs.**

(55 semester hours)

#### **EDUCATION**

EDUC	101	Introduction to Education	3
EDUC	201	Human Growth and Development	3
EDUC	242	Materials for teaching reading	3
EDUC	311	Managing the Diverse Classroom	3
EDUC	316	Foundations of Education	3
EDUC	315	Processes and Acquisition of Reading	3
EDUC	320	Instructional Technology for the Classroom	1
SPED	403	Orientation to Special Education	3
SPED	406	Observation and Participation of the Mildly and Moderately Disabled	2

#### **CURRICULUM AND METHODS/ELEMENTARY EDUCATION**

ELED	301	Theory and Practice/ELED	3
EDUC	314	Assessment for Reading Instruction	3
ELED	304	Teaching Reading and Other Language Arts	3
ELED	306	Methods of Teaching Science/ELED	3
ELED	310	Methods of Teaching Social Studies/ELED	3
ELED	314	Methods of Teaching Mathematics/ELED	3
ELED	316	Practicum III (Yearlong Internship Phase I)	1
ELED	401	(Yearlong Internship Phase II) and Seminar/ELED	12

Total Core Professional Sequence Requirements = 55

**CORE REQUIREMENTS**

HIST	202	United States History Since 1865	3
MATH	129	Mathematics for Elementary School Teachers	4
MATH	128	Geometry	3
MUSC	101	Fundamentals of Music	3
PHSC	101	Earth Science	4
PHED	190	Movement Education for Elementary and Early Childhood	1
SPAN	101	First-Year Spanish I <b>or</b>	
FREN	101	First-Year French I <b>or</b>	
EDUC	403	Fundamental of Sign Language	3

Total Core Requirements = 21

**GENERAL EDUCATION AND INSTITUTIONAL REQUIREMENTS**

See the full list of University General Education and Institutional Requirements.

**English Composition** (6 semester hours)

ENGL	101	Expository Writing	3
ENGL	102	Argument and Research	3

**Arts and Humanities** (6 semester hours and 3 additional departmental requirements)

ART	299	Art Survey	3
ENGL	211	Literatures of the World	3
COMM	101	Oral Communication	3

**Sciences** (7-8 semester hours)

BIOL	101	Biological Science	4
PHSC	100	Physical Science	4

**Mathematics** (3 semester hours)

MATH	127	Introduction to Mathematical Ideas	3
------	-----	------------------------------------	---

**Social Sciences** (6 semester hours and 6 additional departmental requirements)

GEOG	101	Elements of Geography	3
HIST	114	African-American History to 1865 <b>or</b>	
HIST	115	African-American History since 1865	3
HIST	201	United States History to 1865	3
PSYC	101	General Psychology	3

**Technology** (3 semester hours)

COSC	110	Computer Literacy and Applications	3
------	-----	------------------------------------	---

**Institutional Requirements** (6 semester hours)

FRSE	101	Freshman Seminar	3
HEED	102	Life and Health/ Fund. of Sex Education	3

Candidates are encouraged to take SUMMER courses and attend MINI-SEMESTER in order to have a manageable semester load.

*Note: The Department reserves the right to adjust students' programs to provide the best possible option for graduation and certification requirements.*

**ELEMENTARY EDUCATION**

**SAMPLE PROGRAM**

**FRESHMAN YEAR**

			<b>Sem. Hrs.</b>
<b>First Semester</b>			
ENGL	101	Expository Writing	3
FRSE	101	Freshman Seminar	3
HEED	102	Life and Health/ Fund. of Sex Education	3
MATH	127	Introduction to Mathematical Ideas	3
COMM	101	Oral Communication	3
			15
<b>Second Semester</b>			
ENGL	102	Argument and Research	3
EDUC	101	Introduction to Education	3
BIOL	101	Biological Science	4
MATH	129	Math for Elementary School Teachers	4
PSYC	101	General Psychology	3
			17

**SOPHOMORE YEAR**

<b>First Semester</b>			
EDUC	201	Human Growth & Development	3
GEOG	101	Elements of Geography	3
PHSC	100	Physical Science	4
COSC	110	Computer Literacy and Applications	3
HIST	114	African-American History to 1865 <b>or</b>	
HIST	115	African-American History since 1865	3
			16

*Take English Proficiency Examination*

*Recommended to take PRAXIS I Examination*

**Second Semester**

ART	299	Art Survey	3
ENGL	211	Literatures of the World	3
PHSC	101	Earth Science	4
MATH	128	Elementary Geometry	3
SPED	403	Orientation to Special Education	3
			16

**JUNIOR YEAR****First Semester**

EDUC	315	Processes and Acquisition of Reading	3
EDUC	316	Foundations of Education	3
FREN	101	First Year French <b>or</b>	
SPAN	101	First Year Spanish <b>or</b>	
EDUC	403	Fundamentals of Sign Language	3
SPED	406	Orientation & Observation to Spec. Education	3
HIST	201	United States History to 1865	3
PHED	190	Movement Education for Elementary & Early Childhood	1
			16

*Admission to Teacher Education Interview*

**Second Semester**

HIST	202	United States History Since 1865	3
EDUC	311	Managing the Diverse Classroom	3
EDUC	242	Material for Teaching Reading	3
ELED	301	Theory and Practices	3
MUSC	101	Fundamentals of Music	3
EDUC	320	Instructional Technology for the Classroom	1
			16

*Yearlong Internship Interview*

**SENIOR YEAR: THE YEAR LONG INTERNSHIP****First Semester**

ELED	304	Teaching Reading and Other Language Arts	3
ELED	306	Methods of Teaching Science	3
ELED	310	Methods of Teaching Social Studies	3
ELED	314	Methods of Teaching Mathematics	3
ELED	316	Internship Phase I	1
EDUC	314	Assessment for Reading Instruction	3
			16

*Recommended to Take PRAXIS II examination.*

*Student Teacher Interview*

**Second Semester**

ELED	401	Year Long Internship Phase II (Directed Teaching and Seminar)	12
			12

*Portfolio Presentation*

**Program Total Semester hours = 123**

## **EARLY CHILDHOOD/SPECIAL EDUCATION PROGRAM**

The Early Childhood/Special Education Program is organized to provide prospective teachers with essential competencies needed to effectively meet the intellectual, emotional, and social needs of young children. The goal of the program is to prepare prospective teachers with the methodology, knowledge, and diagnostic skills imperative to meeting the diverse needs of typical and atypical primary students. The Early Childhood/Special Education Program views learning from a cognitive behavioral developmental perspective and universal design theory. Particular emphasis is placed on determining what the child already knows, while acknowledging the fact that many children will not have had experiences commensurate with their peers. The Program prepares prospective teachers to build on the child's strengths, background knowledge, and experiences. From this perspective, the child is conceptualized as an active learner who functions within a broader ecological context that includes the family, the community, and a culturally and linguistically pluralistic society. Upon graduation, early childhood/special education majors qualify for dual certification by the State of Maryland. Candidates pursuing a degree in Early Childhood/Special Education must complete 126 semester hours of course work.

## **BACHELOR OF SCIENCE**

### **EARLY CHILDHOOD/SPECIAL EDUCATION**

#### **CORE PROFESSIONAL REQUIREMENTS (65 semester hours) Sem. Hrs.**

##### **EDUCATION**

EDUC	101	Introduction to Education	3
EDUC	201	Human Growth and Development	3
EDUC	242	Materials for Teaching Reading	3
EDUC	316	Foundations of Education	3
EDUC	315	Processes and Acquisition of Reading	3
EDUC	320	Instructional Technology for the Classroom	1

##### **CURRICULUM AND METHODS/EARLY CHILDHOOD/SPECIAL EDUCATION**

ECED	301	Theory and Practices/ECED	3
ECED	305	Teaching Reading and Other Language Arts	3
ECED	306	Methods of Teaching Science/ECED	2
ECED	310	Methods of Teaching Social Studies ECED	2
EDUC	314	Assessment for Reading Instruction	3
ECED	314	Methods of Teaching Mathematics/ECED	3
ECED	316	Practicum III (Year Long Internship Phase I)	1
ECED	320	Creative Learning Experiences	3
ECED	327	Parent, Family, and Community Involvement/ ECED/SPED	3
ECED	401	Year Long Internship Phrase II Seminar/ECED	6
SPED	401	Year Long Internship Phrase II Seminar/SPED	6
SPED	403	Orientation to Special Education	3
SPED	405	Diagnostic and Prescriptive Teaching	3
SPED	406	Observation and Participation of the Mildly and Moderately Disabled	2
SPED	407	Theory and Research in Special Education	3

SPED	409	Management and Program Planning for SPED	3
Total Core Professional Sequence Requirements = 65			

### CORE REQUIREMENTS

MATH	129	Mathematics for Elementary School Teachers	4
MATH	128	Geometry	3
PHED	190	Movement for Elementary and Early Childhood	1
PSYC	302	Child Psychology	3
SPAN	101	First-Year Spanish I <b>or</b>	
FREN	101	First-Year French I <b>or</b>	
EDUC	403	Fundamentals of Sign Language	3
Total Core Requirements = 14			

### GENERAL EDUCATION AND INSTITUTIONAL REQUIREMENTS

Look for the full list of University General Education and Institutional Requirements.

#### English Composition (6 semester hours)

ENGL	101	Expository Writing	3
ENGL	102	Argument and Research	3

#### Arts and Humanities (6 semester hours and 3 additional departmental requirements)

ART	299	Art Survey <b>or</b>	
MUSIC	101	Fundamental of Music	3
ENGL	211		
ENGL	211	Literatures of the World	3
COMM	101 <b>or</b> 103	Oral Communication or Public Speaking	3

#### Sciences (7-8 semester hours and additional departmental requirements)

BIOL	101	Biological Science	4
PHSC	100 or 101	Physical Science or Earth Science I	4

#### Mathematics (3 semester hours)

MATH	125	College Algebra <b>or</b>	
MATH	116	Introduction to Mathematical Ideas	3

#### Social Sciences (6 semester hours and 6 additional departmental requirements)

GEOG	101	Elements of Geography	3
HIST	114	African-American History to 1865 <b>or</b>	
HIST	115	African-American History since 1865	3
HIST	201 <b>or</b> 202	United States History to 1865	3
PSYC	101	General Psychology	3

#### Technology (3 semester hours)

COSC	110	Computer Literacy and Applications	3
------	-----	------------------------------------	---

#### Institutional Requirements (6 semester hours and additional departmental requirements)

FRSE	101	Freshman Seminar	3
HEED	102	Life and Health/ Fund. of Sex Education	3

Program Total Semester hours = 126

Candidates are encouraged to take SUMMER courses and attend MINI-SEMESTER in order to have a manageable semester load.

*Note: The Department reserves the right to adjust candidates' programs to provide the best possible option for graduation and certification requirements*

### **ECED/SPED Four Year Undergraduate Program**

#### **SAMPLE PROGRAM**

#### **FRESHMAN YEAR**

<b>First Semester</b>			<b>Sem. Hrs.</b>
FRSE	101	Freshman Seminar	3
ENGL	101	Expository Writing	3
MUSC	101	Fundamental of Music	3
GEOG	101	Elements of Geography	3
HEED	102	Life and Health/ Fund. of Sex Education	3
			15

#### **Second Semester**

ENGL	102	Argument and Research	3
MATH	116	Introduction to Mathematical Ideas <b>or</b>	
MATH	125	College Algebra	3
EDUC	101	Introduction to Education	3
BIOL	101	Biological Science	4
PSYC	101	General Psychology	3
			16

#### **SOPHOMORE YEAR**

<b>First Semester</b>			<b>Sem. Hrs.</b>
COMM	101/103	Oral Communications/Public Speaking	3
COSC	110	Computer Literacy	3
EDUC	201	Introduction to Education	3
PSYC	302	Child Psychology	3
MATH	115	Principles of Elementary School Math	4
PHED	190	Movement Education	1
			17

*Take English Proficiency Examination*

*Recommended to take PRAXIS I*

#### **Second Semester**

*Initial Program Acceptance Interview*

HIST	114	African-American History to 1865 <b>or</b>	
HIST	115	African-American History since 1865	3
PHSC	100 <b>or</b> 101	Physical Science or Earth Science I	4
SPED	403	Orientation to Special Education	3
ENGL	211	Literatures of the World	3
EDUC	316	Foundation of Education	3
			16

### **JUNIOR YEAR**

#### **First Semester**

HIST	201 <b>or</b> 202	US History I <b>or</b> II	3
MATH	210	College Geometry	3
SPED	407	Theory and Research in Special Education	3
SPED	409	Management and Program Planning	3
EDUC	242	Materials for Teaching Reading	3
ECED	301	Theory and Practice	3
			18

#### **Second Semester**

##### *Yearlong Internship Entrance Interview*

SPED	405	Diagnostic and Prescriptive Teaching	3
SPED	406	Field Experience in Special Education	2
SPAN	101	First-Year Spanish I <b>or</b>	
FREN	101	First-Year French I <b>or</b>	
EDUC	403	Fundamentals of Sign Language	3
ECED	327	Parent, Family, and Community Involvement	3
ECED	320	Creative Learning Experiences	3
EDUC	320	Instructional Technology for the Classroom	1
EDUC	315	Acquisition and Processes of Reading	3
			18

### **SENIOR YEAR**

#### **First Semester**

ECED	305	Teaching Read. and Oth. Lang. Art EC/SPED	3
ECED	306	Methods of Teaching Science in EC/SPED	2
ECED	314	Methods of Teaching Math in EC/SPED	3
ECED	310	Methods of Teaching Social Stud. in EC/SPED	2
ECED	316	Begin Yearlong Internship Phase I	1
EDUC	314	Assessment in Reading	3
			14

#### **Second Semester**

ECED	401	Year Long Internship Phase I - ECED	6
SPED	401	Year Long Internship Phase I - SPED	6
			12

**Total Semester hours: 126**

## SECONDARY TEACHING PROGRAM

Secondary Teacher Education may be selected as a track for candidates enrolled in departments with state-approved programs and with courses in the methods of teaching the major subject.

The Secondary Education Track is designed to buttress the theoretical knowledge base with sound educational classroom practices. The Secondary Education candidate has field experiences embedded in EDUC 101, Introduction to Education, EDUC 201, Human Growth and Development, and SPED 403 Orientation to Special Education. The methods courses are coordinated conceptually through the inclusion of a common core of teaching strategies and issues.

<b>CORE PROFESSIONAL REQUIREMENTS (37 semester hours)</b>			<b>Sem. Hrs.</b>
EDUC	101	Introduction to Education (prereq. ENGL 101)	3
EDUC	201	Human Growth and Development	3
ENGL	PRO	Pass the English Proficiency Examination	0
EDUC	311	Managing the Diverse Classroom	3
EDUC	402	Assessment and Evaluation	3
EDUC	316	Foundations of Education	3
SCED	304	Methods of Teaching/SCED (PRAXIS II Spec.)	3
SCED	305	Practicum III	1
SPED	403	Orientation to Special Education	3
SCED	450	Methods of Teaching Reading/SCED	3
SCED	451	Practical Applications of Teaching Reading	3

Total Professional Sequence Requirements = 37

(Admission to teacher education)

## RECOMMENDED COURSES\*\*

EDUC	402	Tests and Measurements	3
PSYC	202	Psychology of Learning	3

*\*\*In addition to the core professional education courses above, the Department strongly urges students enrolled in secondary education to take the above named courses.*

## SPORT MANAGEMENT PROGRAM

The Bachelor of Science Degree in Sport Management is designed to address current deficiencies specific to the growing needs of the Sport Management Industry. The program is designed to provide opportunities for students to attain specific foundational training in the area of managing sports in society and also specialize in areas of concentrations associated with Sport Management. Bowie State University's program is also designed to produce sport managers who will contribute to the expansion of Maryland's competitiveness in the growing sporting industry. Furthermore, the management of sport programs is constructed to provide a comprehensive education with enrichment experiences that will enable students to develop the proper skills and necessary competencies needed for the public as well as the private work force sector settings.

## PROGRAM REQUIREMENTS

The undergraduate course of study will require four academic years to complete. The total numbers of hours for completion of the degree will be 120 semester hours.

Students who transfer into the Sport Management program from other institutions or from majors within the University should expect to complete at least 54 – 60 hours of work within the Department, depending on the track, in addition to any unfulfilled University requirements.

## DETAILED REQUIREMENTS (120 semester hours)

Students are required to earn 120 semester hours in three knowledge areas, general education (46 semester hours), Sport Management (47 semester hours) and a Concentration (27 semester hours). Students choose their concentration in consultation with their advisor.

## SPORT MANAGEMENT COURSES

SPM	101	Introduction to Sport Management	3
SPM	210	Role of Sports in Society	3
SPM	203	Ethics in Sport	3
PSYC	312	Sports Psychology	3
SPM	303	Sports Marketing and Promotion	3
SPM	305	Facility Management and Design	3
SPM	313	Independent Study	2
SPM	310	Governance in Sport Management	3
SPM	410	Diversity in Sport Management	3
SPM	315	Legal Aspects of Sports	3
SPM	405	Organization and Administration of Sports	3
SPM	325	Finance and Economics of Sport	3
SPM	451	Internship in Sport Management	12

Internship in Sport Management: The student must secure his/her own placement based on his/her interest, but the placement must be approved by the coordinator or advisor. Each student must have a 2.8 GPA before doing his/her internship.

## SPORT MANAGEMENT

### SAMPLE PROFILE

#### FRESHMAN YEAR

First Semester			Sem. Hrs.
FRSE	101	Freshman Seminar	3
ENGL	101	Expository Writing	3
SPM	101	Introduction to SPM	3
HEED	102	Life and Health/ Fund. of Sex Education	3
COMM	101 or 103	Oral Communication or Public Speaking	3
			15
Second Semester			
SPM	210	Role of Sports in Society	3
ENGL	102	Argument and Research	3
MATH	125	College Algebra or	

MATH	141	Pre-calculus	3
COSC	110	Computer Applications and Literacy <b>or</b>	
COSC	111	Computing Principles and Technology	3
—	—	Concentration Elective	3
			15

## SOPHOMORE YEAR

### First Semester

SPM	203	Ethics in Sports	3
HIST	114	African-American History to 1865 <b>or</b>	
HIST	115	African-American History since 1865	3
—	—	Concentration Elective	3
PHIL	101/103	Intro. To Philosophy/Prin. Of Reasoning	3
ECON	211	Principles of Macroeconomics	3
			15

### Second Semester

SPM	303	Sport Marketing & Promotion	3
SPM	305	Facility Management & Design	3
PSYC	312	Sports Psychology	3
ECON	212	Principles of Microeconomics	3
ART	299 <b>or</b> 230	Art Survey or Intro. to Comp. Graphics Art	3
			15

## JUNIOR YEAR

### First Semester

SPM	310	Governance in Sport Management	3
PSYC	101	General Psychology <b>or</b>	
SOCI	101	Introduction to Sociology	3
CHEM	107	General Chemistry I <b>or</b>	
BIOL	101	Biological Science	3/4
—	—	Concentration Elective	3
—	—	Concentration Elective	3
			15/16

### Second Semester

SPM	410	Diversity in Sport Management	3
SPM	315	Legal Aspects of Sports	3
—	—	Concentration Elective	3
—	—	Concentration Elective	3
PHSC	100	Physical Science <b>or</b>	
PHSC	101	Earth Science <b>or</b>	3/4
PHYS	251	Principles of Physics I	
			15/16

## SENIOR YEAR

### First Semester

SPM	325	Finance & Economics of Sport	3
SPM	405	Organization & Administration of Sports	3
SPM	313	Independent Study in Sports Management	2

_____	_____	Concentration Elective	3
_____	_____	Concentration Elective	3
_____	_____	Concentration Elective	3
			17
<b>Second Semester</b>			
SPM	451	Internship in Sport Management	12
			12

### **WORKSHOPS IN EDUCATION**

The Department responds to the changing educational needs of the Bowie State student and the school community in constructing timely workshops that address current issues. Any group wishing a particularly designed workshop or institute should consult the Department of Teaching, Learning, and Professional Development.

## COLLEGE OF PROFESSIONAL STUDIES

**Dean:** Jerome Shiele

The College of Professional Studies, formerly a part of the College of Education and Professional Studies, was established on July 1, 2001. The School is composed of four departments: Behavioral Sciences and Human Services, Nursing, Psychology, and Social Work. It fosters exemplary teaching, scholarship and research, and service to the community through its professional academic programs. The College of Professional Studies embraces the University's core values—excellence, civility, integrity, diversity, and accountability—as well as service, social justice, and trust.

### **MISSION**

The mission of the College of Professional Studies is to provide an array of service-oriented educational programs that are guided by standards of excellence as set forth by professional associations and accrediting organizations.

The academic programs empower students to become leaders by providing the foundations of essential theory and practice that prepare them for beginning roles in various service-oriented professions. Through interdisciplinary collaboration students learn to value diversity, think critically, and integrate technology into their preparation for study at the graduate level and for life long work.

### **VISION**

The College of Professional Studies will empower future professional leaders to be life long learners and to serve humanity in a diverse and global society.

### **GOALS**

1. Deliver competitive professional academic programs that ensure the integration of theory, practice, and technology to meet the needs of a diverse and rapidly growing global society.
2. Support student academic achievements to shorten time-to-degree.
3. Increase school and university resources through external funding sources and partnerships.
4. Initiate and sustain collaborative efforts to support faculty scholarship and research.

<b>DEPARTMENT OF BEHAVIORAL SCIENCES AND HUMAN SERVICES</b>		
<b>MAJOR</b>	<b>CONCENTRATION</b>	<b>DEGREE OFFERED</b>
<b>CHILD AND ADOLESCENT STUDIES</b>	<b>Community Based Corrections Forensic Science Social Justice</b>	<b>BS, BA</b>
<b>CRIMINAL JUSTICE</b>		<b>BS, BA</b>
<b>SOCIOLOGY</b>		<b>BS</b>
<b>TECHNOLOGY</b>		<b>BS</b>

Chair: D. Elliott Parris

Associate Professors: Marsha Jackson, Annie Ruth Leslie, Kinuthia Macharia, D. Elliott Parris, Charla McKinzie

Assistant Professors: Charles Adams, Kim Barnett, Dorothy Fardan, Petrina Shateen, Freddie Vaughns, William Welch

Lecturers: Barbara Lynch-Freeman, Marcia Thompson

### **MISSION**

The Department of Behavioral Sciences and Human Services is committed to the University's Mission Statement, Goals, and Objectives. The Department is dedicated (1) to providing its majors with general competence and skills in the behavioral sciences and human services as well as specific competencies and skills in their chosen areas of concentration and (2) to continuing its strong programs in both behavioral sciences and human services, while aggressively exploring linkages between the two perspectives that will enhance research and service to the metropolitan area, state, and region.

### **GOALS**

Each of the units has specific goals and objectives. However the general departmental undergraduate goals are the following:

1. To offer an undergraduate experience in Sociology/Criminal Justice and Child and Adolescent Studies that enables students to acquire skills that enhance their employability in related occupations;
2. To provide an undergraduate experience that enables students to fully prepare for graduate training;
3. To provide directions, support, and stimulation to majors; and
4. To provide relevant service courses/programs to the University community.

### **DESCRIPTION OF THE DEPARTMENT**

The Department of Behavioral Sciences and Human Sciences is composed of four undergraduate majors:

- Child and Adolescent Studies
- Sociology
- Criminal Justice
- Technology Criminal Justice/Law Enforcement

Child and Adolescent Studies and the Sociology major offer either a B.A. or B.S. degree. The B.A. degree requires 12 semester hours of a foreign language, while the B.S. does not. The Sociology with Criminal Justice Concentration major and the Technology Criminal Justice/Law Enforcement major offer B.S. degrees. The Technology Criminal Justice/Law Enforcement Track is limited to transfer students who enter Bowie State University with an associate's degree (60 semester hours) in a technology curriculum and who therefore need only 60 more of 120 semester hours towards completing a bachelor's degree. The department also offers minors in Sociology, Criminal Justice and Child and Adolescent Studies.

### **THE CHILD AND ADOLESCENT STUDIES MAJOR**

This major introduces students to the scientific study of the life, development, and socialization of children and adolescents. The Child and Adolescent Studies Program is an interdisciplinary undergraduate program that prepares the student for a wide range of research, assessment, evaluation and management opportunities in institutions and agencies serving children and adolescents, such as: juvenile correctional institutions, Head Start administration and programs, counseling centers, children's hospitals and hospices, daycare centers, schools, social welfare agencies, adoption agencies, youth centers, clinical settings, street outreach, transitional living, entrepreneurship, and more.

Majors are required to earn at least a "C" in all courses in their major. Seniors also are required to perform a year of field placement. After completing ENGL 101 and ENGL 102, *Expository Writing and Argument and Research*, students must take and successfully pass the Bowie State University *English Proficiency Examination*. Transfer students who complete their English composition requirements must take the *English Proficiency Examination* during the **First Semester** of enrollment at the University. Exceptions to, or substitutions for, the following major requirements are considered only through a formal process of departmental recommendations. To receive a degree in Child & Adolescent Studies, the student must complete 120 hours.

### **CORE REQUIREMENTS IN CHILD AND ADOLESCENT STUDIES (54 SEMESTER HOURS)**

#### **Development**

- CAAS 101 Intro to Child and Adolescent Studies

#### **Sociological Topics and Childhood**

- CAAS 250 Intergenerational Aspects of Family
- CAAS 270 Sociological Issues

#### **Child Abuse**

- CAAS 282 Child Abuse and Family Violence

#### **Legal and Ethical Issues regarding working with children**

- CAAS 314 Child Policy & Program Development
- CAAS 354 Legal & Ethical Standards

#### **Field Placement**

- CAAS 306 Intro to Field
- CAAS 424 Field and Seminar

**Research**

- SOCI 309 Elementary Statistics
- SOCI 412 Methods of Social Research

**Child Development Elective** – 3 credit hours (1 course) are needed to fulfill this requirement; students may select from the list below:

- CAAS 220 Infancy and Toddlerhood
- CAAS 230 Adolescent Development and Social Change
- SOCI 302 Juvenile Delinquency

**Clinical Electives** – 6 credit hours (2 courses) are needed to fulfill this requirement; students may select from the list below:

- CAAS 340 Childhood Disorders
- CAAS 360 Art, Music, Dance and Play Therapy
- CAAS 412 Therapy with Children and Adolescents
- CAAS 430 Childhood and Adolescent Assessment and Measurement
- SOWK 305 Social Work among Children
- SOWK 306 Social Work with the Black Family
- SOWK 309 Social Work and Addictions
- PSYC 200 Introduction to Psychopathology
- PSYC 404 Psychological Measurement

**Education Electives** – 6 credit hours (2 courses) are needed to fulfill this requirement; students may select from the list below:

- EDUC 101 Intro to Education
- EDUC 316 Foundations of Education
- ECED 301 Theory & Practices in Early Childhood Education
- SPED 403 Orientation to Special Education
- PSYC 412 Educational Psychology

**CAAS Free Electives** – 6 credit hours (2 courses) are needed to fulfill this requirement; students may select from the list below (Other CAAS courses not used to satisfy other portions of the major may be used as well):

- CAAS 350 Sign Language I
- FREN 101 First Year French I
- MGMT 101 Intro to Business
- NURS 215 Nutrition
- PSYC 311 Cross Cultural Psychology
- SOCI 413 Data Analysis Seminar
- SPAN 101 First Year Spanish I

**CHILD AND ADOLESCENT STUDIES****SAMPLE PROGRAM****FRESHMAN YEAR****Sem. Hrs.**

**First Semester**

FRSE	101	Freshman Seminar	3
ENGL	101	Expository Writing	3
CAAS	101	Introduction to Child and Adolescent Studies	3
_____	_____	Arts and Humanities Gen Ed	3
COSC	_____	Computer Science Elective	3
			15

**Second Semester**

BIOL	101	Biological Science	4
ENGL	102	Comp and Literature II	3
HIST	114	African-American History to 1865 <b>or</b>	
HIST	115	African-American History since 1865	3
MATH	116	Introduction to Mathematics	3
_____	_____	Arts and Humanities Gen Ed	3
			16

**SOPHOMORE YEAR****First Semester**

SOCI	302	Juvenile Delinquency	3
HEED	102	Life and Health	3
SOCI	309	Elementary Statistics	3
PSYC	101	General Psychology	3
ENGL	PRO	English Proficiency Exam	0
_____	_____	Natural Science Gen Ed	3
			15

**Second Semester**

CAAS	250	Intergenerational Aspects of Family	3
CAAS	270	Sociological Issues	3
CAAS	282	Child Abuse and Family Violence	3
SOCI	412	Methods of Sociological Research	3
_____	_____	Social Science Elective	3
			15

**JUNIOR YEAR****First Semester**

_____	_____	Child and Adolescent Studies Free Elective	3
_____	_____	Clinical Elective	3
_____	_____	General Elective	3
CAAS	306	Introduction to Field Observations and Exp.	3
_____	_____	Education Elective	3
			15

**Second Semester**

_____	_____	Child and Adolescent Studies Free Elective	3
_____	_____	Education Elective	3
CAAS	314	Child Policy and Program Development	3
CAAS	354	Legal and Ethical Standards	3

___	___	Clinical Elective	3
			15

**SENIOR YEAR**

**First Semester**

___	___	Social Science Elective	3
___	___	General Elective	3
___	___	General Elective	3
CAAS	424	Field Practicum and Seminar	6
			15

**Second Semester**

___	___	Elective	3
___	___	General Elective	3
___	___	General Elective	3
___	___	General Elective	3
___	___	Social Science Elective	3
			15

**MINOR PROGRAM (18 credits)**

CAAS	101	Intro to Child and Adolescent Studies	3
------	-----	---------------------------------------	---

**Child Abuse Course (3 semester hours (one course) from the list below)**

CAAS	260	Child Abuse & Neglect	3
CAAS	282	Child Abuse & Family Violence	3

**Sociological Topics & Childhood (3 semester hours (one course) from the list below)**

CAAS	250	Intergeneration Aspects of Family	3
CAAS	270	Sociological Issues	3

**Ethics and Policy (3 semester hours (one course) from the list below)**

CAAS	314	Child Policy & Program Development	3
CAAS	354	Legal & Ethical Standards	3

**Two Electives (6 semester hours; courses not already used for the above requirements can be used)**

CAAS	220	Infancy and Toddlerhood	3
CAAS	230	Adolescent Development & Social Change	3
CAAS	250	Intergeneration Aspects of Family	3
CAAS	260	Child Abuse & Neglect	3
CAAS	270	Sociological Issues	3
CAAS	282	Child Abuse & Family Violence	3
CAAS	314	Child Policy & Program Development	3
CAAS	340	Childhood Disorders	3
CAAS	354	Legal & Ethical Standards	3
CAAS	360	Art, Music, Dance and Play Therapy	3
CAAS	412	Therapy with Children and Adolescents	3
CAAS	430	Childhood & Adolescent Assessment	3

## THE SOCIOLOGY MAJOR

Students who major in Sociology have the option of pursuing the BA degree (language required) or the BS degree. This major provides students with 18 semester hours of a “core” that emphasizes training in theory and research methodology. Students then focus their studies in Sociology. The Sociology concentration consists of 18 semester hours in sociological topics including SOCI 203: Deviant Behavior, and SOCI 408: Collective Behavior.

Majors are required to earn at least a “C” grade in all Sociology courses in their major program. After completing ENGL 101 and ENGL 102, *Expository Writing* and *Argument and Research*, students must take and successfully pass the Bowie State University *English Proficiency Examination*. Transfer students who completed their English Composition requirements must take the *English Proficiency Examination* during their **First Semester** of enrollment at the University. To receive a BA/BS in Sociology, the student must successfully complete 120 semester hours.

Exceptions to or substitutions for the following major requirements are considered only through a formal process of departmental recommendations.

## BACHELOR OF ARTS/SCIENCE IN SOCIOLOGY

In order to earn a degree, a student must complete 120 hours. Of these, 40-41 are General Education Requirements and 6 are Institutional Requirements as follows:

### INSTITUTIONAL REQUIREMENT (6 semester hours)

FRSE 101 Freshman Seminar (not required for transfer students with 12 or more semester hours)	3
---	---

Transfer students not taking Freshman Seminar MUST SUBSTITUTE THREE (3) OTHER SEMESTER HOURS TO BE INCLUDED IN THEIR TOTAL OF 120 HOURS.

HEED 102 Contemporary Health <b>or</b>	
IDIS 210 Contemporary Health Issues of Women	3

### GENERAL EDUCATION REQUIREMENTS (40-41 semester hours)

#### English Composition (6 semester hours) – Two courses in English composition

ENGL 101 Expository Writing	3
ENGL 102 Argument and Research	3

#### Arts and Humanities (6 semester hours) – One course in each of two disciplines

DISCIPLINE COURSES: Philosophy, Communications, Theatre, Art, Music, and Modern Languages

_____	_____	Arts/Humanities	3
_____	_____	Arts/Humanities	3

**Social Science and Behavioral Sciences** (6 semester hours) – One course in each of two disciplines

DISCIPLINE COURSES: History, Economics, Anthropology, Political Science, Psychology, Sociology, Geography, Social Work or Interdisciplinary Social Science. (Must include 3 semester hours of African American History)

HIST	114	African-American History to 1865	<b>or</b>	
HIST	115	African-American History since 1865		3
—	—	Social/Behavioral Science		3

**Natural Science** (7-8 semester hours) – Two science courses, at least one of which shall be a laboratory course

DISCIPLINE COURSES: Biology, Chemistry, Physics, and Physical Science.

—	—	Science		4
—	—	Science		<b>3 or 4</b>

**Mathematics** (3 semester hours) – One course in mathematics at or above the level of college algebra

—	—	Math		3
---	---	------	--	---

**Technology** (3 semester hours) – One course in technology

Discipline Courses: Business Information Systems or Computer Science

—	—	Technology		3
---	---	------------	--	---

Free General Education Electives (9 semester hours) – Departmental advisement, chosen from any category within the General Education Course List

Courses numbered “100” or less in Communication Skills and in Mathematics are developmental courses and as such are not included in the 120 credit hour graduation requirement, and thus constitute additional semester hours beyond 120 hour requirement.

**REQUIRED FOR MAJOR – SOCIOLOGY CORE COURSES**

ANTH	102	Introduction to Anthropology		3
SOCI	101	Introduction to Sociology		3
SOCI	307	Sociological Theory		3
SOCI	309	Elementary Statistics in Sociology		3
SOCI	412	Methods of Sociological Research		3
SOCI	413	Data Analysis Seminar		3
				<b>18</b>

**REQUIRED FOR MAJOR – SOCIOLOGY CONCENTRATION**

SOCI	203	Deviant Behavior		3
SOCI	408	Collective Behavior		3
SOCI	—	Sociology Elective		3
SOCI	—	Sociology Elective		3
SOCI	—	Sociology Elective		3
SOCI	—	Sociology Elective		3
				<b>18</b>

FREE ELECTIVES: 37 or 38 Semester hours for Sociological Emphasis  
 12/13 courses \_\_\_\_\_ 37/38 \_\_\_\_\_

*Note: ENGL 361 Technical and Report Writing or SOCI 201 Writing for the Social Sciences is strongly recommended. For Bachelor of Arts Program, Twelve (12) of these free elective hours are in Foreign Language (French or Spanish).*

Foreign Language Requirement\*

SPAN	101-102	First-Year Spanish I and II	6
SPAN	201-202	Second-Year Spanish I and II <b>or</b>	6
FREN	101-102	First-Year French I and II	6
FREN	201-202	Second-Year French I and II	6

\*BA degree only

**SOCIOLOGY (B.A. or B.S.)**

**SAMPLE PROGRAM**

**FRESHMAN YEAR**

**Sem. Hrs.**

**First Semester**

SOCI	101	Introduction to Sociology	3
ENGL	101	Expository Writing	3
FRSE	101	Freshman Seminar	3
—	—	Math Gen Ed	3
—	—	Arts & Humanities Gen Ed	3
			<b>15</b>

**Second Semester**

ANTH	102	Introduction to Anthropology	3
—	—	Technology Gen Ed	3
ENGL	102	Expository Writing	3
—	—	Natural Science Gen Ed	4
—	—	Arts and Humanities Gen Ed	3
			<b>16</b>

**SOPHOMORE YEAR**

**First Semester**

—	—	Social & Behav. Science Gen Ed	3
HEED	102	Contemporary Health <b>or</b>	
IDIS	210	Contemporary Health Issues of Women	3
HIST	114	African-American History to 1865 <b>or</b>	
HIST	115	African-American History since 1865	3
—	—	Sociology Elective	3
—	—	Gen Ed Free Elective <b>or</b>	
—	—	Foreign Language	3
			<b>15</b>

**Second Semester**

SOCI	203	Deviant Behavior	3
------	-----	------------------	---

_____	_____	Natural Science Gen Ed	3
_____	_____	Gen Ed Free Elective <b>or</b>	
_____	_____	Foreign Language	3
_____	_____	General Elective	3
_____	_____	General Elective	3
			15

**JUNIOR YEAR**

**First Semester**

_____	_____	Free Gen Ed Elective <b>or</b>	
_____	_____	Foreign Language	3
_____	_____	Sociology Elective	3
_____	_____	Sociology Elective	3
_____	_____	General Elective	3
_____	_____	General Elective	3
			15

**Second Semester**

SOCI	307	Sociological Theory	3
SOCI	309	Elementary Statistics for Sociology	3
_____	_____	General Elective <b>or</b>	
_____	_____	Foreign Language	3
_____	_____	General Elective	3
_____	_____	General Elective	3
			15

**SENIOR YEAR**

**First Semester**

SOCI	408	Collective Behavior	3
SOCI	412	Methods of Sociological Research	3
SOCI	413	Data Analysis in Sociology	3
_____	_____	General Elective	3
_____	_____	General Elective	3
			15

**Second Semester**

_____	_____	Sociology Elective	3
_____	_____	General Elective	3
_____	_____	General Elective	3
_____	_____	General Elective	3
_____	_____	General Elective	2
			14

## CRIMINAL JUSTICE MAJOR

Students who major in Criminal Justice have the option of pursuing the Bachelor of Arts (BA) degree (language required) or the Bachelor of Science degree. This major provides students with 36 semester hours of a “core” that emphasizes training in theory, research methods and statistics.

Majors are required to earn at least a “C” grade in all Criminal Justice courses. After completing ENGL 101 and ENGL 102, Composition and Literature I and II, students must take and successfully pass the Bowie State University English Proficiency Examination. Transfer students who completed their English composition requirement should take the English Proficiency Examination during their first semester of enrollment at the University.

Exception to, or substitutions for the following major requirements are considered only through a formal process of department recommendations.

In order to earn a degree, a student must complete 120 hours. Of these, 40-41 are General Education Requirements and 6 are Institutional Requirements as follows:

### **INSTITUTIONAL REQUIREMENT** (6 semester hours)

FRSE	101	Freshman Seminar (not required for transfer students with 12 or more semester hours)	3
------	-----	--	---

Transfer students not taking Freshman Seminar MUST SUBSTITUTE THREE (3) OTHER SEMESTER HOURS TO BE INCLUDED IN THEIR TOTAL OF 120 HOURS.

HEED	102	Contemporary Health	or	
IDIS	210	Contemporary Health Issues of Women		3

### **GENERAL EDUCATION REQUIREMENTS** (40-41 semester hours)

**English Composition** (6 semester hours) – Two courses in English composition

ENGL	101	Expository Writing	3
ENGL	102	Argument and Research	3

After completing ENGL 101 and ENGL 102, *Expository Writing* and *Argument and Research*, students must take and successfully pass the Bowie State University *English Proficiency Examination*. Transfer students who completed their English Composition requirements must take the *English Proficiency Examination* during their first semester of enrollment at the University.

**Arts and Humanities** (6 semester hours) – Select two courses from Arts/Humanities

DISCIPLINE COURSES: Philosophy, Communications, Theatre, Art, Music, and Modern Languages

_____	_____	Arts/Humanities	3
_____	_____	Arts/Humanities	3

### **Social Science (6 Credits)**

**\*Criminal Justice Majors must take Sociology 101**

**Must include 3 semester hours of African American History and 3 semester hours Introduction to Sociology)**

**Discipline Courses:**

HIST	114	African-American History to 1865	or	
HIST	115	African-American History since 1865		3
SOCI	101	Introduction to Sociology		3

**Natural Science** (7-8 semester hours) – Two science courses, at least one of which shall be a laboratory course

DISCIPLINE COURSES: Biology, Chemistry, Physics, and Physical Science. Students may not take two courses from the same area, and a Biology course must have an associated lab.

_____	_____	Science		4
_____	_____	Science		3 or 4

**Mathematics** (3 semester hours) – One course in mathematics

MATH	118	Finite Math or		
Math	125	College Algebra		
MATH	127	Introduction Math		3

**Technology** (3 semester hours) – One course in technology

Discipline Courses: Business Information Systems or Computer Science

COSC	110	Computer Literacy and Applications		3
------	-----	------------------------------------	--	---

Free General Education Electives (9 semester hours) – Departmental advisement, chosen from any category within the General Education Course List. **One of the general electives must be**

**ECON 211 Macroeconomics**

Courses numbered “100” or less in Communication Skills and in Mathematics are developmental courses and as such are not included in the 120 credit hour graduation requirement, and thus constitute additional semester hours beyond 120 hour requirement.

**REQUIRED FOR MAJOR – Criminal Justice CORE COURSES (36 hours)**

CRJU	201	Introduction to Criminal Justice		3
CRJU	202	American Judicial System		3
CRJU	203	American Corrections		3
CRJU	327	Theories		3
CRJU	316	Advanced Criminal Procedure and Evidence		3
CRJU	328	Race, Class and Gender and Criminal Justice		3
CRJU	403	Criminalistics I		3
SOCI	309	Elementary Statistics in Sociology		3
SOCI	412	Methods of Sociological Research		3
SOCI	413	Data Analysis Seminar		3
CRJU	418	Seminar in Criminal Justice		3
SOCI	400	Criminal Justice Practicum		3

**Courses for Social Justice Concentration (student must select seven courses along with the Practicum in Criminal Justice-24 hrs)**

•	CRJU	301	Constitutional Law /Civil Rights	3
•	CRJU	302	Legal Research/Writing	3
•	CRJU	303	Society and Law	3
•	CRJU	310	Conflict Resolution/ADR	3
•	CRJU	315	Victimization and the Criminal Justice	3
•	CRJU	312	Women and the Law	3
•	CRJU	325	Multicultural Issues	3
•	CRJU	401	Trial Advocacy	3
•	CRJU	404	Criminal Law	3
•	CRJU	407	White Collar Crime	3
•	CRJU	410	Special Topics in Criminal Justice	3
•	CRJU	411	International and Domestic Terrorism	3
•	CRJU	412	Professional Ethics	3
•	CRJU	413	Independent Research in Criminal Justice	3
•	CRJU	415	Global Security	3
•	CRJU	416	Homeland Security	3

**Courses for Community Based Corrections Concentration (Student must select seven courses along with the Practicum in Criminal Justice-24 hrs)**

•	CRJU	310	Conflict Resolution/ADR	3
•	CRJU	311	Legal Issues in Corrections	3
•	CRJU	314	Stress Management	3
•	CRJU	317	Corrections: The Prison Industrial Complex	3
•	CRJU	318	Community Based Corrections	3
•	CRJU	319	Probation and Parole	3
•	CRJU	321	Juvenile Justice System	3
•	CRJU	322	Drugs and Crime	3
•	CRJU	323	Criminal Justice Administration	3
•	CRJU	325	Multicultural Issues in Criminal Justice	3
•	CRJU	408	Current Issues in Corrections	3
•	CRJU	409	Comparative Issues in Corrections	3
•	CRJU	410	Special Topics in Criminal Justice	3
•	CRJU	412	Professional Ethics	
•	CRJU	413	Independent Research in Criminal Justice	3
•	SOCI	302	Juvenile Delinquency	3

**Courses for Forensic Science Concentration (Student must select six courses along with the Practicum in Criminal Justice-24 hrs)**

•	*CHEM	107	General Chemistry I	4
•	*CHEM	108	General Chemistry II	4
•	*CHEM	201	Organic Chemistry	4
•	*CRJU	405	Criminalistics II	3

- \*CRJU 324 Criminal Investigation 3
- Select one course from the following:**
- CRJU 326 Forensic Anthropology 3
- CRJU 410 Special Topics (Criminal Profiling) 3
- CRJU 417 Forensic Entomology 3
- PSYC 407 Forensic Psychology 3
  
- \*Required course for concentration 3

**All Criminal Justice Majors must enroll in CRJU 418 Seminar in Criminal Justice during their senior year (3 credits).**

Students are also required to complete an internship in their respective field by taking SOCI 400 Practicum in Criminal Justice prior to graduation. Students will work closely with SOCI 400 Internship Coordinator and BSU Career Services Office, to identify internship and future employment opportunities.

**Free Electives:** 16/17 Credits for Criminal Justice Majors. Transfer students must take an additional 3 credit elective (19/20) due to the omission of Freshman Seminar in the Institutional Requirement section.

*Note: ENGL 361 Technical and Report Writing or SOCI 201 Writing for the Social Sciences is strongly recommended. For Bachelor of Arts Program, Twelve (12) of these free elective hours are in Foreign Language (French or Spanish).*

#### SAMPLE PROGRAM CRIMINAL JUSTICE PLAN

<b>FRESHMAN YEAR</b>			<b>Sem. Hrs.</b>
<b>First Semester</b>			
SOCI	101	Introduction to Sociology	3
ENGL	101	Expository Writing	3
FRSE	101	Freshman Seminar	3
—	—	Math Gen Ed	3
—	—	Arts & Humanities Gen Ed	3
			<b>15</b>
<b>Second Semester</b>			
CRJU	201	Introduction to Criminal Justice	3
—	—	Technology Gen Ed	3
ENGL	102	Expository Writing	3
—	—	Natural Science Gen Ed	4
—	—	ECON 211 Macroeconomics	3
			<b>16</b>
<b>SOPHOMORE YEAR</b>			
<b>First Semester</b>			
—	—	Natural Science Gen Ed	3

HEED	102	Contemporary Health <b>or</b>	
IDIS	210	Contemporary Health Issues of Women	3
HIST	114	African-American History to 1865 <b>or</b>	
HIST	115	African-American History since 1865	3
CRJU	202	American Judicial Systems	3
—	—	Gen Ed Free Elective <b>or</b>	
—	—	Foreign Language	3
			15

**Second Semester**

CRJU	203	American Corrections	3
—	—	Arts/Humanities Gen Ed	3
CRJU	327	Theories	3
—	—	Foreign Language <b>or</b>	3
—	—	General Ed Elective	3
SOCI	412	Methods of Sociological Research	3
			15

**JUNIOR YEAR**

**First Semester**

CRJU	316	Advanced Criminal Procedures	3
SOCI	309	Elementary Statistics	3
CRJU	403	Criminalistics I	3
CRJU	328	Race, Gender and Class and Criminal Justice	3
—	—	Criminal Justice Electives	3
			15

**Second Semester**

—	—	Criminal Justice Electives	3
—	—	Criminal Justice Electives	3
—	—	General Elective	3
—	—	Criminal Justice Electives	3
—	—	Criminal Justice Electives	3
			15

**SENIOR YEAR**

**First Semester**

—	—	Criminal Justice Electives	3
—	—	General Elective	3
SOCI	413	Data Analysis in Sociology	3
—	—	General Elective	3
—	—	General Elective	3
			15

**Second Semester**

CRJU	418	Seminar in Criminal Justice	3
SOCI/CRJU	400	Practicum in Criminal Justice	3
—	—	General Elective	3

_____	_____	General Elective	3
_____	_____	General Elective	2
			14

## BACHELOR OF SCIENCE IN TECHNOLOGY

### CRIMINAL JUSTICE/LAW ENFORCEMENT TRACK

The student entering the Technology Program in Criminal Justice/Law Enforcement will possess an Associate of Arts degree with a minimum of 2.5 cumulative grade point average, having completed approximately 40 hours of a technology curriculum. The student will complete the remaining General Education requirements, upper division, and elective courses in the field of Criminal Justice/Law Enforcement and related general electives at the University. Sixty hours of additional course work are ordinarily required to complete the technology degree.

After completing ENGL 101 and ENGL 102, *Expository Writing and Argument and Research*, students must take and successfully pass the Bowie State University *English Proficiency Examination*. Transfer students who completed their English Composition requirements at another institution must take the *English Proficiency Examination* during their **First Semester** of enrollment at the University.

Approval of the total course of study by the Coordinator is required. Programs should avoid duplication of previous course work. The student is advised to consult with the Criminal Justice/Law Enforcement Coordinator to plan elective courses in Criminal Justice/Law Enforcement.

### CRIMINAL JUSTICE/LAW ENFORCEMENT

CORE REQUIREMENTS (Select a minimum of 15 semester hours)			Sem. Hrs.
SOCI	203	Deviant Behavior	3
SOCI	302	Juvenile Delinquency	3
SOCI	305	Criminology	3
SOCI	310	Race/Ethnic Relations	3
CRJU	314	Stress and Stress-Management in Criminal Justice/Law Enforcement	3
CRJU	315	Victimization and the Criminal Justice System	3
CRJU	316	Advan. Criminal Procedures and Evidence	3
SOCI	400	Practicum in Criminal Justice	3
SOCI	408	Collective Behavior	3
PSYC	401	Community Psychology	3
SOWK	309	Social Work and Addictions	3
SOWK	311	Social Work in Corrections	3

### RELATED ELECTIVES

The following courses are recommended to fulfill part or all of the remaining semester hours:

#### Business Administration

MGMT	241	Principles of Management	3
MGMT	344	Organizational Behavior	3
MGMT	472	Conflict Management	3

#### **Criminal Justice**

CRJU	404	Criminal Law: Elements & Principles	3
------	-----	-------------------------------------	---

#### **Health and Physical Education**

HEED	454	Drugs and Narcotics	3
------	-----	---------------------	---

#### **Journalism**

COMM	423	Broadcast Law Policy and Administration	3
------	-----	---	---

#### **Political Science**

GOVT	235	Legal Rights and Remedies	3
GOVT	283	Urban Politics and Policy Analysis	3
GOVT	317	US Constitutional Law and History I	3
GOVT	319	Law and Politics	3

#### **Psychology**

PSYC	200	Abnormal Psychology	3
PSYC	301	Behavior Modification	3
PSYC	308	Social Psychology	3

#### **Public Administration**

BUAD	315	Introduction to Public Administration	3
------	-----	---------------------------------------	---

#### **Social Work**

SOWK	310	Law and Social Work	3
------	-----	---------------------	---

#### **Sociology**

SOCI	309	Elementary Statistics in Sociology	3
SOCI	409	Urban Problems	3
SOCI	412	Methods of Sociological Research	3
SOCI	413	Data Analysis in Sociology	3

#### **MINOR PROGRAMS in Behavioral Sciences & Human Services**

##### **SOCIOLOGY MINOR (18 semester hours)**

			<b>Sem. Hrs.</b>
SOCI	101	Introduction to Sociology	3
SOCI	203	Deviant Behavior	3
SOCI	310	Race/Ethnic Relations	3
SOCI	—	Sociology Electives	9

**CRIMINAL JUSTICE MINOR (21 semester hours)**

CRJU	201	Introduction to Criminal Justice	3
CRJU	202	American Judicial System	3
CRJU	203	American Corrections	3
CRJU	316	Advanced Criminal Procedure and Evidence	3
CRJU	—	Elective	3
CRJU	—	Elective	3
CRJU	—	Elective	3

**CAAS MINOR (18 semester hours)**

			<b>Sem. Hrs.</b>
CAAS	101	Introduction to Child and Adolescent Studies	3
CAAS	250	Child and Family Life Skills Development	3
CAAS	260	Child Abuse and Neglect	3
CAAS	270	Sociological Issues in Child Socialization	3
CAAS	—	Elective	3
CAAS	—	Elective	3

DEPARTMENT OF NURSING		
MAJOR/Program	CONCENTRATION	DEGREE OFFERED
Nursing: Traditional		BS
Accelerated		BS
Nursing: RN to BS		BS

Chairperson: Doris Clark Ph.D, RN, CNE

Associate Professors: Denyse Barkley, Ph.D., RN, CNE  
Keith Plowden Ph.D., CRNP-PMH

Assistant Professors: Doris Clark Ph. D, RN, CNE  
Elizabeth Miller DNP, RN, CCM

Instructors: Dorothy Glisson, MSN, RN  
Tabita Robinson, MSN, RN  
Sharon Wilks, MPA, RN  
Cordelia Obizoba, MSN, RN  
Vida Jackson, MSN, RN

Lecturers: Rhonda Gall MSN, GNP

Lab Manager/Faculty Debra Coppedge, MSN, RN

Academic Advisor: Kenneth Dovale MS

**MISSION**

The mission of the Department of Nursing is to provide quality academic programs that offer learners the opportunity to expand their knowledge base and pursue advanced study. The nursing curricula prepare professional nurses who demonstrate excellence in practice, apply ethical principles, display leadership skills, think critically, value diversity, and participate in research, scholarship, and community service. The Department of Nursing is committed to increasing the number of underrepresented minorities in the nursing profession.

The Baccalaureate Nursing Program is approved by the Maryland Board of Nursing.  
The Baccalaureate Nursing Program is accredited by the National League for Nursing Accrediting Commission.

**National League for Nursing Accrediting Commission**

3343 Peachtree Road, NE  
Suite 850  
Atlanta, Georgia 30326  
(866) 747-9965

## **Department of Nursing Goals**

- Provide quality programs supportive of the learning needs of students
- Maximize opportunities to support recruitment, access, and retention efforts for students
- Promote local and regional workforce development
- Promote effective and efficient use of departmental resources

## **PROGRAM OVERVIEW**

### **Bachelor of Science in Nursing**

The Department of Nursing offers a Bachelor of Science in Nursing (BS) for students interested in becoming a professional nurse. Students may select from a tradition track or an accelerated track. Transfer and second degree students are encouraged to select the accelerated track. Graduates of this program are eligible to take the state licensure examination to become registered nurses.

A Baccalaureate Nursing completion program for Registered Nurses (with a Maryland license) is also offered. In the baccalaureate program, students acquire a sound liberal education with content from the social sciences, arts, humanities, sciences, and computer science. The curriculum provides students with comprehensive nursing knowledge and skills.

Graduates will be critical thinkers who have the ability to provide nursing care in a variety of healthcare settings, assume leadership roles, and adapt to the changing healthcare environment. The baccalaureate program provides a foundation for graduate education. To complete a BS degree, the student must complete 121 – 123 CREDITS, depending on the program.

### **Baccalaureate Curriculum Program Outcomes**

Upon completion of the baccalaureate nursing program, the graduate will be able to:

1. Evaluate the impact of caring behaviors on patient outcomes.
2. Appraise the effects of communication techniques on proposed outcomes.
3. Appraise the effectiveness of culturally congruent care on client outcomes.
4. Evaluate the outcomes of ethical dilemmas in client care situations.
5. Appraise health policies and proposed laws that effect nursing practice.
6. Integrate critical thinking with independent judgment to promote optimal wellness to families and communities.
7. Evaluate as a leader, the concepts of power and empowerment and autonomy and advocacy in managing nursing practice.
8. Compares and contrasts leadership styles within the nursing structures and health care systems in reference to sociocultural, political, economic, legal, and ethical influences.
9. Utilize research findings for decision-making and rationale for nursing interventions.
10. Critique components of research studies.
11. Assume accountability for meeting the changing health care needs of diverse populations representing the global community, through the continuation of personal, professional, and educational development

**Sample BS TRADITIONAL NURSING PROGRESSION PLAN**

**Year One**

**FALL**

**SPRING**

Course	Title	Cr	Course	Title	Cr
ENGL 101	Composition and Literature I	3	HIST 114 or 115	African American History to 1865 or Since 1865	3
BIOL 102	Introductory Biology	4	ENGL 102	Argument and Research	3
PSYC 101	General Psychology	3	CHEM 107	General Chemistry I	4
MATH 141	Pre Calculus I	3	BIOL 311	Human A & P 1	4
FRSE 101	Freshman Seminar	3	NURS 101	Professional Nursing Perspectives	2

**TOTAL Cr = 32**

**Year Two**

**FALL**

**SPRING**

Course	Title	Cr	Course	Title	Cr
COMM 101 or 103	Oral Communication or Public Speaking	3	COSC 110/111	Computer Literacy	3
PHIL 103	Introduction to Principles of Reasoning	3	SOCI 101	Intro to Sociology	3
BIOL 310	Microbiology II	4	NURS 203	Foundation of Nursing Practice	4
BIOL 312	Human A & P II	4	NURS 215	Nutrition in Health and Disease	3
NURS 201	Foundation of Nursing Practice I	3	NURS 302	Health Assessment	3
ENGL PRO	English Proficiency Exam	0			

**SUMMER**

PSYC 204 or MATH 155	Elementary Statistics or Intro to Statistics	3	
----------------------	--	---	--

**Total Cr=36**

**Year Three**

**FALL**

**SPRING**

Course	Title	Cr	Course	Title	Cr
NURS 308	Pharmacology	3	NURS 380/381	Maternal, Newborn & Women's Health Nursing/Maternal, Newborn Women's Health Clinical	3/ 2
NURS 315	Pathophysiology	3	NURS 385/386	Psychiatric/Mental Health Nursing Psychiatric Mental Health Clinical	3/ 2
NURS 348/	Adult Practice/ Adult	3/ 2	SOWK 300	Stages of development	3

349	Practice Clinical				
NURS 368	Gerontological Nursing	2	NURS 400	Introduction to Nursing Research	3

**Total Cr = 29**

**Year Four**

FALL			SPRING		
NURS 406/ 409	Nursing Practice: Community/Clinical	3/ 2	NURS 410/ 411	Care of Complex Clients/ Care of Complex Clients Clinical	3/ 2
NURS 415/ 416	Nursing Care of the Child & the Family/ Nursing Care of the Child & the Family Clinical	3/ 2	NURS 425/ 412	Transition into Professional Nursing Practice/ Clinical	3/ 2
IDIS 460	Transcultural Health Wellness	3	NURS 499	Nursing Comprehensive Exam	0
				Nursing Elective	3

**Total Cr = 26**

**67 Nursing Credits + 56 General Education Credits**  
**TOTAL Credits = 123**

**Sample BS ACCELERATED NURSING PROGRAM – 2<sup>ND</sup> DEGREE**

**Program Prerequisites**

	CR		CR
*Intro to Biology	4	African American History	3
College Algebra/Pre Calculus I	3	General Chemistry	4
Microbiology	4	Human A & P I	4
Principles of Reasoning	3	Human A & P II	4
Stages of development	<u>3</u>	Elementary Statistics	<u>3</u>
	17		18

\*May substitute another 4 credit college-level science course in lieu of BIOL 102

SUMMER			FALL			Winter		
Course	Title	Cr	Course	Title	Cr	Course	Title	Cr
NURS 101	Professional Nurs Perspectives	2	NURS 308 I	Pharmacology	3	IDIS 460	Transcultural Health Wellness	3
NURS 201	Foundation of Nurs Practice I	3	NURS 348/349	Adult Practice Adult Practice Clinica	3/2			
NURS 203	Foundation of Practice II	4	NURS 368	Gerontological Nursi	2			
NURS	Nutrition in Health	3	NURS	Pathophysiology	3			

215	and Disease		315				
NURS 302	HealthAssessment	3	ENGL PRO	English Proficiency	0		

**Total Credit = 31**

SPRING			SUMMER			FALL		
Course	Title	Cr	Course	Title	Cr	Course	Title	Cr
NURS 380/381	Maternal-Newborn & Women's Health/Clinical	3/2	NURS 406/409	Nursing Practice: Community/Clinical	3/2	NURS 410/411	Care of Complex Clients/ Clinical	3/2
NURS 385/386	Psychiatric/ Mental Health Nursing/Clinical	3/2	NURS 415/416	Nursing Care of Child & Family/ Clinical	3/2	NURS 425/412	Transition Professional Nursing/Clinical	3/2
NURS 400	Introduction to Nursing Research	3				IDIS 460	Transcultural Health Wellness	3
						NURS 499	Comprehensive Exit Exam	0

**Total Credit = 36**

**67 Nursing credits + 35 General Education credits - Total = 102 CREDITS**

**Sample RN TO BS PROGRESSION PLAN**

**Program Course Requirements**

Composition & Literature I	3	General Chemistry w/Lab	4
Composition & Literature II	3	Human Anatomy and Physiology I & II	8
General Psychology	3	Microbiology II	4
Introduction to Sociology	3	Computer Literacy Application	3
Stages of Development	3	Mathematics, Pre Calculus	3
Oral Communications	3	Introduction to Principles of Reasoning	3
		<b>TOTAL</b>	<b>43</b>

**Year Three**

**FALL**

**SPRING**

Course	Title	Cr	Course	Title	Cr
HIST 114 or 115	African American History to 1865 or Since 1865	3	NURS 315	Pathophysiology	3

PSCY 204	Elementary Statistics	3	NURS 368	Gerontological Nursing	2
NURS 215	Nutrition in Health and Dis	3	NURS 400	Introduction to Nu Research	3
NURS 350	Nursing Practice: Concepts	3		Humanities Elective **	3
NURS 302	Health Assessment	3			
ENGL PRO	English Proficiency Exam	0			

**TOTAL 26**

**Year Four**

**FALL**

**SPRING**

Course	Title	Cr	Course	Title	Cr
NURS 401	Concepts in Family Health	3	NURS 425 /412	Transition into Professional Practice/ Clinical Nu	3/ 2
NURS 406/ 409	Nursing Practice: Commu Clinical Concepts in Comm Health	3/ 2	IDIS 460	Transcultural Health and Wellness	3
	Nursing Elective	3		Nursing Elective	3

**TOTAL 22**

\*\* Choose from Art, Music (except applied courses), Philosophy, Foreign Language, Literature, Theatre, and Speech

<b>Nursing Credits</b>	<b>39</b>
<b>Maryland Nursing Articulation Model</b>	<b>30</b>
<b><u>General Education Credits</u></b>	<b><u>52</u></b>
<b>TOTAL Credits</b>	<b>121</b>

**Bowie State University  
Department of Nursing**

**Baccalaureate Nursing Student Policies**

The policies in this section of the handbook are applicable to *baccalaureate students* enrolled in the nursing programs. These policies are consistent with and supplement Bowie State University policies. The *Bowie State University Undergraduate Catalog* is the principle document governing policies and procedures for students. The Office of Student Services also provides a student handbook, *The Agenda*. Students are responsible for accessing and reviewing the documents that govern undergraduate students.

**Admission Policies**

**BS NURSING ADMISSION REQUIREMENTS**

**Incoming Freshmen:**

#### High School - College Preparatory program

- GPA 3.0 average in High School Math (Algebra, Geometry, Algebra 2, Pre-Calculus)
- GPA 3.0 average in High School Sciences (Biology, Chemistry, Physics, or other advanced science courses)
- Eligible to enroll in Math 141 based on Math placement tests at BSU
- Submission of an application to the Department of Nursing in the spring semester

Transfer students and those who were not eligible for admission in the freshmen year may apply during the SPRING semester for a FALL admission into the sophomore year of the nursing program. The admission criteria effective for students admitted into the sophomore year:

- Students should have completed the freshmen year of courses according to the progression plan for traditional baccalaureate students with an overall GPA 2.75 and 2.5 GPA in Science prerequisites.
- Required science courses completed within 5 years of admission date
- Students will submit an application to the department of nursing in the SPRING semester.
- Students who are admitted to the program and have not taken NURS 101 must successfully complete NURS 101 during the SUMMER session prior to the FALL sophomore entry.

The admission process is competitive with a maximum admission of 120 students to upper level nursing courses.

#### **ACCELERATED BS NURSING ADMISSION REQUIREMENTS**

Second degree and transfer students:

- Must have successfully completed all general education courses required for the baccalaureate nurse program
- Must have a 3.0 cumulative GPA
- Must have a 3.0 cumulative GPA in science and math courses
- Science courses completed within 5 years of admission date
- Must have evidence of success as a fulltime student (12 or more credits in one semester)

This program begins in the SUMMER and requires year round study for 18 months.

There are a designated number of admissions established each year.

#### **RN to BS Admission Requirements**

- Licensure as a Maryland RN
- Admission to Bowie State University
- Completion of Nursing Prerequisites
- Minimum cumulative GPA of 2.0
- Submission of the RN to BS application

#### **General Policies**

**Academic Honesty and Dishonesty-** Nursing students are expected to conform to a strict standard of academic honesty. In addition to the Bowie State University Undergraduate Catalog, academic dishonesty includes exhibiting unethical or illegal behaviors including falsification of documents. Students are required to sign the Academic Honesty and Dishonesty form, which is placed in the student's academic folder in the nursing department. Students will be recommended for dismissal from

the nursing program when academic dishonesty is confirmed. Please refer to the BSU Undergraduate Catalog for policies about academic dishonesty.

**Communication Methods** – The faculty and staff provide program and curriculum information through the use of Bowie email accounts, Blackboard LMS, and the Nursing Department web site. Students are expected to review these electronic sources at least weekly. Technology is an integral part of the nursing curriculum.

**Financial Aid** – Financial assistance at BSU is available through various sources. Opportunities are available to students to receive funds if they meet the specified criteria. Personnel in the Financial Aid Office will assist students in exploring financial assistance for which they may be eligible. The Financial Aid Office is located in the Henry Building.

**Governance** – It is expected that students will participate in governance within the Department of Nursing (DON) and in the University. The mechanism for participation in governance of the University is through the BSU Student Government Association. The mechanism for participation in the governance of the department of nursing is through the Student Nurses Association and student representation on the DON Curriculum Committees. Input from students is encouraged and welcomed regarding the courses and activities of the DON. It is therefore the responsibility of students to serve as representatives to the Undergraduate Curriculum Committee. The Student Nurse Association will hold elections annually, in the FALL to select representatives to the Undergraduate Curriculum Committee (UCC). The Student Nurse Association shall elect one student representative from each cohort admitted. The Student Nurse Association shall have one vote through its collective student representatives.

**Office Hours** – The Department of Nursing Office is open Monday through Friday from 8:30 a.m. until 5:00 p.m. All faculty maintain office hours, which are listed on course syllabi. A listing of the office hours for each faculty member is available for review in the nursing office, and also on the bulletin board next to the office door of the faculty member.

**Request for Leave of Absence** – Students may request a leave of absence for personal or family medical emergencies. Students requesting a leave of absence for medical emergencies must have official documentation to support the request. The request must be made in writing 14 days prior to the start of the intended leave. The student must also meet with their advisor regarding this request. The approval for the leave request will be made by the Faculty Organization. Student progression in the nursing program will be based on course availability.

**Required Fees** – Throughout the nursing program, students are required to pay for the following items:

- Assessment Technologies Institute (ATI)
- Comprehensive Exit Exam
- Clinical Laboratory

These fees are collected as part of the semester charges and are in addition to any and all charges for tuition, room, board, and other general BSU student fees.

#### Course Policies

**Class Attendance** – Students are expected to attend and to participate in all class sessions. Students are required to notify faculty of absences or delays. Students are responsible for all academic content covered at all times.

**Clock Hours and Credit Hours** – In lecture courses one credit hour is equal to a 50 minute time period per week. In clinical courses one credit hour is equal to four (4) clock hours of clinical per week. In lab courses one credit hour is equal to three (3) clock hours.

**Cancellation of Classes** – Any cancellation of classes by the University is broadcast over local radio and television stations. When classes are cancelled clinical experiences are also cancelled.

**Grading Criteria** – The grading scale for undergraduate students in the Department of Nursing is as follows:

**A = 92 – 100**

**B = 83 – 91**

**C = 75 – 82**

**D = 68 – 74**

**F = below 67.5**

**Late Assignments** – Assignments turned in late will not receive credit unless a specific authorization has been granted by the faculty for health or other reasons. In the event of illness or emergency, students are responsible for making arrangements with the appropriate faculty member.

#### Progression Policies

**Progression** – Nursing course content is planned in a sequential manner so that each course builds upon previous course content. Students must complete all courses sequentially as outlined in the progression plan. Students must be enrolled into the corresponding clinical nursing courses when enrolled into the didactic course. Students must satisfactorily complete the clinical and didactic courses to progress to the next level. Students who are unsuccessful in one of the courses must retake the didactic and corresponding clinical course.

**In order to progress in the nursing program, students must earn a “C” or better in the general education courses.**

Progressive testing with standardized exams will be used to evaluate student competence of completed course materials. Opportunities for online practice prior to each exam will be provided. Two attempts are allowed for each exam. Students must achieve minimal proficiency level in order to progress in the nursing program. Students who are unsuccessful after two attempts, but have successfully completed the course must complete 20 hours of remediation.

**Students must complete the nursing program within five (5) years from the date of admission into the nursing program.**

**Academic Standing** – All students are required to complete a minimum of 62 CREDITS in the nursing major according to the progression plan. Nursing students must earn a grade of “C” or higher in all nursing courses and maintain a 2.5 grade point average (GPA) to be in good academic standing.

**Student Advisement** – All students must meet with their advisor to prepare for registration each semester and in a proactive manner throughout the semester. Advisement sessions are used for planning student progression, discussing professional issues and concerns, and obtaining assistance that may be needed. Students are encouraged to make an appointment for advisement.

**Academic Warning** – Students earning a grade less than “C” in a nursing course at mid-term must meet with the course faculty member to develop a written plan of action to assist the student to improve academic standing. The plan of action will be documented on the progress report form. This document is placed in the student’s Department of Nursing record and the student receives a copy. Students will receive a mid-semester grade.

**Dismissal from the Program** – When a student is recommended for dismissal from the nursing program, the Department Chairperson will provide written notification of dismissal. Students dismissed for academic reasons may apply for admission to the nursing program after one academic year. Students will be recommended for dismissal from the undergraduate nursing program under the following conditions:

1. Earning a grade lower than “C” in two different nursing courses or in one repeated nursing course.
2. Failure to meet the requirements for progression.
3. Earning a grade of “W” or an “AU” in three nursing courses.
4. Exhibiting conduct that is unprofessional, incompetent, unethical, or illegal in the clinical/practicum settings as outlined by the *American Nurses’ Association Code for Nurses*, the *DON Academic Honesty and Dishonesty* document, and the clinical agency policy.
5. Cheating on examinations, plagiarism, or improper documentation or falsification of clinical activities as outlined in the *BSU Undergraduate Catalog* and the *DON Academic Honesty and Dishonesty* document.
6. Performance in an unsafe manner while providing care to a client. (*In addition, the student will be immediately removed from the clinical area.*)
7. If any student presents to the clinical area chemically impaired by drugs or alcohol. (*In addition, the student will be immediately removed from the clinical area.*)

**Grade Appeal** – Students should follow the procedures outlined in the BSU Undergraduate Catalog for grade appeals.

**Grievance Policy** – Students should attempt to resolve all grievance issues at the lowest level. Discuss the issue with the faculty. In the event that the issue needs further review, the chain of command within the DON should be followed. If there is no resolution within the DON, then sources outside the Department may become involved. The grievance process pertains to all matters except grades. The time frame for initiating a grievance is within five (5) weekdays of the event. The process must be followed in the sequence listed:

Grievances of Clinical Faculty decisions - if not resolved at this level notify Course Coordinator of continuation of the grievance process within 5 weekdays of the event.

Grievances of Course Faculty decisions or any progression issues - if not resolved at this level notify the Program Coordinator. Students will submit their version of the grievance typed and include a description of the original event. The program coordinator will review the issue and determine if it should be forwarded to the APG committee. If the grievance is moved to the next level, the program coordinator will inform the student, faculty, and APG committee. A summary of all activities that have occurred will also be forward to the APG committee.

Submit to the chair of APG committee.

Admission Progression and Graduation Committee (APG) Chairperson within 5 weekdays of the decision.

The APG Committee may invite other nursing student representatives to hear grievances related to clinical practice. The recommendation of the APG Committee will be referred to the DON Faculty Organization for final decision.

Prior to rendering a decision, the Faculty Organization will may invite the student to present all documents and other evidence during the Faculty Organization meeting. A decision will be rendered within 30 days.

Students who wish to continue the grievance process outside of the DON must follow the BSU policy related to grievance.

**Chain of Command beyond the DON**

- Dean, College of Professional Studies
- Provost and Vice President for Academic Affairs or Designee
- The President

**Application for Graduation** – Students who anticipate meeting all requirements for graduation must apply for graduation by the deadline date as posted by the University Registrar on the BSU website. The University establishes graduation fees and set deadline dates. The Office of the Registrar can assist you in matters related to this issue.

**English Proficiency Examination** – The English Proficiency Examination (EPE) is a graduation requirement that must be satisfied by all students receiving a bachelor’s degree from BSU. All students should take the examination upon completion of English 102. However, transfer students who completed their English requirements at another university should take the examination during their **First Semester** of enrollment at Bowie State University. Students must successfully complete the English Proficiency Exam prior to enrollment into nursing courses with clinical experiences.

**Graduation Requirements** – Graduation requirements for the Bachelor of Science in Nursing (BS) degree are:

1. Successful completion of all general education and prerequisite course requirements.
2. Successful completion of the English Proficiency Examination.
3. Completion of all nursing course requirements and electives as specified by the DON.

4. Completion of a minimum of 120 credit hours with a minimum cumulative GPA of 2.0 on a 4.0 scale and a minimum grade of "C" in all Nursing courses. Refer to the Undergraduate Catalog for a discussion of quality points and grade point averages.
5. Successful completion of the Department of Nursing Comprehensive Exit Examination.
6. Submission of the Application for Graduation.
7. Clearance of all financial obligations by the Business Office.

**Exit Survey** – Graduating students will participate in an exit survey during their final semester of study. The survey is designed to obtain information about your experiences in the nursing program.

### **Clinical Policies**

Students are expected to abide by the policies of the healthcare facility and the Department of Nursing. The clinical nursing faculty must know the location for all students during the entire clinical period. Students are not to leave the grounds of the healthcare facility without approval. This includes lunch breaks and early dismissals.

Clinical courses must be taken concurrently with the corresponding theory course. All undergraduate students must achieve a grade of "C" or above in the theory course and clinical course in order to progress to the next level in nursing.

### **Lateness/Absence**

Students are expected to report to the clinical setting on time (specific time as defined by the faculty in the course). Students must provide appropriate notification of lateness or absence to the clinical instructor, preceptor, and/or clinical site. If a student is late, the clinical instructor or preceptor has the right to tell the student that they cannot participate in clinical activities for that day. Lateness will be converted to absences. The following formula will be used to convert lateness to absences:

2 Occurrences of lateness in a 2 credit course = 1 absence

Two Absences may result in failure of the clinical course. Clinical absences must be made up per instructor requirements.

### **Insurance**

All students are required to have health insurance coverage. Fulltime students may purchase health insurance through the University.

All students are required to be covered by professional student liability insurance. The University purchases insurance on the student's behalf. Fees for the insurance are included in the student's tuition bill. **Registered Nurse** students are also encouraged to independently purchase professional liability insurance.

Students may purchase liability insurance from any company of their choosing. The following company provides insurance policies for nursing students.

NSO (Nursing Service Organization) Malpractice Insurance  
159 E. County Line RD

Hartford, PA 19040

Phone: 1-800-247-1500 Fax: 1-800-739-8818 Email: [service@nso.com](mailto:service@nso.com)

### **Health Requirements**

The Department of Nursing (DON) does not discriminate on the basis of physical disabilities. However, any applicant with a physical or emotional problem that may impact clinical or classroom performance must notify the academic advisor in the DON upon submission of application to the DON.

The DON requires submission of the following information prior to enrolling into clinical nursing courses:

1. The completed BSU Department of Nursing Physical Examination/Health History Form
2. Immunization – Documentation of vaccination or immunity required
  - a. Polio series completed
  - b. DTP series completed
  - c. Tetanus Booster: Td within 10 years of completion of DTP series, and thereafter
  - d. MMR Titer or MMR Vaccinations #1 and # 2 if you are non-immune
  - e. Hepatitis B Series – 3 doses (Strongly Recommended) or a Signed Waiver
  - f. Varicella Titer or Varicella Vaccination if you are non-immune
3. Current Documentation of negative PPD (within one year) or documentation of a normal Chest X-ray within the last five years.
4. Completed criminal background clearance through PreCheck Services (\$49.50). Information for online application will be provided in the Department of Nursing.
5. Urine drug screen may be required by healthcare facilities through PreCheck Services (\$46.50). Information for online application and payment will be provided by the Department of Nursing.

Some services, including PPD tests and immunizations are available to students at the Wellness Center on campus for a nominal fee. Contact the wellness center at (301) 860-4171 for more information or to schedule an appointment.

**Professional Documentation for Clinical Experiences** – Prior to starting the clinical all students are required to submit and maintain a copy of:

1. Documentation of current CPR certification (American Heart Association BLS – Health Care Provider course)
2. All students who are Registered Nurses are required to maintain a current Maryland nurse's license that substantiates their legal standing for the practice of nursing and current nurse liability insurance.
3. Student Nurse Liability Insurance may also be required for traditional nursing students.

***All of the above documentation must be submitted to the course faculty by the date assigned. The deadline will be strictly enforced; there is no grace period. Students will be notified in writing if they do not meet the above requirements. Students will not be allowed to attend clinical if the above requirements have not been met (these will be counted as absences/ see absence policy).***

**Clinical Course Policies** – The following policies apply to BS clinical courses:

1. Students must pass a dosage test prior to start of clinical in the junior and senior year nursing courses.
2. Clinical site assignments for students are made at the discretion of the course faculty member.
3. If the student is placed in an agency where he/she is employed, the clinical assignment will not be on the unit where he/she is employed.
4. Students are responsible for their own transportation to clinical sites. The DON uses a variety of healthcare agencies for clinical placements. These agencies are located in the Baltimore-Washington metropolitan area.

## **UNIFORMS**

### **All Students**

All students will purchase the designated BSU nursing student uniform (pants with tops or dress, and lab coat) with BSU patch in the semester before beginning clinical. The BSU patch must be sewn on the Left sleeve at the shoulder line.

1. Identification badge with student's name and picture must be worn at all times
2. Hair must be worn above the uniform collar. If hair length is below the collar, it must be worn pinned up or tied back.
3. Full length white lab coats or washable white or navy blue sweaters may be worn in the clinical area. Students are expected to remove their sweater or lab coat when providing direct client care.
4. Fingernails must be without polish and no longer than  $\frac{1}{4}$  of an inch. Polished, designer and artificial nails are not permitted.
5. Jewelry is limited to one pair of stud earrings, wedding rings, & watch.
6. Students must maintain appropriate personal hygiene; strongly scented cosmetics are not permitted.
7. All white leather shoes with closed toe and closed, low heel are required.
8. Lab coats must be worn when not in uniform during visits to the clinical areas when care will not be given. Name pins and the DON patch must be worn on the lab coats and students must introduce themselves to staff.
9. Blue jeans may NOT be worn under lab coats.
10. Lab coats must be white and full length.
11. Lab coats must be worn in the nursing lab during simulation and when practicing skills.

### **Women**

1. All skirts or dresses must be at an appropriate length for bending and stretching activities. Students will be dismissed from clinical if the instructor considers the uniform too short.
2. Pantsuits may be worn.
3. A full length non-cling slip must be worn under the uniform dress.
4. White stockings or panty hose are to be worn with dresses.
5. White knee high stockings may be worn with pants.

## **Men**

1. White pants and top.
2. Pants must be fitted and an appropriate length.
3. White socks must be worn with pants.

## **Uniforms during Community Health and Psychiatric Mental Health Experience**

Nursing students adhere to the course-specific uniform policy. Information regarding the policies will be given to students by course faculty.

**Failure to adhere to these uniform requirements may result in dismissal from the clinical area, and will be reflected in the clinical evaluation.**

## **Equipment Required for Clinical Experiences**

1. A watch with a sweep second hand.
2. A stethoscope with bell and diaphragm.
3. Black ink pen.
4. Other equipment as specified in the course syllabus.

## **Accidents During Clinical Experience**

If a nursing student is injured during the clinical experience he/she should report immediately to the faculty and charge nurse on the unit. Students may be required to go to Employee Health or the Emergency Department depending on the severity of the injury and the policies of the agency.

**Fees for these visits may not be covered by the agency and students are required to maintain their own health insurance.**

## **Reporting of Illness/Absence**

1. It is the responsibility of the student to follow the course instructor's procedure to report absence due to illness.
2. When the student is hospitalized, the DON must be notified immediately.
3. Students who have experienced a hospitalization or extensive illness (3 days) must submit to the course faculty in writing, an official statement from the health care provider permitting return to clinical practicum.

## **Pregnancy**

1. A student who is pregnant may continue in clinical experiences as long as her health status is satisfactory and she is able to complete her clinical assignments.
2. Students who are pregnant should consult with the faculty member in advance of their clinical assignment. Some agency regulations determine assignments during pregnancy.
3. For the safety of the student who is pregnant, she must not enter areas where radioisotopes or x-ray therapy is being administered.
4. Students who deliver during the semester must present in writing an official statement of health clearance from the health care provider permitting return to clinical practicum.

## **Standard Precautions**

Students are required to implement Standard Precautions in all clinical settings where they may come into contact with blood and other body fluids. Standard Precautions should be used when in contact with human tissues, cerebrospinal, synovial, pleural, peritoneal, pericardial, and amniotic fluids. Students who are exposed to body fluids while in the clinical/practicum setting should notify the preceptor, responsible faculty, and the appropriate supervisory person in the agency. The student should follow-up with procedures available for employees of the clinical facility. This includes the right to request patient testing, individual counseling, and obtaining follow-up information for health care.

### **Procedures for Handling Blood and Body fluids:**

1. Handle all blood and body fluids following Standard Precautions.
2. Wash hands and other skin surfaces before and immediately after contact with body fluids.
3. Wear protective barriers appropriate for the procedure being performed when anticipating exposure to body fluids.
4. Use gowns for splashes, goggles and masks for splatters, and gloves when handling fluids.
5. Do not recap or manipulate needles or sharps in any way. Place them immediately in puncture resistant containers after use.
6. Place resuscitation equipment where respiratory arrest is predictable. Refrain from direct client care if you have exudative lesions.

The Department of Nursing reserves the right to update and change the above policies at any time. A copy of the policies is posted on the department's web site. It is the students' responsibility to stay current and informed of the changes. If any changes occur, students will be notified and they will be able to view the changes on the department's web site. Significant changes made to the policies will require students to sign and date a new acknowledgement form. All new nursing students are to read the policies and sign and date the acknowledgement form attached. This must be submitted on your first day of class.

### References:

Occupational Safety and Health Administration, U.S. Department of Labor. (2001). Occupational exposure to blood borne pathogens. *Federal Register* (66 FR 5325). Washington, D.D.: retrieved August 24, 2004 from:

[http://www.osha.gov/pls/oshaweb/owadisp.show\\_document?p\\_table=STANDARDS  
&p\\_id=10051](http://www.osha.gov/pls/oshaweb/owadisp.show_document?p_table=STANDARDS&p_id=10051)

American Association of Colleges of Nursing. (1997). Position statement policy and guidelines for prevention and management of Human Immunodeficiency Virus and Hepatitis B Virus infection in the nursing education community. *The Journal of Professional Nursing*, 13, 325-328.

Maryland Department of Health and Mental Hygiene (2010) H1N1 (Swine Flu) main retrieved from <http://dhmh.maryland.gov/swineflu/> on May 28, 2010.

Bowie State University  
Bowie, Maryland 20715  
Department of Nursing

Academic Semester

FALL \_\_\_\_

SPRING \_\_\_\_

SUMMER \_\_\_\_

Student Acknowledgment of the Baccalaureate Nursing Student Policies

This is to verify that I have read and understand the Policies and Procedures associated with the nursing program at Bowie State University. It is also my understanding that the Policies and Procedures are subject to change with notice to the students of any changes.

Signature: \_\_\_\_\_

Printed Name: \_\_\_\_\_

Date: \_\_\_\_\_

Bowie State University  
College of Professional Studies  
Department of Nursing

#### Academic Honesty and Dishonesty

There is an expectation that academic honesty is upheld in the University and the Department of Nursing (DON).

Academic honesty is defined by the DON as academic activities that are truthful and authentic. Academic dishonesty is defined by the DON as academic activities that are deceitful. Academic dishonesty includes cheating on examinations, plagiarism, unauthorized collaboration with others on assignments, and submitting without authorization duplicate assignments for credit in more than one course. Academic dishonesty also includes exhibiting unethical or illegal behaviors, and falsification of documents and clinical activities.

Plagiarism is the act of representing another's ideas, words or information as one's own. Every student writing a paper should be aware of the following principles:

- All directly quoted materials must be identified as such by quotation marks. The sources of this material must be acknowledged.
- When borrowed ideas or information is not directly quoted by a student, the student should have so assimilated this material so that it is clearly being expressed in his/her own words. Just as in the case of direct quotations, the sources of such borrowed ideas or information must be acknowledged.
- The sources of ideas or information lying well within the realm of common knowledge (i.e. material that would be known by anyone familiar with the subject under discussion) need not be acknowledged.

Students who are academically dishonest will be recommended for dismissal from the program.

I have read and understand the above statements regarding academic honesty and dishonesty and agree to adhere to the statements.

Student Name: (please print) \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Bowie State University  
College of Professional Studies  
Department of Nursing

Academic Honesty and Dishonesty

There is an expectation that academic honesty is upheld in the University and the Department of Nursing (DON).

Academic honesty is defined by the DON as academic activities that are truthful and authentic. Academic dishonesty is defined by the DON as academic activities that are deceitful. Academic dishonesty includes cheating on examinations, plagiarism, unauthorized collaboration with others on assignments, and submitting without authorization duplicate assignments for credit in more than one course. Academic dishonesty also includes exhibiting unethical or illegal behaviors, and falsification of documents and clinical activities.

Plagiarism is the act of representing another's ideas, words or information as one's own. Every student writing a paper should be aware of the following principles:

- All directly quoted materials must be identified as such by quotation marks. The sources of this material must be acknowledged.
- When borrowed ideas or information is not directly quoted by a student, the student should have so assimilated this material so that it is clearly being expressed in his/her own words. Just as in the case of direct quotations, the sources of such borrowed ideas or information must be acknowledged.
- The sources of ideas or information lying well within the realm of common knowledge (i.e. material that would be known by anyone familiar with the subject under discussion) need not be acknowledged.

Students who are academically dishonest will be recommended for dismissal from the program.

I have read and understand the above statements regarding academic honesty and dishonesty and agree to adhere to the statements.

Student Name: (please print) \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

<b>DEPARTMENT OF PSYCHOLOGY</b>		
<b>MAJOR</b>	<b>CONCENTRATION</b>	<b>DEGREE OFFERED</b>
PSYCHOLOGY	TRACK –TUTORING AND MENTORING	BA, BS

Chair: Cheryl H. Blackman

Professors: Patricia Westerman

Associate Professors: Cheryl H. Blackman

Assistant Professors: John Bryant, Erica Hernandez, Katrina Kardiasmenos, Ometha Lewis-Jack, Ayanna Lynch

Lecturers: Cornelia Brooks, Christine Harrell

### **MISSION**

The Department of Psychology is committed to the mission, goals, and objectives of the University. The department prepares students for leadership in a global community through the development of their knowledge and skills in the history and theories of psychology, human development, and understanding of individual differences. Research and field experiences prepare students for graduate education and professions in psychology.

### **GOALS**

1. To provide a high quality education to students so that they are prepared to enter graduate or professional schools.
2. To prepare students for graduate studies by providing a general psychology experience that includes theoretical and practical knowledge about the discipline.
3. To provide a well-planned sequence of field experiences in diverse settings that enable students to relate professional knowledge to the understanding of self, others, societies, and cultures at large.
4. To create and foster an environment for research among faculty and encourage student research under the supervision of the faculty.
5. To maintain a rigorous program through expansion and continuous revision of the undergraduate curricula.
6. To provide relevant service courses to the University community.

## DESCRIPTION OF THE DEPARTMENT

The Department offers two degree programs in Psychology: a Bachelor of Science (BS) and a Bachelor of Arts (BA). These programs are designed to prepare students for graduate school in major areas of Psychology such as Clinical, Developmental, Experimental, and Social. Also, they meet the academic needs of students who are preparing for careers in health and education. Professionally-oriented courses, research experiences, practica, and close faculty-student mentoring are emphasized as a means of enabling students to reach their academic and professional goals.

Students who major in psychology may choose to pursue either the BA or the BS degree. The total number of semester hours required for an undergraduate degree in Psychology is 120. The BA degree program consists of 40 semester hours of psychology in combination with the study of a foreign language (12 semester hours).

The BS degree program provides intensive para-professional training in psychology. In this program, 52 semester hours in psychology provide students with skills in such areas as psychological measurement and research methodology, including computer assisted data analysis. Practical experience is gained through practicum placements in mental hospitals, social service agencies, counseling practices, government offices, research institutions, and other professional settings.

Psychology majors must earn a "C" or better in all psychology courses in their major program. After completing ENGL 101 and ENGL 102, *Argument and Research* and *Expository Writing*, students must take and successfully pass the Bowie State University *English Proficiency Examination*. Transfer students who completed their English composition requirements at another university must take the *English Proficiency Examination* during their **First Semester** of enrollment at the University.

Exceptions to, or substitutions for, the following major requirements are considered only through a formal process of departmental recommendations.

## THE PSYCHOLOGY MAJOR

### BACHELOR OF SCIENCE IN PSYCHOLOGY

CORE REQUIREMENTS (52 semester hours)			Sem. Hrs.
PSYC	101	General Psychology	3
PSYC	200	Introduction to Psychopathology	3
PSYC	202	Learning and Memory	3
PSYC	204	Statistics I	3
PSYC	205	Research Methods in Psychology	4
PSYC	302	Childhood and Adolescence	3
PSYC	307	Personality	3
PSYC	308	Social Psychology	3
PSYC	311	Cross Cultural Psychology	3
PSYC	320	Physiological Psychology	3
PSYC	340	Statistics II	3

PSYC	404	Psychological Measurement	3
PSYC	415	Cognitive Psychology	3
PSYC	431	Seminar in Psychology	3
PSYC	—	Psychology Electives	9

### GENERAL EDUCATION AND INSTITUTIONAL REQUIREMENTS

See catalog for the full list of University General Education and Institutional Requirements.

#### English Composition (6 semester hours)

ENGL	101	Expository Writing	3
ENGL	102	Argument and Research	3

#### Arts and Humanities (6 semester hours)

COMM	101	Oral Communication	3
—	—	Arts and Humanities Elective	3

#### Social Sciences (6 semester hours)

SOCI	101	Introduction to Sociology	3
HIST	114	African-American History to 1865 <b>or</b>	
HIST	115	African-American History since 1865	3

#### Sciences (8 semester hours)

BIOL	101	Biological Science	4
—	—	Science Elective	4

Limit of one (1) course from any one discipline.

#### Mathematics (3 semester hours)

MATH	125	College Algebra	3
------	-----	-----------------	---

#### Technology (3 semester hours)

COSC	110	Computer Literacy and Applications	3
------	-----	------------------------------------	---

#### General Education Electives (9 semester hours)

(Any course from the General Education list of courses) 9

#### Institutional Requirements (6 semester hours)

FRSE	101	Freshman Seminar	3
—	—	Health and Wellness Elective	3

*Students are encouraged to take SUMMER courses and attend MINI-SEMESTER in order to have a manageable semester load.*

*Note: The Department reserves the right to specify suitable, program specific general education courses, in keeping with COMAR, for its majors.*



**SAMPLE PROGRAM**

**FRESHMAN YEAR**

**Sem. Hrs.**

**First Semester**

ENGL	101	Expository Writing	3
FRSE	101	Freshman Seminar	3
COMM	101	Oral Communication	3
MATH	125	College Algebra	3
_____	_____	Health and Wellness Elective	3
			<b>15</b>

**Second Semester**

PSYC	101	General Psychology	3
BIOL	101	Biological Science	4
ENGL	102	Argument and Research	3
COSC	110	Computer Literacy and Applications	3
SOCI	101	Introduction to Sociology	3
			<b>16</b>

**SOPHOMORE YEAR**

**First Semester**

PSYC	204	Statistics I	3
PSYC	200	Introduction to Psychopathology	3
HIST	114	African-American History to 1865 <b>or</b>	
HIST	115	African-American History since 1865	3
_____	_____	Arts and Humanities Elective	3
_____	_____	Science Elective	4
ENGL	PRO	English Proficiency Exam	0
			<b>16</b>

**Second Semester**

PSYC	202	Learning and Memory	3
PSYC	205	Research Methods in Psychology	4
PSYC	340	Statistics II	3
_____	_____	General Education Electives	6
			<b>16</b>

**JUNIOR YEAR**

**First Semester**

PSYC	302	Childhood and Adolescence	3
PSYC	307	Personality	3
PSYC	308	Social Psychology	3
PSYC	311	Cross-Cultural Psychology	3
_____	_____	General Education Elective	3
			<b>15</b>

**Second Semester**

PSYC	320	Physiological Psychology	3
PSYC	415	Cognitive Psychology	3
PSYC	_____	Psychology Electives	6
_____	_____	General Elective	3

			15
<b>SENIOR YEAR</b>			
<b>First Semester</b>			
PSYC	404	Psychological Measurement	3
PSYC	—	Psychology Elective	3
—	—	General Electives	9
			15
<b>Second Semester</b>			
PSYC	431	Seminar in Psychology	3
—	—	General Electives	9
			12

### BACHELOR OF ARTS IN PSYCHOLOGY

<b>CORE REQUIREMENTS (40 semester hours)</b>			<b>Sem. Hrs.</b>
PSYC	101	General Psychology	3
PSYC	200	Introduction to Psychopathology	3
PSYC	202	Learning and Memory	3
PSYC	204	Statistics I	3
PSYC	205	Research Methods in Psychology	4
PSYC	302	Childhood and Adolescence	3
PSYC	307	Personality	3
PSYC	311	Cross Cultural Psychology	3
PSYC	320	Physiological Psychology	3
PSYC	340	Statistics II	3
PSYC	404	Psychological Measurement	3
PSYC	415	Cognitive Psychology	3
PSYC	431	Seminar in Psychology	3

### OTHER RELATED REQUIREMENTS

SPAN	101-102	First-Year Spanish I and II	6
SPAN	201-202	Second-Year Spanish I and II <b>or</b>	6
FREN	101-102	First-Year French I and II	6
FREN	201-202	Second-Year French I and II	6

### GENERAL EDUCATION AND INSTITUTIONAL REQUIREMENTS

See catalog for the full list of University General Education and Institutional Requirements.

#### English Composition (6 semester hours)

ENGL	101	Expository Writing	3
ENGL	102	Argument and Research	3

#### Arts and Humanities (6 semester hours)

COMM	101	Oral Communication	3
—	—	Arts and Humanities Elective	3

**Social Sciences** (6 semester hours)

SOCI	101	Introduction to Sociology	3
HIST	114	African-American History to 1865 <b>or</b>	
HIST	115	African-American History since 1865	3

**Sciences** (8 semester hours)

BIOL	101	Biological Science	4
_____	_____	Science Elective	4

Limit of one (1) course from any one discipline.

**Mathematics** (3 semester hours)

MATH	125	College Algebra	3
------	-----	-----------------	---

**Technology** (3 semester hours)

COSC	110	Computer Literacy and Applications	3
------	-----	------------------------------------	---

**General Education Electives** (9 semester hours)

(Any course from the General Education List of courses) 9

**Institutional Requirements** (6 semester hours)

FRSE	101	Freshman Seminar	3
_____	_____	Health and Wellness Elective	3

*Students are encouraged to take SUMMER courses and attend MINI-SEMESTER in order to have a manageable semester load.*

*Note: The Department reserves the right to specify suitable, program specific general education courses, in keeping with COMAR, for its majors.*

**SAMPLE PROGRAM****FRESHMAN YEAR****Sem. Hrs.****First Semester**

ENGL	101	Expository Writing	3
FRSE	101	Freshman Seminar	3
COMM	101	Oral Communication	3
MATH	125	College Algebra	3
COSC	110	Computer Literacy and Applications	3

15

**Second Semester**

PSYC	101	General Psychology	3
ENGL	102	Argument and Research	3
BIOL	101	Biological Science	4
SOCI	101	Introduction to Sociology	3

_____	_____	Health and Wellness Elective	3
			16
<b>SOPHOMORE YEAR</b>			
<b>First Semester</b>			
PSYC	202	Learning and Memory	3
PSYC	204	Statistics I	3
HIST	114	African-American History to 1865 <b>or</b>	
HIST	115	African-American History since 1865	3
_____	_____	Foreign Language	3
_____	_____	Arts and Humanities Elective	3
ENGL	PRO	English Proficiency Exam	0
			15
<b>Second Semester</b>			
PSYC	200	Introduction to Psychopathology	3
PSYC	205	Research Methods in Psychology	4
PSYC	340	Statistics II	3
_____	_____	Foreign Language	3
_____	_____	General Education Elective	3
			16
<b>JUNIOR YEAR</b>			
<b>First Semester</b>			
PSYC	302	Childhood and Adolescence	3
PSYC	307	Personality	3
PSYC	311	Cross Cultural Psychology	3
_____	_____	Science Elective	4
_____	_____	Foreign Language	3
			16
<b>Second Semester</b>			
PSYC	320	Physiological Psychology	3
PSYC	415	Cognitive Psychology	3
_____	_____	General Education Electives	6
_____	_____	Foreign Language	3
			15
<b>SENIOR YEAR</b>			
<b>First Semester</b>			
PSYC	404	Psychological Measurement	3
PSYC	431	Seminar in Psychology	3
_____	_____	General Electives	9
			15
<b>Second Semester</b>			
_____	_____	General Electives	12

## **MINOR PROGRAM IN PSYCHOLOGY**

### **PSYCHOLOGY MINOR (18 credit hours)**

PSYC	101	General Psychology	3
PSYC	—	Psychology Electives	15
			18

## **TRACK IN PSYCHOLOGY**

### **TUTORING AND MENTORING TRACK (15 credit hours)**

PSYC	403	Industrial and Organizational Psychology	3
PSYC	410	Group Dynamics	3
PSYC	411	Psychology Teaching and Mentorship Experience I	3
PSYC	414	Psychology Teaching and Mentorship Experience II	3
ENGL	361	Technical Writing	3

DEPARTMENT OF SOCIAL WORK		
MAJOR	CONCENTRATION	DEGREE OFFERED
SOCIAL WORK		BS

Chair: André P. Stevenson

Associate Professors: André P. Stevenson, Carl Algood

Assistant Professors: Makeba T. Green, Phyllis E. Gillians Kesslyn Brade- Stennis, Emory Perkins

Lecturer: Velva R. Taylor Spriggs

**MISSION**

The Social Work Program’s mission is congruent with the University’s mission. The primary mission of the baccalaureate Social Work Program at Bowie State University is to offer a sound educational program that is designed to prepare students with the values, knowledge, and skills for entry into the social work profession as generalist practitioners. Students are expected to have a commitment to improving human conditions, a desire for promoting social justice for vulnerable and oppressed persons and a desire for engaging in scholarly research and critical thinking concerning societal issues and social problems. Students who complete the program are not only prepared to work with diverse and multilevel client systems as generalist practitioners, but they are also equipped to continue their education at the graduate level.

Consistent with the mission of Bowie State University, the Social Work Program serves a diverse population, reaching students in the southernmost tip of Maryland. It is the only social work program in the University of Maryland System located in the Washington Metropolitan Area. Social work majors at Bowie State University reflect the University’s commitment to honor its heritage of providing access to higher education for African Americans and other under-represented populations. The students enrolled in the Social Work Program include a substantial number of nontraditional undergraduate students who are employed in the field of human services while pursuing their degrees primarily through evening course offerings.

The strength-based, problem-solving/planned change process model, combined with an ecological approach, provides the underpinnings of the social work curriculum. Also reflecting societal demands, requirements for classes in professional writing, Spanish, and American Sign Language have been added to the curriculum.

## GOALS

The goals of the Social Work Program at Bowie State University reflect the purposes, values, and ethics of the Social Work profession.

1. Prepare graduates as competent entry-level generalist practitioners who can effectively work with individuals, families, groups, communities, organizations, and particularly African Americans and other groups that experience oppression and discrimination.
2. Prepare graduates to analyze and address social and economic justice issues.
3. Prepare graduates for generalist social work practice demonstrating values, ethics, standards, knowledge, and skills that guide the profession.
4. Prepare graduates for continued professional development.
5. Prepare graduates as critical thinkers throughout their professional careers.
6. Prepare graduates for practice with diverse populations and populations-at-risk.

## BACHELOR OF SCIENCE IN SOCIAL WORK

The Social Work Program is a four-year program that offers both theoretical and practical learning experiences designed to prepare graduates for entry-level professional social work practice. Using a generalist's approach, Social Work majors must be able to utilize a variety of modes of intervention in the framework of a problem-solving practice model. The Social Work Program will enable the graduate to move into one of several employment areas or to continue studies at a graduate school of social work. A student pursuing a Bachelor of Science Degree in Social Work is not expected to take a minor. The major consists of 46 hours in Social Work. The Program is accredited by the Council on Social Work Education. Social Work majors must obtain a minimum grade of "C" in all of their social work courses. Grades below a "C" within the major are not accepted for credit toward graduation.

After completing ENGL 101 and ENGL 102, Composition and Literature I and II, students must take and successfully pass the Bowie State University *English Proficiency Examination*. Transfer students who completed their English composition requirements at another institution must take the Bowie State University *English Proficiency Examination* during their **First Semester** of enrollment at the University. The Social Work curriculum consists of the General Education and Institutional Requirement courses, Social Work content courses, and courses from the related social science disciplines. The Social Work content phase of the curriculum consists of those areas of core knowledge that form the foundation of professional preparation. The program places great emphasis on its field instruction practicum courses that provide students with the necessary opportunities to translate theory-based learning into practice. Please refer to the Social Work Student Handbook for Admission Criteria. Exceptions to, or substitutions for, the following major requirements are considered only through a formal process of program/department recommendations. To receive a BS in Social Work, the student must complete 120 semester hours.

**COURSE REQUIREMENTS (Option 1: Spanish)****CORE COURSES (37 semester hours)**

			<b>Sem. Hrs.</b>
SOWK	200	Introduction to the Profession of Social Work	3
SOWK	201	Social Welfare Policy I	3
SOWK	202	Social Welfare Policy II	3
SOWK	300	Stages of Development	3
SOWK	301	Human Behavior and the Social Environment	3
SOWK	302	Social Work Research	3
SOWK	400	Social Work Methods I	3
SOWK	401	Social Work Methods II	3
SOWK	402	Field Instruction I (and Seminar)	5
SOWK	403	Field Instruction II (and Seminar)	5
SOWK	404	Social and Ethical Issues Seminar	3

**CORE ELECTIVES (9 semester hours of the following)**

SOWK	303	Poverty: Myths and Realities	3
SOWK	305	Social Work with Children	3
SOWK	306	Social Work with Black Families	3
SOWK	307	Social Work in the Health Field	3
SOWK	308	Realities of Aging	3
SOWK	309	Social Work and Addictions	3
SOWK	310	Law and Social Work	3
SOWK	311	Social Work in Corrections	3
SOWK	312	Religion, Spirituality and Helping Profession	3
SOWK	406	Social Work with Communities	3
SOWK	407	Male-Female Relationships	3
SOWK	499	Selected Readings	3

(Seniors Only, with permission from Chair)

**RELATED REQUIREMENTS (36 semester hours)**

ENGL	210	Intro to English Grammar <b>or</b>	
ENGL	361	Technical and Report Writing	3
GOVT	—	Government Elective	3
PSYC	204	Elementary Statistics in Psychology <b>or</b>	
SOCI	309	Sociology	3
PSYC	410	Group Dynamics	3
SOCI	310	Race/Ethnic Relations	3
SOCI	407	Rural Sociology	3
SOCI	409	Urban Problems	3
SPAN	101	First Year Spanish I	3
SPAN	102	First Year Spanish II	3
SPAN	201	Second Year Spanish	3
ECON	211	Macroeconomics	3

SOCI 101 Introduction to Sociology 3

**GENERAL EDUCATION REQUIRMENTS**

**English Composition** (6 semester hours)

ENGL 101 Expository Writing 3

ENGL 102 Argument and Research 3

**Arts and Humanities** (6 semester hours)

COMM 101 Oral Communication 3

PHIL 101 Introduction to Philosophy 3

**Social Sciences** (6 semester hours)

PSYC 101 Introduction to Psychology 3

HIST 114 African-American History to 1865 **or**

HIST 115 African American History since 1865 3

**Sciences** (7-8 semester hours)

BIOL 101 Biological Science 4

\_\_\_\_\_ Science Elective (with Lab) 4

**Mathematics** (3 semester hours)

MATH 127 Introduction to Mathematical Ideas 3

**Technology** (3 semester hours)

COSC 110 Computer Literacy and Applications 3

**Institutional Requirements** (6 semester hours)

FRSE 101 Freshman Seminar 3

HEED 102 Life and Health **or**

IDIS 210 Contemporary Health Issues for Women 3

**SOCIAL WORK****PLAN OF STUDY**  
(OPTION 1 - SPANISH)**FRESHMAN YEAR****First Semester**

			<b>Sem. Hrs.</b>
BIOL	101	Biological Science	4
COMM	101	Oral Communication	3
ENGL	101	Expository Writing	3
FRSE	101	Freshman Seminar	3
SOCI	101	Introduction to Sociology	3

16

**Second Semester**

COSC	110	Computer Literacy & Application	3
ENGL	102	Argument and Research	3
MATH	127	Introduction to Mathematical Ideas	3
PSYC	101	General Psychology	3
SOWK	200	Introduction to the Profession of Social Work	3

15

**SOPHOMORE YEAR****First Semester**

ENGL	210	Introduction to English Grammar <b>or</b>	3
ENGL	361	Technical and Support Writing	3
HEED	102	Health & Wellness Elective <b>or</b>	
IDIS	210	Contemporary Health Issues for Women	3
HIST	114	African-American History to 1865 <b>or</b>	
HIST	115	African-American History since 1865	3
PHIL	101	Introduction to Philosophy	3
—	—	Science Elective with lab	4

16

**Second Semester**

ECON	211	Principles of Macroeconomics	3
GOVT	—	Government Elective	3
SOCI	409	Urban Problems	3
SOWK	300	Stages of Development	3
SPAN	101	First Year Spanish I	3

15

**JUNIOR YEAR****First Semester**

SOWK	201	Social Welfare Policy I (Fall Only)	3
SOWK	301	Human Behavior and the Social Environment (Fall Only)	3
PSYC	204	Elementary Statistics in Psychology <b>or</b>	
SOCI	309	Sociology	3
SOCI	310	Race/Ethnic Relations	3

SPAN	102	First Year Spanish II	3
			15

**Second Semester**

SOWK	202	Social Welfare Policy II (Spring Only)	3
SOWK	400	Social Work Methods I (Spring Only)	3
SOCI	407	Rural Sociology	3
SPAN	201	Second Year Spanish	3
PSYC	410	Group Dynamics (Spring Only)	3
			15

**SENIOR YEAR**

**First Semester**

SOWK	401	Social Work Methods II (Fall Only)	3
SOWK	402	Field Instruction I and Seminar (Fall Only)	5
SOWK	—	Social Work Elective	3
SOWK	302	Social Work Research	3
			14

**Second Semester**

SOWK	403	Field Instruction II and Seminar (Spring Only)	5
SOWK	404	Social and Ethical Issues Seminar	3
SOWK	—	Social Work Elective	3
SOWK	—	Social Work Elective	3
			14

**Social Work Electives**

SOWK	303	Poverty: Myths and Realities
SOWK	305	Social Work with Children
SOWK	306	Social Work with Black Families
SOWK	307	Social Work and the Health Field
SOWK	308	Realities of Aging
SOWK	309	Social Work and Addictions
SOWK	310	Law and Social Work
SOWK	311	Social Work and Corrections
SOWK	312	Religion, Spirituality and Helping Profession
SOWK	406	Social Work with Communities
SOWK	407	Male-Female Relationships
SOWK	499	Selected Readings (Seniors Only, with permission from Chair)

**\*Human Behavior and the Social Environment and Social Welfare Policy I must be taken jointly.**

**\*\*Social Work Methods I and Social Welfare Policy II must be taken jointly.**

**\*\*\*Social Work Methods II and Field Instruction I and Seminar must be taken jointly.**

**COURSE REQUIREMENTS (Option 2: Sign Language) Sem. Hrs.****CORE COURSES (37 semester hours)**

SOWK	200	Introduction to the Profession of Social Work	3
SOWK	201	Social Welfare Policy I	3
SOWK	202	Social Welfare Policy II	3
SOWK	300	Stages of Development	3
SOWK	301	Human Behavior and the Social Environment	3
SOWK	302	Social Work Research	3
SOWK	400	Social Work Methods I	3
SOWK	401	Social Work Methods II	3
SOWK	402	Field Instruction I (and Seminar)	5
SOWK	403	Field Instruction II (and Seminar)	5
SOWK	404	Social and Ethical Issues Seminar	3

**CORE ELECTIVES (9 semester hours of the following)**

SOWK	303	Poverty: Myths and Realities	3
SOWK	305	Social Work with Children	3
SOWK	306	Social Work with Black Families	3
SOWK	307	Social Work in the Health Field	3
SOWK	308	Realities of Aging	3
SOWK	309	Social Work and Addictions	3
SOWK	310	Law and Social Work	3
SOWK	311	Social Work in Corrections	3
SOWK	312	Religion, Spirituality and Helping Profession	3
SOWK	406	Social Work with Communities	3
SOWK	407	Male-Female Relationships	3
SOWK	499	Selected Readings	3

(Seniors Only, with permission from Chair)

**RELATED REQUIREMENTS (36 semester hours)**

ENGL	210	Introduction to English Grammar <b>or</b>	
ENGL	361	Technical and Support Writing	3
GOVT	—	Government Elective	3
CAAS	350	Sign Language I	3
CAAS	351	Sign Language II	3
PSYC	204	Elementary Statistics in Psychology <b>or</b>	
SOCI	309	Sociology	3
PSYC	410	Group Dynamics	3
SOCI	310	Race/Ethnic Relations	3
SOCI	407	Rural Sociology	3
SOCI	409	Urban Problems	3
ECON	211	Macroeconomics	3
SOCI	101	Introduction to Sociology	3
—	—	Free Elective	3

## GENERAL EDUCATION AND INSTITUTIONAL REQUIREMENTS

### English Composition (6 semester hours)

ENGL	101	Expository Writing	3
ENGL	102	Argument and Research	3

### Arts and Humanities (6 semester hours)

COMM	101	Oral Communications	3
PHIL	101	Introduction to Philosophy	3

### Social Sciences (6 semester hours)

PSYC	101	Introduction to Psychology	3
HIST	114	African-American History to 1865 <b>or</b>	
HIST	115	African-American History since 1865	3

### Sciences (7-8 semester hours)

BIOL	101	Biological Science	4
—	—	Science Elective (with Lab.)	4

### Mathematics (3 semester hours)

MATH	127	Introduction to Mathematical Ideas	3
------	-----	------------------------------------	---

### Technology (3 semester hours)

COSC	110	Computer Literacy and Applications	
------	-----	------------------------------------	--

### Institutional Requirements (6 semester hours)

FRSE	101	Freshman Seminar	3
HEED	102	Life and Health <b>or</b>	3
IDIS	210	Contemporary Health Issues for Women	

### Free Electives

3

**SOCIAL WORK****PLAN OF STUDY**  
(OPTION 2 - SIGN LANGUAGE)**FRESHMAN YEAR****First Semester**

BIOL	101	Biological Science	4
COMM	101	Oral Communication	3
ENGL	101	Expository Writing	3
FRSE	101	Freshman Seminar	3
SOCI	101	Introduction to Sociology	3

16

**Second Semester**

COSC	110	Computer Literacy & Application	3
ENGL	102	Argument and Research	3
MATH	127	Introduction to Math Ideas	3
PSYC	101	General Psychology	3
SOWK	200	Introduction to the Profession of Social Work	3

15

**SOPHOMORE YEAR****First Semester**

ENGL	210	Intro to English Grammar <b>or</b>	
ENGL	361	Technical and Support Writing	3
HEED	102	Health & Wellness Elective <b>or</b>	
IDIS	210	Contemporary Health Issues for Women	3
HIST	114	African-American History to 1865 <b>or</b>	
HIST	115	African-American History since 1865	3
PHIL	101	Introduction to Philosophy	3
—	—	Science Elective with Lab	4

16

**Second Semester**

ECON	211	Principles of Macroeconomics	3
GOVT	—	Government Elective	3
SOCI	409	Urban Problems	3
SOWK	300	Stages of Development	3
—	—	Free Elective	3

15

**JUNIOR YEAR****First Semester**

SOWK	201	Social Welfare Policy I (Fall Only)	3
SOWK	301	Human Behavior & Soc. Environ (Fall Only)	3
PSYC	204	Elementary Statistics in Psychology <b>or</b>	
SOCI	309	Sociology	3
SOCI	310	Race/Ethnic Relations	3
CAAS	350	Sign Language I	3

15

**Second Semester**

SOWK	202	Social Welfare Policy II (Spring Only)	3
SOWK	400	Social Work Methods I (Spring Only)	3
SOCI	407	Rural Sociology	3
CAAS	351	Sign Language II	3
PSYC	410	Group Dynamics (Spring Only)	3
			15

**SENIOR YEAR****First Semester**

SOWK	401	Social Work Methods II (Fall Only)	3
SOWK	402	Field Instruction I and Seminar (Fall Only)	5
SOWK	___	Social Work Elective	3
SOWK	302	Social Work Research	3
			14

**Second Semester**

SOWK	403	Field Instruction II and Seminar (Spring Only)	5
SOWK	404	Social and Ethical Issues	3
SOWK	___	Social Work Elective	3
SOWK	___	Social Work Elective	3
			14

**Social Work Electives**

SOWK	303	Poverty: Myths and Realities
SOWK	305	Social Work with Children
SOWK	306	Social Work with Black Families
SOWK	307	Social Work and the Health Field
SOWK	308	Realities of Aging
SOWK	309	Social Work and Addictions
SOWK	310	Law and Social Work
SOWK	311	Social Work and Corrections
SOWK	312	Religion, Spirituality and Helping Profession
SOWK	406	Social Work with Communities
SOWK	407	Male-Female Relationships
SOWK	499	Selected Readings (Seniors Only, with permission from Chair)

**\*Human Behavior and the Social Environment and Social Welfare Policy I must be taken jointly.**

**\*\*Social Work Methods I and Social Welfare Policy II must be taken jointly.**

**\*\*\*Social Work Methods II and Field Instruction I and Seminar must be taken jointly.**

## COURSE DESCRIPTIONS

### ACCT: ACCOUNTING COURSE DESCRIPTIONS

**ACCT 211 PRINCIPLES OF ACCOUNTING I (FALL, SPRING, SUMMER) 3 CREDITS**

*Prerequisite(s): BUAD 100, MGMT 101.* This course focuses on accounting principles, conventions, and concepts underlying financial reporting. Emphasis is placed on the accumulation of financial data, the processes of organizing it for presentation, and its use by managers for decision-making.

**ACCT 212 PRINCIPLES OF ACCOUNTING II (FALL, SPRING, SUMMER) 3 CREDITS**

*Prerequisite:* ACCT 211. This course focuses on accounting principles, conventions, and concepts underlying financial reporting. Emphasis is placed on the accumulation of financial data, the processes of organizing it for presentation, and its use by managers for decision-making.

**ACCT 311 INTER ACCOUNTING I (FALL, SPRING) 3 CREDITS**

*Prerequisite(s): ACCT 211, 212.* These courses are a comprehensive study of the current accounting theories supporting the generally accepted accounting principles. The focus will be on problem solutions relating to the classification and evaluation of all accounts associated with the various types of accounting systems and their proper inclusion in the published financial statements, including a review and an understanding of all pronouncements, concepts, and principles relating to the accounting process.

**ACCT 312 INTER ACCOUNTING II (FALL, SPRING) 3 CREDITS**

*Prerequisite(s): ACCT 211, 212.* These courses are a comprehensive study of the current accounting theories supporting the generally accepted accounting principles. The focus will be on problem solutions relating to the classification and evaluation of all accounts associated with the various types of accounting systems and their proper inclusion in the published financial statements, including a review and an understanding of all pronouncements, concepts, and principles relating to the accounting process.

**ACCT 313 COST ACCOUNTING (FALL, SPRING, SUMMER) 3 CREDITS**

*Prerequisite(s): ACCT 212.* This course is a study of the fundamental procedure of cost accounting, including cost definition, classification, and allocation, as related specifically to inventory valuation considerations associated with job order costing and processing costing, as well as such related areas as joint-product and by-product costing and the treatment of waste and spoilage.

**ACCT 315 INCOME TAX ACCOUNTING (FALL, SPRING, SUMMER) 3 CREDITS**

*Prerequisite(s): ACCT 212.* This course is a study of the important provisions of the federal tax laws, using illustrations, selected problems, and the preparation of returns.

**ACCT 316 CORP & PARTNERSHIP ACCT (FALL, SPRING) 3 CREDITS**

*Prerequisite(s): ACCT 212.* This course focuses on those special tax provisions which are unique to corporations and partnerships. Also included are evaluations of potential tax consequences associated with managerial decisions.

**ACCT 413 GVT & INSTITUTIONAL ACCT (FALL, SPRING) 3 CREDITS**

*Prerequisite(s): ACCT 311.* This course emphasizes the concept and use of funds in accounting for nonprofit institutions. The basis of accounting for municipal and other governmental units, with emphasis on fund accounts, and the related budgetary and encumbrance procedures, also will be discussed.

**ACCT 416 MANAGERIAL ACCOUNTING (SPRING, SUMMER) 3 CREDITS**

*Prerequisite(s): ACCT 212.* This course is a study of the cost relationships associated with a broad range of managerial decision-making. Concepts included relate to break-even contribution margin (direct US absorption accounting, variance analysis budgeting, including capital budgeting considerations, relevant costs, inventory planning and control, transfer costing) and linear programming techniques.

**ACCT 417 ACCOUNTING SYSTEMS (FALL, SPRING) 3 CREDITS**

*Prerequisite(s): ACCT 311 and BUIS 260.* This course explores systems fundamentals relating to the design requirements to accommodate the flow of accounting information associated with an economic transaction. Consideration is given to such accounting fundamentals as internal controls and adequacy of information needed to complete the requirements of validation, recognition, valuation, and matching. Attention is also given to the part played by the accounting system as an integral part of the management information system.

**ACCT 418 AUDITING (SPRING, SUMMER) 3 CREDITS**

*Prerequisite(s): ACCT 311.* This course emphasizes factors involved in the design and installation of accounting systems: the organization, volume and types of transactions, charts of accounts, accounting manuals, the reporting system, techniques of report writing will be discussed.

### AMHR: AMHARIC COURSE DESCRIPTIONS

**AMHR 101 AMHARIC FOR BEGINNERS (FALL) 3 CREDITS**

The course's aim is to provide students with basic and practical knowledge of Amharic, an African Business Language Skill, including the ability to use the script ("Fedel") and understand the fundamental grammatical structures of the language. In each unit, dialogues, expressions, vocabulary items, grammar, exercises and cultural considerations are incorporated. The course instruction will focus on every day use of the language, particularly in a business setting.

## ANTH: ANTHROPOLOGY COURSE DESCRIPTIONS

**ANTH 102 INTRODUCTION TO ANTHROPOLOGY (FALL, SPRING) 3 CREDITS**

This course is a study of human evolution, racial origins, fossil man, prehistoric cultures, problems of race, nationality, language, and growth and spread of religion and culture.

**ANTH 301 PEOPLES AND CULTURES OF AFRICA (FALL Only) 3 CREDITS**

This course is a study of Africa, including its ethnic and tribal divisions and its cultural behavior, with attention given to the similarities and differences in structure and function of cultural elements.

**ANTH 302 PEOPLES OF THE WORLD (SPRING Only) 3 CREDITS**

This course is a cross-cultural description and analysis of cultural and social institutions. The cultures of a representative number of groups will be studied in terms of their implications for present-day society. Biological and cultural facts about living races are reviewed and analyzed.

**ANTH 304 LANGUAGE AND CULTURE (Periodically) 3 CREDITS**

*Prerequisite: Upper Division Status.* This course is a study of language, its nature, its structure, and its cultural setting as a system of human communication and interaction through which man understands man and develops a view of the world.

**ANTH 305 ANTHROPOLOGICAL THEORY (Periodically) 3 CREDITS**

*Prerequisite(s): Upper Division Status.* This course reviews various schools of thought, contributions of scholars, and major concepts that have developed into systematic theory; techniques and methods as related to archaeology, cultural and social anthropology; selected theoretical and methodological problems.

**ANTH 405 URBAN ANTHROPOLOGY (Periodically) 3 CREDITS**

This course is designed to familiarize students with the scope of urban anthropology through use of the comparative, cross-cultural perspective. Topics include the nature, roles, functions, and cultures of cities, as well as the urbanization process and the urban problems that currently face our society.

## ART: ART & VISUAL COMMUNICATON AND DIGITAL MEDIA ARTS (VCDMA) COURSE DESCRIPTIONS

**ART 100 ART FUNDAMENTALS (Non-Art Majors Only) 3 CREDITS**

This course is a study of the spatial arts from the point of view of balance, proportion, rhythm, and harmony. Students will experiment with materials such as plastics, cloth, paper, paint, and dye.

**ART 101 2D-DESIGN 3 CREDITS**

This course is a study of visual organization. Theories of spatial organization and designing in various materials will be studied.

**ART 102 3D-DESIGN 3 CREDITS**

*Prerequisite:* ART 101. This course will emphasize the innovative use of various materials and techniques in two- and three-dimensional design.

**ART 103 CRAFTS (Non-Art Majors Only) 3 CREDITS**

This course will provide experiences in fundamental principles of design and the manipulation of two- and three-dimensional art forms.

**ART 110 INTRODUCTION TO DRAWING 3 CREDITS**

This course provides the fundamentals in the practice of drawing in various media, development of artistic discrimination, and drawing skills.

**ART 111 LIFE DRAWING 3 CREDITS**

This course is a study of the costumed and nude figure.

**ART 200 AFRICAN ART: PAST and PRESENT 3CREDITS**

*Prerequisite:* ENGL 101. This course surveys the historical background of African indigenous visual culture, examines content and context, form and function, and discusses specific examples of how these unique attributes of African visual cultures have shaped modern art in Africa, the African Diaspora, and the world at large.

**ART 201 CERAMICS (HAND BUILDING) 3 CREDITS**

This course provides studio experience in hand forming processes and decorative techniques. Encounters surveying the ceramic arts.

**ART 202 CERAMICS (WHEEL THROWING) 3 CREDITS**

This course provides studio practice in wheel throwing techniques and design, kiln firing, and elementary clay and glaze technology.

<b>ART</b>	<b>210</b>	<b>PRINTMAKING I (Fall Only)</b>	<b>3 CREDITS</b>
This course provides an exploration of woodcut, lithographic, and serigraphic techniques.			
<b>ART</b>	<b>211</b>	<b>PRINTMAKING II (Spring Only)</b>	<b>3 CREDITS</b>
This course provides an in-depth study of etching and lithographic techniques. Traditional and experimental processes will be explored.			
<b>ART</b>	<b>219</b>	<b>PORTFOLIO REVIEW &amp; ASSESSMENT I</b>	<b>0 Credits.</b>
An initial assessment of the sophomore/junior level portfolio for all students in the VCDMA (BS) major. Members of the VCDMA and ART faculty; program coordinator and the academic advisor will use this portfolio to evaluate and document the students' performance. It should be taken by the 2 <sup>nd</sup> semester of the sophomore year or as required. This faculty portfolio review is one of two required to meet graduation requirements. <i>This course and ART 219 must be passed before signing up for and in addition to taking ART 498 Senior Thesis and Exhibition and is a graduation requirement in VCDMA. It may also be used for and/or Art (BA) concentration/major students. (3) Three full-time, tenured faculty members in VCDMA and Art (including Program Coordinator) must officially approve the portfolio.</i>			
<b>Note:</b> This course is a pass or Fail option, as these results will be included in students' academic records. Students have until the next semester to resubmit a portfolio if it is determined that the portfolio is poor/unacceptable, or if it does not pass. There will be a maximum of (2) two times a student may take, successfully pass (or fail) this review and course. This review and course must be passed before students can and/or complete their senior thesis exhibition and graduate.			
<b>ART</b>	<b>230</b>	<b>INTRODUCTION TO COMPUTER GRAPHICS</b>	<b>3 CREDITS</b>
This is a survey course and introduction to computer basics and computer graphics. It will consist of a study of the basic elements and principles of design, traditional art/design techniques, and an introduction to basic paint-oriented (raster) design software.			
<b>ART</b>	<b>231</b>	<b>VISUAL LITERACY: ELEMENTS OF DESIGN, COLOR, AND TYPOGRAPHY</b>	<b>3 CREDITS</b>
Prerequisite: ART 230. As a continuation of ART 330, this course is an introduction to visual literacy, color theory, and basic typography. Students are guided through projects that apply effective visual problem solving for art and design with an emphasis on print and presentation. Students learn to apply the elements and principles design in both traditional (hand/paper) and digital design. This course further develops students' skills and ability to use object-oriented graphics and incorporate these with other raster graphics and software tools and art techniques.			
<b>ART</b>	<b>250</b>	<b>PHOTOGRAPHY I</b>	<b>3 CREDITS</b>
(formerly ART 350) This course is a study of the basic principles of the photographic process, including the proper use and maintenance of the camera and related equipment and the techniques of lighting, developing, printing, and mounting.			
<b>ART</b>	<b>251</b>	<b>PHOTOGRAPHY II</b>	<b>3 CREDITS</b>
This course is a continuation of ART 250. Special emphasis is placed on the artistic merits of photographic imaging.			
<b>ART</b>	<b>270</b>	<b>INTRODUCTION TO FASHION DESIGN</b>	<b>3 CREDITS</b>
This course introduces students to fashion design, Students will learn the basics of fashion illustration, as well as the fundamental principles of the fashion network: Design, Production, Marketing/Sales and Communication			
<b>ART</b>	<b>299</b>	<b>ART SURVEY</b>	<b>3 CREDITS</b>
Prerequisite: ENGL 102. Great epochs of art will be studied. Emphasis will be placed on art as a humanistic study and as a record of human experience.			
<b>ART</b>	<b>301</b>	<b>ART HISTORY (PREHISTORIC THROUGH GOTHIC)</b>	<b>3 CREDITS</b>
Prerequisite: ENGL 102. This course is a survey of architecture, the decorative arts, sculpture, and painting from ancient through medieval times and the relation of art to the society and culture of each period.			
<b>ART</b>	<b>302</b>	<b>ART HISTORY (RENAISSANCE THROUGH ROMANTIC)</b>	<b>3 CREDITS</b>
Prerequisite: ENGL 102. This course explores the nature of the Renaissance, European, and American art from the fifteenth century to the present time, and is a continuation of the relationship of art to the society and culture of each period.			
<b>ART</b>	<b>310</b>	<b>PORTRAIT AND FIGURE SCULPTURE</b>	<b>3 CREDITS</b>
Armature construction and practical experience in creating basic forms in metal, clay, plaster, wood, and stone will be provided.			
<b>ART</b>	<b>311</b>	<b>SCULPTURE (CARVING)</b>	<b>3 CREDITS</b>
This course is a continuation of ART 310 with emphasis given to the development of individual projects. No prerequisites for non-art majors. Art majors must complete ART 102 and ART 110/111.			

- ART 320 INTRODUCTION TO PAINTING 3 CREDITS**  
This course provides creative experiences in paint media. Emphasis will be placed on pictorial organization and various techniques.
- ART 321 EXPERIMENTAL PAINTING (DIGITAL TEXTILES) 3 CREDITS**  
Prerequisites: ART 320 and 330. Formerly Experimental Painting. This course is a continuation of Art 320 with emphasis on using Photoshop to create digital paintings, collages, assemblage, and mixed-media projects. Painting on textiles will be given specific focus and attention.
- ART 340 INTRODUCTION TO VISUAL COMMUNICATION: DESKTOP PUBLISHING/IMAGE EDITING 3 CREDITS**  
Prerequisites: ART 231. Formerly Introduction to Desktop Publishing. This course is an introduction to decision-making in the production of visual communication. This course blends technology with creativity to give depth in the understanding of imaging techniques, image/color selection, and print service bureau interfacing. Focus on the successful application of elements and principles of art/design and raster based graphics.
- ART 341 ADVANCED VISUAL COMMUNICATION: ILLUSTRATION AND DESIGN TECHNIQUES 3 CREDITS**  
Prerequisites: ART 340. Formerly Advanced Desktop Publishing. This course is an introduction to advanced decision-making in the production of visual communication. This course expands upon prior knowledge of technology and established creativity and imaging capabilities to solve advanced problems in page layout and print service bureau interfacing. Special focus on vector based graphics, advanced typography, and color theory will be covered.
- ART 342 NEW MEDIA: INSTALLATION AND PUBLIC ART 3 CREDITS**  
Prerequisites: By permission. This course encourages students to use skills and knowledge acquired in traditional art and computer graphics foundation courses. It also allows students an opportunity to combine the concepts of mixed (multi) media, digital, installation, and public art. It further encourages students to explore creative uses of technology as a tool in fine art production. This course allows students to further develop skills in working in spatial environments. Students will work independently on a variety of lessons and activities throughout the semester on one major public art or installation project, model, and/or presentation.
- ART 351 PHOTOGRAPHY II 3 CREDITS**  
Prerequisites: ART 250. This course is a continuation of ART 350. Special emphasis is placed on the artistic merits of photographic imaging.
- ART 352 DIGITAL PHOTOGRAPHY 3 CREDITS**  
Prerequisite: ART 350. The course introduces students to the concepts and techniques necessary to create, edit, and store color photographic images using digital technology. Units on color theory, image-editing, printing options, and digital image storage will also be covered. ART 352 also focuses on personal exploration using technology as a creative medium for visual expression.
- ART 360 DIGITAL CINEMATOGRAPHY I: INTRODUCTION TO DIGITAL VIDEO PRODUCTION 3 CREDITS**  
Prerequisite: Junior Standing, ART 340 or MUSC 312. Theatre: THEA 263. Formerly Cinematography I. This course is a study of the principles of digital video/cinema including the use, operation, basic digital video editing, as well as the developing narratives and scripts for short video projects and exercises.
- ART 361 DIGITAL CINEMATOGRAPHY II: ADVANCED DIGITAL VIDEO EDITING AND COMPOSITING TECHNIQUES 3 CREDITS**  
Prerequisite: Junior Standing, ART 360. Formerly Cinematography II. This course is a continuation of ART 360. Emphasis is on special digital video and compositing techniques, as students will develop a short digital video project over the course of the semester.
- ART 365 HISTORY OF FASHION 3 CREDITS**  
Prerequisites: ENGL 102. The course provides an historical analysis of fashion changes in men's and women's apparel from antiquity to the present. This course will also focus on diversity within the industry, and the impact that designers, seamstresses and tailors of color have had throughout the 20th century.
- ART 367 DESIGN HISTORY 3 CREDITS**  
Prerequisites: ENGL 102. The course will focus on the historical and technological developments in design over the 19th, 20th and current century. This course will look at how design has helped shape and communicate society's values, and contributions in design and technological innovations.
- ART 370 SCREENWRITING 3 CREDITS**  
Prerequisite: ENGL 102. An overview of screenwriting and provides VCDMA students and introduction to the basic principles of writing and developing narratives for film and television. The course will also provide a foundation in writing narratives for digital video/film production and provide students an understanding the screenplay format, editing and revision process as well as the basics of the business of screenwriting.
- ART 375 SEWING STUDIO 3 CREDITS**  
Prerequisite(s): ART 270. This course stresses fundamental skills in the construction of apparel with emphasis on professional proficiency and

full garment construction. Garments are created by both hand and machine methods. This course will focus on a multitude of closure and finishing techniques that will be applied to further courses in the fashion design program. Students will use standard machinery as used in the apparel history.

**ART 380 FLAT PATTERN DESIGN 3 CREDITS**

Prerequisite: ART 375 Sewing Studio. This is the introductory course for students in making patterns and how pattern making is applied to the apparel industry. Students will use flat pattern methods to transfer original designs from sketches to patterns with use of dart manipulation, added fullness and contouring; and emphasis will be placed on the use of the basic sloper or block.

**ART 386 FASHION DRAPING I 3 CREDITS**

Prerequisites: ART 380 Flat Pattern Design. Students will incorporate their flat pattern skills by draping original designs from ART 380 Flat Pattern Design and sketches onto 3 dimensional forms. Emphasis will be placed on draping technique, and garment fit and completion.

**ART 390 FASHION ILLUSTRATION 3 CREDITS**

This course is designed to provide students with the skills necessary to illustrate themes, concepts and lines for presentations. Emphasis is on technical fashion sketching, and the development of the fashion figure, design details, fabric rendering and collection development. Students will also be exposed to the technical side of illustration developing skills in flat sketching. Students will be required to sketch both by hand and with computer applications.

**ART 394 HISTORY OF ANIMATION 3 CREDITS**

This course will explore the history of American animation from film to television. In addition to the major animation studios, the course will explore the role of minority and female animators. The influence of animation on media will be addressed from the aesthetic, technical, business and cultural perspectives.

**ART 396 2D DIGITAL ANIMATION I: INTRODUCTION TO ANIMATION AND MOTION GRAPHICS 3 CREDITS**

Prerequisite: ART 340. Formerly ART 496 Computer Animation. This course is an introduction to animation using state-of-the-art software and hardware for motion graphics. It provides a study of animation principles as well as techniques in producing two-dimensional digital animations.

**ART 397 2D DIGITAL ANIMATION II: ADVANCED ANIMATION AND MOTION GRAPHICS 3 CREDITS**

(formally ART 497) Prerequisites: ART 396. As a continuation of Art 396, this course allows students to develop skills in two-dimensional digital animation production, character animation, motion graphics, and advanced animation principles. Students will work on a variety of lessons throughout the semester and on an extended animated production.

**ART 402 CERAMICS III (Mini Semester) 3 CREDITS**

This course is a study of the composition and computation of ceramic glazes and clay bodies and includes laboratory practice in the development of aesthetic qualities in glazes and clay bodies.

**ART 404 HISTORY OF MODERN ART 3 CREDITS**

This course is a study of painting, architecture, and sculpture since the French Revolution.

**ART 405 HISTORY OF AFRICAN AMERICAN ART 3 CREDITS**

This course is a study of African American art from colonial times to the present.

**ART 408 VISUAL CULTURE: CONTEMPORARY ISSUES IN ART, AESTHETICS, and CULTURE 3 CREDITS**

A visual study and critical discourse on the aesthetics of contemporary art and theory as it intersects with urban culture and artistic movements such as hip-hop. This course explores the aesthetics, philosophies, and foundations of hip-hop by focusing on musical, poetic (spoken word), and visual expressions rooted within the culture. Visual and performance artists who have been influenced by and who incorporate hip-hop into their work will also be studied. Students will also study the relationship between hip-hop to visual art, multimedia, video/film, as well as with other cultures, and the political, social, and historical movements in African American history.

**ART 419 PORTFOLIO & ASSESSMENT II 0 CREDITS**

A final assessment of the junior/senior level portfolio for all students in the VCDMA (BS) major. Members of the VCDMA and ART faculty; program coordinator and the academic advisor will use this portfolio to evaluate and document the students' performance. It should be taken and passes by the 1<sup>st</sup> semester of the senior year or as required and after passing ART 219. This faculty portfolio review is the final of two assessments required to meet graduation requirements. *This course and ART 219 must be passed before signing up for and in addition to taking ART 498 Senior Thesis and Exhibition and is a graduation requirement in VCDMA. It may also be used for and/or Art (BA) concentration/major students. (3) Three full-time, tenured faculty members in VCDMA and Art (including Program Coordinator) must officially approve the portfolio.*

**Note:** This course is a pass or Fail option, as these results will be included in students' academic records. Students have until the next semester

to resubmit a portfolio if it is determined that the portfolio is poor/unacceptable, or if it does not pass. There will be a maximum of (2) two times a student may take, successfully pass (or fail) this review and course. This review and course must be passed before students can and/or complete their senior thesis exhibition and graduate.

**ART 420 PAINTING: STUDIO PRACTICE 3 CREDITS**

This advanced course provides creative experiences in paint media. Emphasis will be placed on development of individual expression in paint through explorations of materials, techniques and styles.

**ART 450 MULTIMEDIA WORKSHOP: WEB DESIGN and DIGITAL MEDIA 3 CREDITS**

Prerequisites: ALL: Junior Standing; ART 340. This course is designed to give the student an opportunity to explore the creative possibilities in multimedia including interactive, web design, and presentation graphics media.

**ART 451 Advanced Topics in Multimedia, Web Design, XHTML & CSS 3 CREDITS**

This course is a continuation of ART 450 Multimedia Workshop. This advanced course focuses on web design, hand-coding and scripting for web design, and specifically using XHTML, CSS, ActionScript and other technologies. Student will also research and produce examples of web design and/or interactive media and incorporate current trends and practices for both the internet and mobile devices.

**ART 465 COMPUTER AIDED DESIGN (CAD) 3 CREDITS**

Prerequisite: ART 380 Flat Pattern Design, ART 386 Fashion Draping1, ART 390 Fashion Illustration. This course will enable students to digitize a pattern from an original design. The courses will emphasize pattern development from a technical flat sketch with various fashion and design related hardware/software. Students will also center on marking and grading that pattern in alpha and numeric sizes. This course will also explore the structure of the body, proportions, and measurements.

**ART 470 SELF PROMOTION and MARKETING FOR THE ARTS 3 CREDITS**

Prerequisites: Advanced Standing and Permission only. The course focuses on developing and expanding the students' use of technology components, skills, and practices, such as the integration of video, print design, and online media to create proper marketing materials to promote the students' future chosen careers in the visual and/or performing arts.

**ART 475 ADVANCED DIGITAL STUDIO: DIGITAL FILMMAKING, ANIMATION & NEW MEDIA. 3 CREDITS**

Prerequisites: Permission only. An advanced studio course designed for upper level students in VCDMA to research, develop and produce and advanced project such as a film, installation or animated production. This project is to be a part of a senior's final digital portfolio, Website and/or demo reel, and included as part of their senior thesis and exhibition. Students will also develop and maintain a professional portfolio, blog and Website to document and feature their creative and conceptual process, artwork and research.

**ART 480 THE ART OF SMALL BRONZE CASTING (Mini Semester) 3 CREDITS**

This course is designed for both beginning and advanced level students in the exploration of the process and the world history of bronze casting. Students will investigate one or more cultures known historically for their bronze casting and integrate those styles into their own artwork. During the semester, students will participate in all aspects of the bronze casting process: creating the artwork, investing, wax burnout, bronze pouring, chasing, finishing, patination, and presentation.

**ART 486 FASHION DRAPING II (ADVANCED) 3 CREDITS**

Prerequisites: ART 386 Fashion Draping 1. This course is a continuation of Fashion Draping 1. In Fashion Draping 2 students will be working on projects in the men's wear, children's wear and knit wear markets. Students will be given design briefs and required to design groups around briefs based on theme, color and specific material

**ART 490 MUSEUM, GALLERY, AND STUDIO SEMINAR 3 CREDITS**

Prerequisite: Senior Art Majors Only or Permission of Instructor. Professional Orientation: the students will be exposed to the problems of the artist in dealing with the public: marketing, displaying, and sound business practices; gallery and museum relations; and goals, purposes, and operations of art museums and galleries. Visitations to museums and galleries in Baltimore; Washington, DC; New York; and/or other major art centers will be scheduled.

**ART 491 INTERNSHIP IN ART AND VISUAL COMMUNICATION 3 CREDITS**

Prerequisites: Junior/Senior Standing; Permission only and at least 24 credit hours in area of concentration. This advanced internship and apprenticeship course is intended to help students in art and VCDMA (computer graphics) make their way into the professional art, design/multimedia, and visual communications world. The class serves as a bridge between students both professionals in the various art/design industries and students.

**ART 495 ADVANCED DIGITAL IMAGING: TOPICS IN DESIGN AND DIGITAL IMAGING 3 CREDITS**

Prerequisite: ART 340. Formerly Advanced Computer Imaging. This is an advanced course in digital imaging and visual communication design. It

is designed to provide an in-depth study of design principles, including working with clients, creative briefs, and strategies for advertisement and visual marketing. Product and packaging design will also be covered.

**ART 496 3D Modeling & Animation I 3 CREDITS**

Prerequisites: ART 396 2D Digital Animation I; permission by instructor for non-majors. This course is an overview of 3D computer animation & modeling. Through in-class lectures, assignments and homework, you will be instructed on how to use 3D software for basic modeling, rendering, lighting and setup for animation. Different methods of conceptualizing characters will be discussed and illustrated. There will also be instruction in using a bitmap based paint and illustration application to create textures. (Adobe Photoshop) The student will also learn some basic compositing techniques and computer simulation. The students will also be exposed to how the applications are used in real-world studio situations.

**ART 497 3D Modeling & Animation II 3 CREDITS**

Prerequisites: ART 496. This course is a continuation of ART 496 3D animation & modeling. Students are instructed and guided through advanced techniques for modeling, rendering, rigging, lighting and setup for animation. Advanced character, scene and object design as well as 3D simulation will also be covered. The course provides training in advanced compositing techniques, animation and modeling used in real-world studio situations.

**ART 498 SENIOR EXHIBITION & THESIS 3 CREDITS**

Prerequisite: Permission only. Note: Prior to enrolling in ART 498, students must successfully pass a portfolio review by the faculty that reflects a comprehensive representation of program course work. In addition, the student must submit an approved proposal of their senior thesis exhibition concept. It is also expected that the student has completed a series of upper-level and advanced art or computer graphics courses (300-400) prior to signing up for this course.

This course prepares the student to exit the Art/VCDMA program with a variety of tools and skills needed to successfully work in their chosen field of Art and /or digital media arts. The care, handling, preparation, identification, arranging, exhibiting, and associated problems and responsibilities of gallery work will be explored. Students will develop effective strategies for marketing and promoting one's work through a portfolio (slides, physical, online/website, and CD-ROM/DVD). The course includes a formal display of students' artwork in the Gallery of Art. This course is a requirement for graduation for the Art (Studio) and VCDMA programs.

**ART 499 INDEPENDENT STUDY (Fall, Spring) 3 CREDITS**

Prerequisite: Fine Arts Majors and Minors and Permission only. Advanced study for fine arts majors who desire further study in a particular area. May be repeated for a maximum of 6 semester hours. The student must have taken two or more courses in the area in which he/she elects to do independent study and have an average of 3.0 or better in that area. Consent of the instructor and program coordinator is required before a student is permitted to register for any independent study course.

## BENG: BENGALI COURSE DESCRIPTIONS

**BENG 101 FIRST YEAR BENGALI I (Fall) 3 CREDITS**

This course is designed for beginners who want an introduction to Bengali. The course aims to develop the students' Bangla competency in four skills: speaking, listening, reading, and writing.

**BENG 102 FIRST YEAR BENGALI II (Spring) 3 CREDITS**

Prerequisite: Bengali 101. The course continues to develop the students' Bangla competency in four skills: speaking, listening, reading, and writing. Students build on their basic knowledge of Bengali by discussing a variety of cultural topics and themes in the Bengali speaking world. The focus of the course is on-expanding vocabulary, developing skills to express and support opinions, to resolve difficult situations, review major grammar topics, develop reading strategies and improve listening skills.

## BIOL: BIOLOGY COURSE DESCRIPTIONS

**BIOL 101 BIOLOGICAL SCIENCE (FALL, Winter, SPRING, SUMMER) 4 CREDITS**

This course is a study of the methods by which biological knowledge is acquired and tested and includes the general characteristics of living matter and a survey of the animal and plant kingdoms, with emphasis on the evolutionary sequences and study of the important vital systems. *This Course Should Not Be Taken By Biology Majors.* (Note: Non-majors may take the course for honors credit).

**BIOL 102 INTRODUCTORY BIOLOGY (FALL, SPRING, SUMMER Periodically) 4 CREDITS**

This course is designed to introduce the concepts of cellular and molecular biology, basic chemistry, the chemistry of life, and genetics.

**BIOL 103 GENERAL ZOOLOGY (FALL, SPRING, SUMMER Periodically) 4 CREDITS**

This course is a study of the principles of invertebrate and vertebrate zoology, with emphasis on the development of phyla in the animal kingdom, their embryonic development, structure and function, classification, gross and microscopic anatomy.

**BIOL 105 GENERAL BOTANY (FALL, SPRING) 4 CREDITS**

This course is a study of algae and fungi, with emphasis on structure, function, classification, phylogenetic relationships and ecology. Angiosperms and gymnosperms, with emphasis on structure, function, classification, phylogenetic relationships and ecology, will be explored.

**BIOL 107 INTRODUCTION OF HUMAN BIOLOGY (SUMMER Periodically) 4 CREDITS**

*Prerequisite(s): BIOL 102.* This course is a study of the biology of human structure and function.

**BIOL 198 COOP BIOLOGY 12 CREDITS**

Students must meet applicable program eligibility requirements and must submit program application materials to the Program Coordinator prior to receiving permission from the instructor to register for this course. Program requirements can be found on the Career Development Center website.

**BIOL 202 INDEPENDENT STUDY (Periodically) 2 CREDITS**

*Prerequisite(s): BIOL 101 or 102.* This course is designed solely for non-science majors and especially for Elementary Education majors and includes research into a specified area of biology or physical science encompassing library, laboratory and, if necessary, field experiences.

**BIOL 203 OCEANUS (FALL, SPRING) 3 CREDITS**

A fully online distance education course accessed through BSU OnLine. This course focuses on basic oceanography, marine biology and man's impact on the ocean's environment. The course is designed to meet general education non-laboratory sciences requirements. There is no textbook, no study guide- all material, including weekly assessments and media content delivered through BSU Online. Students must use and check BSU Email and BSU Online at least twice weekly. Access to the Internet is required for adequate access to course content and other materials. Orientation is also staged to BSU Online. Examinations [midterm, final] are done in person in a proctored environment, but using the BSU Online interface. *This course may be taken by Biology majors as a free elective.*

**BIOL 204 CELL BIOLOGY (FALL Only, SPRING Periodically) 4 CREDITS**

*Prerequisite(s): BIOL 102, 103, 105; CHEM 107, 108.* This course emphasizes the relationship between the structure and function of cell organelles.

**BIOL 205 BIOLOGY ENVRMNTL. POLLU. (FALL, or SPRING Periodically) 3 CREDITS**

*Prerequisite(s): BIOL 102.* This course is a study of the environment as a system, including characteristics and requirements of the living environment of plants, animals and man, and improving the quality of life and the future of mankind.

**BIOL 209 GENERAL GENETICS (FALL, SPRING, SUMMER Periodically) 4 CREDITS**

*Prerequisite(s): BIOL 102.* This course examines the concept of inheritance, its basis and societal impact. Inheritance is studied from various standpoints where mendelian genetics, molecular genetics, cytogenetics, population and quantitative genetics are emphasized. Various tools and exercises are designed to reinforce each of the aforementioned aspects during the laboratory sessions.

**BIOL 298 COOP BIOLOGY 12 CREDITS**

**BIOL 301 HEREDITY & HUMAN AFFAIRS (FALL, SPRING, SUMMER) 3 CREDITS**

This course emphasizes the latest information emanating from the field of medical genetics, with particular reference to the physiological, neurological and morphological disorders, diseases, etc. Lecture only; recommended for non-science majors.

<b>BIOL 303</b>	<b>MOLECULAR BIOLOGY (FALL, SPRING)</b>	<b>4 CREDITS</b>
<i>Prerequisite(s): BIOL 102, 209; CHEM 201, and 202.</i> This course is designed to examine the molecular organization of cells and cellular processes; the synthesis and regulation of DNA, RNA and Protein synthesis; viruses and plasmid DNA molecules, and the concepts and techniques involved in recombinant DNA.		
<b>BIOL 304</b>	<b>BIOLOGY OF DRUG PLANTS (FALL, SPRING)</b>	<b>3 CREDITS</b>
<i>Prerequisite(s): BIOL-102 and BIOL 105.</i> This course is the study of biology of such plants as opium, DMT, marijuana, mescaline, psilocybin, cocaine, jimsonweed, ergot, strychnine, and digitalis; active principles and the parts used as drugs; diseases and disorders; genetic manifestations; use and misuse of drugs; and effects on human health, including the mental and social well being of man.		
<b>BIOL 309</b>	<b>MICROBIOLOGY I (FALL, SPRING)</b>	<b>4 CREDITS</b>
<i>Prerequisite(s): BIOL 102 and 209.</i>		
<b>BIOL 310</b>	<b>MICROBIOLOGY II (FALL, SPRING)</b>	<b>4 CREDITS</b>
<i>Prerequisite(s): BIOL 102.</i> Biology majors are required to successfully complete BIOL-309. This course studies virology, medical parasitology, and mycology.		
<b>BIOL 311</b>	<b>HUM ANAT &amp; PHYSLOGY I (FALL, SPRING, SUMMER)</b>	<b>4 CREDITS</b>
<i>Prerequisite(s): BIOL 102, 103.</i> This course focuses on the structure and function of the human body from molecular to whole individual level, providing current principles of anatomical terminology and techniques, histology, and the integumentary, skeletal, muscular, nervous, and sensory systems. The effects of age, stress and pathology (disease) on normal systems are incorporated throughout the course.		
<b>BIOL 312</b>	<b>HUM. ANAT. &amp; PHYSIOLOGY (FALL, SPRING, SUMMER)</b>	<b>4 CREDITS</b>
<i>Prerequisite(s): BIOL 311.</i> This course focuses on the structure and function of the human body from molecular to whole individual level, providing current principles of the endocrine, circulatory, immune, respiratory, digestive, urinary, and reproductive systems. The effects of age, stress, and pathology (disease) on normal systems are incorporated throughout the course		
<b>BIOL 398</b>	<b>COOP-BIOLOGY</b>	<b>6 CREDITS</b>
Students must meet applicable program eligibility requirements and must submit program application materials to the Program Coordinator prior to receiving permission from the instructor to register for this course. Program requirements can be found on the Career Development Center website.		
<b>BIOL 402</b>	<b>GENERAL PHYSIOLOGY (FALL, SPRING)</b>	<b>4 CREDITS</b>
This course is a study of chemical, physical properties, and living activities of protoplasm at cellular level and an introduction to the physio-chemical basis of vital processes.		
<b>BIOL 403</b>	<b>BIOLOGY SEMINAR (FALL, SPRING)</b>	<b>2 CREDITS</b>
<i>Prerequisite(s): Biology Core Courses and CHEM 107, CHE, 108, CHEM 201 and CHEM 202.</i> Limited to senior biology majors, this course offers intensive practice in the process of research within the body of peer-reviewed scientific lecture, presentation, synthesis and discussion of selected scientific topics and problems. Course is open only to biology and biology education majors who have successfully completed at least 90 semester hours in the biology sequence.		
<b>BIOL 404</b>	<b>INTRO TO CANCER BIOLOGY (FALL)</b>	<b>3 CREDITS</b>
<i>Prerequisites:</i> BIOL-101 or BIOL-102. This courses will provide students with a basic knowledge of the etiology, epidemiology, and sociology of common cancers associated with children, women, and men. Students will be introduced to health disparities associated with cancers.		
<b>BIOL 405</b>	<b>INVESTIGATIONS (FALL, SPRING, SUMMER)</b>	<b>1-6 CREDITS</b>
<i>Prerequisite(s):</i> Internal/External Research Experience and an Approved Application. This course is designed to give experience in handling biological materials and techniques involved in research investigations.		
<b>BIOL 407</b>	<b>ECOL. OF ENV. ADAPTATION (Periodically)</b>	<b>3 CREDITS</b>
<i>Prerequisite(s): BIOL 102, 103, 105, 209.</i> This course is an analysis of the environmental factors affecting the evolution, adaptation, distribution, and functional processes of plant and animal communities. Considerable emphasis will be placed on ecological concepts.		
<b>BIOL 410</b>	<b>IMMUNOLOGY (SPRING Only)</b>	<b>3 CREDITS</b>
<i>Prerequisite(s): BIOL102, 209, 204. BIOL 303 and CHEM 309 (may be taken concurrently) Strongly Recommended.</i> This course is designed to provide students with knowledge of the molecular and cellular nature of the immune system. Upon completion of this course, students will have a basic knowledge of the innate and adaptive immune responses, and the structure and function of lymphocytes, antibodies, T-cell receptors and accessory proteins. Also included are the molecular and cellular aspects of immunity to bacteria and viruses, autoimmunity, allergies, transplantation immunology, and vaccines.		
<b>BIOL 411</b>	<b>ENDOCRINOLOGY (Periodically)</b>	<b>4 CREDITS</b>
<i>Prerequisite(s): BIOL 102, 103, CHEM 108.</i> This course is an in-depth study of the human endocrine system and the mechanism of hormone action.		
<b>BIOL 415</b>	<b>PLANT PHYSIOLOGY (SPRING Only)</b>	<b>4 CREDITS</b>

*Prerequisite(s): BIOL 102, 105, CHEM 108.* This course is a study of plants as a dynamic organism of metabolic systems which determine the vital responses to the environment and the vital processes of growth, development, reproduction, and perennation. Importance of plants in the flow of energy through the biosphere and the use of modern technology in the chemical evolution of life will be discussed.

**BIOL 421 BIOINFORMATICS (FALL Only) 4 CREDITS**

*Prerequisite(s): CHEM 309, BIOL 303.* This course provides instruction in and practical applications of the tools and techniques employed in Bioinformatics. Included are methods for prediction of protein structure, homology modeling, sequence alignment and database searching, comparative genome analysis and structure-based drug design.

**BIOL 423 APPLIED BIOTECHNOLOGY (FALL, SPRING, SUMMER) 4 CREDITS**

This course is an overview of the basic principles of molecular biology and application of them in research, industry, and society in general. The laboratory component of this course provides students with hands on experience with state of the art instruments in the Natural Science Foundation (NSF)-funded Genomics Lab. The laboratory experience received also prepares students to function effectively as laboratory technicians in biotechnology laboratories.

**BIOL 451 FIELD BIOLOGY (Periodically) 3 CREDITS**

*Prerequisite(s): BIOL 102, 105, 415.* This course emphasizes the collection and classification of selected biological materials from different environments.

**BIOL 462 TOPICS IN BIOLOGY (Periodically) 3 CREDITS**

*Prerequisite(s): Biology Core Courses, CHEM 202.* This course is designed to explore topics in the field of biology pertinent to human welfare and the exploration of science.

#### **BUAD: BUSINESS ADMINISTRATION COURSE DESCRIPTIONS**

**BUAD 100 BUSINESS MATHEMATICS (FALL, SPRING, SUMMER) 0 CREDIT**

This course is designed to develop and strengthen student proficiency in the application of basic mathematics to business activities. This course does not count towards graduation requirements. This course is a Prerequisite(s) for ACCT 211.

**BUAD 101 INTRO. TO BUSINESS 3 CREDITS**

This is a survey course designed to acquaint students with the basic functional areas of business enterprises and covers terminology and functional issues facing managers. This course acquaints students with international aspects of business.

**BUAD 130 FUND OF CONTRACTING 3 CREDITS**

*Prerequisite(s): BUAD 100 and BUAD 101 or Permission of Instructor.* This survey course introduces the organization and utilization of the Federal Acquisition Regulation and DOD Supplement to the FAR (DFARS), as well as ethics and basic contract law. Students are also introduced to the fundamentals of contracting. This is an accelerated course that encompasses the entire contracting process from receipt of a purchase request through contract completion, including close-out.

**BUAD 198 COOP-BUAD 12 CREDITS**

Students must meet applicable program eligibility requirements and must submit program application materials to the Program Coordinator prior to receiving permission from the instructor to register for this course. Program requirements can be found on the Career Development Center website.

**BUAD 230 FUND OF CONTRACTING II 3 CREDITS**

*Prerequisite(s): BUAD 130.* This course provides essential fundamentals for the student and practice of price, cost, and proposal analysis. Various case scenarios and actual cost analysis are used to illustrate and integrate the various concepts and techniques covered in the course. Topics include the review of contracting environment, use and importance of market research, sources cost price analysis, application of price-related factors in the determination of reasonableness, methods for analyzing direct and indirect costs, methods for performing profit analysis, ethics in contract pricing, and selection of current pricing topics. Contract Pricing is designed to provide entry-level contracting personnel with a solid foundation for practice analysis and negotiation analysis.

**BUAD 298 COOP - BUAD 12 CREDITS**

Students must meet applicable program eligibility requirements and must submit program application materials to the Program Coordinator prior to receiving permission from the instructor to register for this course. Program requirements can be found on the Career Development Center website.

**BUAD 330 INTERMEDIATE CONTRACT 3 CREDITS**

*Prerequisite(s): BUAD 130.* This course presents experienced, intermediate-level contracting personnel with an intensive examination of the life cycle phases of contracting, including the pre-award phase of contracting (acquisition planning, solicitation, evaluation, and award), and post award contract administration, plus contracting problem analysis and resolution. Case studies challenge students to apply ethical principles, statutes, regulations, and sound business judgment in the resolution of contract problems. Major course topics include acquisition planning, contracting methods (with an emphasis on formal source selection and noncommercial acquisitions), contract administration (including contract surveillance and quality assurance), financial management, termination, and dispute resolution.

**BUAD 350 BUSINESS LAW I (FALL, SPRING) 3 CREDITS**

*Prerequisite(s): PHIL 103 or PHIL 305 and MGMT 241.* Junior Standing or Permission of Instructor. These courses provide a basic understanding of the principles of business law and their application to commercial activities relating to contracts, agency, torts, property, sales, business organizations, commercial paper, and commercial transactions.

**BUAD 351 BUSINESS LAW II (FALL, SPRING) 3 CREDIT**

*Prerequisite:* BUAD 350. Permission of the Department. These courses provide a basic understanding of the principles of business law and their application to commercial activities relating to contracts, agency, torts, property, sales, business organizations, commercial paper, and commercial transactions.

**BUAD 352 INTERNATIONAL BUSINESS 3 CREDITS**

A study of the basic theories, principles, and practices concerning business activities across national boundaries. Emphasis is placed on managing resources, cultural diversities, international trade and investment, and the role of the multinational enterprise in global resource transfers.

**BUAD 401 ADV ACCOUNTING I 3 CREDITS**

*Prerequisite(s): ECON 351.* This course is a survey and application of research methodology as a tool in decision-making. It emphasizes theory, design, data-gathering, and evaluation.

**BUAD 430 INTER CONTRACT: PRICING 3 CREDITS**

*Prerequisite(s): BUAD 330.* This course reinforces both pricing skills taught in Fundamentals of Contract Pricing I and II. The course develops skills in price analysis, advanced pre-award pricing decisions, and general contract pricing. The course is primarily quantitative in nature, focusing on statistical and economic analysis tools.

**BUAD 450 ISSUES IN BUS ETHICS (SPRING Only) 3 CREDITS**

*Prerequisite(s): Seniors Only.* Current issues of ethics in the society as they affect business behavior will be discussed through panel presentation and class participation. Social responsibility of business, environmental issues, human rights and technological progress, business ethics and the evolution of social values exemplify the topics which will be presented from multidisciplinary perspectives by visiting experts, with the instructor moderating the class discussion.

**BUAD 453 GOVERNMENT CONTRACT LAW 3 CREDITS**

*Prerequisite(s): BUAD 330.* This course introduces basic legal principles and sources of contract law as they apply to the Government's acquisition of supplies and services, as well as construction services. Government Contract Law provides an understanding of the impact of Government Contract Law on daily decision-making in acquisition. Court cases and administrative decisions (General Accounting office, Board of Contract Appeals) are discussed with emphasis on how the law affects the Government/Contractor interface and how to avoid legal disputes and maintain business relationships

**BUAD 615 TAX MGMT 3 CREDITS**

**BUIS: BUSINESS INFORMATION SYSTEMS COURSE DESCRIPTIONS**

**BUIS 260 COMPUTER APP IN BUSINESS (FALL, SPRING, MINI-SEMESTER) 3 CREDITS**

*Prerequisite(s): BUAD 101; MGMT 101.* This is a survey course of computer applications and of information needs in business. Emphasis will be placed on microcomputer hardware and software applications from the perspective of the individual user. A review will be conducted of the standard productivity software packages available to support a microcomputer-based executive work station. Included are descriptions of and hands-on work, electronic spreadsheets, file and database management systems, graphic packages, accounting, and other common application packages. Emphasis is placed on business software, rather than on program development. Students participate in a series of application practice sessions at an introductory level and use these packages to solve progressively advanced business problems during the semester.

**BUIS 305 INTRODUCTION TO OBJECT-ORIENTED PROGRAMMING (FALL, SPRING, SUMMER) 3 CREDITS**

*Prerequisite(s): BUIS 206.* This course introduces students to the object-oriented (OO) approach to programming with emphasis on solving business problems. Proper object-oriented design principles and practices are emphasized throughout the course. First, students learn how to use the standard classes, and then learn to design their own classes. Real world programs are also used as examples throughout the course.

**BUIS 360 INFOR SYSTEMS FOR MGMT (FALL, SPRING, SUMMER) 3 CREDITS**

*Prerequisite(s): BUIS 260 or Academic Plan is equal to COSC-BS.* This course is a survey of the concepts, theory, and techniques of information systems for management. Emphasis is on the role of information itself and on computer-based information systems as aids to the control and operation of the organization. Case studies are used to illuminate the general manager's role in planning, specifying requirements, and evaluating and controlling such systems.

**BUIS 361 ANAL AND DESIGN OF BUAD INFO SYSTS (FALL, SPRING, SUMMER) Formerly BUAD 361 3 CREDITS**

*Prerequisite(s): BUIS 260.* This course provides students with an understanding of the principles involved in the analysis and design of an information system. Tools, techniques, and information systems development methodologies will be reviewed. In addition, a major project involving the analysis and design of an information system will be required.

**BUIS 362 DATABASE FOR BUSINESS (FALL, SPRING) 3 CREDITS**

*Prerequisite(s): BUIS 260.* This course provides an understanding of how data resources can be managed to support decision-making within organizations. It will examine the use, development, and implementation of organizational databases and how the database environment is used to support decision-making. Database design and implementation issues will be addressed from both a logical and physical perspective. In addition, strategic and administrative issues of databases will be considered.

**BUIS 367 PRINCIPLES OF INFORMATION SYSTEMS SECURITY (FALL, SPRING) 3 CREDITS**

*Prerequisite(s): BUIS 260.* This course provides the foundation for understanding the key issues associated with information security and assurance with special emphasis on the various business, managerial and administrative aspects. Students will be exposed to the spectrum of security models, methodologies, policies, standards, procedures, and technologies as well as other security activities such as risk management, contingency, and incidents response, and e-business security. The course provides a rich learning experience using several case studies, hands-on exercises and projects.

**BUIS 461 TELECOMM FOR BUSINESS (FALL, SPRING) 3 CREDITS**  
*Prerequisite(s): BUIS 360.* This course provides students with an overview of the principles of telecommunications. It will cover the business applications of telecommunications technology, data-enhancing flow of information within the organization, design of telecommunications systems, and hardware and software analysis of needed specifications for designing telecommunications systems.

**BUIS 462 DECISION SUPPORT SYSTS (SPRING Only) 3 CREDITS**  
*Prerequisite(s): BUIS 361 and BUIS 362.* This course is an introduction to the analysis, design, and application of information systems used in the direct support of managerial decision-making. This course will cover the design and construction of specific management support tools such as Decision Support Systems, Executive Support Systems, Group Decision Support Systems, and Expert Systems. Laboratory work will include construction of prototype support systems and expert systems.

**BUIS 463 ELECTRONIC COMMERCE (SPRING, SUMMER) 3 CREDITS**  
*Prerequisite(s): BUIS 360.* This course provides students with an understanding of the basic technology of the Internet and the World Wide Web. It also will cover the tools, skills, business concepts, strategic opportunities, and social issues that surround the global information infrastructure and the emergence of electronic commerce.

#### **CAAS: CHILD AND ADOLESCENT STUDIES**

**CAAS 101 INTRO TO CHILD & ADOLESCENT STUDIES (FALL, SPRING) 3 CREDITS**  
This course is an introduction of the theories, practices and trends in the human service profession and specifically how they relate to children and adolescence. The course will examine current events, situations and best practices in regards to children and their families.

**CAAS 220 INFANCY AND TODDLERHOOD (SPRING) 3 CREDITS**  
The primary goal of this course is to introduce students to the psychological study of infancy and toddlerhood, beginning with conception and ending at approximately age 3. The course will deal with many aspects of development in this age range, including conception, prenatal development, physical, neurological, motor, and perceptual development. It will also focus on cognitive development, including language, learning, memory & reasoning. We will also explore social development, including such topics as parent-child attachment, effects of maternal employment and sex-role development.

**CAAS 230 ADOLESCENT DEVELOPMENT & SOCIAL CHANGE (SPRING) 3 CREDITS**  
The goal of this course is to examine adolescent development. The course will look at the basic changes that take place in adolescence (physiological changes, changes in thinking, and changes in social interactions), the context within which these changes take place (adolescents in family, peer, school and work environments), and the psychosocial areas in which development takes places (autonomy, identity, intimacy, sexuality, achievement).

**CAAS 250 CHILD AND FAMILY LIFE SKILLS (FALL) 3 CREDITS**  
*Prerequisite(s): CAAS 101.* The course is designed to explore contemporary issues affecting children, youth and families. Specific topics will include the marital/family system, parent/child interaction, divorce, death of a family member, chronic illness and theoretical approaches to family study. Students will also gather insights into differing lifestyles and how this impacts children and youth.

**CAAS 260 CHILD ABUSE & NEGLECT (FALL) 3 CREDITS**  
*Prerequisite(s): CAAS 101.* This course will examine historical and contemporary issues affecting the maltreatment of children/adolescents in regards to child abuse and neglect. The course will raise awareness of how society has evolved to address the growing problem of child abuse and neglect. It will enable students to recognize symptoms and signals of child abuse.

**CAAS 270 SOCIOLOGICAL ISSUES (FALL) 3 CREDITS**  
*Prerequisite(s): CAAS 101.* This course will focus on socialization issues of children as it pertains to violence in the home, poverty, substance abuse, violence in schools, crime, and being a part of a blended family.

**CAAS 280 RUNAWAY & HOMELESS YOUTH (FALL) 3 CREDITS**  
Elective: This course will explore reasons why children/youth runaway or end up homeless and on the streets. It is an interdisciplinary course with strong underpinning from interactionist and conflict theories. Students will examine the emotional, social, psychological and political dimensions of this growing societal problem. Special attention will be given to child sexual abuse and domestic violence issues.

**CAAS 282 DOMESTIC & FAMILY VIOLENCE (SPRING) 3 CREDITS**  
Elective: This course will cover the history of domestic and family violence, current theories, the causes of violence in the family, interventions and preventative models to curb family and domestic unrest and the affects of family violence on children and youth.

**CAAS 300 THE PSYCHOSOCIAL DEVELOPMENT OF AFRICAN AMERICAN BOYS 3 CREDITS**  
*Prerequisites: CAAS 101 or SOCI 302.* This course provides a comprehensive understanding of psychosocial development in a sub-group of African American males, age 5-15 with respect to achieving developmental milestones in childhood and adolescence within a high stress context. Theoretically based research and other published literature of leading black social scientists, psychologists and educators discussing issues, solutions, and responsibilities of various systems intersecting with this population is examined.

**CAAS 306 INTRODUCTION TO FIELD (SPRING) 3 CREDITS**  
*Prerequisite(s): CAAS 250 and CAAS 270.* The course is designed to enhance students' knowledge of being a change agent, advocate and indirect service provider for children and youth in mental health, medical, k-12th grade educational or preschool settings. In addition this course prepares the student for CAAS 424 & 425, Field and Seminar I & II.

**CAAS 314 REG, POL & ADM OF CHILD (SPRING) 3 CREDITS**

*Prerequisite(s): CAAS 250 and CAAS 270.* The course was developed to expose students to the rigors and decisions of administrators, policymakers and/or entrepreneurs. This course will give the student insights into the management and administration of those human service agencies that service children and youth.

**CAAS 340 CHILDHOOD DISORDERS (FALL) 3 CREDITS**

*Prerequisite(s): CAAS 101 or PSYC 101.* This is an undergraduate level course in child psychopathology. The course will cover DSM-IV child and adolescent disorders. The course will review prevalence, etiology, diagnostic criteria, co-morbidity, sampling patterns and outcomes across the major childhood and adolescent behavioral disorders.

**CAAS 350 SIGN LANGUAGE I (FALL) 3 CREDITS**

This course teaches the fundamentals of sign language, including those basic concepts and theories necessary for working effectively in programs aimed at providing services to children and youth with serious hearing loss and related problems.

**CAAS 351 SIGN LANGUAGE II (SPRING) 3 CREDITS**

*Prerequisite(s): CAAS 350.* This course is offered to those students who wish to broaden and continue their usage of sign language.

**CAAS 354 LEG AND ETH HUM SERV STANDARDS (SPRING) 3 CREDITS**

*Prerequisite(s): CAAS 250 and CAAS 270.* This course is developed to focus on the moral and ethical milieu of leadership: the values, theories, strategies, behaviors and skills that provide a framework for principled decisions in human service organizations.

**CAAS 360 ART, MUSIC, DANCE & PLAY THERA (SPRING) 3 CREDITS**

*Prerequisite(s): CAAS 101; CAAS 250; CAAS; 260; and CAAS 270.* Students will be exposed to current trends and techniques that will help children who have been abused as well as help young children develop a sensitivity and appreciation of the fine arts.

**CAAS 412 THERAPY WITH CHILDREN ADOL (FALL) 3 CREDITS**

*Co-requisite: CAAS 424.* This course is done in association with CAAS 424, Field & Seminar I. The course will provide a foundation for understanding and working with children/adolescents in agency or institutional settings.

**CAAS 420 COMMUNITY CHILD AND ADOLESCENT STUDIES (SPRING) 3 CREDITS**

Elective: This course has a focus on promoting community change, policies and systems as they relate to children and adolescents. The student will explore the significance of improving communities through policy analysis utilizing the systems approach.

**CAAS 424 FIELD AND SEMINAR I (FALL) 6 CREDITS**

*Prerequisite(s): CAAS 306; CAAS 314; CAAS 354 Co-requisite: CAAS 412.* The first of a two part practicum/field experience mandatory for fulfillment of the CAAS degree. Students complete twenty (20) hours per week with a community agency or program. The emphasis of this course will focus on the child/adolescent in group settings, i.e., family unit, school. Through the practicum experience the student will begin to integrate classroom theory and discussion as well as apply and shape materials learned to real life situations.

**CAAS 425 FIELD AND SEMINAR II (SPRING) 6 CREDITS**

*Prerequisite(s): CAAS 424:* Part two of the practicum experience designed to provide real life work experiences through placement in community settings. Students do twenty (20) hours per week applying knowledge gained in the classroom to circumstances faced in their respective agency/program.

**CAAS 430 CHILD AND ADOLESCENT ASSESSMENT AND MEASUREMENT (SPRING) 3 CREDITS**

*Prerequisite(s): CAAS 101, CAAS 340 & SOCI 309.* This course will cover the basic principles, research, and theories on the testing and measurement of psychological constructs. Students should expect to complete the course with knowledge of various techniques for psychological testing, familiarity of several professionally developed tests, in depth knowledge on one published test of student's choice, ability to develop, administer and interpret certain tests, and knowledge of measurement theory which includes reliability and validity. Students will demonstrate this knowledge on exams, class discussions, and a term paper.

## CHEM: CHEMISTRY COURSE DESCRIPTIONS

**CHEM 105 INTRO TO COLLEGE CHEMISTRY (FALL, SPRING) 4 CREDITS**

*Prerequisite(s):* None, MATH 099 strongly recommended. This is an overview of chemistry which will include, English-metric unit conversions, atomic structure, chemical nomenclature, the mole concept, stoichiometry, chemical reactions, physical behavior of gases and solutions, acid-base theory, and nuclear chemistry. It is designed for those students who have little or no chemistry background. Three hours lecture, two hours recitation per week.

**CHEM 107 GENERAL CHEMISTRY I (LECTURE/LAB) (FALL, SPRING) 4 CREDITS**

*Prerequisite(s): MATH 141 or MATH 125.* The lecture portion of the course focuses on the fundamental principles of chemistry dealing with structure of matter, valence, gases, oxidation, equations, formation of compounds, and solution of problems. The laboratory component includes experiments in measurement principles, gravimetric analysis, physical behavior of gases and chemical reactions in solutions. Three hours lecture, two hours laboratory per week.

**CHEM 108 GENERAL CHEMISTRY II (LECTURE/LAB) (FALL, SPRING) 4 CREDITS**

*Prerequisite(s): CHEM 107 or MATH 141.* This course is a continuation of CHEM 107. The lecture portion focuses on chemical reactions in solutions, chemical thermodynamics, equilibrium, ionic equilibrium, chemical kinetics, and electrochemistry, the general theory of acids and bases and nuclear chemistry. The laboratory component includes experiments in thermodynamics, kinetics, electrochemistry, physical behavior of gases and chemical reactions in solutions. Three hours lecture, two hours laboratory per week

<b>CHEM 201</b>	<b>ORGANIC CHEMISTRY I (LECTURE/LAB) (FALL, SPRING)</b>	<b>5 CREDITS</b>
<i>Prerequisite(s): CHEM 107.</i> The lecture portion of the course will include chemical bonding, acid/base theory, thermodynamics, kinetics, organic structure, isomerism, stereochemistry, infrared spectroscopy, NMR nuclear magnetic resonance spectroscopy, mass spectroscopy, nomenclature principles, and the chemistry of several organic chemical functional groups. The laboratory portion of the course will include methods of purification/separation of organic chemicals, chemical kinetics, instrumental analytical techniques, and several organic syntheses. Three hours lecture, three hours laboratory per week.		
<b>CHEM 202</b>	<b>ORGANIC CHEMISTRY II (LECTURE/LAB) (FALL, SPRING)</b>	<b>5 CREDITS</b>
<i>Prerequisite(s): CHEM 201.</i> This course is a continuation of CHEM 201. The lecture portion of the course will include oxygen containing functional groups, aromaticity, benzene and its derivatives, carbanions, nitrogen containing functional groups, heterocyclics, and nuclear magnetic resonance. The laboratory portion of the course will consist of organic syntheses and qualitative organic analysis. Three hours lecture, three hours laboratory per week.		
<b>CHEM 301</b>	<b>QUANTITATIVE ANALYSIS (LEC)</b>	<b>3 CREDITS</b>
<i>Prerequisite(s): CHEM 107.</i> Lecture and laboratory. This course will focus on the fundamental theory and practice of volumetric, gravimetric, and instrumental methods of analysis. The student is trained in chemical calculations as applied to quantitative analysis. Three hours of lecture a week.		
<b>CHEM 302</b>	<b>INSTRUMENTAL ANALYSIS</b>	<b>4 CREDITS</b>
<i>Prerequisite(s): CHEM 201, 202.</i> This course focuses on the basic theory, technique, and application of various instrumental method of analysis. Two hours of conference and six hours of laboratory a week.		
<b>CHEM 309</b>	<b>BIOCHEMISTRY I (LEC) (FALL and SPRING)</b>	<b>3 CREDITS</b>
<i>Prerequisite(s): CHEM 202.</i> This course is a study of structure and function of proteins and carbohydrates. Topics include role and importance of water in biochemical reactions; introduction to structural and thermodynamic elements of enzymology and biochemical pathways; structure and function of allosteric proteins with a particular emphasis on hemoglobin; and carbohydrate metabolism, citric acid cycle, and oxidative phosphorylation.		
<b>CHEM 311</b>	<b>QUANTITATIVE ANAL (LAB)</b>	<b>2 CREDITS</b>
This lab must be taken concurrently with lecture CHEM 301. This course is a three-hour laboratory.		
<b>CHEM 320</b>	<b>INSTRUMENT ANALYSIS</b>	<b>2 CREDITS</b>
<b>CHEM 401</b>	<b>PHYSICAL CHEMISTRY I (LEC) (Periodically)</b>	<b>3 CREDITS</b>
<i>Prerequisite(s): PHYS 272, and MATH 300.</i> This course is an introduction to atomic and molecular structure and elementary thermodynamics. Three hours of lecture a week. (This course may be offered without corequisite laboratory.)		
<b>CHEM 402</b>	<b>PHYSICAL CHEMISTRY II (LEC) (Periodically)</b>	<b>3 CREDITS</b>
<i>Prerequisite(s): CHEM 401 and CHEM 410.</i> This course is a continuation of Physical Chemistry II, CHEM 401, including chemical kinetics and photochemistry. (This course may be offered without the corequisite laboratory.)		
<b>CHEM 405</b>	<b>SEMINAR IN CHEMISTRY (Periodically)</b>	<b>2 CREDITS</b>
<i>Prerequisite(s): Senior Standing Only.</i> This course is a discussion of advanced topics in inorganic, organic, analytical, physical chemistry, and biochemistry.		
<b>CHEM 406</b>	<b>RESEARCH IN CHEMISTRY (Periodically)</b>	<b>1-3 CREDITS</b>
This course is an introduction to the literature of chemistry and the techniques of research.		
<b>CHEM 410</b>	<b>PHYSICAL CHEMISTRY I (LAB) (Periodically)</b>	<b>2 CREDITS</b>
This lab must be taken concurrently with lecture CHEM 401. This course is a three-hour laboratory.		
<b>CHEM 412</b>	<b>BIOCHEMISTRY II (SPRING)</b>	<b>3 CREDITS</b>
<i>Prerequisite(s): CHEM 201, 202, and 309.</i> This course is a study of structure of lipids and steroids, metabolism of lipids, glycogen, amino acids, gluconeogenesis, and the structure and function of muscle proteins, biological membranes, and membrane proteins.		
<b>CHEM 464</b>	<b>BIOCHEMISTRY LABORATORY</b>	<b>1 CREDIT</b>
<i>Prerequisite(s): CHEM 201, 202, and 309.</i> Laboratory, expanding the lecture material in Biochemistry, providing instruction and practical applications of the tools and techniques employed in Biochemistry. Included are investigation into the properties of non-covalent bonds, coulomb's law, Leonard-Jones potentials, Hydrogen bond potentials; amino acid structure and properties, protein folding, allosteric and cooperative binding of ligand and protein, enzyme kinetics and thermodynamics. Also included are laboratories detailing the purification of proteins by electrophoresis and chromatography, analysis of protein weight, concentration, isoelectric point, crystallization and determination of protein function by x-ray crystallography.		

#### COMM: COMMUNICATIONS COURSE DESCRIPTIONS

<b>COMM 101</b>	<b>ORAL COMMUNICATION (FALL, SPRING)</b>	<b>3 CREDITS</b>
This course is designed to give theory and practice in the basic oral skills necessary for effective communication. It is intended that this course will correlate with the other courses offered in communication skills in order to increase the student's articulation. ( <i>NOTE: May be taken for honor's credit.</i> )		

- COMM 103 PUBLIC SPEAKING (FALL, SPRING) 3 CREDITS**  
This course is a study of the basic principles and types of speeches, with practice in composition and delivery of speeches.
- COMM 104 VOICE AND DICTION (FALL, SPRING) 3 CREDITS**  
This course is designed to critically scrutinize and improve student articulation, pronunciation, and voice quality.
- COMM 198 COOP-COMM (FALL, SPRING) 12 CREDITS**
- COMM 215 INTRODUCTION TO NEWS WRITING (FALL, SPRING) 3 CREDITS**  
*Prerequisites: ENGL 101 and ENGL 102.* This course explores the technique of news writing and news gathering, constant practice in the writing of news stories and emphasizes policy, principles, and concepts basic to the field.
- COMM 216 ADVANCED NEWSPAPER WRITING (SPRING Only) 3 CREDITS**  
*Prerequisite: COMM 215.* This course is a review of journalism concepts and principles with an expanded survey of news room policy and related problems, role of mass media in shaping public opinion, and emphasizes the responsibility and ethical principles of journalism.
- COMM 219 HISTORY OF JOURNALISM (FALL, SPRING) 3 CREDITS**  
This course is a study of journalism in the United States from colonial times to the present, with special attention on the present and to the newspaper's relation to society.
- COMM 240 INTRODUCTION TO MASS COMMUNICATIONS (FALL, SPRING) 3 CREDITS**  
*Prerequisites: COMM 101 or 30 Semester Hours.* This course explores theories and principles of mass communication with emphasis on effects of the mass media (print, electronic, and books), the media as institution, and their various roles in contemporary society.
- COMM 242 SURVEY OF EMERGING MEDIA (SPRING Only) 3 CREDITS**  
This course will explore "new Media," and its impact on traditional media models, by discussing how society has reacted to the historical creations of new media: from the printing press, to television, to the World Wide Web, to blogging. In addition, questions of how new media will shape industry structure, management, advertising and production, and culture will be addressed.
- COMM 248 INTRODUCTION TO BROADCAST NEWS (FALL, SPRING) 3 CREDITS**  
This course is designed to provide students with professional skills training in electronic news gathering, interviewing, story developing, writing, reporting, editing, and producing news for television.
- COMM 298 COOP-COMM (FALL, SPRING) 12 CREDITS**  
**Students must meet applicable program eligibility requirements and must submit program application materials to the Program Coordinator prior to receiving permission from the instructor to register for this course. Program requirements can be found on the Career Development Center website at**
- COMM 320 NEWS EDITING (SPRING Only) 3 CREDITS**  
*Prerequisite: COMM 215.* This course enables students to work in actual newsroom conditions to explore the general principles of newspaper make-up, writing headlines and leads, news writing, building feature stories and broadcast news, reporting skills, editorial policy, and judgments in processing materials for publication.
- COMM 321 THE MAGAZINE ARTICLE (FALL Only) 3 CREDITS**  
This course is a study of the modern magazine article with constant practice in writing all kinds of magazine material. The role of the magazine in society with review of the specialty magazine story and feature placement; magazine photography, advertising, and writing for publication and pay will be discussed.
- COMM 322 ANNOUNCING (FALL, SPRING) 3 CREDITS**  
This course is a study and use of announcing techniques under professional direction, including mike techniques, fundamentals of voice projection, diction, timing, pronunciation, poise, interviews, commercials, and narration.
- COMM 323 WRITING FOR THE ELECTRONIC MEDIA (FALL) 3 CREDITS**  
This is a basic course in writing for the electronic media (educational and commercial) and is a laboratory in program design and writing skills.
- COMM 324 PUBLIC RELATIONS (FALL, SPRING) 3 CREDITS**  
*Prerequisite: COMM 240.* This course is a study of the fundamental concepts and skills in the public relations field. Students will learn the definition, nature, scope, and warranty of public relations activity. Tasks and responsibilities such as the number of theoretical foundations (including among others, communication theory, inter-organizational theory, decision-making and management theory and conflict-resolution theory) will be addressed.
- COMM 325 BROADCAST ADVERTISING AND SALES MANAGEMENT (SPRING Only) 3 CREDITS**

A study of the development of commercial aspects of journalism, including the techniques and application of modern commercial methods used in the media.

**COMM 331 TELEVISION PRODUCTION (FALL, SPRING) 3 CREDITS**

This course is a studio production of information to be used in an instructional environment, intended particularly for students planning a career in industry, government, or education where television as a communication channel would be effective. Students will plan, produce, and evaluate the effectiveness of instructional information projects. Innovative application of televised materials relevant to the student's chosen profession is encouraged.

**COMM 332 PUBLICATION DESIGN AND PRODUCTION (FALL Only) 3 CREDITS**

Prerequisite: COMM 101. This course is an introduction to electronic publishing, using microcomputers. Students learn how to design and produce magazines, newsletters, newspapers, and flyers of professional quality. This course introduces students to the fundamentals of graphic manipulation, text editing, layout, and printing.

**COMM 333 TELECOMMUNICATIONS MANAGEMENT (FALL Only) 3 CREDITS**

This course is designed to expose students to emergent telecommunications administrative and policy issues. This course will also provide students with knowledge of strategies and applications of telecommunications in management.

**COMM 334 PUBLICITY TECHNIQUES (FALL Only) 3 CREDITS**

Prerequisite: COMM 240 or Plan is not equal to COMM-BA or COMM-BS. This course is an analysis of the various publicity skills and techniques that cover several closely associated areas such as publicity mechanism used in the field of public relations and advertising. Students are familiarized with the various publicity types and theories.

**COMM 336 ADVERTISING COPYWRITING (SPRING Only) 3 CREDITS**

This course will explore the theoretical foundations and practical application of advertising and PR campaigns. Students will learn and practice advertising copywriting for the print and electronic media.

**COMM 341 MEDIA ETHICS (FALL, SPRING) 3 CREDITS**

This course deals with ethical problems that communications practitioners face in the performance of their professional duties. It explores a wide range of issues dealing with matters such as truth, fairness, and objectivity, invasion of privacy, conflicts of interests, violence, and pornography, and perceived biases of the media.

**COMM 350 ONLINE JOURNALISM (SPRING Only) 3 CREDITS**

This involves the application of the Internet and the World Wide Web as tools for journalistic practice. Students will learn how to prepare materials – including writing and editing, and gathering and disseminating information via the Internet and the World Wide Web, and to become Internet content editors for electronic publications.

**COMM 398 COOP-COMM 6 Credits**

**COMM 403 INTERCULTURAL COMMUNICATIONS (SPRING Only) 3 CREDITS**

This course is a consideration of the role that culture, gender, race and class play in human communication. It includes a review of current theories, structures, relations and interactions within varying culture settings.

**COMM 404 ORGANIZATIONAL COMMUNICATIONS (SPRING Only) 3 CREDITS**

This course explores theory and research on communication problems, patterns, practices in business, government, and professional organizations. The relation of communication to administration and human relations is discussed.

**COMM 419 PUBLIC OPINION (SPRING Only) 3 CREDITS**

Prerequisite: COMM 324. This course explores the foundations of the dimension of public opinion and how opinion polls structure political and organizational opinion. It also explores the conceptualization of how attitude, values, and opinions structure political and business arenas.

**COMM 420 PUBLIC RELATIONS WRITING (FALL Only) 3 CREDITS**

Prerequisite: COMM 324. This course explores the structure and format of various public relations writing. Skills and techniques that cover several closely associated areas such as writing for public relations, copy dissemination, media use, and media network design also are discussed. These techniques range across internal and external (print, electronic and radio) media. Students will learn the various differences between public relations and prose writing by looking at various memos, business letters, e-mail writing, and the usage of the inverted pyramid style of journalistic writing.

**COMM 421 BROADCAST PROGRAMMING I (FALL, SPRING) 3 CREDITS**

This course enables research into problems and theories of programming for air, including formats. It enables constant student practice and guidance in techniques of preparation of program schedules, radio-TV traffic, "block programming", and innovations as well as issues in broadcast program practice.

**COMM 423 COMMUNICATION LAW, POLICY, AND ADMINISTRATION (FALL, SPRING) 3 CREDITS**



- COSC 109 GAMING I (FALL) 3 CREDITS**  
*Prerequisite(s): None.* This course will introduce students to the process of good game design. Students will work in teams in an iterative process to design, implement, and evaluate a 2D game. Topics will include idea generation, storyboarding, and human computer interaction. The course will include readings, play testing, and each team will present their completed game in a game showcase at the end of the course. (Note: This course does not qualify for computer science or computer technology major credit.)
- COSC 110 COMPUTER LITERACY AND APPLICATIONS (FALL, SPRING) 3 CREDITS**  
*Prerequisite(s): None.* This course is an introduction to fundamental concepts and applications of computing, designed for students with no prior training in computer use. Topics include: summary of personal and business uses of computers, from micros to mainframes; use of application software for word processing, spreadsheets and database management; survey of computer and communications systems' hardware components; development and use of system and application software; characteristics of high-level programming languages; accessing the Internet; and social issues. This course may be used to satisfy the *General Education Requirement in the Technology category*. (Note: This course does not qualify for computer science or computer technology major credit.)
- COSC 111 COMPUTER PRINCIPLES AND TECHNOLOGY (FALL, SPRING) 3 CREDITS**  
*Prerequisite(s): None.* This course provides a proficient foundation in general computer science and computer technology concepts. It includes a survey of selected computer topics to provide fluency in information technology as well as emerging and societal issues surrounding information technology. Students are introduced to computer hardware, programming, web page development, software applications and networking models. This course may be used to satisfy the *General Education Requirement in the Technology category*. (Note: This course does not qualify for computer science or computer technology major credit.)
- COSC 112 COMPUTER SCIENCE I (FALL, SPRING) 4 CREDITS**  
*Prerequisite(s): None.* This course is a study of the formal syntax and semantics of a programming language. Topics include expressions, assignments, declarations, control structures, arrays, data abstractions, subprograms, user interfaces, error handling, end of file handling, and string handling. Aspects of Software Engineering include top down design, structured programming, and style in programming conducted in a block structured language, such as Pascal, C, or C++. Ethical and social issues include information privacy, data reliability, data security, including wiretapping and encryption and ergonomics. This course may be used to satisfy the *General Education Requirement in the Technology category*.
- COSC 113 COMPUTER SCIENCE II (FALL, SPRING) 4 CREDITS**  
*Prerequisite(s): COSC 112. Prerequisite or taken concurrently: MATH 141 or MATH 150.* This course explores the design and analysis of large scale systems of programs. Topics include testing, debugging, documentation, recursion, dynamic storage allocation, LIFO stacks, FIFO queues, trees, linked lists, routed I/O to multiple files, protecting software and other intellectual property, computer crimes, and constitutional and related issues. This course may be used to satisfy the *General Education Requirement in the Technology category*.
- COSC 190 INTERMEDIATE COMPUTER PROGRAMMING (FALL, SPRING) 4 CREDITS**  
*Prerequisite(s): At least one prior computer-programming course using a general purpose language or consent of the instructor. Prerequisite or taken concurrently: MATH 141 or MATH 150.* This course presents and implements the formal syntax and semantics of a programming language. Topics include basic operations, control structures, arrays, data abstraction, subprograms, error handling, disk files, recursions, classes, introductory object-oriented programming, pointers, testing, and debugging. Structured programming is stressed. This course covers the content of two courses, COSC 112 and COSC 113, at an accelerated rate in one semester. A block structured language such as C, C++, or Java is used.
- COSC 208 DISCRETE STRUCTURES (FALL, SPRING) 3 CREDITS**  
*Prerequisite(s): COSC 113 or COSC 190, and either MATH 141 or MATH 150.* This course is a study of mathematical topics needed for a major in computer science as follows: sets, relations, logic, graphs, mappings, functions, recursion, finite state machines, formal proof techniques, combinatorics, and recurrence relations.
- COSC 209 GAMING II (FALL, SPRING) 3 CREDITS**  
*Prerequisite(s): COSC 109 or COSC 112.* This course focuses on designing simple playable games, each exploring different aspects of game design such as rule design, game balance, multiplayer strategy, complexity, randomness, narrative, psychology, emergent behavior and aspects of physical game bit and interface design. The course will cover game design concepts through readings, presentations, play testing, and emphasize hands-on development of games.
- COSC 212 ASSEMBLY LANGUAGE PROGRAMMING (PERIODICALLY) 3 CREDITS**  
*Prerequisite(s): COSC 113 or COSC 190.* This course is a study of computer structure and machine language, assembly language, addressing techniques, macros, file I/O, program segmentation and linkage, data and instruction representation, assembler construction, and interpretive routines.
- COSC 214 DATA STRUCTURES AND ALGORITHMS (FALL, SPRING) 4 CREDITS**

*Prerequisite(s): COSC 113 or COSC 190.* This course explores the definitions and implementations of basic data structures such as stacks, queues, linked lists, binary trees, etc.; internal searching and sorting algorithms; and garbage collection algorithms. Design of sort and search algorithms and introductory analysis associated with the basic data structures, as well as recursive algorithms, are discussed.

**COSC 254 COMPUTER ORGANIZATION (FALL) 4 CREDITS**

*Prerequisite(s): COSC 113 or COSC 190.* This course explores the relationships between control units, input-output devices, processors, and storage units. Topics include logic circuits design, coding (e.g., BCD, ASCII), number representation and arithmetic instruction set, register transfer operations, central processor organization, finite state machines, memory organization, I/O, and microprocessors.

**COSC 309 GAMING III AND ANIMATION (SPRING) 3 CREDITS**

*Prerequisite(s): COSC 209.* This course introduces techniques used to create computer animation. Topics include principles of animation, motion planning, and generation, key framing, kinematics, inverse kinematics and motion technology. Students will develop a game using Computer Graphics Library.

**COSC 330 SYSTEMS PROGRAMMING I (FALL, SPRING) 3 CREDITS**

*Prerequisite(s): COSC 112 or COSC 190.* An introduction to UNIX systems programming. Topics include: UNIX shell programming; UNIX kernel and utilities; regular expressions; UNIX commands; development of shell programs to solve system problems; introduction to system calls.

**COSC 345/CTEC 345 FOUNDATIONS OF COMPUTER AND NETWORK SECURITY (FALL) 3 CREDITS**

*Prerequisite(s): CTEC 302 or COSC 485 or Consent of Instructor.* This course will introduce students to the challenges and vulnerabilities in securing a computer networking system. Topics include the in-depth study of network border security, such as firewalls, intrusion detection systems, virtual private networking, penetration testing and network security architecture. This course is designed to develop the fundamental skills needed to analyze the internal and external security threats against a network, and to develop security policies that will protect an organization's information. Students will learn how to evaluate network and Internet security issues and design, and how to implement successful network security policies and strategies. In addition, they will learn how to expose system and network vulnerabilities and defend against them.

**COSC 350 PROGRAMMING LANGUAGES (FALL) 3 CREDITS**

*Prerequisite(s): COSC 214.* The comparative study of the fundamentals of several programming languages, including ALGOL, APL, FORTRAN, C, ADA, LISP, PL/1, etc, through their grammar and control structures is provided. Topics include BNF grammar, information binding, recursion, and data structures.

**COSC 352/CTEC 350 PRINCIPLES AND METHODS OF INTRUSION DETECTION AND PREVENTION (FALL) 3 CREDITS**

*Prerequisite(s): CTEC 302 or COSC 485 or Consent of Instructor.* Concepts of intrusion detection, anomaly detection based on machine learning, signature-based detection using pattern matching, automated response to attacks using planning approaches, tracing intruders, predicting behavior of hackers to protect information and infrastructure assets, and security policy languages. Topics will also include: security standards; issues in network security including border protection (firewalls), issues in system security, including user authentication, malicious logic, such as viruses; digital privacy; potential personnel issues and concepts in security planning and auditing.

**COSC 354 COMPUTER ARCHITECTURE (SPRING) 3 CREDITS**

*Prerequisite(s): COSC 254.* This course is a study of principles of digital systems, floating-point arithmetic, communication methods, design of a simple computer, microprogramming on a simple computer, instruction sets, input/output, interrupt driven I/O, programmed output, memories, and addressing. Several well-known system architectures will be studied.

**COSC 370 COMPUTER ETHICS, SOCIAL AND LEGAL ISSUES (SPRING) 3 CREDITS**

*Prerequisite(s): COSC 214, and ENGL 361 or ENGL 362.* This course will examine the major ethical issues surrounding the use of computers and the responsibilities of those who work with computers. Readings will be assigned and will include, but will not be limited to, technical issues in computer science (software development), privacy, security, liability, the digital divide, hacking, intellectual property rights, viruses, proprietary software, worms and other animals, societal awareness, and many of the laws that relate to the preceding list of topics.

**COSC 374 OBJECT-ORIENTED DESIGN (FALL) 3 CREDITS**

*Prerequisite(s): COSC 214.* This course covers the design of object-oriented programs. Specifically, students will study software engineering topics, such as life-cycle management, the use of CASE modeling tools, such as UML diagrams, in requirements specification and system organization, and object-oriented concepts, such as encapsulation, inheritance, and polymorphism. Students will acquire the ability to analyze a problem using object-oriented techniques.

**COSC 375 OBJECT ORIENTED DESIGN AND DEVELOPMENT (PERIODICALLY) 3 CREDITS**

*Prerequisite(s): COSC 214.* This course covers the design and development of object-oriented programs. Specifically, students will study object-oriented design methods, classes, inheritance, polymorphism, and software engineering issues. Students will acquire the ability to analyze a problem using object-oriented techniques. They also will learn a widely used object-oriented language such as *JAVA*, using a *Unix* platform.

**COSC 402/ SOFTWARE AND OPERATING SYSTEM 3 CREDITS**  
**CTEC 402 SECURITY (SPRING)**

*Prerequisite(s): CTEC 214 or COSC 330 or Consent of Instructor.* This course will examine security principles and practices important to operating systems and programming. Topics include: OS security architecture; memory security; authentication, including account and password protection mechanisms; assessing OS vulnerabilities; programming security and attacks such as buffer overflow attacks and writing secure code; application interaction; module control; auditing host security, including operational logs; malicious logic including viruses and virus protection; and security applications.

**COSC 409 GAMING IV (FALL, SPRING) 3 CREDITS**

*Prerequisite(s): COSC 309.* This course will provide an introduction to current and future techniques for electronic game design and programming. Topics will include graphics game engines, motion generation, behavioral control for autonomous characters, interaction structure, and social and interface issues of multi-user play. The course will emphasize hands-on development of games.

**COSC 414 OPERATING SYSTEMS (SPRING) 3 CREDITS**

*Prerequisite(s): COSC 214 and COSC 330.* This course is a study of batch systems, interactive systems, spooling systems, multiprogramming systems, I/O processors and techniques, intra-system communication, deadlocks, indefinite postponement, microprogramming, parallelism, and pipelining. Dynamic procedure activation, system structure, memory management, process management, and recovery procedures, and case studies of recent operating systems also will be covered.

**COSC 418 PRINCIPLES OF COMPUTER GRAPHICS (FALL) 3 CREDITS**

*Prerequisite(s): COSC 214 and MATH 228.* This course introduces students to basic concepts and essential principles of Computer Graphics from programming perspective. It includes topics such as Geometric Modeling, Lighting/Shading, Subdivision of Curves and Surfaces, Mesh Parameterization, Texture Mapping, Morphing, and Animation. Students will use a standard Computer Graphics Library and develop simple algorithms of Computer Graphics to reinforce the concepts.

**COSC 420 DATABASE MANAGEMENT (FALL) 3 CREDITS**

*Prerequisite(s): COSC 214.* This course is an introduction to concepts, design objectives, tools, and principles of database management system software. Descriptors, structures, database system architectures, entities, relationships, and data models. The relational, network and hierarchical database models, normal forms, and canonical data structures will be studied as a basis for logical organization. Relational algebra and calculus, introduction to concurrency, and transaction management are studied.

**COSC 423 AUTOMATA AND COMPUTATION THEORY (PERIODICALLY) 3 CREDITS**

*Prerequisite(s): COSC 208.* This course is a study of finite-state machines, push-down automata, and Turing machines. The Resolution Principle as applied to propositional first-order logic, and aspects of mathematical logic with emphasis on applications to computing machines are discussed.

**COSC 428 DESIGN AND ANALYSIS OF ALGORITHMS (SPRING) 3 CREDITS**

*Prerequisite(s): COSC 214.* This course will include the design and analysis of algorithms. Algorithms that manipulate data structures such as lists, stacks, queues, trees, and graphs are discussed in terms of efficiency and existence. Algorithms for data compression, memory management, and advanced hashing techniques will be studied. Topics also include balancing algorithms, divide-and-conquer algorithms, dynamic programming, the greedy approach, backtracking, branch-and-bound, advanced search/sort techniques, the P=NP problem, parallel algorithms, and newly promoted algorithms will be studied and researched.

**COSC 430 SYSTEMS PROGRAMMING II (SPRING) 3 CREDITS**

*Prerequisite(s): COSC 330.* This course is a study of basic systems software (assemblers, loaders and linkers, macro processors, etc.). Basic constructs of the C/C++ language are reviewed with special emphasis on developing software using C/C++ in UNIX environment. Also covered are UNIX file access primitives: *open, creat, close, read, write, copyfile, lseek, fcntl*; files in multi-user environment: Call *umask*, commands *access, chmod, chown*, system calls *link, unlink, rename, stat, fstat*; directories, file systems and special files; process: *fork, exec, wait, waitpid*; process attributes; signals and signal handling; inter-process communication techniques; the terminal; sockets; I/O library; and library routines.

**COSC 445/ FUNDAMENTALS OF CRYPTOGRAPHY 3 CREDITS**  
**CTEC 445 AND APPLICATIONS (SPRING)**

*Prerequisite(s): COSC 208.* This course will examine the details of how some of the typical security protection measures work. Topics include: Certificate Authorities (CA), Public Key Infrastructure, Rivest-Shamir-Adleman (RSA) architectures, Data Encryption Standard, Pretty Good Privacy, steganography, and security standards. In addition, key cryptologic terms, concepts, and principles will be defined and explained as well as authentication, access control, non-repudiation, data integrity, and confidentiality issues.

**COSC 454 EMBEDDED SYSTEM DESIGN (SPRING) 3 CREDITS**

*Prerequisite(s): COSC 354.* This course explores the design of custom circuitry and single-purpose processors. The emphasis is on hardware/software codesign, using high-level tools to implement circuitry and program microprocessors. Topics covered are: digital circuitry, software development for general-purpose processors, single-purpose processors, memory systems, communication interfaces, finite state machines, concurrent processing models, control theory, integrated circuitry, synthesis levels and verification.

**COSC 461 COMPILERS (SPRING) 3 CREDITS**

*Prerequisite(s): COSC 214.* Grammars, lexical analyses, parsing algorithms, intermediate languages, storage assignment, code generation, global and peep-hole optimization, push-down stacks and run-time organizations are discussed. A significant programming project is required.

**COSC 473 ARTIFICIAL INTELLIGENCE (FALL) 3 CREDITS**

*Prerequisite(s): COSC 214.* This course is an introduction to basic concepts and techniques of artificial intelligence. Topics include: knowledge representation, search strategies, fuzzy and probabilistic reasoning, and theorem proving. Applications of AI languages and the design and construction of Expert Systems are discussed.

**COSC 474 MACHINE LEARNING AND DISCOVERY (SPRING) 3 CREDITS**

*Prerequisite(s): COSC 473.* Artificial intelligence techniques for knowledge acquisition by computers. Fundamental problems in machine learning and discovery. Systems that learn from examples, analogies, and solved problems. Systems that discover numerical laws and qualitative relationships. Projects centering on implementation and evaluation.

**COSC 475 SOFTWARE ENGINEERING (FALL) 3 CREDITS**

*Prerequisite(s): COSC 214.* This course introduces the student to major topics in software engineering such as: requirements specification, analysis and design, testing, project management, and implementation. Additional topics such as software life cycle models, the Unified Modeling Language (UML), agile software development techniques, configuration management, change control, and project documentation will be discussed.

**COSC 477 VITRUAL REALITY AND ITS PRINCIPLES (SPRING) 3 CREDITS**

*Prerequisite or taken concurrently: COSC 113; or consent of instructor.* This course introduces students to Virtual Reality (VR) hardware and software. It provides an opportunity for them to apply this knowledge to applications for education and games. This course applies cutting-edge virtual reality technology currently available in academia and industry. Students will design, model, and script the VR environment by developing a complete VR application as a group project.

**COSC 480 SENIOR CAPSTONE (SPRING) 3 CREDITS**

*Prerequisite(s): COSC 350, COSC 354, COSC 414.* This is a capstone course which integrates the material covered in core courses, namely Data Structures and Algorithms, Computer Organization, Systems Programming, Programming Languages, Computer Architecture and Operating Systems. The emphasis is on solving problems which require concepts from more than one area. Selected problems integrating the topics covered in these courses will be formulated, discussed, and solved.

**COSC 485 DATA COMMUNICATIONS AND NETWORKS (FALL) 3 CREDITS**

*Prerequisite(s): COSC 214 and COSC 254.* This course explores the fundamentals of data communication and computer networking: common carrier implications, tariffs, exchanges, concentrators, multiplexors, and buffering; circuit, message, and packet switching; network architectures and protocols; protocol standards, modeling, and analysis; cost and design; software considerations are emphasized.

**COSC 490 SELECTED TOPICS IN COMPUTER SCIENCE (FALL, SPRING) 3 CREDITS**

**COSC 491**

**COSC 492**

*Prerequisite(s): Consent of Instructor.* (Note: COSC 492 may be offered for Cooperative Education credits. Check class schedule or contact the Computer Science Department for more information). These courses are presentations of selected modern developments, advanced topics, and problem solving in computer science.

**COSC 495 SENIOR SEMINAR IN COMPUTER SCIENCE (FALL) 3 CREDITS**

*Prerequisite(s): ENGL 361 or ENGL 362 and a minimum of one 400-level COSC course.* Students research topics of interest including issues on professional ethics and responsibilities (ACM Code of Ethics and Computer Ethics). Written reports and presentations of complete projects are required.

#### **CRJU: CRIMINAL JUSTICE COURSE DESCRIPTIONS**

**CRJU 201 INTRO TO CRIMINAL JUSTICE (FALL, SPRING, SUMMER) 3 CREDITS**

This course examines the history, theory, and structure of the criminal justice system. Additionally, the course serves as an introduction to substantive and procedural criminal law and the juvenile justice system.

**CRJU 202 AMERICAN JUDICIAL SYSTEM ( FALL, SPRING, SUMMER) 3 CREDITS**

This course examines the history, philosophy, and basic concepts of the legal system in England and the United States. The organization and jurisdiction of federal, state, and local courts as well as the legal process from inception to appeal are investigated.

**CRJU 203 AMERICAN CORRECTIONS (FALL, SPRING, SUMMER) 3 CREDITS**

This course examines the historical and philosophical development of the correctional system and the organization and functions of correctional agencies. The roles and responsibilities of personnel in the correctional setting are also examined.

**CRJU 301 CONSTITUTIONAL LAW/CIVIL RIGHTS (FALL, SPRING, SUMMER) 3 CREDITS**

*Prerequisite(s): CRJU 201, CRJU 202.* This course focuses on the foundation of American Law and the protections afforded citizens and analyzes how current cases apply these foundational laws and rights in today's society.

**CRJU 302 LEGAL RESEARCH/WRITING (FALL, SPRING, SUMMER) 3 CREDITS**

*Prerequisite(s): CRJU 201, CRJU 202.* This course assists students with understanding the basics of legal research and how to brief a case and analyze case law. The basic concepts of legal writing are addressed in the course.

**CRJU 303 SOCIETY AND THE LAW (FALL, SPRING) 3 CREDITS**

*Prerequisite(s): CRJU 201, CRJU 202.* This course examines law as a defining force in American culture and society in four dimensions (1) as it establishes individual rights, liberties, and limits of toleration (2) as it attempts to resolve differences among competing constituencies (3) as it sets out terms of punishment and social control and (4) as a source of informing images and ideological consistency.

**CRJU 310 CONFLICT RESOLUTION/ADR (SPRING, SUMMER) 3 CREDITS**

*Prerequisite(s): CRJU 201, CRJU 202.* This course provides an overview of alternative dispute resolution process and how they may be employed to resolve conflicts with or without court involvement.

**CRJU 311 LEGAL ISSUES IN CORRECTIONS (FALL, SUMMER) 3 CREDITS**

*Prerequisite(s): CRJU 201, CRJU 202.* This course explores a multitude of legal issues facing correctional staff. Sources of correctional law and specific constitutional amendments will structure discussions regarding the confinement and treatment of incarcerated inmates as well as those supervised in the community.

**CRJU 312 WOMEN AND THE LAW 3 CREDITS**

*Prerequisite(s): CRJU 201, CRJU 202.* This course examines the role of women in the United States legal and criminal justice system. Special attention focuses on the issues of equal protection of the laws, sexual harassment, imprisoned women, feminist jurisprudence, and the status of women in the legal profession.

**CRJU 314 STRESS MANAGEMENT IN CRIMINAL JUSTICE (FALL) 3 CREDITS**

*Prerequisite(s): CRJU 201.* This course examines the alarming and detrimental problems of stress and burnout experienced by criminal justice/law enforcement personnel. Emphasis is placed on the nature of stress, its causes, its consequences, and the various techniques utilized to manage and control stress at both the individual and group levels.

**CRJU 315 VICTIM AND CRIMINAL JUSTICE (FALL, SPRING) 3 CREDITS**

*Prerequisite(s): CRJU 201.* This course examines the impact of crime upon a variety of victims, e.g., victims of rape, drunk driving, robbery, and child and spouse abuse. It considers such topics as victim compensation, victim-offender relationship, as well as victimless crimes. This course covers techniques and laws used in dealing with detection, suppression, apprehension, and prosecution of violators. Implications for the individual and society concerning the control of such behaviors are reviewed and evaluated, as well as alternative social policies.

**CRJU 316 ADVANCED CRIMINAL PROCEDURE & EVIDENCE (FALL, SPRING, SUMMER) 3 CREDITS**

*Prerequisite(s): CRJU 201, CRJU 202.* This course is a comprehensive examination of the rules of evidence in criminal cases. Through study of US Supreme Court cases and rulings, the following criminal procedure issues are examined: burden of proof, testimonial privileges, exclusionary rule, police searches, admissions and confessions, identification, and physical evidence.

**CRJU 317 CORRECTIONS: THE PRISON INDUSTRIAL COMPLEX (SPRING, SUMMER) 3 CREDITS**

*Prerequisite(s): CRJU 201, CRJU 203:* This course investigates how the American penal system developed into a prison industrial complex, reflecting the increased incarceration rates from the 1970's onward, frequently called the imprisonment binge. Topics to be examined include: race and class bias; trend towards lockdown and super max facilities; prison labor; prison profits; privatization; prison health care; guard conduct; women in prison; prisoner struggles and rebellions. A component of this course includes view provided by incorporating actual prisoner cases communications and writings into class work.

**CRJU 318 COMMUNITY-BASED CORRECTIONS (FALL, SUMMER) 3 CREDITS**

*Prerequisite(s): CRJU 201, CRJU 202, CRJU 203.* This course examines correctional procedures, practices, strategies and personnel regarding probation, parole, juvenile diversion and other innovative correctional approaches applied in a community setting. Special attention is given to the myriad of issues involving re-entry of felons and recidivism in society.

**CRJU 319 PROBATION AND PAROLE (SPRING, SUMMER) 3 CREDITS**

*Prerequisite(s): CRJU 201 CRJU 202, CRJU 203.* This course examines the history of the entire system of probation and parole. Special attention is given to pre-sentence investigation methods, predicting parole behavior, supervisory practices, legal aspects, the use of amnesty, and pardons.

**CRJU 321 JUVENILE JUSTICE SYSTEM (SPRING, SUMMER) 3 CREDITS**

*Prerequisite(s): CRJU 201, CRJU 202, CRJU 203.* This course introduces students to the organizations, processes, and actors that comprise the Juvenile Justice System. The course emphasizes the history of the Juvenile Justice System, the agency interactions and interrelationships, the concepts of prevention and diversion, the development of juvenile gangs, the roles of criminal justice of prevention and diversion, the development of juvenile gangs, the roles of criminal justice professionals and the future of the Juvenile Justice System.

**CRJU 322 DRUGS AND CRIME (FALL, SUMMER) 3 CREDITS**

*Prerequisite(s): CRJU 201, CRJU 202.* This course examines the exploration of the pharmacological effects and medical uses of drugs and alcohol and the relationships between drugs and crime with special attention on marijuana and cocaine.

**CRJU 323 CRIMINAL JUSTICE ADMINISTRATION 3 CREDITS**

*Prerequisite(s): CRJU 201, CRJU 202, CRJU 203.* This course surveys basic concepts and principles concerned with the administration and management of agencies within the criminal justice system. Emphasis is placed on organizational structure and function.

**CRJU 324 CRIMINAL INVESTIGATION (SPRING, SUMMER) 3 CREDITS**

*Prerequisite(s): CRJU 201, CRJU 202.* This course is designed to provide the skills and knowledge necessary to conduct a thorough preliminary investigation of crimes. Techniques used to investigate common categories of crimes are discussed in detail. A major emphasis in this course is the preparation and execution of investigative plans as they relate to a team approach.

**CRJU 325 MULTICULTURAL ISSUES IN CRIMINAL JUSTICE (FALL, SUMMER) 3 CREDITS**

*Prerequisite(s): CRJU 201, CRJU 202.* This course examines the current issues and social problems relating to the administration of justice in a culturally diverse society. Special focus of the course is on the changing ethnicity of communities and related changes in social and institutional public policy. Also, the course discusses cross-cultural communication, implementing cultural awareness training, multicultural representation in law enforcement, and criminal justice interaction with various racial and ethnic groups.

**CRJU 326 FORENSIC ANTHROPOLOGY (FALL, SUMMER) 3 CREDITS**

*Prerequisite(s): CHEM 107 GENERAL CHEMISTRY I; CHEM 108 GENERAL CHEMISTRY II.* This course is an introduction to the study of forensic anthropology, designed to provide a basic understanding of the analysis of human skeletal remains and how forensic anthropologists work as part of the medical forensic team. Topics include the investigative methods used in forensic anthropology; the standards for forensic anthropological investigations; methods used in forensic anthropology; the standards for forensic anthropological investigations; and methods for determining sex, ancestry, time since death, and personal identification of human remains. Specific examples of forensic anthropology cases are reviewed.

**CRJU 327 THEORIES (FALL, SPRING, SUMMER) 3 CREDITS**

*Prerequisite(s): CRJU 201, CRJU 202, CRJU 203*

This course provides an overview of the current understanding of the causes of crime from an interdisciplinary perspective. It focuses on the major theories of crime and crime causation developed over the past two hundred years. Emphasis is on integrating criminological theory and research and assessing the implications of this knowledge base for policies relating to crime control and prevention.

**CRJU 328 RACE, CLASS GENDER AND CRIMINAL JUSTICE (FALL, SPRING, SUMMER) 3 CREDITS**

*Prerequisite(s): CRJU 201.* This course chronicles the experiences and socioeconomic development of African Americans in the Criminal Justice System in America. It presents Law and Society issues and discussions central to the institutions of slavery, rural sharecropping, urban poverty and the global drug economy. Other relevant themes include ethnicity, immigrant populations and gender as these interface with the Criminal Justice System and with slavery, rural sharecropping, and /or urban property.

**CRJU 401 TRIAL ADVOCACY (FALL, SPRING, SUMMER) 3 CREDITS**

*Prerequisite(s): CRJU 201, CRJU 202.* This course is designed to give students insight into how an actual trial is conducted (criminal and civil) and how the advocacy processes work and the roles of the parties involved.

**CRJU 403 CRIMINALISTICS I (FALL, SPRING) 3 CREDITS**

*Prerequisite(s): CRJU 201, CRJU 202, CRJU 203, CRJU 327, CRJU 316, CRJU 328.* This course is structured to serve as an introduction to the scientific methods used in modern-day criminal investigation and detection of criminal activity.

**CRJU 404 CRIMINAL LAW: ELEMENTS AND PRINCIPLES (FALL, SPRING, SUMMER) 3 CREDITS**

*Prerequisite(s): CRJU 201, CRJU 202 and CRJU 316.* This course is a study of the basic concepts underlying criminal law and the essential elements of the offenses comprising the major crime categories, i.e., crimes against people, crimes against property, sex crimes, and victimless crimes. The focus is on legal rather than behavioral aspects.

**CRJU 405 CRIMINALISTICS II (SPRING) 3 CREDITS**

*Prerequisite(s): CRJU 201, CRJU 202, CRJU 203, CRJU327, CRJU 316, CRJU 328, CRJU 403.* An Introduction to the complex scientific methods used in modern-day criminalistics with a concentration on biological evidence, determining cause of death, and the analysis of organic/inorganic matter. You will focus on the collection, preservation, and analytical study of biological evidence as it relates to criminal activity. Many of the vital phases of forensic investigation are explored by means of lecture, laboratory experiments, field trips, and other applied assignments. Students will learn how to accurately recognize analytical techniques such as chromatography, spectrophotometry, and other methods that are used to evaluate evidence collected at a crime scene. Each student will also study the reconstruction of mock biological evidence (i.e. body fluids, stain patterns of blood, deoxyribonucleic acid) from crime scene scenarios.

**CRJU 407 WHITE COLLAR CRIME (SPRING/SUMMER) 3 CREDITS**

*Prerequisite(s): CRJU 201, CRJU 202, CRJU 203.* This course examines the contemporary forms of white collar crime (corporate) and the various theories, regulations, and criminal behaviors associated with the phenomenon in modern society.

**CRJU 408 CURRENT ISSUES IN CORRECTIONS (FALL/SUMMER) 3 CREDITS**

*Prerequisite(s): CRJU 201, CRJU 202, CRJU 203.* This course explores major issues facing corrections today by analyzing the social context in which punishment occurs. Topics include but are not limited to: prison violence, gangs, institutional crowding, societal change and its impact on corrections, inmate subcultures, female offenders, juvenile offenders, rehabilitation and treatment needs of offenders, correctional privatization, and the death penalty.

**CRJU 409 COMPARATIVE CRIMINAL JUSTICE (FALL/SUMMER) 3 CREDITS**

*Prerequisite(s): CRJU 201, CRJU 202, CRJU 203.* This course examines cross-national survey of crime and criminal justice. Emphasis is on crime rates, forms of criminality, police, courts, and corrections. Descriptive material on selected countries is analyzed and compared.

**CRJU 410 SPECIAL TOPICS IN CRIMINAL JUSTICE ( FALL, SPRING/SUMMER) 3 CREDITS**

*Prerequisite(s): CRJU 201, CRJU 202, CRJU 203.* This course discusses substantive topics, problems, and issues not covered in other courses, but important to contemporary study of criminal justice. Topics are announced before each offering of the course.

**CRJU 411 INTERNATIONAL AND DOMESTIC TERRORISM (SPRING/SUMMER) 3 CREDITS**

*Prerequisite(s): CRJU 201, CRJU 202, CRJU 203.* This course examines the foundations of domestic and international terrorism. Topics include current and active terrorist groups, their organizational structure, philosophies and behaviors.

**CRJU 412 PROFESSIONAL ETHICS (FALL/SPRING) 3 CREDITS**

*Prerequisite(s) CRJU 201.* This course introduces students to professional ethical issues in the field of law and criminal justice and moral decision making.

**CRJU 413 INDEPENDENT RESEARCH IN CRIMINAL JUSTICE (FALL/SPRING/SUMMER) 3 CREDITS**

*Prerequisite(s): CRJU 201, CRJU 202, CRJU 203.* This course provides independent research in selected areas of criminal justice under the supervision of a department member.

**CRJU 415 GLOBAL SECURITY (SPRING/SUMMER) 3 CREDITS**

*Prerequisite(s): CRJU 201.* This course explores the origins, structure and functions of the US Intelligence Community and its relationship to national security policy in a democratic society. The course also addresses the issue of foreign intelligence and the fight against terrorism.

**CRJU 416 HOMELAND SECURITY (FALL/SPRING/SUMMER) 3 CREDITS**

*Prerequisite(s): CRJU 201, CRJU 202, CRJU 203.* This course examines the public- and private-sector dimensions of the theory and practice of homeland security at the national, regional, state, and local level. An overview of the administrative, legislative, and operational elements of homeland security programs and processes (including a review of homeland security history, policies, and programs) is provided.

**CRJU 417 FORENSIC ENTOMOLOGY (FALL/SPRING) 3 CREDITS**

*Prerequisite (s) Chemistry 107 General Chemistry I/ Chemistry 108 General Chemistry II.* This course is designed to inform students on the application of entomological principles and collection of entomological data in such a manner that it can be used as evidence in courts of law to help resolve legal issues that are either criminal or civil in their nature.

**CRJU 418 SEMINAR IN CRIMINAL JUSTICE (FALL/SPRING) 3 CREDITS**

*Prerequisite (s) CRJU 201, CRJU 202, CRJU 203, CRJU 316, CRJU 327, CRJU 328, and SOCI 309 .* This course examines selected topics in the field of criminal justice. It features student-led presentations and discussions using an array of assigned readings from various sources and focuses on current issues and trends in criminal justice. Only graduating criminal justice majors can enroll in the course.

**CTEC: COMPUTER TECHNOLOGY COURSE DESCRIPTIONS**

**CTEC 114 COMPUTING TOOLS AND ENVIRONMENTS (FALL, SPRING) 3 CREDITS**

*Prerequisite(s): None.* This course is an introduction to key computing environments in the information technology. These environments vary in computing platforms, user interface, and collection of tools and applications available. This course familiarizes students with basic concepts and functioning of Windows, MS DOS, UNIX operating systems as well as basic Internet tools and helps students gain versatile computer literacy. This course may be used to satisfy the *General Education Requirement in the Technology category.*

**CTEC 125 INTRODUCTION TO VISUAL BASIC (PERIODICALLY) 3 CREDITS**

*Prerequisite(s): None.* This course enables students to create applications using Visual Basic (VB) programming environment. Tools for creating GUI and the VB programming language will be explored, with emphasis on designing applications to solve problems using good programming techniques. Projects will involve constructing complete executable VB applications, including some which access relational databases. This

course may be used to satisfy the *General Education Requirement in the Technology category*. (Note: This course does not qualify for computer science or computer technology major credit.)

**CTEC 214 CLIENT OPERATING SYSTEMS (FALL, SPRING) 4 CREDITS**

*Prerequisite(s): CTEC 114 or Equivalent.* This course familiarizes students with basic concepts and functioning of Network Client operating systems. Topics covered include users, groups and policies, configuration, file systems, TCP/IP, setup, workgroups, domains, OSI model, and internetworking with remote access service.

**CTEC 222 UNIX OPERATING SYSTEM (FALL, SPRING) 3 CREDITS**

*Prerequisite(s): CTEC 114 or Equivalent.* Introduction to UNIX operating system and commands. Topics include: file manipulation; directory structure; operating system performance; editors; UNIX shell scripts programming.

**CTEC 225 VISUAL BASIC PROGRAMMING (FALL, SPRING) 3 CREDITS**

*Prerequisite(s): COSC 112 or COSC 190.* This course enables students to create applications using Visual Basic.NET (VB.NET) programming environment. The emphasis will be on event-based programming. Tools for creating GUI in the VB programming language will be explored, with emphasis on designing applications to solve problems using good programming techniques. Projects will involve constructing complete executable VB.NET applications, including networked applications and database access.

**CTEC 226 INTRODUCTION TO DATABASE DEVELOPMENT (FALL, SPRING) 3 CREDITS**

*Prerequisite(s): CTEC 114 or equivalent.* This course is an introduction to the fundamental skills that a student will need to be successful in developing personal databases. Topics include database modeling, database and database application design, database implementation with a relational model, and multi-user database processing.

**CTEC 291 OBJECT-ORIENTED PROGRAMMING IN C++ (PERIODICALLY) 3 CREDITS**

*Prerequisite(s): COSC 113 or COSC 190.* This course provides extensive coverage of the object-oriented approach including (1) Data abstraction, (2) Inheritance, and (3) Polymorphism. Topics include the relation of OOP to maintainability, reusability, and other aspects of software design and developments. The syntaxes and semantics of C++ constructs which support OOP will be covered.

**CTEC 293 INTERNET PROGRAMMING I (FALL) 3 CREDITS**

*Prerequisite(s): COSC 113 or COSC 190.* This course introduces students to Internet Technologies (E-mail, Web Browsers, FTP, Telnet, CGI, and more). Students will develop web pages using the following Internet technologies, HTML, Javascript, and more.

**CTEC 294 PC ARCHITECTURES (FALL) 3 CREDITS**

*Prerequisite(s): CTEC 114 or equivalent.* This course is an introduction to microcomputer architectures from a descriptive, functional point of view. Topics include CPU components, the instruction cycle, an overview of machine and assembly language (instruction sets, addressing modes), fundamental numeric and non-numeric data representation, busses, storage systems, and peripheral devices.

**CTEC 298 SYMBOLIC COMPUTATIONS (PERIODICALLY) 3 CREDITS**

*Prerequisite(s): COSC 113 or COSC 190, and MATH 141 or MATH 150.* This course is an introduction to symbolic computations using Mathematical software packages such as Mathematica, Matlab and Maple. Several diverse laboratory based projects serving the interests of students will be conducted. Mathematical level of the project will be consistent with the background of the students.

**CTEC 300 DATABASE ARCHITECTURE (FALL, SPRING) 3 CREDITS**

*Prerequisite(s): COSC 113 or COSC 190, COSC 208, CTEC 226, and either COSC 330 or CTEC 222.* This course provides a broad introduction to data modeling, relational data models, database design and development and management. Topics include mainframe vs. network centric (2-tier, 3-tier) environments, client/server, and distributed architectures. Students develop projects using SQL, PL/SQL, and Developer/2000.

**CTEC 302 COMPUTER NETWORKING (FALL, SPRING) 3 CREDITS**

*Prerequisite(s): CTEC 214.* This course provides a comprehensive introduction to network concepts and their implementation. Topics include basic network types, major network architectures, cables, cards, remote access network/inter-network connectivity, Internet services, LANs and WANs, client/server configuration issues, and troubleshooting.

**CTEC 305 SERVER ADMINISTRATION I (FALL, SPRING) 3 CREDITS**

*Prerequisite(s): CTEC 302.* This course provides a comprehensive introduction to server implementation and administration in any workgroup or domain environment. Topics include network hardware planning, network installation, data storage, configuring server components, intranets and the Internet, supporting network clients, and troubleshooting.

**CTEC 324 DATABASE APPLICATION DEVELOPMENT (FALL) 3 CREDITS**

*Prerequisite(s): CTEC 300, COSC 208.* This course is an in depth examination of the database application development process. Topics include database queries, software development life cycle, SQL, PL/SQL, PRO C, SQLJ, COBRA, and ODBC standards. Students will develop applications using these database languages.

- CTEC 332 INTERNET SCRIPTING LANGUAGES (SPRING) 3 CREDITS**  
*Prerequisite(s): COSC 330 or CTEC 222.* This course provides concepts of shell programming, environment variables, profiling, Bourne Shell, Korn Shell, parameter passing, etc., as well as interfacing with editors such as 'ex' and 'sed'; interfacing with data processing tools such as Awk and Nawk; automation tools such as EXPECT; interfacing with windows tools; introduction to programming in Perl; and applications of scripting for fast prototyping.
- CTEC 335 NETWORK PROTOCOLS (TCP/IP) (FALL, SPRING) 3 CREDITS**  
*Prerequisite(s): CTEC 302.* This course provides a comprehensive introduction to TCP/IP concepts and implementation on Windows Servers. Topics include IEP routing, host name resolution, IP address resolution, DHCP, WINS, NetBIOS, SNMP, and troubleshooting.
- CTEC 337 WIRELESS NETWORKING (FALL) 3 CREDITS**  
*Prerequisite(s): CTEC 302.* This course examines the practical and theoretical aspects of today's wireless networks. Emphasis is on the installation, configuration, maintenance, troubleshooting and security of 802.11 ("wireless Ethernet") networks and study of related protocols in the context of the OSI Seven Layer Model.
- CTEC 340 MULTIMEDIA APPLICATION DEVELOPMENT (FALL) 4 CREDITS**  
*Prerequisite(s): COSC 214.* This course is a study of the history, theory, and development of multimedia concepts and analysis of specific media. Students will be required to learn design, evaluation, and layout principles. Students will implement a multimedia project using an authoring system. Copyright issues and other ethical issues will be discussed.
- CTEC 345/ COSC 345 FOUNDATIONS OF COMPUTER AND NETWORK SECURITY (FALL) 3 CREDITS**  
*Prerequisite(s): CTEC 302 or COSC 485 or Consent of Instructor.* This course will introduce students to the challenges and vulnerabilities in securing a computer networking system. Topics include the in-depth study of network border security, such as firewalls, intrusion detection systems, virtual private networking, penetration testing and network security architecture. This course is designed to develop the fundamental skills needed to analyze the internal and external security threats against a network, and to develop security policies that will protect an organization's information. Students will learn how to evaluate network and Internet security issues and design, and how to implement successful network security policies and strategies. In addition, they will learn how to expose system and network vulnerabilities and defend against them.
- CTEC 350/ COSC 352 PRINCIPLES AND METHODS OF INTRUSION DETECTION AND PREVENTION (FALL) 3 CREDITS**  
*Prerequisite(s): CTEC 302 or COSC 485 or Consent of Instructor.* Concepts of intrusion detection, anomaly detection based on machine learning, signature-based detection using pattern matching, automated response to attacks using planning approaches, tracing intruders, predicting behavior of hackers to protect information and infrastructure assets, and security policy languages. Topics will also include: security standards; issues in network security including border protection (firewalls), issues in system security, including user authentication, malicious logic, such as viruses; digital privacy; potential personnel issues and concepts in security planning and auditing.
- CTEC 393 INTERNET PROGRAMMING II (SPRING) 3 CREDITS**  
*Prerequisite(s): CTEC 293.* This course is a study of advanced programming and scripting languages. Topics covered include: advanced HTML features, Java, Perl, CGI, Intranet, database access via the Web, Web server technology security, and firewalls.
- CTEC 396 JAVA PROGRAMMING (FALL) 3 CREDITS**  
*Prerequisite(s): CTEC 293.* This course is a study of the language Java. This course examines features of the language Java used in object oriented programming, such as inheritance and polymorphism; features involved in control, such as multi-threading: the Java event model and exceptions and features used for graphical user interface construction.
- CTEC 402/ COSC 402 SOFTWARE AND OPERATING SYSTEM SECURITY (SPRING) 3 CREDITS**  
*Prerequisite(s): CTEC 214 or COSC 330 or Consent of Instructor.* This course will examine security principles and practices important to operating systems and programming. Topics include: OS security architecture; memory security; authentication, including account and password protection mechanisms; assessing OS vulnerabilities; programming security and attacks such as buffer overflow attacks and writing secure code; application interaction; module control; auditing host security, including operational logs; malicious logic including viruses and virus protection; and security applications.
- CTEC 405 SERVER ADMINISTRATION II (SPRING) 3 CREDITS**  
*Prerequisite(s): CTEC 305.* This course provides a comprehensive introduction to Server implementation and administration in an enterprise computing environment. Topics include planning and installation, user and group management, policies and profiles, diverse client support, domain management, Internet Information Server, and troubleshooting.

- CTEC 410 INTERNET TECHNOLOGY (SPRING) 3 CREDITS**  
*Prerequisite(s): CTEC 302.* This course focuses on the fundamentals of how computers communicate, what is the Internet, how the Internet works, and what the Internet can do for you. Topics include the Internet growth and adaptability, LAN Technology, Internet software, history of the Internet, global Internet and information infrastructure, packet switching, virtual networks, email, FTP, Telnet, and advanced web technologies.
- CTEC 415 INTERNET APPLICATIONS I (FALL) 3 CREDITS**  
*Prerequisite(s): CTEC 393.* Concepts behind implementing a successful e-business application will be presented. The principles of control structures, object-based programming, and markup and scripting languages and their use in e-commerce applications will be studied.
- CTEC 424 DATABASE ADMINISTRATION (SPRING) 3 CREDITS**  
*Prerequisite(s): CTEC 300.* This course is an in-depth examination of the tasks related to database administration. Students will design, implement, and manage their own database architecture. Emphasis will be on data distribution, security, backup/recovery, monitoring, and performance tuning.
- CTEC 425 INTERNET APPLICATIONS II (SPRING) 3 CREDITS**  
*Prerequisite(s): CTEC 415.* This course emphasizes processes and technologies involved in designing, developing, implementing, and testing an e-commerce application. Concepts behind database and web site integration will be featured.
- CTEC 426 EXPERT SYSTEMS (PERIODICALLY) 4 CREDITS**  
*Prerequisite(s): COSC 113 or COSC 190.* This course is an introduction to expert system architectures, logical deductions, reasoning with uncertainties, knowledge acquisition and representation, and rule based systems. A language such as LISP or PROLOG and an expert system shell such as CLIPS or OPS-5 will be used to allow students to construct some expert systems in this course.
- CTEC 435 UNIX ADMINISTRATION (FALL) 3 CREDITS**  
*Prerequisite(s): CTEC 222 or COSC 330.* This course is a comprehensive introduction to the administration of a UNIX system. Topics include user management, device management, file system management, network management, booting up, shutting down, and management policies.
- CTEC 440 HUMAN FACTORS (SPRING) 3 CREDITS**  
*Prerequisite(s): CTEC 340.* This course focuses on psychological, physiological, linguistics, and perceptual factors. Advantages and disadvantages of various interaction techniques will be discussed. Students will implement a project using Visual Basic.
- CTEC 445/ COSC 445 FUNDAMENTALS OF CRYPTOGRAPHY AND APPLICATIONS (SPRING) 3 CREDITS**  
*Prerequisite(s): COSC 302.* This course will examine the details of how some of the typical security protection measures work. Topics include: Certificate Authorities (CA), Public Key Infrastructure, Rivest-Shamir-Adleman (RSA) architectures, Data Encryption Standard, Pretty Good Privacy, steganography, and security standards. In addition, key cryptologic terms, concepts, and principles will be defined and explained as well as authentication, access control, non-repudiation, data integrity, and confidentiality issues.
- CTEC 495 SPECIAL TOPICS IN COMPUTER TECHNOLOGY (FALL, SPRING) 3 CREDITS**  
*Prerequisite(s): Permission of Instructor.* This course is a presentation of selected advanced topics in networks, databases, multimedia, or Internet applications.

#### **ECEC: EARLY CHILDHOOD EDUCATION COURSE DESCRIPTIONS**

- ECEC 301 THEORY & PRACTICES IN ECEC 3 CREDITS**  
*Prerequisite(s): EDUC 101, EDUC 201.* This course is a study of the history and theory of early childhood education. Emphasis is placed on the skills and processes needed for the design and implementation of optimal learning environments and exploration of issues related to societal and cultural influences on young children's education, as well as significant learning theories.
- ECEC 303 METH TCHG LANG ARTS IN ECEC 3 CREDITS**  
*Prerequisite(s): ECEC 301, Praxis 1 CREDIT and Admission to Teacher Education.* This course emphasizes the interrelatedness of reading, writing, listening, and speaking and developing appropriate strategies for teaching students in the early grades. It is an exploration and evaluation of the content and materials for teaching the mechanics of writing and speech, oral and written expression, reading for pleasure and information and language enrichment. Practicum III is taken concurrently. Specialty Exam: SPED should be taken with this course.
- ECEC 305 METH TCHG READING IN ECEC 3 CREDITS**  
*Prerequisite(s): ECEC 301, Praxis 1 CREDIT and Admission to Teacher Education.* This course emphasizes the development of competencies essential for providing effective reading instruction for children. Students broaden their knowledge and understanding of the reading process, of children and their development and learning, and of the importance of literacy in a modern, technologically oriented society. Students integrate their professional knowledge and understandings with insights gained through actual experiences in schools. Required practicum will be school-based. Practicum III is taken concurrently. Specialty Exam: SPED should be taken with this course.
- ECEC 306 METH TCHG SCIENCE IN ECEC 2 CREDITS**

*Prerequisite(s): ECED 301, Praxis 1 CREDIT and Admission to Teacher Education.* This course is a study of the curriculum methods, concepts, techniques, and materials in the teaching of general science to children in the early grades. Required practicum will be school-based. Practicum III is taken concurrently. Specialty Exam: SPED should be taken with this course.

**ECED 310 METH TCHG SOC STDS IN ECED 2 CREDITS**

*Prerequisite(s): EDUC 201, ECED 301, Praxis 1 CREDIT and Admission to Teacher Education.* This course is a study of curriculum methods, materials, content, and organization of social studies programs. Practicum III is taken concurrently. Specialty Exam: SPED should be taken with this course.

**ECED 314 METH TCHG MATH IN ECED 3 CREDITS**

*Prerequisite(s): EDUC 201, ECED 201, Praxis 1 CREDIT and Admission to Teacher Education.* This course is designed to provide students with an understanding of the concepts, techniques, and materials in the teaching of mathematics to children in the early grades. Practicum III is taken concurrently. Specialty Exam: SPED should be taken with this course.

**ECED 316 PRACTICUM III - YR LONG INTERN 1 CREDIT**

*Prerequisite(s): Taken concurrently with ECED 303, 305, 306, 310, 314.* This course provides observation of instruction and the learning process in the early grades. Students have an opportunity to develop lesson plans, implement instruction, assess learning, and examine curriculum materials under the supervision of a master teacher. This practicum must be taken with methods courses. Practicum is completed on a Tuesdays and Thursdays for the full day. Praxis 1 CREDIT is required to apply for Student Teaching. This course is Phase 1 CREDIT of the Yearlong Internship.

**ECED 320 CREATIVE LRNG EXPS ECED 3 CREDITS**

*Prerequisite(s): ECED 301; EDUC 101, EDUC 201.* This course focuses content and techniques that teach students how to promote creativity in young children. Emphasis is placed on curriculum integration and teaching strategies for encouraging and guiding creative expression in art, music, dramatics, physical activities, and play. Methods of integrating creative approaches into the curriculum are examined.

**ECED 324 RHYS/GAMES/MUSC IN ECED 1 CREDIT**

**ECED 327 CHLD CARE/PARENT INVOLVE 3 CREDITS**

*Prerequisite(s): EDUC 101, EDUC 201, and ECED 301.* This course is an extensive examination of the rationale, goals, and techniques for developing a positive and supportive relationship with parents, family, and the community and is an exploration and evaluation of programs, methods, and materials for working with parents, auxiliary programs, services, and staff members.

**ECED 401 DIRECTED TCH SEM ECED 6 CREDITS**

*Prerequisite(s): ECED 301, 305, 306, 310, 314, 316.* The student participates in all of the activities of the teacher in the classroom, in the school, and in the community. Beginning with a period of observation and orientation, the students receive assignments of increasing difficulty from the master critic teacher until they are capable of assuming full responsibility for teaching. The placement for this course will be in Grades K - 3 CREDITS The practical experience is accompanied by a regularly scheduled seminar. The student teacher follows the entire schedule of the school at which the student is placed.

## **ECON: ECONOMICS COURSE DESCRIPTIONS**

**ECON 211 PRIN OF MACROECONOMICS (FALL, SPRING, SUMMER, MINI-SEMESTER) 3 CREDITS**

*Prerequisite(s): MATH 127, 118, 125 or higher or Permission of Department.*

This course is a study of the basic macroeconomic concepts, economic institutions, and tools of analysis used in understanding the problems of inflation and unemployment, and the effects of fiscal and monetary policies on economic stability and growth. (NOTE: May be taken for honors credit.)

**ECON 212 PRIN OF MICROECONOMICS (FALL, SPRING, SUMMER, MINI-SEMESTER) 3 CREDITS**

*Prerequisite(s): MATH 127, 118, 125 or higher or Permission of Department.*

This course is a study of microeconomics, explaining how the price of a product or a resource is determined under various market structures, how an economy's resources are allocated, and how factor incomes are determined. Current problems in domestic and international economics are explored. (NOTE: May be taken for honors credit.)

**ECON 311 INTERMEDIATE MACROECONOMICS (FALL) 3 CREDITS**

*Prerequisite(s): ECON 211 and ECON 212.* This course is an extension of macroeconomic and microeconomic theories to serve as a bond between the principles (level) and the advanced level courses. Macro and micro dimensions of economics will be taught during the first and **Second Semesters**, respectively.

**ECON 312 INTERMEDIATE MICROECONOMICS (SPRING) 3 CREDITS**

*Prerequisite(s): ECON 211 and ECON 212.* This course is an extension of macroeconomic and microeconomic theories to serve as a bond between the principles (elementary level) and the advanced level courses. Macro and micro dimensions of economics will be taught during the first and **Second Semesters**, respectively.

**ECON 313 ECONOMICS OF SPORTS AND ENTERTAINMENT (FALL) 3 CREDITS**

*Prerequisite: ECON-211, ECON 212 or instructor's permission.*

Using the tools of microeconomics, this course is divided up into the economic analysis of sports and entertainment. They will begin with examining both professional and collegiate sports issues such as monopoly and monopony market structures, labor market issues including free agency and salary caps, and public policy issues related to stadium financing. The second part examines issues in the entertainment

industry. This includes a discussion of the economics of various forms of media including movies, cable, and music. Finally, economic issues of casinos and amusement parks will be examined.

**ECON 321 MONEY BANKING AND FINANCIAL MARKETS (FALL, SPRING, SUMMER) 3 CREDITS**

*Prerequisite(s): ECON 211.* This course is a study of the nature and function of money and credit, with emphasis on the roles played by depository institutions and of the structure of the financial market and the effects of regulatory agencies on the financial market and the money supply.

**ECON 331 BUSINESS AND ECONOMICS APPLICATION OF MATHEMATICS (SPRING) 3 CREDITS**

*Prerequisite: ECON-211, ECON 212 or instructor's permission.*

This course is designed to introduce students to elementary calculus concepts that are directly related to business and economic theory and application. The goal is for students to learn calculus specifically to solve problems in business, management and the economic sciences. ECON-331 is specially designed for business majors and is not open to students majoring in Computer Science, CTECT, Biology, Mathematics or any Engineering programs. The course presents concepts and skills on limits and continuity; differential and integral calculus with applications from business, economics, and the social.

**ECON 341 INTERNATIONAL TRADE AND FINANCE (FALL Only) 3 CREDITS**

*Prerequisite(s): ECON 211 and ECON 212 or Permission of Department.* This course focuses on the theory of international trade, commercial policy and its relation to economic development. Balance of payments, international capital movements, and foreign exchange are examined against the background of current theories and policies.

**ECON 343 ECONOMICS OF EDUCATION (FALL Only) 3 CREDITS**

*Prerequisite: ECON 211 and/or ECON 212.*

This course is designed to tackle the complex issues of the economics of education. The average student, in college, devotes a significant amount of time in preparing themselves for 'a better life'. By the time student graduates from college, they would have spent at least 16 years in school. The question then becomes, what is education for? Following that question is did Bowie State University increase earning potential? These are the fundamental questions this course seeks to address. After covering the basic issues, this course then explores the meaning and empirics of educational equity; the black-white achievement gap; the importance and dangers of early education; and the role of the government in providing education.

**ECON 351 BUS/ECON STAT I (FALL, SPRING, SUMMER) 3 CREDITS**

*Prerequisite(s): MATH 125 and Junior Standing.* This course focuses on the business and economics applications of descriptive and inferential statistics, including measures of central tendencies, dispersion, probability, regression and correlation analysis, hypothesis testing and parameter estimation.

**ECON 353 HEALTH ECONOMICS (SPRING) 3 CREDITS**

*Prerequisites: ECON 211 and ECON 312.*

This course explores economic principles and its relationship to the field of health care. It will provide an introduction to the health care system in the U.S. We will discuss some of the key concepts that health economists use to analyze health care markets. Finally, we will apply these concepts to selected current issues in health policy.

**ECON 363 ECONOMICS OF DEVELOPING COUNTRIES (SPRING Only) 3 CREDITS**

*Prerequisite(s): ECON 211 and ECON 212 or Permission of Department.* This course is an inquiry into the nature, the causes, and the implications of the process of economic development that focuses on raising the economic well-being of nations.

**ECON 373 ENVIRONMENTAL AND RESOURCE ECONOMICS (SPRING) 3 CREDITS**

*Prerequisite: ECON-211 and ECON 212 or instructor's permission:* This course explores the origins of environmental problems, how to measure the value of environmental amenities, and the efficacy of specific forms of regulation, including mandated technologies, taxes, subsidies, and pollution permit trading. Topics include air and water pollution, climate change, the transition from fossil fuels to renewable energy sources, and sustainable development.

**ECON 383 ECONOMICS OF POVERTY AND INCOME DISTRIBUTION (SPRING Only) 3 CREDITS**

*Prerequisite: ECON-211 and ECON 212 or instructor's permission:* This course explores how economics can be used to explain and analyze the concepts, causes and effects of poverty and income inequality on various population groups. It will introduce students to the relevant economic theories of poverty and inequality and use empirical facts to define and measure poverty and inequality and assess the effectiveness of policies aimed at combating poverty and inequality in the United States and the developing world.

**ECON 400 SPECIAL TOPICS IN ECONOMICS (FALL, SPRING, SUMMER) 3 CREDITS**

*To be approved by Department Chair and Instructor.* This course will involve a wide spectrum of special topics in economic policy with one selected for each semester in which it is offered. Topics will cover a range of issues of concern to and debated in the society. They will be chosen based on the interests of students in the Business Administration program as a whole and Economics, in particular, and the different

instructors' area of specialization. Examples of such topics include Crises in the Financial Market, The Housing Market, Global Warming, Globalization, Trade Policy, Race and Gender Discrimination, Health Care Policy, Social Security, Regulation versus Deregulation, Environmental Policy, Education Policy, Labor and Industrial Organization, among others

**ECON 412 INDUSTRIAL ORGANIZATION (FALL) 3 CREDITS**

*Prerequisite: ECON-211 and ECON 312*

This is an advanced course in undergraduate Industrial Organization. Industrial Organization is essentially a branch of applied Microeconomics, which seeks to understand the causes and effects of various market structures on pricing and product choice. We focus on the behavior of firms in imperfectly competitive markets, which appear to be far more common than the perfectly competitive markets. Topics include price discrimination, oligopolistic competition, network externalities, collusion through contractual arrangements, advertising. Some introductory topic in Game Theory will be introduced

**ECON 421 URBAN ECONOMICS (SPRING Only) 3 CREDITS**

*Prerequisite(s): ECON 211 and ECON 212.* This course examines the economic base of urban areas and how these bases are related to employment, population, economic growth, and the economic and social structure. This course also is designed to analyze the economic aspects of the most pressing urban problems, including housing, transportation, municipal finance, poverty, urban services, and the environment.

**ECON 422 PUBLIC FINANCE AND BUDGETING (SPRING Only) 3 CREDITS**

*Prerequisite(s): ECON 211 and ECON 212.* This course is a survey of the welfare implications of government expenditures, revenues and debt systems in view of principles of taxation and the criteria for public expenditures, with special reference to allocation, stabilization, and redistribution functions of the public sector.

**ECON 423 MONETARY AND FISCAL POLICY (SPRING Only) 3 CREDITS**

*Prerequisite(s): ECON 321.* This course is a study of the Monetarist and Keynesian Models and their applications to monetary and fiscal stabilization policies for the nation's economy.

**ECON 448 MANAGERIAL ECONOMICS (FALL Only) 3 CREDITS**

*Prerequisite(s): ECON 211 and ECON 212.* This course is a study of the economic aspects of the managerial decision making process in various market structures, with special emphasis on quantitative analysis.

**ECON 483 QUANTITATIVE METHODS DM (FALL, SPRING) 3 CREDITS**

*Prerequisite(s): ECON 351.* This course is a study of the quantitative techniques common in decision-making, with emphasis on application. Topics discussed include decision-making and decision analysis, linear programming, transportation and assignment problems, forecasting and time-series analysis, inventory concepts, and mathematical simulation.

**ECON 493 ELEMENTS OF ECONOMETRICS (SPRING) 3 CREDITS**

*Prerequisite: ECON-211, ECON 212 and ECON 351*

Introduction to Econometrics is a course that will focus on the development and application mathematical and statistical method to estimating the relationship between and testing the validity of economic theory. ECON-451 is an introductory course in Econometrics Methods. Elementary econometric models and techniques will be introduced in this course. Students are expected to acquire the skills necessary to do conduct regression analysis with real economic data. Computer programs such as SPSS, STATA, MINITAB, and Microsoft Excel will be used for running real-world problems.

**ECON 498 ECON FOR ADM MGMT (For graduate students only) 3 CREDITS**

**EDUC: EDUCATION COURSE DESCRIPTIONS**

**EDUC 101 INTRO TO EDUCATION 3 CREDITS**

This course provides an overview of American public education, the teaching profession, and contemporary issues that impact on public education. Students must also enroll concurrently in EDUC 102 Practicum I.

**EDUC 102 PRACTICUM I 1 CREDIT**

This course provides an opportunity for the student to assist with classroom activities in an early childhood, elementary or secondary setting. The practicum is completed on Tuesdays or Thursdays each week and extends for a full day. The practicum must be taken concurrently with EDUC 101.

**EDUC 103 MICROCOMP IN AN EDUC SET 3 CREDITS**

This course is an introduction to the use of microcomputers in the classroom. Topics will include how a computer operates, a short history of the development of the computer, the use of prepared software, an examination of existing software, and criteria for assessment of programs.

**EDUC 201 HUMAN GRWTH AND DVMT 3 CREDITS**

*Prerequisite(s): EDUC 101.* This course is a study of the biological, psychological, and social factors that influence the growth and development of the individual from conception to adulthood. Students enrolled in EDUC 201 are required to take Practicum II concurrently.

<b>EDUC 202</b>	<b>PRACTICUM II</b>	<b>1 CREDIT</b>
This course provides an opportunity for the student to complete a case study on an individual pupil in a public school setting. The practicum is completed on Tuesdays or Thursdays of each week and extends for a full day. The practicum must be taken concurrently with EDUC 201.		
<b>EDUC 210</b>	<b>EDUC OF CHILD IN CONT US</b>	<b>3 CREDITS</b>
This course is a study of current educational issues and practices from a political, social, and urban view that explores contemporary problems in American education.		
<b>EDUC 218</b>	<b>SOC &amp; POL ISSUES OF URB EDUC</b>	<b>3 CREDITS</b>
Prerequisite(s): <i>A course in sociology or government.</i> This course is a study of social and political problems in urban education, particularly the relationship of education to social mobility and residential patterns; problems of desegregation; school decentralization and other forms of school governance; trends in teacher education.		
<b>EDUC 220</b>	<b>TEST CRITERION FOR CERTI</b>	<b>3 CREDITS</b>
This course emphasizes enhancing the student's familiarity and contact with various standardized test formats and their specifications, objectives, instructions, item designs, and scoring formulas, with particular reference to the PRAXIS EXAMS. A testing fee will be assessed each student upon registration for the course. This course is a Prerequisite(s) for all other professional sequence courses. The Praxis Lab is a requirement with this course. The Praxis I is a course requirement.		
<b>EDUC 225</b>	<b>EDUCATION PSYCHOLOGY</b>	<b>3 CREDITS</b>
<b>EDUC 242</b>	<b>LITERATURE FOR CHILDREN</b>	<b>3 CREDITS</b>
Prerequisite(s): <i>EDUC 101, EDUC 201.</i> This course is an orientation to the history, trends, values, and content of children's literature and its importance in the education of young children. Emphasis is on acquiring knowledge of a wide variety of contemporary children's books and strategies for appreciating, teaching, and evaluating.		
<b>EDUC 298</b>	<b>COOP</b>	<b>12 CREDITS</b>
Students must meet applicable program eligibility requirements and must submit program application materials to the Program Coordinator prior to receiving permission from the instructor to register for this course. Program requirements can be found on the Career Development Center website at		
<b>EDUC 298</b>	<b>EDUCATION COOP</b>	<b>12 CREDITS</b>
Students must meet applicable program eligibility requirements and must submit program application materials to the Program Coordinator prior to receiving permission from the instructor to register for this course. Program requirements can be found on the Career Development Center website at		
<b>EDUC 311</b>	<b>MANAGING THE DIVERSE CLSRM</b>	<b>3 CREDITS</b>
Prerequisite(s): <i>EDUC 101, EDUC 201.</i> This course is an exploration of the characteristics and patterns of behavior of students within a diverse classroom. Students will develop strategies for managing an orderly and effective learning environment for students.		
<b>EDUC 312</b>	<b>THE MIDDLE SCHOOL</b>	<b>3 CREDITS</b>
This course explores the pre-adolescent and early adolescent and the endeavors of educational systems to meet his/her needs through the middle school. The unique nature of the eleven to fourteen age group emerging from a variety of psychological and social factors is addressed.		
<b>EDUC 314</b>	<b>ASSESS FOR READING INSTR</b>	<b>3 CREDITS</b>
Prerequisite(s): <i>EDUC 101, EDUC 201, EDUC 316.</i> This course is designed to provide teachers with research-validated strategies and assessment tools that can be used to enhance reading instruction and meet the needs of individual learners. Specifically, teachers will comprehend the many purposes of literary assessment and the tools and techniques required to achieve those different purposes. The dimensions of assessment to include norm-referenced instruments as well as alternative assessments will be utilized to provide an accurate and on-going depiction of the progress of readers.		
<b>EDUC 315</b>	<b>PROCESSES AND ACQUISI OF RDNG</b>	<b>3 CREDITS</b>
This course is designed to assist pre-service teachers in understanding the reading acquisition process. Introduction to language structures including spoken syllables, phonemes, graphemes and morphemes is included in this course. Participants will be introduced to current scientific research.		
<b>EDUC 316</b>	<b>FOUNDATIONS OF EDUCATION</b>	<b>3 CREDITS</b>
Prerequisite(s): <i>EDUC 101, EDUC 201.</i> The major historical, social, and philosophical concepts that undergird present educational philosophy, objectives, forms, and practices are explored in this course. Emphasis is also placed on discussion of the administration of the organization and the financing of public education laws dealing with American education and values and the teaching of values in a school setting. Admission to Teacher Education is a course requirement.		
<b>EDUC 320</b>	<b>INSTRUC TECH FOR THE CLASSROOM</b>	<b>1 CREDIT</b>
Prerequisite(s): <i>EDUC 201, ENGL 102, COSC 110, SPED 403.</i> This course provides strategies, resources, tools and organizational concepts for using technology to facilitate classroom learning and school administrative functions.		
<b>EDUC 398</b>	<b>COOP-EDUC</b>	<b>6 CREDITS</b>
<b>EDUC 402</b>	<b>ASSESSMENT &amp; MEASUREMENT</b>	<b>3 CREDITS</b>
Prerequisite(s): <i>EDUC 101, EDUC 201.</i> This course is a study of the construction, validation, and use of tests for diagnosing levels of achievement and measuring educational outcomes. It is an introduction to the use, administration, and interpretation of standardized tests and performance-based assessments.		

**EDUC 403 FUND OF SIGN LANG COMM 3 CREDITS**  
This course is designed to facilitate communication between hearing and deaf persons in the workplace, community settings, and other everyday situations and provides an overview of deafness and the deaf community and the use of sign language as a formidable tool of communication. Special attention is given to the use of a combination of traditional American signs, finger spelling, and other body dynamics that play an important role in conveying meaning. This course will not satisfy state certification special education requirements.

**EDUC 404 AD FUND OF SIGN LANG COM 3 CREDITS**  
This course is a continuation of the basic course, Fundamentals of Sign Language Communication. Primary focus is on increasing facility in finger spelling, receiving and sending signs. Special emphasis is placed on developing basic skills in learning the pattern of grammatical structure in the idiomatic language of signs in order to help students progress from formal sign language and finger spelling to manual communication as it is used in the deaf community. This course will not satisfy state certification special education requirements.

**EDUC 449 INDEPENDENT STUDY IN EDUCATION 3 CREDITS**  
This course provides individualized reading or research under the direct guidance of an instructor. A description of the program will be developed jointly by the instructor and the student and approved by the chair of the Department. Independent Study may not be used as a substitute for the general education requirements. The Department requires a cumulative average of 3 CREDITS5 to admit a student for Independent Study.

## **ELED: ELEMENTARY EDUCATION COURSE DESCRIPTIONS**

**ELED 301 THEORY & PRACTICE ELED 3 CREDITS**  
*Prerequisite(s): EDUC 101, 201, English Proficiency Examination, Registration for Praxis I.* This course is a study of the theory and teaching techniques appropriate for elementary school children. Attention is given to recent research on effective teaching; planning, implementing, and evaluating lessons; motivating and organizing for effective instruction; and techniques for meeting the needs of diverse school populations. Performance-based assessment is applied.

**ELED 303 METH TCHG LANG ARTS ELED 3 CREDITS**  
*Prerequisite(s): ELED 301 and Praxis I.* This course is a study of the language arts curriculum (listening, speaking, reading, and writing) and strategies for teaching the language arts. Examination of theories and philosophies related to literacy learning, as well as curriculum and classroom environments that allow children to emerge more fully into literacy will be conducted. Practicum III is taken concurrently Praxis II should be taken with this course.

**ELED 304 METH TCHG READING ELED 3 CREDITS**  
*Prerequisite(s): ELED 301, and Praxis I.* This course provides prospective teachers competencies and other attributes essential for delivering effective reading instruction for children in elementary schools. Students broaden their knowledge and understanding of the process of reading and the importance of literacy in a modern, technologically oriented society. Students integrate their professional knowledge through actual experiences in the schools. Practicum III is taken concurrently. Praxis II should be taken with this course.

**ELED 306 METH TCHG SCIENCE ELED 3 CREDITS**  
*Prerequisite(s): ELED 301, and Praxis I.* Concepts and techniques of teaching general science in the elementary school will be explored. Emphasis is placed on planning activities for the direct observation of phenomena in the classroom. Practicum III is taken concurrently. Praxis II should be taken with this course.

**ELED 310 METH TCHG SOC STDS ELED 3 CREDITS**  
*Prerequisite(s): ELED 301, and Praxis I.* This course is a study of concepts underlying the several social studies and the techniques and materials useful for understanding this content. Practicum III is taken concurrently. Praxis II should be taken with this course.

**ELED 314 METH TCHG MATH ELED 3 CREDITS**  
*Prerequisite(s): ELED 301, and Praxis I.* This course explores the content and methods of teaching mathematical concepts and arithmetical skills. Practicum III is taken concurrently. Praxis II should be taken with this course.

**ELED 316 YEAR LONG INTERNSHIP PHRASE I 1 CREDIT**  
This course will enable observation of model lessons in an elementary classroom, examination of curriculum materials, and teaching of selected lessons under the supervision of a master teacher. The practicum is completed on a Tuesday or Thursday for the full day. This practicum must be taken with methods courses. Praxis I required to apply for Student Teaching. Application is made for Student Teaching during this course.

**ELED 398 COOP-ELED 6 CREDITS**  
Students must meet applicable program eligibility requirements and must submit program application materials to the Program Coordinator prior to receiving permission from the instructor to register for this course. Program requirements can be found on the Career Development Center website.

**ELED 401 DIR TCHG SEMINAR ELED 12 CREDITS**  
*Prerequisite(s): ELED 301, all Methods courses Praxis II completed to apply.* This is a semester-long course in which the student participates in all of the activities of the teacher in the classroom, in the school, and in the community. Beginning with a period of observation and orientation, the student receives assignments of increasing difficulty from the cooperating teacher until he/she is capable of assuming full responsibility for teaching. The semester is divided into an eight-week assignment in the intermediate and an eight-week assignment in the primary grades. The practical experience is accompanied by a regularly scheduled seminar. The student teacher follows the entire schedule of the school at which the student is placed.

**ELED 410 DIAG & REMEDIAL READING 3 CREDITS**  
*Prerequisite(s): A course in reading methods, EDUC 101, Praxis I.* This course is a study of the important principles of diagnosis and remediation in reading, with appropriate emphasis on major causes of reading problems. Emphasis is placed on formal and informal procedures for diagnosing and remediating reading problems.

## ENGL: ENGLISH COURSE DESCRIPTIONS

### ENGL 100 INTERACTIVE ENGLISH (FALL, SPRING) 3 CREDITS

*Prerequisite: Must Be Completed with a Grade of "C" or Better to Progress to ENGL 101.* This course reviews basic English concepts and introduces students to college-level writing with an emphasis on basic grammar and mechanics and paragraph writing. This course also provides diverse interactive online and media rich content that engages visual and audio learners. Students will apply their learning to a variety of traditional and online writing activities.

### ENGL 101 EXPOSITORY WRITING (FALL, SPRING) 3 CREDITS

Prerequisite must be completed with a grade of "C" or better to progress to ENGL 101. Expository Writing teaches the rhetorical, analytical, and comprehension skills necessary for academic success. The students are instructed to emulate the rhetorical strategies of professional writers. They use the word processor for writing and editing their essays. Throughout this course, students are given opportunities to develop oral communication skills and to continue their growth as readers and writers through exposure to interdisciplinary readings, ranging from the natural and social sciences to the humanities. (NOTE: May be taken for honors credit.)

### ENGL 102 ARGUMENT AND RESEARCH (FALL, SPRING) 3 CREDITS

*Prerequisite: ENGL 101 with a Final Course Grade of "C" or Higher.* Argument and Research builds on the skills developed in Expository Writing (ENGL 101), focusing on analysis, synthesis and evaluation, logical thinking, the techniques of argument, writing about literature, and preparation of the documented essay. (NOTE: May be taken for honors credit.)

### ENGL 210 INTRODUCTION TO ENGLISH GRAMMAR (SPRING) 3 CREDITS

This course is an introduction to the study of standard English grammar and its usage. The focus will be on lexical categories (parts of speech) with the goal of understanding how words from different lexical categories work together to form phrases, clauses, and sentences. The course will also explore how the basic English sentence can be transformed into other forms (such as questions, passive constructions, and compound and complex sentences) for rhetorical effectiveness.

### ENGL 211 LITERATURES OF THE WORLD (FALL and SPRING) 3 CREDITS

*Prerequisite: ENGL 101 and ENGL 102.* This course introduces students to the world's major civilizations from ancient to modern. Focusing on the ethos of diverse cultures, students observe the ways a multiplicity of storytellers comment on their perception of themselves and their stories.

Students taking ENGL 211 satisfies either ENGL 338 or 339 (World Literature I or II, not both)

### ENGL 212 THE AFRICAN AMERICAN LITERARY IMAGINATION (FALL) 3 CREDITS

*Prerequisite: ENGL 101 and ENGL 102.* This course explores how Africans in America have represented group and individual identities, aspirations and frustrations, and triumphs and defeats through the medium of writing. Focusing on selected texts from the enslavement era to contemporary literature, students will explore and analyze the trajectory of freedom, the resonance of culture, imaginations of Africa, and the politics of race.

### ENGL 213 CINEMA OF AFRICA AND THE AFRICAN DIASPORA (SPRING) 3 CREDITS

*Prerequisite: ENGL 101 and ENGL 102.* The course will begin with the examination of the philosophical and cultural ideas represented in films of Africans in America. It will also focus on political, social, and traditional forces that shape the lives of Black people in the Caribbean, South America, and Continental Africa.

### ENGL 236 INTRODUCTION TO LITERATURE (FALL) 3 CREDITS

*Prerequisite: ENGL 102.* English majors should take ENGL 236 as early as possible in their program of study. This course is a study of some of the major literacy genres including the short story, the novel, the autobiography, drama, poetry, and film with emphasis on intensive critical analysis. It also requires rigorous attention to the significant aspects of critical appreciation of literature with a view to having students consider literature reflectively and write about it fluently and articulately.

### ENGL 250 INTRODUCTION TO FILM (Periodically) 3 CREDITS

*Prerequisite: ENGL 102.* This course is an introduction to the historical, technical, and aesthetic development of film as a literary genre. Topics to be studied include cinematic techniques, narrative and thematic structures, and the history and cultural significance of film from the silent screen through the latest advances in digital cinematography.

### ENGL 253 STUDIES IN POPULAR CULTURE (Periodically) 3 CREDITS

*Prerequisite: ENGL 102.* This course will examine and analyze popular culture and its representation in different media ranging from such diverse examples as hip-hop music to sci-fi cinema. Specifically, manifestations of popular culture in literature, film, television, music, and advertising will be assessed, as will the growing role of technology in the creation and understanding of culture. In addition, this course will assess the rhetorical situation of the examined texts, and analyze those texts through the application of traditional rhetorical and literary methods.

### ENGL 255 ADVANCED COMPOSITION (Periodically) 3 CREDITS

*Prerequisite: ENGL 102.* This course builds on the competencies developed in ENGL 101-102, stressing greater awareness of vocabulary, logic, rhetoric, and grammar. Through interdisciplinary readings, this course assists the students in communicating their ideas with simplicity and clarity.

### ENGL 256 INTRODUCTION TO CREATIVE WRITING (FALL) 3 CREDITS

*Prerequisite: ENGL 102.* This course is an introductory experience in the writing of short stories and poetry, with attention given to techniques and forms. Students' work will be submitted for workshop criticism by the instructor and peers, but emphasis will be on published works as models.

### ENGL 257 CREATIVE WRITING II: FICTION (Alternate SPRING Semesters) 3 CREDITS

*Prerequisites: ENGL 102 and ENGL 256 or Permission of Instructor.* This course emphasizes the development of skills in writing in the genre of fiction, both short fiction and novel chapters. It is conducted primarily as a workshop to critique students' original work, with an emphasis on technique and for and close examination of published texts as models. Students read and respond to their peers' original creative work in terms of technique and form, with close examination of published texts as models. Voice and style will be introduced.

**ENGL 258 CREATIVE WRITING II: POETRY (Alternate SPRING Semesters) 3 CREDITS**

*Prerequisites: ENGL 102 and ENGL 256 or Permission of Instructor.* This course emphasizes the development of skills in writing in the genre of poetry, both traditional and experimental. It is conducted primarily as a workshop to critique students' original work, with an emphasis on technique and form and close examination of published texts as models. Voice and style will be introduced.

**ENGL 259 CREATIVE WRITING II: DRAMA (Alternate FALL Semesters) 3 CREDITS**

*Prerequisites: ENGL 102 and ENGL 256 or Permission of Instructor.* This course emphasizes the development of skills in writing in the genre of drama, both the short play and the full-length drama. It is conducted primarily as a workshop to critique students' original work, with an emphasis on technique and form and close examination of published texts as models. Voice and style will be introduced.

**ENGL 260 CREATIVE WRITING II: NON-FICTION PROSE (Alternate FALL Semesters) 3 CREDITS**

*Prerequisites: ENGL 102 and ENGL 256 or Permission of Instructor.* This course emphasizes the development of skills in writing in the genre of non-fiction prose, more recently referred to as creative non-fiction. It is conducted as a workshop to critique students' original creative work, with an emphasis on technique and form and close examination of published texts as models. Voice and style will be introduced.

**ENGL 298 COOP ENGLISH**

Students must meet applicable program eligibility requirements and must submit program application materials to the Program Coordinator prior to receiving permission from the instructor to register for this course. Program requirements can be found on the Career Development Center website.

**ENGL 301 ENGLISH LITERATURE I (FALL) 3 CREDITS**

*Prerequisite: ENGL 102 and ENGL 236.* This course is a survey of British literature and literary history from Old English through the eighteenth century. Major writers and works to be studied include *Beowulf*, Chaucer, Shakespeare, Donne, Jonson, Milton, Dryden, Pope, Swift, and Johnson.

**ENGL 302 ENGLISH LITERATURE II (SPRING) 3 CREDITS**

*Prerequisite: ENGL 102 and ENGL 236.* This course is a survey of British and Commonwealth literature and literary history from the Romantic period to the present. Major writers to be studied include Blake, Wordsworth, Coleridge, Byron, the Shelleys, Keats, Tennyson, the Brownings, Arnold, Yeats, Woolf, Joyce, T. S. Eliot, and Achebe.

**ENGL 303 SPECIAL TOPICS IN BRITISH LITERATURE (Periodically) 3 CREDITS**

*Prerequisites: ENGL 102 and ENGL 236.* This course is a study of British literature focusing upon special topics beyond the traditional categories of period and genre. Possible topics may include, but are not limited to, the following: medieval romance; the picaresque novel; gothic literature; literature, obscenity, and the law; fairy tales and fantasy literature; utopian literature; post-colonial literature; and literature and the other arts.

**ENGL 316 AMERICAN LITERATURE I (FALL) 3 CREDITS**

*Prerequisites: ENGL 102 and ENGL 236.* This course is a study of American writers and writings from colonial times to the mid-nineteenth century. Selected works will be examined in historical context and in their relationship to the political, social, and intellectual milieu in which they were produced.

**ENGL 317 AMERICAN LITERATURE II (SPRING) 3 CREDITS**

*Prerequisites: ENGL 102 and ENGL 236.* This course is a study of American writers and writings, from the rise of Realism to the present. This course includes considerations of the development of the American writer as reflected in American literature and the study of literary trends within the specified period.

**ENGL 318 AMERICAN FICTION SINCE 1945 (Periodically) 3 CREDITS**

*Prerequisites: ENGL 102 and ENGL 236.* This course is an examination of the leading novelists and the major trends in American fiction since World War II.

**ENGL 319 SPECIAL TOPICS IN AMERICAN LITERATURE (Periodically) 3 CREDITS**

*Prerequisites: ENGL 102 and ENGL 236.* This course is a study of American literature focusing upon special topics beyond the traditional categories of period and genre. Possible topics may include, but are not limited to, the following: Native American literature; Asian American literature; Chicano/a American Literature; travel literature; Cold War literature; American autobiography; literature of specific geographic locations such as Washington, D.C., New York, or the Pacific Rim; and literature and the other arts.

**ENGL 324 AFRICAN AMERICAN LITERATURE I TO 1926 (FALL) 3 CREDITS**

*Prerequisites: ENGL 102 and ENGL 236.* This course traces the development of the African American literary tradition from the end of the eighteenth century to the midst of the Harlem Renaissance in 1926. It will cover a variety of genres, including slave narratives, poetry, personal correspondence, essays, short stories, autobiographies, and novels. It will examine many literary conventions and innovations, including tropes such as the talking book and the tragic mulatto, and techniques such as written vernacular and jazz poetry.

**ENGL 325 AFRICAN AMERICAN LITERATURE II, 1926 TO THE PRESENT (SPRING) 3 CREDITS**

*Prerequisites: ENGL 102 and ENGL 236.* This course traces the development of the African American literary tradition from the Harlem Renaissance to the present. It will examine the ways that modern and contemporary African American writers have explored political, social, and aesthetic issues in a variety of genres: essays, poetry, fictionalized autobiography, novels, plays, etc. Among the many topics we will consider are: the "New Negro," migration from the rural south to the urban north and west, the emergence of the Black Arts Movement, and the current "renaissance" in African American arts and letters.

- ENGL 326 LITERATURE OF THE CARIBBEAN (Alternate FALL Semesters) 3 CREDITS**  
*Prerequisite: ENGL 102 and ENGL 236.* This course is an introductory survey of Caribbean literature from the beginning of the twentieth century to the present. It focuses on novels, short stories, poetry drama, and essays. Consideration is given to the developing Caribbean national consciousness and an emerging post-colonial posture as reflected in the literature of the Caribbean
- ENGL 327 AFRICAN LITERARY EXPRESSION (Alternate FALL Semesters) 3 CREDITS**  
*Prerequisites: ENGL 102 and ENGL 236.* This course is a survey of selected poetry, short fiction, and novels of contemporary writers of West Africa and East Africa. Consideration also will be given to the oral and narrative traditions in Africa and their contributions to modern African literature.
- ENGL 329 THE AFRICAN AMERICAN SHORT STORY (Alternate SPRING Semesters) 3 CREDITS**  
*Prerequisites: ENGL 102 and ENGL 236.* This course provides an in-depth exploration of selected major African American short Story writers, such as Chesnutt, Hughes, Baldwin, Wright, Kelley, Petry, Bontemps, etc.
- ENGL 330 AFRICAN AMERICAN POETRY AND POETICS (Periodically) 3 CREDITS**  
*Prerequisites: ENGL 102 and ENGL 236.* This course provides an in-depth exploration of selected African American poets and their impact on American culture. Poets studied might include Phyllis Wheatley, Claude McKay, Langston Hughes, Gwendolyn Brooks, and Amiri Baraka. The course also seeks to enlarge and complicate our sense of African American and African diasporic poetics by looking at poets who rarely show up in the literature curriculum including Melvin B. Tolson, Bob Kaufman, Stephen Jonas, Kamau Brathwaite, Harryette Mullen, and Tracie Morris.
- ENGL 331 THE AFRICAN AMERICAN VERNACULAR TRADITION (Periodically) 3 CREDITS**  
*Prerequisites: ENGL 102 and ENGL 236.* This course is a study of the African American Vernacular Tradition from the period of enslavement to the present. Possible topics may include, but are not limited to, the following: spirituals, ballads, tales, speeches, sermons, work songs, blues, jazz, spoken word and rap songs. This course will also examine the ways in which the vernacular tradition informs the African American literary canon, including writing by Sterling Brown, Langston Hughes, Zora Neale Hurston, Etheridge Knight, Amiri Baraka, and Paule Marshall.
- ENGL 337 LITERATURE FOR ADOLESCENTS (SPRING) 3 CREDITS**  
*Prerequisites: ENGL 102, ENGL 236, EDUC 101, and passing scores on PRAXIS I and English Proficiency Examination.* This course emphasizes readings in major genres, current and classic; determines reading levels for appropriate selection of classroom literature; explores interests and needs of adolescents; identifies sources of literary material for adolescents; and emphasizes techniques for and improving skills in the reading of various types of prose and poetry.
- ENGL 340 MODERN DRAMA (Alternate SPRING Semesters) 3 CREDITS**  
*Prerequisites: ENGL 102 and ENGL 236.* This course considers trends in the theatre through analysis of representative plays by playwrights from Ibsen to the present. Analyses of developments in society and in the theatre as shaping forces in drama are conducted.
- ENGL 345 INTRODUCTION TO GENERAL LINGUISTICS I (FALL) 3 CREDITS**  
*Prerequisite: ENGL 102.* This course is an introduction to trends in contemporary linguistic theory, language acquisition, and dialects, with special emphasis on phonetics, phonology, syntax, and semantics.
- ENGL 346 INTRODUCTION TO GENERAL LINGUISTICS II (Alternate SPRING Semesters) 3 CREDITS**  
*Prerequisite: ENGL 345.* This course focuses on the most important syntactic rules of English and how these rules interact in the formation of individual sentences. Close attention will be given to analyzing English sentences.
- ENGL 353 SPECIAL TOPICS IN WOMEN'S STUDIES (Periodically) 3 CREDITS**  
*Prerequisite(s): ENGL 102 and ENGL 236.* This is a study of literature written by and about women, focusing upon special topics beyond the traditional categories of period and genre. Possible topics may include, but are not limited to, the following: contemporary women writers; women in post-slavery and post-colonial environments; images of women in Renaissance Literature; images of women in Victorian writing by women and men; and the literary representation of mothers and daughters in twentieth-century fiction.
- ENGL 357 CREATIVE WRITING III: FICTION (Alternate FALL Semesters) 3 CREDITS**  
*Prerequisites: ENGL 102 and Junior Status, with at Least One Course in the ENGL 257-260 Series or Permission of Creative Writing Instructor.* This course provides advanced practice in the techniques of writing fiction. It is conducted primarily as a workshop to critique students' original creative work, emphasizing the relationship between content (including technique and form) and style and published work as models.
- ENGL 358 CREATIVE WRITING III: POETRY (Alternate FALL Semesters) 3 CREDITS**  
*Prerequisites: ENGL 102 and Junior Status, with at Least One Course in the ENGL 257-260 Series or Permission of Creative Writing Instructor.* This course provides advanced practice in the techniques of writing poetry. It is conducted primarily as a workshop to critique students' original creative work, emphasizing the relationship between content (including technique and form) and style, with close reading of published work as models.
- ENGL 359 CREATIVE WRITING III: DRAMA (Alternate SPRING Semesters) 3 CREDITS**  
*Prerequisites: ENGL 102 and Junior Status, with at Least One Course in the ENGL 257-260 Series or Permission of Creative Writing Instructor.* This course provides advanced practice in the techniques of writing drama. It is conducted primarily as a workshop to critique students' original creative work, emphasizing the relationship between content (including technique and form) and style, with close reading of published work as models.
- ENGL 360 CREATIVE WRITING III: NON-FICTION (Alternate SPRING Semesters) 3 CREDITS**  
*Prerequisites: ENGL 102 and Junior Status, with at Least One Course in the ENGL 257-260 Series or Permission of Creative Writing Instructor.* This course provides advanced practice in the techniques of writing non-fiction prose, most recently referred to as "creative non-fiction." It is conducted primarily as a workshop to critique students' original creative work, emphasizing the relationship between content (including technique and form) and style, with close reading of published work as models.

- ENGL 361 TECHNICAL WRITING (FALL, SPRING) 3 CREDITS**  
*Prerequisite: Completion of ENGL 102.* This course is a study of the particular requirements of technical and report writing, coupled with review and refinement of basic grammar and composition skills, designed to prepare students for career-related assignments. The course requires extensive work with computers, which includes word processing, graphics, and working on the Internet.
- ENGL 362 TECHNICAL WRITING FOR COMPUTER SCIENCE (FALL, SPRING) 3 CREDITS**  
*Prerequisite(s): Completion of ENGL 361 or Recommendation by the Computer Science Department.* This course covers topics for writing technical documents in the field of computer science. Topics include using documentation, proofreading, editing, designing, and writing proposals, short reports, and other business communication. This course requires extensive work with computers.
- ENGL 370 SPECIAL TOPICS IN CARIBBEAN LITERATURE (Periodically) 3 CREDITS**  
*Prerequisite(s): ENGL 102 and ENGL 236.* Possible topics for consideration in this course may include, but are not limited to, the following: literary interpretations of calypso and reggae music; Caribbean 'yard' literature; Caribbean autobiographical literature; Caribbean folk literature; Negritude writers of the Caribbean; the literature of Caribbean women writers; and the literature of colonization.
- ENGL 401 HISTORY OF THE ENGLISH NOVEL (Periodically) 3 CREDITS**  
*Prerequisites: ENGL 102 and ENGL 236.* This course is a study of the history of the novel written in English from the realist and picaresque traditions of eighteenth-century novelists such as Defoe, Richardson, Fielding, and Smollett; through nineteenth-century prose stylistics such as Austen, the Brontës, Dickens, George Eliot, Hardy, and Conrad, and on through the stream-of-consciousness works of Woolf and Joyce and the post-colonial novels of Achebe, Ngugi Wa-Thiong'o Jean Rhys, and Salman Rushdie.
- ENGL 402 THE BRITISH ROMANTIC PERIOD (Alternate SPRING Semesters) 3 CREDITS**  
*Prerequisites: ENGL 102 and ENGL 236.* This course is an intensive study in British Romanticism, focusing on the literary, historical, and cultural situation from ca. 1785-1830. Writers to be examined include Blake, Wordsworth, Coleridge, Byron, the Shelleys, and Keats; Hazlitt, De Quincey, Lamb, and Leigh Hunt; and Wollstonecraft, Barbauld, Charlotte Smith, Mary Robinson, Baillie, and Hemans.
- ENGL 403 THE VICTORIAN PERIOD (Alternate FALL Semesters) 3 CREDITS**  
*Prerequisites: ENGL 102 and ENGL 236.* This course is an intensive study of the writers and culture of Victorian England. Writers to be studied may include Tennyson, the Brownings, the Brontës, Arnold, Wilde, and Conrad; and themes and topics may include aestheticism, industrialization and urbanization, gender and the "Woman Question," evolution, and imperialism and colonization.
- ENGL 404 ENGLISH PROSE AND POETRY OF THE SIXTEENTH CENTURY (Periodically) 3 CREDITS**  
*Prerequisites: ENGL 102 and ENGL 236.* This is a course in the literature of Great Britain from the late fifteenth century through the early seventeenth century covering writers such as Skelton, More, Wyatt, Tyndale, Elizabeth I, Spenser, Raleigh, Sidney, Marlowe, and Shakespeare. Topics may include the development of the sonnet, the Bible in English translation, exploration and travel writings, the pastoral, women in power, and revenge tragedy.
- ENGL 405 ENGLISH LITERATURE OF THE SEVENTEENTH CENTURY (Alternate SPRING Semesters) 3 CREDITS**  
*Prerequisites: ENGL 102 and ENGL 236.* This course examines literary production in Great Britain from the early seventeenth century until the Restoration. Readings in Donne, Jonson, and Milton will be augmented with works by other poets such as Herbert, Marvell, Wroth, Vaughan, Crashaw, Herrick, and Philips, and prose writers such as Sir Francis Bacon and Hobbes. The literary production of the age will be considered in relation to other cultural determinants such as religion, gender and identity, education, the emergence of the media, and politics.
- ENGL 406 ENGLISH LITERATURE OF THE RESTORATION AND EIGHTEENTH CENTURY (Periodically) 3 CREDITS**  
*Prerequisites: Prerequisites: ENGL 102.* This course covers the "long eighteenth century," from the Restoration until ca. 1785. Dryden, Aphra Behn, Congreve, Defoe, Swift, Pope, Addison and Steele, Lady Montagu, Samuel Johnson, Olaudah Equiano, Thomson, Gray, and Collins will be studied as representative authors. Topics will address cultural issues of the enlightenment, including the rise of periodicals, depictions of the culturally "other," diaries, science, realism and the rise of the novel, women writers, slavery, political liberty, and the ballad and other popular forms of writing.
- ENGL 407 SHAKESPEARE'S COMEDIES AND HISTORIES (Periodically) 3 CREDITS**  
*Prerequisites: ENGL 102 and ENGL 236.* This course examines Shakespeare's early comedies and histories, including some attention to Shakespeare's historical sources and his use of dramatic technique, imagery, and language.
- ENGL 408 SHAKESPEARE'S PROBLEM PLAYS, TRAGEDIES, AND ROMANCES (FALL) 3 CREDITS**  
*Prerequisites: ENGL 102 and ENGL 236.* This course examines some of Shakespeare's problem plays, tragedies, and romances and Elizabethan literary, social, and theatrical traditions. Consideration also will be given to Shakespeare's development as a dramatist and his use of dramatic technique, imagery, and language, particularly as they affect modern interpretation and stage production.
- ENGL 409 CHAUCER (Periodically) 3 CREDITS**  
*Prerequisites: ENGL 102 and ENGL 236.* This course is a study of Chaucer's main texts in relation to fourteenth century literature and society.
- ENGL 416 20TH CENTURY AMERICAN LITERATURE (Periodically) 3 CREDITS**  
*Prerequisites: ENGL 102 and ENGL 236.* This course is an in-depth exploration of the developments in American poetry, prose, and drama from 1900 to the present. Focus is on old trends, such as realism, naturalism, and existentialism, and on current trends.
- ENGL 417 CONTEMPORARY AMERICAN LITERATURE (SPRING) 3 CREDITS**  
*Prerequisites: ENGL 102 and ENGL 236.* This course provides an analysis of the major trends in current literature—poetry, fiction, drama—with special emphasis on works written during the past decade, the Jewish and African American schools of fiction, the absurd drama, and experimental poetry.

**ENGL 418 MAJOR AMERICAN WRITERS ((Periodically) 3 CREDITS**

*Prerequisites: ENGL 102 and ENGL 236.* This course provides an intensive study of major American writers, from Poe to the present. This course will focus on no more than six authors in any given semester to permit analysis of background, characteristic themes, style, and critical response.

**ENGL 424 NEO-SLAVE NARRATIVES (SPRING) 3 CREDITS**

*Prerequisites: ENGL 324 or ENGL 325.* This course studies fictionalized and poetic treatment of the traditional slave narrative as rendered by contemporary African American writers such as Toni Morrison, Ishmael Reed, Octavia Butler, Charles Johnson, Edward P. Jones, Robert Hayden, Margaret Walker, Ernest Gaines and Lalita Tademy.

**ENGL 425 SEMINAR IN AFRICAN AMERICAN LITERATURE (Alternate SPRING Semesters) 3 CREDITS**

*Prerequisites: ENGL 102 and ENGL 236.* This course is an examination of novels and collections of short fiction by major contemporary African American novelists, such as Toni Morrison, Gloria Naylor, Ernest Gaines, etc.

**ENGL 436 MODERN EUROPEAN NOVEL (Alternate FALL Semesters) 3 CREDITS**

*Prerequisites: Prerequisites: ENGL 102 and ENGL 236.* This course is a study of major developments in the novel within the aesthetic and cultural milieu of European modernism. Major writers to be studied include Dostoevsky, Tolstoy, Kafka, Gide, Mann, Sartre, de Beauvoir, Camus, Unamuno, Woolf, Joyce, Lawrence, and Orwell. Topics may include narratology, the stream-of-consciousness novel, existentialism, technology and modernization, politics and the novel.

**ENGL 437 HISTORY OF LITERARY CRITICISM AND THEORY (SPRING) 3 CREDITS**

*Prerequisite: Senior Standing and Permission of Chair.* This course is a historical survey of literary criticism and theory since Plato culminating in an overview of contemporary theories, including psychoanalytic, Marxist, reader-response, feminist, deconstruction, New Historicist, race, and post-colonial theories and cultural criticism.

**ENGL 438 SEMINAR FOR MAJORS AND MINORS (SPRING) 3 CREDITS**

*Prerequisite: Permission of Chair.* This course is an intensive review across the genres of the English literary canon from its Celtic and Anglo-Saxon beginnings through the post-modern period. The course will also review American and African American literature. The course is designed to prepare majors and minors for graduate study and for professional careers. Of importance will be a senior comprehensive examination and a major research paper to be presented by each student at the senior symposium.

**ENGL 445 ADVANCED GRAMMAR (SPRING) 3 CREDITS**

*Prerequisite: ENGL 102.* This course is a practical focus on language form and usage. It is an intensive study of American English grammar, drawing upon contributions from traditional language scholarship and from more recent communicative approaches to grammar study.

**ENGL 446 HISTORY OF THE ENGLISH LANGUAGE (Alternate FALL Semesters) 3 CREDITS**

*Prerequisite: Junior or Senior Standing.* This course is a study of the origin and development of the English language. Some attention is given to the development of the English vocabulary, semantics, and social, regional and functional varieties of English usage.

**ENGL 455 ADVANCED CREATIVE WRITING I (FALL Every Three Years) 3 CREDITS**

*Prerequisites: Two courses from ENGL 367, ENGL 358, ENGL 359, and ENGL 360, or permission of the Instructor.* This course allows the more advanced student the opportunity to develop greater skills in writing fiction, poetry, plays, or nonfiction prose. It is conducted primarily as a workshop. Advanced Creative Writing I provides extensive analyses of students' works in progress.

**ENGL 456 ADVANCED CREATIVE WRITING II (SPRING Every Three Years) 3 CREDITS**

*Prerequisites: Five Creative Writing Courses with a "C" or higher, or Permission of the Instructor.* This course is an independent study in creative writing designed for the serious student writer who will work closely with a faculty member to produce a novella, a group of short stories, a collection of poetry, a play, or a significant work of creative nonfiction.

**ENGL 466 TECHNICAL EDITING (Periodically) 3 CREDITS**

*Prerequisites: Working knowledge of at least one word processing system, ENGL 101 and 102, and ENGL 361 or Permission of Instructor.* This course is an intensive study of and practicum for editing and designing complex documents such as technical manuals, proposals, and research reports. The course will provide students with the skills necessary for editing these documents as it applies to invention, arrangement, style, and delivery. Students will examine strategies for document management and explore the theoretical justifications for making editing decisions.

**ENGL 470 METHODS OF TEACHING ENGLISH (FALL only) 3 CREDITS**

*Prerequisite: Permission of Chair Based on PRAXIS results.* This course is a study of the objectives, methods, and materials in teaching English in the secondary school. Should be taken the **First Semester** of the senior year with SCED 305 Practicum III.

**ENGL 498 TEACHING A SECOND LANGUAGE (Periodically) 3 CREDITS**

*Prerequisite: Permission of Instructor.* This course is a study of the new techniques and procedures for teaching a second language. Problems of teaching the language and the culture, traditional methods, audio-oral, and cognitive approaches will be discussed.

## **FINA: FINANCE COURSE DESCRIPTIONS**

**FINA 222 PERSONAL FINANCE (SPRING Only) 3 CREDITS**

This course focuses on the development and management of family income and the critical analysis of the potential benefits and associated cost of a particular financial decision. This course also emphasizes both short- and long-term financial goals. Issues to be examined include, but are not limited to, the development of a personal budget, efficient use of financial institutions and credits, strategy for financing both consumer expenditures and consumer durables, and, finally, building a financial future in terms of an efficient financial investment portfolio.

<b>FINA</b>	<b>320</b>	<b>PRINCIPLES OF FINANCE (FALL, SPRING)</b>	<b>3 CREDITS</b>
<i>Prerequisite(s): ACCT 212, ECON 211, ECON 212.</i> This course is an introduction to the principles, concepts, and techniques of business finance. This course focuses on the fundamentals of financial analysis, management of current assets, capital budgeting, capital structure, and external financing.			
<b>FINA</b>	<b>323</b>	<b>SMALL BUSINESS FINANCE (FALL Only)</b>	<b>3 CREDITS</b>
<i>Prerequisite(s): FINA 320.</i> This course examines the financial management requirements facing small and entrepreneurial firms. Topics related to financial analysis, financial planning and strategy, obtaining and deploying funds, and selected issues of concern to small business owners/managers and entrepreneurs will be discussed.			
<b>FINA</b>	<b>421</b>	<b>CORP FINANCE (SPRING Only)</b>	<b>3 CREDITS</b>
<i>Prerequisite(s): FINA 320.</i> This course examines the roles and functions of the financial manager. This course develops financial policies, skills, and techniques as they apply to financial problem-solving. This course will be supplemented by extensive readings and application of skills and techniques to selected problem situations faced by financial officers.			
<b>FINA</b>	<b>422</b>	<b>INVESTMENTS (SPRING Only)</b>	<b>3 CREDITS</b>
<i>Prerequisite(s): FINA 320.</i> This course is a study of the principles and techniques used in the analysis, selection, and management of securities investments. This course examines the relationship between risk and return, factors influencing securities valuation, and the development of appropriate investment objectives.			
<b>FINA</b>	<b>424</b>	<b>COMMERCIAL BANKING (FALL Only)</b>	<b>3 CREDITS</b>
<i>Prerequisite(s): FINA 320 and ECON 321.</i> This course analyzes the problems and policies concerning structure, organization and management, deposits, cash and liquidity management, lending, investing, trust services, international banking, and capital structure of commercial banks.			

### **FREN: FRENCH COURSE DESCRIPTIONS**

<b>FREN</b>	<b>101</b>	<b>FIRST-YEAR FRENCH I (FALL, SPRING)</b>	<b>3 CREDITS</b>
Designed for beginners, this classroom/laboratory course provides an introduction to the basic language skills (comprehension, speaking, reading, and writing), with emphasis on audio-lingual and writing skills. Laboratory work required.			
<b>FREN</b>	<b>102</b>	<b>FIRST-YEAR FRENCH II (FALL, SPRING)</b>	<b>3 CREDITS</b>
<i>Prerequisite: FREN 101.</i> This course is a continuation of FREN 101, with additional drill in the Language Laboratory and increasing attention in class to the relationship between speaking and writing. Laboratory work required.			
<b>FREN</b>	<b>201</b>	<b>SECOND -YEAR FRENCH I (FALL)</b>	<b>3 CREDITS</b>
<i>Prerequisite: FREN 102.</i> This course provides continued development of skills in listening, speaking, reading and writing, with oral discussion and continued presentation of grammar and syntax. Laboratory work required.			
<b>FREN</b>	<b>202</b>	<b>SECOND-YEAR FRENCH II (SPRING)</b>	<b>3 CREDITS</b>
<i>Prerequisite: FREN 201.</i> This course focuses on intensive reading of texts dealing with literature and culture, with emphasis on speaking and writing along with vocabulary expansion. Laboratory work required.			
<b>FREN</b>	<b>279</b>	<b>STUDIES ABROAD: STUDIES IN FRANCOPHONE LITERATURES, LANGUAGES AND CULTURE</b>	<b>3 CREDITS</b>
The first level of French study abroad designed to develop the practical application of the five basic language skills: speaking, listening, reading, and writing, with emphasis on Francophone culture. This course includes readings on Francophone culture, including the African and Caribbean contributions.			
<b>FREN</b>	<b>301</b>	<b>FRENCH CONVERSATION (Periodically)</b>	<b>3 CREDITS</b>
<i>Prerequisite: FREN 202.</i> This course is designed to develop aural-oral proficiency in French through a variety of classroom and laboratory learning experiences.			
<b>FREN</b>	<b>302</b>	<b>FRENCH CONVERSATION (Periodically)</b>	<b>3 CREDITS</b>
<i>Prerequisite: FREN 301.</i> This course is a continuation of FREN 301. Emphasis is placed on the development of aural/oral proficiency through discussion of contemporary events.			
<b>FREN</b>	<b>303</b>	<b>INTRODUCTION TO FRENCH LITERATURE (Periodically)</b>	<b>3 CREDITS</b>
<i>Prerequisite: FREN 302.</i> This course focuses on French literature from the Middle Ages to 1800. This course consists of reading and analysis of representative texts of the major authors.			
<b>FREN</b>	<b>304</b>	<b>INTRODUCTION TO FRENCH LITERATURE (Periodically)</b>	<b>3 CREDITS</b>
<i>Prerequisite: FREN 303.</i> This course is a continuation of FREN 303 and presents French Literature from 1800 to the present.			
<b>FREN</b>	<b>305</b>	<b>FRENCH PHONETICS (Periodically)</b>	<b>3 CREDITS</b>
<i>Prerequisite: FREN 302.</i> This course is an intensive study of French pronunciation and diction. Practice in discriminating French phonemes and allophones and in transcribing in phonetic symbols is provided. Recitation of poems and rhythmic prose.			
<b>FREN</b>	<b>322</b>	<b>FRANCOPHONE AFRICAN AND CARIBBEAN WOMEN WRITERS (Periodically)</b>	<b>3 CREDITS</b>
<i>Prerequisites: French 201 and 202.</i> This course is a study of the literature and cultural traditions of the French-speaking world outside of France, including Sub-Saharan Africa and the Caribbean. The study will focus on the following genres of postcolonial Francophone literature written by women: novels, short stories, legends, poetry, and drama.			
<b>FREN</b>	<b>326</b>	<b>FRANCOPHONE CULTURES AND LITERATURES (Periodically)</b>	<b>3 CREDITS</b>

*Prerequisite: FREN 302.* This course is a comprehensive study of the origin and development of the cultures of the French-speaking world, including Louisiana, Haiti, Martinique, Guadeloupe, Quebec, Senegal, and the Bight of Benin. The study includes the literatures of these and other French-speaking areas.

**FREN 327 FRENCH CULTURE AND CIVILIZATION (Periodically) 3 CREDITS**

*Prerequisite: FREN 302.* This course is a comprehensive study of the origin and development of France and her place in history, with emphasis on her social, economic, intellectual, artistic, and cultural contributions.

**FREN 340 FRENCH FOR BUSINESS (Periodically) 3 CREDITS**

*Prerequisite: French 202 or Equivalent.* This course is designed to prepare business professionals to communicate effectively with French-speaking people and to enable students to embark on a career in international business by introducing them to the conventions and vocabulary of French-speaking business enterprises. This course prepares students for the certification of the Paris Chamber of Commerce.

**FRSE 101 FRESHMAN SEMINAR 3 CREDITS**

Freshman Seminar is designed to assist students' pursuit of academic excellence and their successful social and academic transition into Bowie State University. It consists of exploring Bowie State's history and, through engaging experiential and cultural activities, developing critical thinking skills for firm foundations that lead to higher education success. This course is required of all new students and transfer students with fewer than 12 CREDITS transferable semester hours.

### **GEOG: GEOGRAPHY COURSE DESCRIPTIONS**

**GEOG 101 ELEMENTS OF GEOGRAPHY (FALL, SPRING, SUMMER) 3 CREDITS**

This course is an introductory course which provides a description of what exists at the surface of the earth and an explanation of how and why physical processes have acted to produce these varying phenomena. In addition, the four organizing traditions that have emerged through the long history of geographical thought (earth-science, culture-environment, location, and area analysis) will be considered. The map and computer are used as analytical tools.

**GEOG 102 ELEMENTS OF GEOGRAPHY (SPRING ONLY) 3 CREDITS**

This course is a continuation of Geography I. Emphasis is placed on location and area analysis in terms of human occupancy of the earth and the uniformity and differences that are recognized spatially on the earth's surface.

**GEOG 110 INTERNATIONAL GEOGRAPHY (SPRING ONLY) 3 CREDITS**

This course is a study of both the human elements and the physical elements within specific areas. Emphasis is placed on understanding of the realities of contrasts in wealth and poverty among nations.

**GEOG 211 ECONOMIC GEOGRAPHY (OFFERED EVERY TWO YEARS) 3 CREDITS**

This course is a consideration of people's systems of livelihood, the distribution of these activities, explanations for the distributions, and the utilization of cultural and natural resources for economic gain.

**GEOG 215 POLITICAL GEOGRAPHY (OFFERED EVERY TWO YEARS) 3 CREDITS**

This course is an introduction to the basic concepts of Political Geography and, specifically, how geography/location affects the struggle for power at the national and international levels.

**GEOG 220 GEOGRAPHY OF AFRICA (EVERY TWO YEARS) 2 CREDITS**

This course is a general regional survey course which focuses on individual countries, with emphasis on political and sociological issues and the presentation of contemporary development prospects within a broad geographic framework.

**GEOG 300 ENVIRONMENTAL MANAGEMENT (EVERY TWO YEARS) 3 CREDITS**

*Prerequisite(s): GEOG 101, GEOG 102, or Permission of Instructor.* This course is a discussion of selected problems that affect the natural environment--maintenance of renewable resources; conservation of non-renewable resources; reducing the effects of natural disasters; alleviating chronic damage; abating pollution by man; and coping with natural pollution.

**GEOG 496 INDEPENDENT STUDY GEOGRAPHY 3 CREDITS**

*Prerequisite(s): 9 Hours of Geography or Permission of Instructor.* This course is an individualized course of independent study designed to allow the advanced student of geography to pursue a specialized topic or research project under supervision. An adequately documented report of publication quality will terminate the study.

### **GOVT: GOVERNMENT COURSE DESCRIPTIONS**

**GOVT 130 INTRODUCTION TO POLITICAL SCIENCE (FALL, SPRING) 3 CREDITS**

This course is an introduction to the basic concepts, theories, and perennial issues of the discipline. (This course is waived for students who transfer into the University with nine or more semester hours in the discipline.)

**GOVT 140 INTRODUCTION TO COMPARATIVE POLITICS (SPRING EVERY TWO YEARS) 3 CREDITS**

This course is an introduction to the comparative study of how different polities approach problems of government and governing. The focus will be on comparing and contrasting developed and developing societies.

**GOVT 145 SCOPE AND METHODS OF SOCIAL SCIENCE (FALL ONLY) 3 CREDITS**

This course is designed to provide students with an understanding of the basic concepts, principles, and research methods employed in social science.

**GOVT 150 INTRODUCTION TO PUBLIC POLICY (FALL ONLY) 3 CREDITS**

This course is an introduction to the study of public policy and the models political scientists use to describe and explain political life.

**GOVT 215 POLITICAL GEOGRAPHY (SPRING EVERY TWO YEARS) 3 CREDITS**

This course is an introduction to the basic concepts of political geography and, specifically, how geography/location affects the struggle for power at the national and international levels.

**GOVT 231 US NATIONAL GOVERNMENT (FALL ONLY) 3 CREDITS**

This course is a study of both the structure of the national government and the process of power and influence in the political system.

**GOVT 232 US STATE AND LOCAL GOVERNMENT (SPRING ONLY) 3 CREDITS**

This course is an examination of the constitutional basis, organization, and functions of state and local governments, including their political processes and intergovernmental relations.

**GOVT 235 LEGAL RIGHTS AND REMEDIES (FALL, SPRING) 3 CREDITS**

This course explores the broad legal rights and responsibilities of individuals and raises questions about the nature of remedy as a judicial concept in the United States.

**GOVT 240 BLACK POLITICS IN THE UNITED STATES (SPRING ONLY) 3 CREDITS**

*Prerequisite(s): GOVT 130 or Permission of Instructor.* This course provides an overview of Black leadership, as well as a comprehensive analysis of the socio-economic factors that shape Black politics in the United States.

**GOVT 250 GOVERNMENT AND POLITICS OF AFRICA (SPRING ONLY) 3 CREDITS**

*Prerequisite(s): GOVT 130 or Permission of Instructor.* This course is a study of the government and politics of selected nations of Africa. Though emphasis will be placed on sub-Saharan Africa, the dominant themes will include pre- and post-colonial economic and political organization, political participation and ideologies, and nationalism.

**GOVT 251 AFRICA IN WORLD POLITICS (SPRING ONLY) 3 CREDITS**

*Prerequisite(s): GOVT 130 or Permission of Instructor.* This course is an analysis of Africa's international relations, with a particular focus on interactions with Europe, Asia, and the United States in the post-Cold War years.

**GOVT 283 URBAN POLITICS AND POLICY ANALYSIS (FALL, SPRING) 3 CREDITS**

This course is an analysis of the politics and governments of urban areas with a focus on how those governments generate and allocate resources in an attempt to cope with human problems in their polities.

**GOVT 300 WOMEN AND POLITICS 3 CREDITS**

This course is an exploration of historical and contemporary women's political issues and the ways in which women have sought to address those issues within the political arena. The course examines different theoretical and methodological frameworks used to explain women's socio-political status, their issues, as well as their mobilization and empowerment through the political process.

**GOVT 301 INTERNATIONAL ORGANIZATIONS (SPRING ONLY) 3 CREDITS**

*Prerequisite(s): GOVT 242.* This course is a study of those global institutions that keep order in an otherwise anarchic community of nations. The functions and operation of the United Nations and its subsidiary bodies are given great significance.

**GOVT 315 EARLY POLITICAL PHILOSOPHY(FALL ONLY) 3 CREDITS**

*Prerequisite(s): GOVT 130 and Permission of Instructor.* This course is a study of classical political philosophy from antiquity to the eighteenth century, with emphasis on ideas of justice, equality, freedom, government, and governing in the human polity.

**GOVT 316 MODERN POLITICAL PHILOSOPHY (SPRING ONLY) 3 CREDITS**

*Prerequisite(s): GOVT 315 and Permission of Instructor.* This course provides directed reading of the recurring and dominant themes in political thought, with stress on modern political ideologies, feminism, exploitation, and leadership.

**GOVT 317 US CONSTITUTIONAL LAW AND HISTORY I (FALL ONLY) 3 CREDITS**

*Prerequisite(s): Junior Standing.* This course is an examination of selected US Supreme Court decisions to discover the general principles of the US constitutional system. Special reference will be made to the role of the judiciary with topics such as judicial review, federalism, separation of powers, and the development and exercise of national powers.

**GOVT 318 US CONSTITUTIONAL LAW AND HISTORY II (SPRING ONLY) 3 CREDITS**

*Prerequisite(s): GOVT 317.* This course is a study of the development of political and civil liberties in contemporary American society, including first amendment freedoms of speech, press, association, and religion; aspects of the right to privacy; administration of criminal justice; and the fifth and fourteenth amendments' prohibitions of race and sex discrimination.

**GOVT 319 LAW AND POLITICS (FALL Every Two Years) 3 CREDITS**

*Prerequisite(s): GOVT 317, GOVT 318, or Permission of Instructor.* This course is an examination of the relationship between law and the political order, with a focus on the use of the legal procedure for political ends in different countries.

**GOVT 320 INTERNATIONAL LAW (FALL ONLY) 3 CREDITS**

*Prerequisite(s): GOVT 242.* This course is a study of the development, sources, and role of law in the community of nations, with an emphasis on the interplay of international politics and law among nations.

**GOVT 321 GOVERNMENT AND POLITICS OF WESTERN EUROPE 3 CREDITS**

*Prerequisite(s): GOVT 130, GOVT 140 or Permission of Instructor.* This course focuses on the government and politics of Western Europe since WW II. Emphasis will be on a comparative analysis of types of governments, political ideologies, leadership, and common concerns.

**GOVT 325 GOVERNMENT AND POLITICS OF EASTERN EUROPE 3 CREDITS**

*Prerequisite(s): GOVT 130, GOVT 140, or Permission of Instructor.* This course is a comparative study of the government and politics of Eastern European states since 1917. Though the Russian Republic will be a primary focus, its relations with other states in the region will be examined, particularly since the collapse of communism.

**GOVT 327 GOVERNMENT AND POLITICS OF THE MIDDLE EAST 3 CREDITS**

*Prerequisite(s): GOVT 130, GOVT 140, or Permission of Instructor.* This course is a comparative study of the major governments and political issues in selected Middle Eastern states. Emphasis will be on the region's peoples, political conflicts, and leadership patterns.

**GOVT 330 THEORIES OF COMPARATIVE POLITICS 3 CREDITS**

*Prerequisite(s): GOVT 130 and GOVT 140.* This course is a study of the major approaches to the field of comparative politics. Specifically, it will be an analysis of the major political issues in a comparative perspective through a review of the major schools of thought and concepts of political change, evolution, or revolution.

**GOVT 338 US FOREIGN POLICY (SPRING EVERY TWO YEARS) 3 CREDITS**

*Prerequisite(s): GOVT 242 or Permission of Instructor.* This course is an analysis of the individuals, institutions, and factors that have affected the conduct of US foreign policy since the founding of the Republic. The focus will be on historical trends and future issues of concern.

**GOVT 342 INTERNATIONAL RELATIONS (FALL ONLY) 3 CREDITS**

*Prerequisite(s): GOVT 130 and GOVT 140.* This course is an examination of the concepts and themes of international politics as well as the basic factors that motivate and guide interactions in international society.

**GOVT 348 US LEGISLATIVE PROCESS (SPRING EVERY TWO YEARS) 3 CREDITS**

*Prerequisite(s): GOVT 130, GOVT 231, or Permission of Instructor.* This course is a comparative analysis of legislatures in national and state governments with an emphasis on rules and procedures, party leadership, relationship to the executive, interest groups, and legislative behavior.

**GOVT 351 US POLITICAL PARTIES (FALL EVERY TWO YEARS) 3 CREDITS**

*Prerequisite(s): GOVT 231.* This course is a study of the growth, structure, and function of political organizations in the US. However, the focus will be on the place of the dominant party system in the US polity.

**GOVT 355 POLITICAL BEHAVIOR (FALL EVERY TWO YEARS) 3 CREDITS**

*Prerequisite(s): Junior Standing.* This course is an overview of factors that influence political participation in a polity. An application of the scientific method to the study of public opinion and attitudes as well as voting behavior in the US will be stressed.

**GOVT 360 FIELDWORK IN POLITICAL SCIENCE (FALL, SPRING) 6 CREDITS**

*Prerequisite(s): Junior or Senior Only.* This course explores internships in legislative and administrative agencies or projects utilizing the political process to bring about social change. This course requires a field placement and a weekly evaluative seminar.

**GOVT 391 RESEARCH METHODS IN POLITICAL SCIENCE (SPRING ONLY) 3 CREDITS**

*Prerequisite(s): COSC 110; PSYC 204 or SOCI 309.* This course is an analysis of the nature and problems of research in political science with consideration given to the acquisition of skills in qualitative and quantitative analysis.

**GOVT 400 BLACK POLITICAL THOUGHT (SPRING ONLY) 3 CREDITS**

*Prerequisite(s): Junior or Senior Only.* This course is a review of the major Black thinkers who have made significant contributions to political thought. The focus will be on how they address the enduring problems of race and class, equality and justice, and unity and conflict in the human polity.

**GOVT 460 ADVANCED FIELDWORK IN POLITICAL SCIENCE (SPRING ONLY) 3 CREDITS**

*Prerequisite(s): GOVT 360.* This course is essentially a continuation of GOVT 360.

**GOVT 462 CAPSTONE SEMINAR IN POLITICAL SCIENCE I (FALL ONLY) 3 CREDITS**

*Prerequisite(s): GOVT 130, GOVT 140, GOVT 231, GOVT 315, GOVT 342, or the Instructor's Permission.* This course is a review of the major concepts, themes, and methods of the discipline so as to be better prepared for the departmental comprehensive examination.

**GOVT 463 CAPSTONE SEMINAR IN POLITICAL SCIENCE II (SPRING ONLY) 3 CREDITS**

*Prerequisite(s): GOVT 145, GOVT 391 or the Instructors Permission.* This course is a review of some of the major philosophical and political questions to enable the successful completion of a senior thesis paper.

**GOVT 482 HONORS SEMINAR IN POLITICS (SPRING ONLY) 3 CREDITS**

*Prerequisite(s): Senior Standing and Permission of Instructor.* This course is an intensive study of selected issues in political science, such as government and governance, war, cooperation and interdependence, the environment, poverty, and hunger.

**GOVT 483 INDEPENDENT STUDY IN POLITICAL SCIENCE (FALL, SPRING) 3 CREDITS**

*Prerequisite(s): Junior or Senior Standing.* This course is an advanced research project, guided readings, and/or paper undertaken with the approval of the department.

## **HEED: HEALTH EDUCATION COURSE DESCRIPTIONS**

**HEED 102 LIFE AND HEALTH (FALL, SPRING, SUMMER, MINISEMESTER) 3 CREDITS**

This course explores scientific and philosophical applications of knowledge related to various health practices which affect student lives in society today. Emphasis is placed on areas of nutrition, mental and emotional health, human sexuality, drugs, diseases, physical fitness, and consumer health. It is designed to help students live healthy and satisfying lives. Opportunity will be provided for students to improve their knowledge of basic health and fitness concepts and principles in order to develop a personal health and fitness model to be utilized for their entire lives. This course is an institutional requirement for all students. (NOTE: May be taken for honors credit.)

<b>HEED</b>	<b>200</b>	<b>FUNDAMENTALS OF SEX EDUCATION (FALL, ODD YEAR)</b>	<b>3 CREDITS</b>
Emphasis is placed on the biological and psychosocial aspects of human sexuality and the understanding of human sexual behavior at various growth stages and the principles and values which enable humans to function in today's society.			
<b>HEED</b>	<b>422</b>	<b>DRUGS AND NARCOTICS (SUMMER)</b>	<b>2 CREDITS</b>
Emphasis is placed on the use and misuse of drugs and narcotics and the health problems involved and the acquiring of knowledge of the origin and development of drugs and narcotics, their purposes, shortcomings, dangers, and signs of misuse.			
<b>HEED</b>	<b>454</b>	<b>INDEPENDENT STUDY IN HEALTH EDUCATION</b>	<b>1-3 CREDITS</b>
<i>Prerequisite(s):</i> Permission of department coordinator.			

### HIST: HISTORY COURSE DESCRIPTIONS

<b>HIST</b>	<b>110</b>	<b>WORLD CIVILIZATION TO 1500 (FALL, SPRING)</b>	<b>3 CREDITS</b>
<i>Prerequisite(s):</i> None. This course is a survey of world history from earliest times until the early modern period. It traces the economic, political, social, and cultural development of the civilizations of the world.			
<b>HIST</b>	<b>111</b>	<b>WORLD CIVILIZATION SINCE 1500 (FALL, SPRING)</b>	<b>3 CREDITS</b>
<i>Prerequisite(s):</i> ENGL 101. This course is a survey of world history from the early modern period to the present. It traces the economic, political, social, and cultural development of the major civilizations of the world.			
<b>HIST</b>	<b>114</b>	<b>AFRICAN-AMERICAN HISTORY TO 1865 (FALL, SPRING)</b>	<b>3 CREDITS</b>
<i>Prerequisite(s):</i> ENGL 101. This course is a history of Black American life from its African background to the end of the Civil War.			
<b>HIST</b>	<b>115</b>	<b>AFRICAN-AMERICAN HISTORY SINCE 1865 (FALL, SPRING)</b>	<b>3 CREDITS</b>
<i>Prerequisite(s):</i> ENGL 101. This course is an analysis of the role of Black American life from the Civil War to the present.			
<b>HIST</b>	<b>201</b>	<b>UNITED STATES HISTORY TO 1865 (FALL, SPRING)</b>	<b>3 CREDITS</b>
<i>Prerequisite(s):</i> None. This course is a survey, primarily of the social, political, and economic developments, from the "age of discovery" to the "era of the Civil War." The nature of colonialism and a survey of the major intellectual and cultural trends in American society during the first 100 years are discussed.			
<b>HIST</b>	<b>202</b>	<b>UNITED STATES HISTORY SINCE 1865 (FALL, SPRING)</b>	<b>3 CREDITS</b>
<i>Prerequisite(s):</i> ENGL 101. This course focuses primarily on the social, political and economic nature of the nation from the Civil War to the present. Emphasis is on such issues as the evolution and development of corporate capitalism and the emergence of the "welfare state."			
<b>HIST</b>	<b>204</b>	<b>BLACK WOMEN'S HISTORY: COLONIAL TIMES TO THE PRESENT</b>	<b>3 CREDITS</b>
This course examines Black women's lives from the colonial period to the present. It highlights their activities and contributions within the family, workforce and the Black community. Special emphasis will be placed on the roles of Black women in slavery, in the feminist and civil rights movements, and in the creation of the cultural arts and sciences.			
<b>HIST</b>	<b>205</b>	<b>INTRODUCTION TO WOMEN'S STUDIES</b>	<b>3 CREDITS</b>
This course explores the ways in which womanhood or gender shapes the experiences of women and how race, class, ethnicity, and kinship separate women from each other.			
<b>HIST</b>	<b>260</b>	<b>BLACK HISTORY THRU FILM (FALL, SPRING)</b>	<b>3 CREDITS</b>
<i>Prerequisite(s):</i> ENGL 101. Black History thru Film, an in-depth study of historical movements and issues, uses the audiovisual mediums of documentary video and popular film as a means of conveying and assessing the discipline of history.			
<b>HIST</b>	<b>300</b>	<b>COLONIAL AMERICA TO THE REVOLUTION</b>	<b>3 CREDITS</b>
<i>Prerequisite(s):</i> HIST 201. This course is an examination of the development of the seaboard colonies, the administration by the British Empire, and the struggle between France and Great Britain for control of North America. Emphasis is on the causes of the American rebellion and the struggle for independence, the government, economy, and society under the Articles of Confederation, and the development of the Constitution.			
<b>HIST</b>	<b>304</b>	<b>THE ANTEBELLUM SOUTH 1800-1860 (FALL EVERY TWO YEARS)</b>	<b>3 CREDITS</b>
<i>Prerequisite(s):</i> HIST 201. This course is a political, economic, and social examination of the American South between 1800-1860.			
<b>HIST</b>	<b>305</b>	<b>CIVIL WAR AND RECONSTRUCTION</b>	<b>3 CREDITS</b>
<i>Prerequisite(s):</i> HIST 201 and HIST 202. This course is an intensive examination of the causes and results of the Civil War as well as an account of the economic, social, and political forces helping to shape the Reconstruction period.			
<b>HIST</b>	<b>306</b>	<b>AMERICAN BUSINESS AND URBAN HISTORY--1877-1920</b>	<b>3 CREDITS</b>
<i>Prerequisite(s):</i> HIST 202. This course is an analysis of America's involvement into a mature industrial society and how industrialization affected immigration, urbanization, domestic reforms, segregation, culture and society, and it concludes with America's participation in World War I.			
<b>HIST</b>	<b>307</b>	<b>CONTEMPORARY AMERICA SINCE WORLD WAR II</b>	<b>3 CREDITS</b>
<i>Prerequisite(s):</i> HIST 202. This course is a continuation of United States history since World War II, with special emphasis on the Cold War, the Civil Rights movement, the urban revolts, the Great Society and its problems, recent cultural changes, and America's role in world affairs .			
<b>HIST</b>	<b>317</b>	<b>RENAISSANCE AND REFORMATION (SPRING ONLY)</b>	<b>3 CREDITS</b>
<i>Prerequisite(s):</i> HIST 110 or HIST 111 or Permission of Instructor. This course is a study of the political, economic, social, and cultural changes in Western Europe between 1350 and 1650.			

<b>HIST 320</b>	<b>EUROPE FROM 1815 TO 1914 (FALL EVERY TWO YEARS)</b>	<b>3 CREDITS</b>
<i>Prerequisite(s): HIST 111 or Permission of Instructor.</i> This course is a study of the political, economic, social, and cultural developments in Europe from the end of the Napoleonic Wars to the outbreak of World War I.		
<b>HIST 321</b>	<b>ECONOMIC HISTORY OF EUROPE (EVERY THREE YEARS)</b>	<b>3 CREDITS</b>
<i>Prerequisite(s): HIST 110 and HIST 111.</i> This course is an analysis of the economic institutions of Europe from the manorial system of the Middle Ages to the corporate enterprises of today.		
<b>HIST 322</b>	<b>20TH CENTURY EUROPE (SPRING ONLY)</b>	<b>3 CREDITS</b>
<i>Prerequisite(s): HIST 111 or Permission of Instructor.</i> This course considers World War I, the Versailles Peace Settlement, domestic and international developments, World War II, the Cold War, the end of European empires, the Welfare State and its problems, the European Union, and the FALL of Communism and its aftermath.		
<b>HIST 328</b>	<b>SOVIET UNION AND RUSSIA IN THE TWENTIETH CENTURY (Every Two Years)</b>	<b>3 CREDITS</b>
<i>Prerequisite(s): HIST 111 or Permission of Instructor.</i> This course focuses on the rise, the establishment, and the FALL of the Soviet Union.		
<b>HIST 331</b>	<b>THE FRENCH REVOLUTION AND NAPOLEON (FALL ONLY)</b>	<b>3 CREDITS</b>
<i>Prerequisite(s): HIST 111 or Permission of Instructor.</i> This course is a study of the causes, course, events, and aftermath of the French Revolution and Napoleonic Wars.		
<b>HIST 337</b>	<b>THE HISTORY OF BRITAIN TO 1688 (EVERY TWO YEARS)</b>	<b>3 CREDITS</b>
<i>Prerequisite(s): HIST 110.</i> This course is a survey of the development of Britain since the Roman Occupation to the Revolution of 1688, with an emphasis on English history after the Norman Conquest. Consideration is given to the origins of medieval institutions and their development through the Tudor-Stuart Era.		
<b>HIST 338</b>	<b>THE HISTORY OF BRITAIN SINCE 1688 (EVERY TWO YEARS)</b>	<b>3 CREDITS</b>
<i>Prerequisite(s): HIST 111.</i> Following sequentially HIST 337, this course is a survey of British history since 1688 with a concentration on political, socio-economic and cultural developments since 1832. An important theme of this course is the fashioning of modern Britain into the United Kingdom.		
<b>HIST 340</b>	<b>CULTURE AND HISTORY OF LATIN AMERICA</b>	<b>3 CREDITS</b>
<i>Prerequisite(s): HIST 110, HIST 111, or Permission of Instructor.</i> This course is a historic, cultural, and geographic approach to the study of Central America, the Caribbean, and South America.		
<b>HIST 350</b>	<b>WOMEN IN AMERICAN SOCIETY</b>	<b>3 CREDITS</b>
Women in American Society examines women's roles from colonial times to the present.		
<b>HIST 360</b>	<b>SURVEY OF AFRICAN CIVILIZATIONS TO 1500 (FALL ONLY)</b>	<b>3 CREDITS</b>
<i>Prerequisite(s): HIST 110.</i> This course is an introductory survey of African history to 1500. Emphasis is on the evolution of the peoples and nations, their civilizations, and the rise and FALL of indigenous states.		
<b>HIST 361</b>	<b>SURVEY OF AFRICAN CIVILIZATIONS SINCE 1500 (SPRING ONLY)</b>	<b>3 CREDITS</b>
<i>Prerequisite(s): HIST 111.</i> This course is a continuation of HIST 360 and is a survey of the evolution of African nations.		
<b>HIST 362</b>	<b>HISTORY OF EAST AND SOUTHERN AFRICA</b>	<b>3 CREDITS</b>
<i>Prerequisite(s): HIST 111 or Permission of Instructor.</i> This course focuses on the breakdown of colonial rule, the rise of African nationalism, and the independence movement in East and Southern Africa in the 20th century.		
<b>HIST 380</b>	<b>SPECIAL TOPICS IN WOMEN'S STUDIES</b>	<b>3 CREDITS</b>
This is an interdisciplinary course designed to examine selected issues, subject areas, and themes within the academic field of Women's Studies which are not covered in-depth in the core courses. The specific topics of the course will vary. Special topics may include, but are not limited to, the following: "Women of Africa and the African Diaspora", "Women and the Law", "Women and Religion", "Gender and Global Issues" and "Third World Women".		
<b>HIST 390</b>	<b>METHODS OF TEACHING HISTORY (FALL ONLY)</b>	<b>3 CREDITS</b>
<i>Prerequisite(s): ENGL 101.</i> This course focuses on the methods and techniques for the presentation of historical materials, with primary emphasis on the preparations, motivations, and procedures in testing and evaluation as they relate to history. History majors seeking certification must take this course, along with EDUC 304, <i>Methods of Teaching</i> .		
<b>HIST 400</b>	<b>AMERICAN INTELLECTUAL HISTORY (FALL EVERY TWO YEARS)</b>	<b>3 CREDITS</b>
<i>Prerequisite(s): HIST 201 and HIST 202.</i> This course is a survey of the history of ideas from the Colonial Era to the Civil War. Consideration is given to the major socio-economic, political, and literary issues of the period. Such topics as the Puritan Dilemma, the Rights of Man, transcendentalism, romanticism, abolitionism, and communitarianism will be discussed. This course also will cover the evolution and development of the history of ideas from the Civil War to the present.		
<b>HIST 402</b>	<b>DIPLOMATIC HISTORY OF THE US (SPRING EVERY TWO YEARS)</b>	<b>3 CREDITS</b>
<i>Prerequisite(s): HIST 201 and HIST 202.</i> This course focuses on the relations of the United States with the world, with emphasis on the economic, political, and ideological elements determining policy.		
<b>HIST 404</b>	<b>DIPLOMATIC HISTORY OF EUROPE (FALL ONLY)</b>	<b>3 CREDITS</b>
<i>Prerequisite(s): HIST 110 and HIST 111 or Permission of Instructor.</i> This course is a study of international relations within Europe and relations of Europe with the rest of the world, including the political, economic, and ideological phenomena affecting and determining policy from 1870 to the present.		
<b>HIST 420</b>	<b>EUROPEAN INTELLECTUAL HISTORY</b>	<b>3 CREDITS</b>

*Prerequisite(s): HIST 110 and HIST 111 or Permission of Professor.* This course is a survey of the history of ideas from the early modern period (Renaissance and Reformation) to the postmodern period (late 20<sup>th</sup> century).

**HIST 441 THE MILITARY EXPERIENCE IN AMERICA 3 CREDITS**

*Prerequisite(s): HIST 201 and HIST 202.* This course is a study of the role and influence of the Military in the development of the United States from the early Republic to the present.

**HIST 460 FIELDWORK IN HISTORICAL MANAGEMENT 6 CREDITS**

*Prerequisite(s): ENGL 101.* This course is an internship in historical agencies and museums and requires a field placement and weekly evaluative meetings.

**HIST 461 IMPERIALISM IN AFRICA (SPRING EVERY TWO YEARS) 3 CREDITS**

*Prerequisite(s): HIST 111.* This course is a detailed study of the rise and FALL of colonial rule in Africa since 1860.

**HIST 496 INDEPENDENT STUDY IN HISTORY (SPECIAL PERMISSION) 3 CREDITS**

*Prerequisite(s): Permission of Instructor.* This is an individualized course of independent study designed to allow the advanced student of history to pursue a specialized topic or research project under supervision. An adequately documented report of publication quality will terminate the study.

**HIST 497 SENIOR SEMINAR I (FALL ONLY) 3 CREDITS**

*Prerequisite(s): All history survey courses and five upper level history courses from the three Sub-Fields and Permission of Instructor.* The primary objective of this course is to prepare students to take the comprehensive examination in history.

**HIST 498 SENIOR SEMINAR II (SPRING ONLY) 3 CREDITS**

*Prerequisite(s): All history survey courses and six upper level history courses from the three Sub-Fields and Permission of Instructor.* The primary objective of this course is for the student to research and write a thesis paper that is based on primary and secondary sources. A secondary objective is for the student to understand the nature of historical study and the philosophy of history.

#### **HUMA: HUMANITIES COURSE DESCRIPTIONS**

**HUMA 201 CULTURE AND HUMANITIES 3 CREDITS**

While introducing the study of humanities, this course explores the concept of culture and humanity as seen through arts and story. Students will determine a practical understanding of culture, including pop culture, as they develop skills in critically examining the fine and performing arts, film, literature, myth and folklore.

**HUMA 202 LIFE THEMES IN HUMANITIES 3 CREDITS**

*Prerequisite(s): HUMA 201.* As a continuation of HUMA 201, this course analyzes life themes, as they are revealed in the various arts and literature. Through concept-mapping and journaling, students will examine critically topics such as love, death, happiness, morality, freedom, aging, and religion, as they personally and experientially connect these to the culture and subcultures in which they live. The course is intensive in discussion and writing.

#### **IDIS: INTERDISCIPLINARY COURSE DESCRIPTIONS**

**IS 201 INTERNSHIP 2 CREDITS**

Students must meet applicable program eligibility requirements and must submit program application materials to the Program Coordinator prior to receiving permission from the instructor to register for this course. Program requirements can be found on the Career Development Center website.

**IDIS 202 INTERNSHIP 2 CREDITS**

**IDIS 210 WOMEN'S HEALTH ISSUES 3 CREDITS**

This lecture course examines selected women's health issues. Special emphasis is placed on physical and psychological changes that occur throughout a woman's cycle, with special consideration given to diverse populations. Students gain a better understanding of preventive health practices, common health concerns, and resources available to address these concerns. This course is open to anyone interested in the health of women in America. Non-nursing majors only.

**IDIS 211 CYBERSPACE, THE INDIV & SOC 3 CREDITS**

Cyberspace is the name given to the space' where humans and modern information/communications technology interact. This course explores the personal cultural and societal implications of cyberspace computer mediated communications (CMC) and the Internet. It examines contemporary technological advances comparing and contrasting them with the effects of previous technologies such as the printing press telephone radio and television. It presents current work in sociology psychology communications political science popular culture and information and computer science in order to help students gain an understanding of the impact that advanced information/communication technologies have on society: education business. religion civic engagement health care government commerce and international relations. Students taking this course should have a basic understanding of how to access readings communicate and conduct research online.

**IDIS 301 INTERNSHIP 2 CREDITS**

**IDIS 402 INTERNSHIP 2 CREDITS**

**IDIS 405 INTER HLTH AND CULT OF THE DIA 4 CREDITS**

**IDIS 450 ALTER INTER FOR HLTH/WEL 3 CREDITS**

This is a survey course designed to examine relationships among the human body, mind, behavior and health status. Various modes for interventions with human coping, health promotion, and modes for wellness maintenance will be explored as alternatives to more traditional approaches to the human health dilemma. Emphasis is given to increasing students' level of knowledge about alternative intervention practices and to selected practical applications.

**IDIS 460 TRANSCULTURAL HEALTH and WELLNESS 3 CREDITS**

This course is designed to increase students' knowledge level and professional awareness concerning health and wellness practices in a multi-cultural society. Theoretical models and data collection guides are used to explore the ways and conditions under which individuals define their health status. Cultural factors that may influence illness behaviors and health promotion activities are examined.

**IDIS 470 ETHICAL ISSUES IN HEALTH CARE 3 CREDITS**

This lecture/discussion course is designed to introduce students to the basic concepts, theories, principles, and critical thinking processes relevant to health care ethics. Content will focus on ethical issues commonly encountered in daily practice in health care and in health care delivery systems. Important ethical issues in health care and health care delivery will be reviewed and analyzed. The pivotal role of the health care practitioner in the quality of day-to-day delivery of care and the changing health care system will be addressed from an ethical perspective.

**IDIS 491 HONORS THESIS SEM 1 CREDIT**

*Prerequisite(s):* *Written Approval of Honors Program Director.* This course enables intensive reading and research under the direction of a faculty mentor, leading to the writing and defense of an honors thesis and reading and constructive criticism of other students' thesis. These successfully completed are deposited in the Thurgood Marshall Library. This course is intended for students who will also use the thesis to complete a major research requirement of another course. Seniors in good standing in the Honors Program may write a thesis in any discipline, provided that they can obtain the agreement of a faculty mentor in that discipline. Seniors who are members of the honor society in a particular discipline must write a thesis in that discipline. No student may receive credit for this course and for IDIS 493. Permission is granted only to students who have already obtained the agreement of a faculty mentor and who submit a preliminary proposal at the time they request entrance to the seminar.

**IDIS 493 HONORS THESIS AND SEM 3 CREDITS**

*Prerequisite(s):* *Same as IDIS 491.* This course enables intensive reading and research under the direction of a faculty mentor, leading to the writing and defense of an honors thesis and reading and constructive criticism of other students' theses. These successfully completed are deposited in the Thurgood Marshall Library. No student may receive credit for this course and IDIS 491. Restriction: Students in this course will not be permitted to use the thesis to satisfy the research requirements of other courses; students who wish to use the thesis in conjunction with other courses should register for IDIS 491 and receive only one credit.

**KSWH: SWAHILI COURSE DESCRIPTION**

**KSWH 101 ELEMENTARY KISWAHILI (FALL, SPRING) 3 CREDITS**

This course will help students acquire the ability to speak, read, write, and listen to Modern Standard Swahili at the elementary level. It will also prepare students to learn any language of Bantu origin. Lab is required.

**MATH: MATHEMATICS COURSE DESCRIPTIONS**

**MATH 99 TRANSITION TO COLLEGE MATH 4 CREDITS**

*Prerequisite(s):* *Open to all students who need it or who have been so placed by the University-approved Mathematics Placement Test.* Transition to College Mathematics is appropriate for students who need a review of intermediate algebra (Algebra I & II) as indicated by a University-administered placement test. In addition, this course is intended to help students develop effective learning skills in the area of mathematics. Extensive use of graphing calculators and computers should be expected. Transition to College Mathematics does not carry University credit.

**MATH 118 FINITE MATHEMATICS 3 CREDITS**

*Prerequisite(s):* *MATH 099 or direct placement by way of the University-approved Mathematics Placement test or by way of transfer credit.* This course comprises an elementary treatment of the following topics: functions and their graphs, linear and quadratic functions, elementary set theory, systems of equations; matrices, linear inequalities, linear programming, permutations and combinations, elementary probability, and statistics. The use of graphing calculator/computer should be expected.

**MATH 125 COLLEGE ALGEBRA 3 CREDITS**

*Prerequisite(s):* *MATH 099 or direct placement by way of the University-approved Mathematics Placement Test or by way of transfer credit.* This course is meant to serve as a general education elective in mathematics for students majoring in fields other than mathematics, science, engineering, computer science and computer technology. Proceeding from a general education perspective, this course explores applications of polynomial, rational, algebraic, exponential, and logarithmic functions. Extensive use of graphing calculators and computers should be expected.

**MATH 126 PRECALCULUS 4 CREDITS**

*Prerequisite(s):* *MATH 125 or Placement by way of the University-approved Mathematics Placement Test or by way of transfer credit.* Topics in trigonometry include: sine and cosine laws, inverse trigonometric functions, trigonometric equations, graphs of trigonometric functions and their inverses and applications. In addition, this course covers polar coordinates and sequences and series. Extensive use of graphing calculator/computer should be expected. This course will not be offered after the FALL Semester of 2005. Students must take MATH 142 instead.

**MATH 127 INTRO TO MATHEMATICAL IDEAS 3 CREDITS**

*Prerequisite(s):* *MATH 099 or direct placement by way of the University-approved Mathematics Placement Test or by way of transfer credit.*

Proceeding from a liberal arts perspective, we sample the elementary principles and methods of five distinct areas of mathematics: logic, set theory, probability, statistics, and geometry.

**MATH 128 ELEMENTARY GEOMETRY 3 CREDITS**

Prerequisite(s): *MATH 127 or direct placement by way of the University-approved Mathematics Placement Test or by way of transfer credit.* This course covers the fundamentals of logical reasoning and the elements of geometry (Euclidean plane and solid, coordinate, Non-Euclidean). Topics include points, lines, planes, polygons, measurements, and transformations. The use of graphing calculator/computer should be expected.

**MATH 129 MATH FOR ELEM SCH TEACH 4 CREDITS**

*Prerequisite(s): MATH 127 and MATH 128 or direct placement by way of the University-approved Mathematics Placement Test or by way of transfer credit.* This course, in elementary mathematics, is designed for the prospective elementary school teacher. The main emphasis is on mathematical thinking and problem solving. Topics include: Problem solving strategies, mathematical reasoning, elementary set theory, properties of integers, rational and real number systems.

**MATH 140 ELEMENTS OF STATISTICS 3 CREDITS**

*Prerequisite(s): MATH 099 or direct placement by way of the University-approved Mathematics Placement Test or by way of transfer credit.* This course offers an introductory treatment of basic concepts of statistics and their applications in various fields. This course will not be offered after the FALL Semester of 2005.

**MATH 141 PRECALCULUS I 3 CREDITS**

*Prerequisite(s): MATH 099 or direct placement by way of the University-approved Mathematics Placement Test or by way of transfer credit.* This course is designed to meet the needs of students whose major requires Calculus. In preparing the student for calculus and other courses in science and mathematics, this course explores the algebraic, graphical and numerical properties of linear, polynomial, rational, exponential and logarithmic functions. Additional topics include the binomial theorem and sequences and series. Extensive use of a graphing calculator should be expected. This course is not recommended as a general education mathematics elective for majors in fields other than mathematics, science, engineering, computer science, and computer technology.

**MATH 142 PRECALCULUS II 3 CREDITS**

*Prerequisite(s): MATH 141 or direct placement by way of the University-approved Mathematics Placement Test or by way of transfer credit.* This course is the second in a two-semester sequence, MATH 141 Precalculus I and MATH 142 Precalculus II. It is designed for students whose major requires a Calculus course. MATH 142 continues the students' preparation for Calculus by exploring trigonometry, including fundamental definitions and identities, functions of sums and differences of angles, sine and cosine laws, inverse trigonometric functions, trigonometric equations, graphs of trigonometric functions and their inverses. This course is not recommended as a general education mathematics elective for majors in fields other than mathematics, science, engineering, computer science, and computer technology.

**MATH 150 HONORS PRECALCULUS 4 CREDITS**

*Prerequisite(s): MATH 099 or direct placement by way of the University-approved Mathematics Placement Test or by way of transfer credit.* This course explores the properties of linear, polynomial, rational, exponential, logarithmic, trigonometric and inverse trigonometric functions. Additional topics include the binomial theorem and sequences and series. Although use of the graphing calculator should be expected, the main focus will be on the analysis of ideas.

**MATH 155 INTRO PROBABILITY & STAT 3 CREDITS**

*Prerequisite(s): MATH 141 or MATH 150 or equivalent transfer credit.* This course aims to develop the basic statistical skills pertinent to a wide range of applications. The range of applications encompasses such diverse areas as the Social Sciences, the Life Sciences, Business, Agriculture, and Education. Topics include: random variables, data distributions, descriptive statistics, discrete and continuous probability models, statistical inference, hypothesis testing, and correlation and regression. Use of graphing calculator/computer and/or online delivery of course content should be expected.

**MATH 181 PRELUDE TO ENGINEERING 3 CREDITS**

This seminar-style course prepares students for the challenges and rewards of the engineering mathematics degree track. We examine the career options available to the engineer/mathematician, including the particulars of various job categories and corresponding codes of professional ethics. Along the way, we delve into relevant considerations such as the expectations and demands of higher education, the special legacy of Bowie State University and practical strategies for academic and professional success in the fields of mathematics and engineering.

**MATH 185 INTRODUCTION TO MATLAB 3 CREDITS**

This course introduces engineering students to linear algebra techniques for solution of a variety of engineering problems, mathematical simulation software (MATLAB), and the use of the software for engineering applications. Specifically, the course covers the following topics: matrices, vectors, determinants, tensors, eigenvectors and eigenvalues, linear transformations, solutions of linear and nonlinear algebraic and differential equations, data input/output; program flow control, functions, 2D graphics, and 3D graphics. The skills developed are used to solve problems in various engineering disciplines.

**MATH 215 ELEMENTS OF CALCULUS 4 CREDITS**

*Prerequisite(s): MATH 125 or MATH 141 or MATH 150 or equivalent transfer credit.* This course offers a treatment of the elements of calculus appropriate for students majoring in the social and life sciences, computer technology and business. (Not open to students majoring in Computer Science, Mathematics or the Dual Degree Mathematics/Engineering Program). The use of graphing calculator/computer should be expected.

**MATH 225 CALCULUS I 4 CREDITS**

*Prerequisite(s): MATH 150 equivalent transfer credit.* This is the first of a two-course sequence in the study of the Calculus of one variable, concentrating on methods and applications of differentiation. Topics include: limits and continuity of real functions of one variable, differentiation and anti-differentiation of the standard elementary functions, the chain rule, Rolle's Theorem, the Mean Value Theorem, simple applications to optimization problems, graphing techniques, and an introduction to integration. Extensive use of graphing calculator/computer should be expected.

**MATH 226 CALCULUS II 4 CREDITS**

*Prerequisite(s): MATH 225 or equivalent transfer credit.* This course provides the sequel to Calculus I. We concentrate on methods and applications of integration, and series summation. Topics include: various techniques of integration, including exact and approximate techniques, applications to problems involving work and solids of revolution, and an introduction to power series, including Taylor and MacLaurin series. Extensive use of graphing calculator/computer should be expected.

**MATH 228 LINEAR ALGEBRA 3 CREDITS**

*Prerequisite(s): MATH 225.* Through this course, the student learns the basic concepts of linear algebra including vector spaces, linear systems, matrices, determinants, linear transformations, eigenvectors and eigenvalues and the theory of quadratic forms. Extensive use of graphing calculator/computer should be expected.

**MATH 232 MULTIVARIABLE CALCULUS 4 CREDITS**

*Prerequisite(s): MATH 226 and MATH 228.* Through this course we extend the basic notions of Calculus I and Calculus II to the realm of multivariable functions. From a study of the fundamental properties of vectors in 3 CREDITS-space, we progress to vector-valued functions, vector fields, partial derivatives, line integrals, surface integrals, flux integrals, and finally to the three famous theorems of Green, Stokes, and Gauss. Use of graphing calculator/computer should be expected.

**MATH 252 COMPUTATIONAL METHODS 3 CREDITS**

*Prerequisite(s): COSC 112 and MATH 228.* The computer is used to solve problems such as solution of a single algebraic equation; numerical quadrature; matrix operations; solution of large systems of linear equations; least squares techniques. Use of graphing calculator/computer should be expected.

**MATH 265 INTRO TO ENGINEERING DES 3 CREDITS**

*Prerequisite(s): MATH 150 or equivalent transfer credit.* This course is designed to lay a strong foundation in the engineering sciences upon which the student will later develop a professional program during the upper division years. The curriculum includes instruction in basic engineering principles, lessons in team organization, evaluation of design concepts, and the use of various software packages. The student is expected to participate in a team assigned to design and develop a prototype of a product.

**MATH 288 ENGINEERING FOR SUSTAINABILITY 3 CREDITS**

*Prerequisites: MATH 185.* This course comprises an intensive study, from an engineering design perspective, of the factors (physical, environmental, and economic) which characterize interactions between human needs and the natural environment. The principles of mass balance, energy balance, and economic and life cycle concepts are applied to resource evaluation and engineering design. Numerical models are used to simulate various environmental conditions and to examine how they respond to human activities.

**MATH 300 DIFFERENTIAL EQUATIONS 3 CREDITS**

*Prerequisite(s): MATH 226 and MATH 228.* This course comprises an introduction to the basic concepts, theory, methods, and applications of ordinary differential equations. The course covers the following topics: elementary methods for solving first order differential equations, second order differential equations, Laplace transform method for solving higher order linear equations with constant coefficients and systems, the matrix method for solving linear systems with constant coefficients, eigenvalues and eigenvectors of matrices and their use for solving differential equations, series solutions method for solving second order linear differential equations, and numerical methods. Use of graphing calculator/computer should be expected.

**MATH 305 PRELUDE TO ADVANCED MATH 3 CREDITS**

*Prerequisite(s): MATH 226 and MATH 228.* This course bridges the gap in logical precision between 200-level courses and more sophisticated courses such as abstract algebra and advanced calculus. After an excursion through the basic elements of logic and set theory, including methods of proof and disproof, the course proceeds to a rigorous treatment of the preliminary concepts of abstract algebra and real analysis. Topics include: relations, functions, groups and subgroups, Archimedean field axioms, and some fundamental results of point set topology pertaining to the real number line.

**MATH 310 INTRO TO GEOMETRIES 3 CREDITS**

*Prerequisite(s): MATH 225.* This course develops the elements of Euclidean and non-Euclidean geometries through a logically systematic postulate approach. Use of graphing calculator/computer should be expected.

**MATH 320 INTRO TO NUMBER THEORY 3 CREDITS**

*Prerequisite(s): MATH 305.* Elementary Number Theory concerns the study of the arithmetic structure of the system of natural numbers. A sampling of topics includes: the Chinese Remainder Theorem, multiplicative functions, the Mobius Inversion Formula, primitive roots, the Law of Quadratic Reciprocity, algorithms for solving linear and quadratic congruences, introduction to Diophantine equations, and some applications to cryptography. The use of graphing calculator/computer should be expected.

**MATH 342 MATHEMATICAL PROBABILITY 3 CREDITS**

*Prerequisite(s): MATH 232.* This course provides an intermediate level introduction to probability theory. Topics include: discrete and continuous probability distributions, moments, expected values, characteristic functions, and the Central Limit Theorem. The use of graphing calculator/computer should be expected.

**MATH 344 MATH STATISTICS 3 CREDITS**

*Prerequisite(s): MATH 342.* This course provides an intermediate level treatment of frequency distributions, statistical measures, sampling techniques, hypothesis testing, analysis of variance and regression and correlation analyses. The use of graphing calculator/computer should be expected.

**MATH 350 PRAXIS II MATHEMATICS 3 CREDITS**

*Prerequisite(s): MATH 226 and MATH 228 and MATH 305 and MATH 320 and COSC 112.* The main purpose of this course is to prepare students for the PRAXIS II mathematics content exam required by the state of Maryland for teacher certification in the teaching specialty of secondary mathematics. The material covered in this course ranges from topics in basic arithmetic, elementary algebra, geometry and trigonometry to topics in calculus, linear algebra, discrete mathematics, computer algorithms and the principles of mathematical modeling.

**MATH 365 INTRODUCTION TO REVERSE ENGINEERING 3 CREDITS**

*Prerequisite(s): MATH 265.* This algebra-based course covers principles of the reverse engineering process such as definition of work scope, exact CAD replica creation, obtained data analysis, model modification or optimization, and creation of manufacturing engineering drawings.

**MATH 380 THERMODYNAMICS 3 CREDITS**

*Prerequisite(s): PHYS 272.* This course covers the fundamental principles of thermodynamics and physical chemistry as applied to engineering systems. This course provides a foundation in fundamental thermodynamic phenomena, including the first and second laws of thermodynamics, thermodynamics properties, equations of state in real and ideal gases, availability and combustion. The basic laws are used to understand and analyze the performance and efficiency of engineering.

**MATH 381 PROPERTIES OF MATERIALS 3 CREDITS**

*Prerequisite(s): CHEM 108 and PHYS 272.* Fundamentals of materials including the structure of metals, mechanical behavior, testing, manufacturing properties, and physical properties are covered in this course. Metal alloys including their structure and strengthening by heat treatment. Production, general [properties, and use of steels, nonferrous metals, polymers, ceramics, graphite, diamond, and composite materials are also discussed.

**MATH 383 ENGINEERING ECONOMY 3 CREDITS**

*Prerequisite(s): MATH 181 and MATH 225.* This course covers the basics of economic analysis from an engineering perspective. Because cost is such an important component in decision-making, various techniques for comparing alternatives on an economic basis are presented. Other topics include depreciation, inflation considerations, and cost estimating.

**MATH 385 FLUID MECHANICS 3 CREDITS**

*Prerequisite(s): PHYS 309 and MATH 380.* The fundamental principles of fluid mechanics are developed, including properties of fluid, pressure hydrostatics, dynamics of fluid flow, friction losses, momentum and energy conservation, control volume analysis, internal and external flow, boundary layers, modern measurement techniques, computer analysis, and sizing of pipes. Emphasis is on problem solving.

**MATH 400 PARTIAL DIFFERENTIAL EQS 3 CREDITS**

*Prerequisite(s): MATH 232 and MATH 300.* Solutions of second order partial differential equations using Fourier and Laplace transforms. Topics include classification of linear second order equations, Fourier series, generalized Fourier series, the Sturm-Liouville problem, heat equation, wave equation, Laplace's Equation, Dirichlet problem, Fourier integral, and Fourier transform. The use of graphing calculator/computer should be expected.

**MATH 410 HISTORY OF MATHEMATICS 3 CREDITS**

*Prerequisite(s): MATH 226 and MATH 320.* This course traces the development of mathematics from around 1900 B.C. to around 1900 A.D. Special attention is given to the period of the Greeks (600 B.C.-200 A.D.), the period of the development of calculus (17th century), and the period of the institution of the modern style of rigor (19th century).

**MATH 414 METH FOR TEACH SEC SCH MATH 3 CREDITS**

*Prerequisite(s): MATH 310 and successful completion of EDUC 220 and SCED 302.* Mathematics 414 provides the Mathematics Education Major with experience and first hand information on the best practices, approaches, materials, and content supported by effective schools, expert opinion and research in mathematics education in the secondary schools. This course also includes a nine (9) day practicum in the Prince George's Public School System, TBA by the instructor and based on the students' schedules. This course helps to prepare the student for the student teaching experience.

**MATH 420 ABSTRACT ALGEBRA I 3 CREDITS**

*Prerequisite(s): MATH 305 and MATH 320.* This sequence of two courses offers a rigorous introduction to modern abstract algebra. Topics include groups, rings, fields, integral domains and the homomorphisms that operate between them.

**MATH 421 ABSTRACT ALGEBRA II 3 CREDITS**

*Prerequisite(s): MATH 420.* This sequence of two courses offers a rigorous introduction to modern abstract algebra. Topics include groups, rings, fields, integral domains and the homomorphisms that operate between them.

**MATH 428 ADVANCED LINEAR ALGEBRA 3 CREDITS**

*Prerequisite(s): MATH 232 and MATH 305.* Proceeding from a rigorous perspective, we examine the properties of finite dimensional vector spaces over arbitrary fields and the linear transformations that operate between them.

**MATH 430 ADVANCED CALCULUS I 3 CREDITS**

*Prerequisite(s): MATH 232 and MATH 305.* This course include a rigorous treatment of the elements of point set topology, sequences and series, continuity, differentiability, Riemann-Stieltjes integration, function sequences, and, time permitting, some special functions and Fourier series.

**MATH 431 ADVANCED CALCULUS II 3 CREDITS**

*Prerequisite(s): MATH 430.* This course includes a rigorous treatment of the elements of point set topology, sequences and series, continuity, differentiability, Riemann-Stieltjes integration, function sequences, and, time permitting, some special functions and Fourier series.

**MATH 440 INTRO TO OPTIMIZATION THEORY 3 CREDITS**

*Prerequisite(s): MATH 228 and MATH 232.* This course offers an introduction to convex analysis, unconstrained optimization in n-dimensional Euclidean space, convex programming and duality. Analysis of two nonlinear algorithms will be studied: Newton's method and the method of steepest descent.

**MATH 450 OVERVIEW OF COLLEGE MATH 3 CREDITS**

*Prerequisite(s): MATH 155 and MATH 226 and MATH 228 and MATH 305 and MATH 320.* This course consists of a sequence of distinct modules, each devoted to the treatment of a specific fundamental result, principle, or theme in college level mathematics, providing a grand synthesis of the entire undergraduate mathematics curriculum. Topics include: the Fundamental Theorem of Algebra, the Fundamental Theorem of Arithmetic, the Fundamental Theorem of Calculus, the Central Limit Theorem, the PRINCIPLES of Mathematical Induction, the Five Famous Formulas of College Mathematics, and some famous proofs by contradiction.

**MATH 460 NUMERICAL ANALYSIS I 3 CREDITS**

*Prerequisite(s): MATH 228 and MATH 232 and MATH 252 and MATH 300.* Elements of the theory and application of numerical analysis using computers; solution of linear and nonlinear systems of equations; computation of eigenvalues and eigenvectors; basic approximation theory; interpolation techniques; numerical quadrature; solution of ordinary and partial differential equations. Extensive use of graphing calculator/computer should be expected.

**MATH 461 NUMERICAL ANALYSIS II 3 CREDITS**

*Prerequisite(s): MATH 228 and MATH 232 and MATH 252 and MATH 300.* Elements of the theory and application of numerical analysis using computers; solution of linear and nonlinear systems of equations; computation of eigenvalues and eigenvectors; basic approximation theory; interpolation techniques; numerical quadrature; solution of ordinary and partial differential equations will be discussed. Extensive use of graphing calculator/computer should be expected.

**MATH 470 COMPLEX ANALYSIS 3 CREDITS**

*Prerequisite(s): MATH 232.* This course provides an introduction to the theory and applications of functions of a complex variable. Topics include: complex numbers, analytic and harmonic functions, elementary functions, Cauchy-Riemann equations, contour integration, Cauchy-Goursat theorem, Cauchy's integral formula, series and the residue calculus.

**MATH 480 ENGINEERING PROJECT MANAGEMENT 3 CREDITS**

*Prerequisite(s): ECON 211/MATH 380 and MATH 240.* This course introduces the student to the basic concept of management and the management cycle in an engineering organization, and the methods used in project planning and controlling. Topics include project organizational structure and project management process, project planning, design and control, and analytical methods, project initiation, estimating, budgeting, developing work plans, scheduling, tracking work, design coordination, construction coordination, quality management, and managing teams and close out.

**MATH 485 GENERAL TOPOLOGY 3 CREDITS**

*Prerequisite(s): MATH 305.* This course develops the fundamental concepts of general topology. Topics include topological spaces, continuity, homeomorphism, identification topology, quotient spaces, separation axioms, countability axioms, compactness, connectedness, local connectedness, path components, and metrizable spaces.

**MATH 486 ELEMENTARY STRUCTURAL DESIGN 3 CREDITS**

*Prerequisite: PHYS 272 and MATH 226 or higher.* Application of principles of solid mechanics to the design of steel, timber, and reinforced concrete members and structures is covered. Emphasis is on basic ideas and their application to practical design of relatively simple structures according to the relevant building codes.

**MATH 488 INTEGRATED PRODUCT AND PROCESS DEVELOPMENT 3 CREDITS**

*Prerequisite: MATH 480.* The course covers integration of product development with the development process, organizational structures, the nature of design, product specification, benchmarking, design concepts, and evaluation of alternatives.

**MATH 490 SELECTED TOPICS IN MATHEMATICS 3 CREDITS**

*Prerequisite(s): Written consent of the Instructor.* Selected modern developments in pure or applied mathematics are presented.

**MATH 491 SELECTED TOPICS IN MATH 3 CREDITS**

*Prerequisite(s): Consent of the Instructor.* These courses focus on the presentation of selected modern developments in pure or applied mathematics.

**MATH 492 SELECTED TOPICS 3 CREDITS**

*Prerequisite(s): Consent of the Instructor.* These courses focus on the presentation of selected modern developments in pure or applied mathematics.

**MATH 493 INTRO OPTIM THEORY 3 CREDITS**

*Prerequisite(s): Consent of the Instructor.* These courses focus on the presentation of selected modern developments in pure or applied mathematics.

**MATH 494 SELECTED TOPICS IN MATH 3 CREDITS**

*Prerequisite(s): Written consent of the Instructor.* Selected modern developments in pure or applied mathematics are presented.

**MATH 499 SENIOR SEMINAR 2 CREDITS**

*Prerequisite(s): Senior status as a mathematics major and written consent of the instructor.* Students research topics of interest and complete projects under the supervision of a faculty member. Written reports and presentations required. The use of graphing calculator/computer should be expected.

#### **MCOM: MASS COMMUNICATIONS COURSE DESCRIPTIONS**

**MCOM 215 INTRO TO JOURN I 3 CREDITS**

**MCOM 330 VISUAL ARTS COMM 3 CREDITS**

## MGMT: MANAGEMENT COURSE DESCRIPTIONS

### **MGMT 101 INTRODUCTION TO BUSINESS (FORMERLY BUAD 101) (FALL, SPRING, SUMMER) 3 CREDITS**

This is a survey course designed to acquaint students with the basic functional areas of business enterprises and covers terminology and functional issues facing managers. This course acquaints students with international aspects of business.

### **MGMT 130 FUNDAMENTALS OF CONTRACTING (FALL, SUMMER) 3 CREDITS**

This survey course introduces the organization and utilization of the Federal Acquisition Regulation and DOD Supplement to the FAR (DFARS), as well as ethics and basic contract law. Students are also introduced to the fundamentals of contracting. This is an accelerated course that encompasses the entire contracting process from receipt of a purchase request through contract completion, including close-out.

### **MGMT 230 FUND OF CONTRACTING II (SPRING, SUMMER) 3 CREDITS**

*Prerequisite(s): MGMT 130 or Permission of Department.* This course provides essential fundamentals for the student and practice of price, cost, and proposal analysis. Various case scenarios and actual cost analysis are used to illustrate and integrate the various concepts and techniques covered in the course. Topics include the review of contracting environment, use and importance of market research, sources cost price analysis, application of price-related factors in the determination of reasonableness, methods for analyzing direct and indirect costs, methods for performing profit analysis, ethics in contract pricing, and selection of current pricing topics. Contract Pricing is designed to provide entry-level contracting personnel with a solid foundation for practice analysis and negotiation analysis.

### **MGMT 241 PRINCIPLES OF MANAGEMENT (FALL, SPRING, SUMMER) 3 CREDITS**

*Prerequisite(s): BUAD 101; MGMT 101.* This course is a study of the principles, processes, and practices of organizational management. This course examines the basic tasks of the modern manager, including planning, organizing, leading, controlling, staffing, and decision-making.

### **MGMT 330 INTERMEDIATE CONTRACTING 3 CREDITS**

*Prerequisite(s): MGMT 130 or Permission of Department.* This course presents experienced, intermediate-level contracting personnel with an intensive examination of the life cycle phases of contracting, including the pre-award phase of contracting (acquisition planning, solicitation, evaluation, and award), and post award contract administration, plus contracting problem analysis and resolution. Case studies challenge students to apply ethical principles, statutes, regulations, and sound business judgment in the resolution of contract problems. Major course topics include acquisition planning, contracting methods (with an emphasis on formal source selection and noncommercial acquisitions), contract administration (including contract surveillance and quality assurance), financial management, termination, and dispute resolution.

### **MGMT 344 ORGANIZATIONAL BEHAVIOR (FALL, SPRING) 3 CREDITS**

*Prerequisite(s): MGMT 241.* This course focuses on the managerial analysis of human behavior in organizations, with special emphasis on organizational theory and application to case studies and real situations. Topics include motivation, perception, communication, leadership, power and negotiations, group behavior, organizational culture and change.

### **MGMT 345 PRIN OF SUPER & LEADSHP (SPRING Only) Formerly MGMT 343 3 CREDITS**

*Prerequisite(s): MGMT 241.* This course is an examination of the supervisory functions of leadership, emphasizing the tasks, roles, and practices requisite for first-line effectiveness. Topics include motivation of people, organization of work, performance appraisal and counseling, and decision-making

### **MGMT 346 MANAGEMENT OF NON-PROFIT ORGANIZATIONS (SPRING Only) 3 CREDITS**

*Prerequisite(s): ACCT 211/212; MGMT 241.* This course is a survey of the organizational objectives and the socio-economic environment of non-profit organizations; it critically evaluates the applicability of private sector efficiency criteria to such organizations and examines the scope and application of management principles to community-based non-profit organizations.

### **MGMT 347 MANAGEMENT PROBLEMS (FALL Only) 3 CREDITS**

*Prerequisite(s): MGMT 241.* This course focuses on managerial decision processes. Students seek to apply skills, learning, principles, and techniques to organizational situations through case analyses. Readings and class discussion supplement analyses.

### **MGMT 352 INTERNATIONAL BUSINESS 3 CREDITS**

*Prerequisite(s): MGMT 241; MKTG 231; ECON 211, ECON 212.* Junior Standing. This course is an examination of the nature and scope of international business and the diverse environments in which international business managers must operate. An overview of the theories of international trade and economic development is presented to provide a basic understanding of the differences between the former international firm and the present day multinational enterprise. Managerial aspects of organizational structure, strategy, culture, human resources, and leadership are emphasized. A worldview perspective of transactional managerial challenges in terms of access to markets, new markets, specialized resources, and new sources of information is provided.

### **MGMT 356 PROFESSIONAL DEVELOPMENT AND LEADERSHIP I 2 CREDITS**

*Prerequisites: MGMT 101, MKTG 231, MGMT 241.* This is a course designed to help students develop a firm foundation of professional development skills-including leadership, communication and professional ethics in business, career assessment, resume writing, entrepreneurship and interviewing techniques-necessary to succeed and emerge as a leader in corporate America. This is part I on professional development and leadership emphasizing professional communication, career planning and job analysis. This course combines lecture, interactive discussion, simulations and periodic guest lecturers as part of the total learning experience.

### **MGMT 358 PROFESSIONAL DEVELOPMENT AND LEADERSHIP II 1 CREDIT**

*Prerequisites: MGMT 101, MKTG 231, MGMT 241, MGMT 356.* This is a course designed to help students develop a firm foundation of professional development skills-including leadership, communication and professional ethics in business, career assessment, resume writing and interviewing techniques-necessary to succeed and emerge as a leader in corporate America. This is part II on professional development and ethics emphasizing professional ethics, leadership and professional branding. This course combines lecture, interactive discussion, and simulations and periodic guest lecturers as part of the total learning experience.

business, career assessment, resume writing, and interviewing techniques-necessary to succeed and emerge as a leader in corporate America. This is part II on professional development and leadership emphasizing professional ethics, leadership and professional branding. This course combines lecture, interactive discussion, and simulations and periodic guest lecturers as part of the total learning experience.

**MGMT 371 LABOR RELATIONS & LAW (FALL Only) 3 CREDITS**

*Prerequisite(s):* MGMT 241. This course is a study of the history and the law pertaining to the operations of organized labor, the dynamics of labor-management relationships, and the effect of the labor-management relationship on the workplace and the economy. This course also includes collective bargaining, labor-management cooperation, labor productivity, and global competition.

**MGMT 401 APPLIED RESEARCH METHODS (SPRING Only) 3 CREDITS**

*Prerequisite(s):* ECON 351. This course is a survey and application of research methodology as a tool in decision-making. It emphasizes theory, design, data-gathering, and evaluation.

**MGMT 410 THE BUSINESS OF MUSIC 3 CREDITS**

*Prerequisite:* Senior Standing or Permission of Instructor. Workshop/seminar course, which considers issues, concepts and strategies for entry and participation in music and entertainment as a business. Course examines the structure, dynamics, economics and relations among performers and artists, agents and representatives, intermediaries and producers, venues, media and other industry participants. It also considers markets, revenue/royalty flows, distribution and critical issues of law and public policy.

**MGMT 430 INTERMEDIATE CONTRACT PRICING (SPRING Only) 3 CREDITS**

*Prerequisite(s):* MGMT 330. This course reinforces both pricing skills taught in Fundamentals of Contract Pricing 1 CREDIT and II. The course develops skills in price analysis, advanced pre-award pricing decisions, and general contract pricing. The course is primarily quantitative in nature, focusing on statistical and economic analysis tools.

**MGMT 440 BUSINESS STRATEGY & POL (FALL, SPRING) 3 CREDITS**

*Prerequisite(s):* FINA 320, MGMT 241, MKTG 231, ECON 211, ECON 212. This course examines processes by which organizations, especially profit-seeking businesses scan and adapt to their environments. Issues to be examined include the planning function, development of goals and objectives, assessment of requisite organizational competences, appropriate structure, and related issues of strategy, policy and competitive posture.

**MGMT 441 ENTREP & NEW ENTERPRISES (FALL Only) 3 CREDITS**

*Prerequisite(s):* MGMT 241 MKTG 231, ECON 211, ECON 212, KINA 320. This course focuses on the development and management of new enterprises. It concentrates on practice, entrepreneurship and its Prerequisite(s), and skills-building. It includes topics such as new venture financing, business planning, deal structuring and negotiations, and the transformation from entrepreneur to business person.

**MGMT 442 SMALL BUS OPER AND MGMT (SPRING Only) 3 CREDITS**

*Prerequisite(s):* ECON 211/212, FINA 320, MKTG 231, MGMT 241. Senior Standing. This course examines the problems, issues, and opportunities of operating and managing small businesses. Functional topics as they relate to entrepreneurship are included. Issues of scale dis-economics, insufficiency of resources, market niche, venture financing, and business planning are addressed.

**MGMT 446 MANAGEMENT SEMINAR (Offered Occasionally) 3 CREDITS**

*Prerequisite(s):* ECON 211, ECON 212; FINA 320; MGMT 241, MGMT 344. Senior Standing. Cumulative GPA of 3.00 or Permission from Instructor. A management course in which the topics covered center around a theme related to some significant issues in the management of organizations. The theme is selected by the instructor. Course includes reading assignments, discussions, experiential activities, and other appropriate learning techniques. Seminar participants produce a seminar research paper on a topic related to the theme.

**MGMT 449 BUS STRATEGY AND POLICY 3 CREDITS**

*Prerequisite(s):* FINA 320, MGMT 241, ECON 211, ECON 212. Senior Standing. This course examines processes by which organizations, especially profit-seeking businesses, scan and adapt to their environments. Issues to be examined include the planning function, development of goals and objectives, assessment of requisite organizational competences, appropriate structure, and related issues of strategy, policy, and competitive posture. (This is a capstone course.)

**MGMT 471 HUMAN RESOURCE MGMT (FALL Only) 3 CREDITS**

*Prerequisite(s):* MGMT 344. This course analyzes the selection, development, utilization, assessment, and reward of the work force to accomplish employee and organizational goals. This course examines recruitment, selection, reduction in force, performance evaluation, training and development, compensation, organizational change, and legal constraints.

**MGMT 472 CONFLICT MANAGEMENT (FALL Only) 3 CREDITS**

*Prerequisite(s):* MGMT 344. This course is a study of the underlying factors contributing to personal and organizational conflicts, with emphasis on methods of preventing, managing, and resolving conflict at each level of the business environment. This course includes reading and research assignments, case studies, class discussion, and experiential activities.

**MGMT 480 PRODUCTION AND OPER MGMT (FALL, SPRING) 3 CREDITS**

*Prerequisite(s):* MGMT 241 and ECON 351. This course is an examination of the processes and techniques of decision-making widely used in the context of production and operations planning, analysis and control. Topics studied include design and development of products; resource allocation; scheduling and utilization of people, materials and equipment; and quality and quantity control of processes, using techniques such as linear programming, critical-path analysis, time-series analysis, and network scheduling.

**MGMT 490 ISSUES IN BUAD ETHICS 3 CREDITS**

Seniors Only. Current issues of ethics in the society as they affect business behavior will be discussed through panel presentation and class participation. Social responsibility of business, environmental issues, human rights and technological progress, business ethics and the evolution of social values exemplify the topics which will be presented from multi-disciplinary perspectives by visiting experts, with the instructor moderating the class discussion.

## MISC: MILITARY SCIENCE COURSE DESCRIPTIONS

<b>MISC</b>	<b>101</b>	<b>LEADERSHIP &amp; DEVELOP I</b>	<b>1 CREDIT</b>
<p>The course overviews leadership fundamentals such as setting direction, problem solving listening, presenting briefs, providing feedback and using effective writing skills. The study of exploring dimensions of leadership attributes and core leader competencies in the context of practical, hands-on and interactive exercises. Introduction to various leadership styles and their effects on organizations. The study of the United States Army as a profession and the historical growth and development of the Army, stressing the magnitude of management implications; the significance of military courtesy, disciplines, customs and traditions of the service; development of leadership abilities through practical exercises and physical fitness.</p>			
<b>MISC</b>	<b>102</b>	<b>LEADERSHIP &amp; DEVELOP II</b>	<b>1 CREDIT</b>
<p>The course overviews leadership fundamentals such as setting direction, problem solving listening, presenting briefs, providing feedback and using effective writing skills. The study of exploring dimensions of leadership attributes and core leader competencies in the context of practical, hands-on and interactive exercises. Introduction to various leadership styles and their effects on organizations. The study of exploring dimensions of leadership attributes introduction to various leadership styles and their effects on organizations. The study of the United States Army as a profession and the historical growth and development of the Army, stressing the magnitude of management implications; the significance of military courtesy, disciplines, customs and traditions of the service; development of leadership abilities through practical exercises and physical fitness.</p>			
<b>MISC</b>	<b>105</b>	<b>LEADERSHIP LAB I</b>	<b>1 CREDIT</b>
<p><i>Prerequisite(s): None.</i> The course provides an opportunity for the student to practice skills, knowledge, and techniques relating to the management of people. The disciplines required as a member of a military team on the drill field are not directed to a marching and maneuver as the ultimate objectives. They are designed to develop in the potential leader an appreciation and mastery of the art of command, poise, physical and mental alertness and responsiveness to military direction. This laboratory allows the student to apply the principles of human relations, leadership and the techniques of communications to develop poise, confidence and command and directional control. These are essential to the craft of military science.</p>			
<b>MISC</b>	<b>106</b>	<b>LEADERSHIP LAB I</b>	<b>1 CREDIT</b>
<p><i>Prerequisite(s): None.</i> The course provides an opportunity for the student to practice skills, knowledge, and techniques relating to the management of people. The disciplines required as a member of a military team on the drill field are not directed to a marching and maneuver as the ultimate objectives. They are designed to develop in the potential leader an appreciation and mastery of the art of command, poise, physical and mental alertness and responsiveness to military direction. This laboratory allows the student to apply the principles of human relations, leadership and the techniques of communications to develop poise, confidence and command and directional control. These are essential to the craft of military science.</p>			
<b>MISC</b>	<b>201</b>	<b>LEADERSHIP &amp; DEVELOP III</b>	<b>2 CREDITS</b>
<p>The course examines the challenges of leading teams in the complex operational environment. The course highlights dimensions of terrain analysis, patrolling, and operation orders. Further study of the theoretical basis of the Army Leadership Requirements Model explores the dynamics of adaptive leadership in the context of military operations. Cadets develop greater self awareness as they assess their own leadership styles and practice communication and team building skills. Case studies give insight into the importance and practice of teamwork and tactics in real-world scenarios. Focus on the operations of the basic military team, including military geography and the use of maps and aerial photographs; the functions duties, and responsibilities of junior leaders; and continuing development of leadership through practical exercises. The leadership laboratory is included in the course instruction.</p>			
<b>MISC</b>	<b>202</b>	<b>LEADERSHIP &amp; DEVELOP IV</b>	<b>2 CREDITS</b>
<p>The course examines the challenges of leading teams in the complex operational environment. The course highlights dimensions of terrain analysis, patrolling, and operation orders. Further study of the theoretical basis of the Army Leadership Requirements Model explores the dynamics of adaptive leadership in the context of military operations. Cadets develop greater self awareness as they assess their own leadership styles and practice communication and team building skills. Case studies give insight into the importance and practice of teamwork and tactics in real-world scenarios. Introduction to the principles of leadership, developing a personal leadership style, map reading; the functions, duties and responsibilities of junior leaders; and continuing development of leadership through practical exercises. The course also includes problem solving, effective time management, physical fitness and team building.</p>			
<b>MISC</b>	<b>205</b>	<b>LEADERSHIP LAB II</b>	<b>1 CREDIT</b>
<p><i>Prerequisite(s): Must have completed MISC 105/106 or received placement credit as determined by the Professor of Military Science.</i> The course provides an opportunity for the student to practice skills, knowledge, and techniques relating to the management of people. The disciplines required as a member of a military team on the drill field are not directed to a marching and maneuver as the ultimate objectives. They are designed to develop in the potential leader an appreciation and mastery of the art of command, poise, physical and mental alertness and responsiveness to military direction. This laboratory allows the student to apply the principles of human relations, leadership and the techniques of communications to develop poise, confidence and command and directional control. These are essential to the craft of military science.</p>			
<b>MISC</b>	<b>206</b>	<b>LEADERSHIP LAB II</b>	<b>1 CREDIT</b>
<p><i>Prerequisite(s): Must have completed MISC 105/106 or received placement credit as determined by the Professor of Military Science.</i> The course provides an opportunity for the student to practice skills, knowledge, and techniques relating to the management of people. The disciplines required as a member of a military team on the drill field are not directed to a marching and maneuver as the ultimate objectives. They are designed to develop in the potential leader an appreciation and mastery of the art of command, poise, physical and mental alertness and responsiveness to military direction. This laboratory allows the student to apply the principles of human relations, leadership and the techniques of communications to develop poise, confidence, command and directional control. These are essential to the craft of military science.</p>			
<b>MISC</b>	<b>301</b>	<b>LEADERSHIP &amp; MGMT I</b>	<b>3 CREDITS</b>

The course is an academically challenging course where you will study, practice, and apply the fundamentals of Army Leadership, Officership, Army Values and ethics, personal development, and small unit tactics at the team and squad level. At the conclusion of this course, you will be capable of planning, coordinating, navigating, motivating and leading a team or squad in the execution of a tactical mission during a classroom Practical Exercise (PE), a Leadership Lab, or during a Situational Training Exercise (STX) in a field environment. Successful completion of this course will help prepare you for success at the ROTC Leader Development and Assessment Course (LDAC) which you will attend next summer at Fort Lewis, WA. You will receive systematic and specific feedback on your leader attributes values and core leader competencies. MSL IV Cadets will evaluate you using the ROTC Leader Development Program (LDP) model. Emphasis on the following, through case studies in leadership and management; delegation of authority and responsibility, span of control, planning, coordinating, and decision making; development of the ability to express oneself clearly, with emphasis on the military problems, the evaluation of situations and preparation and delivery of logical solutions; directing and coordinating the efforts of individuals and small units in the execution of defensive and offensive tactical missions, including military geography, weapons systems, communications systems, intelligence gathering capabilities and the role of the various branches of the Army.

**MISC 302 LDRSHP AND MGMT II 3 CREDITS**

The course is an academically challenging course where you will study, practice, and apply the fundamentals of Army Leadership, Officership, Army Values and ethics, personal development, and small unit tactics at the team and squad level. At the conclusion of this course, you will be capable of planning, coordinating, navigating, motivating and leading a team or squad in the execution of a tactical mission during a classroom PE, a Leadership Lab, or during a Situational Training Exercise (STX) in a field environment. Successful completion of this course will help prepare you for success at the ROTC Leader Development and Assessment Course (LDAC) which you will attend next summer at Fort Lewis, WA. You will receive systematic and specific feedback on your leader attributes values and core leader competencies. MSL IV Cadets will evaluate you using the ROTC Leader Development Program (LDP) model. Emphasis on the following, through case studies in leadership and management; delegation of authority and responsibility, span of control, planning, coordinating, and decision making; development of the ability to express oneself clearly, with emphasis on the military problems, the evaluation of situations and preparation and delivery of logical solutions; directing and coordinating the efforts of individuals and small units in the execution of defensive and offensive tactical missions, including military geography, weapons systems, communications systems, intelligence gathering capabilities and the role of the various branches of the Army.

**MISC 305 LEADERSHIP LAB III 1 CREDIT**

The course provides an opportunity for the student to practice skills, knowledge, and techniques relating to the management of people. The disciplines required as a member of a military team on the drill field are not directed to a marching and maneuver as the ultimate objectives. They are designed to develop in the potential leader an appreciation and mastery of the art of command, poise, physical and mental alertness and responsiveness to military direction. This laboratory allows the student to apply the principles of human relations, leadership and the techniques of communications to develop poise, confidence and command and directional control. These are essential to the craft of military science.

**MISC 306 LEADERSHIP LAB III 1 CREDIT**

The course provides an opportunity for the student to practice skills, knowledge, and techniques relating to the management of people. The disciplines required as a member of a military team on the drill field are not directed to a marching and maneuver as the ultimate objectives. They are designed to develop in the potential leader an appreciation and mastery of the art of command, poise, physical and mental alertness and responsiveness to military direction. This laboratory allows the student to apply the principles of human relations, leadership and the techniques of communications to develop poise, confidence and command and directional control. These are essential to the craft of military science.

**MISC 401 LEADERSHIP & MGMT III 3 CREDITS**

The course explores the dynamics of leading in the complex situations of current military operations in the full spectrum operations (FSO). You will examine differences in customs and courtesies, military law, principles of war, and rules of engagement in the face of international terrorism. You also explore aspects of interacting with non-government organizations, civilians on the battlefield, and host nation support. The course places significant emphasis on preparing you for BOLC B, and your first unit of assignment. It uses case studies, scenarios, and "What Now, Lieutenant?" exercises to prepare you to face the complex ethical and practical demands of leading as a commissioned officer in the United States Army. This course extends the examination of ethical dilemmas in leadership when organizational goals conflict with personal welfare; the development of policy and standard procedures in organizations; communicative arts and oral presentation; planning for the unexpected in organizations under stress; developing alternate course of action; how to delegate and supervise subordinate leaders; introduction to the backward planning process; further studies in assessment of organizational cohesion and developing strategies to improve organizational climate; effective after-action reviews (AARs) of past organizational training.

**MISC 402 LEADERSHIP & MGMT IV 3 CREDITS**

The course explores the dynamics of leading in the complex situations of current military operations in the full spectrum operations (FSO). You will examine differences in customs and courtesies, military law, principles of war, and rules of engagement in the face of international terrorism. You also explore aspects of interacting with non-government organizations, civilians on the battlefield, and host nation support. The course places significant emphasis on preparing you for Basic Officer Leadership Course (BOLC) B, and your first unit of assignment. It uses case studies, scenarios, and "What Now, Lieutenant?" exercises to prepare you to face the complex ethical and practical demands of leading as a commissioned officer in the United States Army. This course extends the examination of ethical dilemmas in leadership when organizational goals conflict with personal welfare; the development of policy and standard procedures in organizations; communicative arts and oral presentation; planning for the unexpected in organizations under stress; developing alternate course of action; how to delegate and supervise subordinate leaders; introduction to the backward planning process; further studies in assessment of organizational cohesion and developing strategies to improve organizational climate; effective after-action reviews (AARs) of past organizational training.

**MISC 405 LEADERSHIP LAB IV 1 CREDIT**

The course provides an opportunity for the student to practice skills, knowledge, and techniques relating to the management of people. The disciplines required as a member of a military team on the drill field are not directed to a marching and maneuver as the ultimate objectives. They are designed to develop in the potential leader an appreciation and mastery of the art of command, poise, physical and mental alertness

and responsiveness to military direction. This laboratory allows the student to apply the principles of human relations, leadership and the techniques of communications to develop poise, confidence, command and directional control. These are essential to the craft of military science.

**MISC 406 LEADERSHIP LAB IV 1 CREDIT**

The course provides an opportunity for the student practice skills, knowledge, and techniques relating to the management of people. The disciplines required as a member of military team on the drill field are not directed to a marching and maneuver as the ultimate objectives. They are designed to develop in the potential leader an appreciation and mastery of the art of command, poise, physical and mental alertness and responsiveness to military direction. This laboratory allows the student to apply the principles of human relations, leadership and the techniques of communications to develop poise, confidence, command and directional control. These are essential to the craft of military science.

**MKTG: MARKETING COURSE DESCRIPTIONS**

**MKTG 231 PRINCIPLES OF MARKETING (FALL, SPRING) 3 CREDITS**

*Prerequisite(s): BUAD 101.* This course is an introduction to the field of marketing and the issues of marketing management. Areas of study include consumer behavior, social responsibility of marketers, marketing of goods and services, industrial marketing, and logistics of distribution, pricing, product-planning and development, promotion, the selling function, and government regulations.

**MKTG 330 CONSUMER BEHAVIOR (FALL, SPRING) 3 CREDITS**

*Prerequisite(s): MKTG 231, ECON 212.* This course is an analysis of the consumer in marketing situations as a buyer and user of products and services and in relation to the various individual and marketing factors affecting his or her behavior. Topics include the basic foundations underlying consumer behavior, such as economic, social, psychological, and cultural factors. The influence of marketing communications is also considered.

**MKTG 334 SALESMANSHIP (FALL, SPRING) 3 CREDITS**

*Prerequisite(s): MKTG 231 or Permission of Instructor.* This course is designed to acquaint the student with the problems that face the salesman in each phase of the business cycle. The focus is on the principles of salesmanship, in general. A detailed study of retail selling, house-to-house salesmanship, laying out territories, and sales force management.)

**MKTG 335 RETAILING (FALL Only) 3 CREDITS**

*Prerequisite(s): MKTG 231 or Permission of Instructor.* This course is an exploration of the role of retailing in the marketing of consumer goods and services. Course examines the dynamics, structure, and processes of retailing and the implications for retail marketers.

**MKTG 337 ADVERTISING (FALL, SPRING) 3 CREDITS**

*Prerequisites: MKTG 231.* This course focuses on the principles of advertising and a study of advertising. Special problems of small business concerns, including appropriations and planning, will be discussed. Students prepare individual advertising campaigns for a new product or service to be presented both orally and in writing.

**MKTK 341 ENTERTAINMENT MARKETING 3 CREDITS**

*Prerequisite:* This is an introductory course which helps students develop a thorough understanding of the marketing concept and theories through various entertainment events. The areas this course covers include basic marketing, target marketing and segmentation, sponsorship, event marketing, promotions, sponsorship proposals, and entertainment marketing plans. This course also delves into the components of promotion plans, sponsorship proposals and the key elements needed in operating successful entertainment events.

**MKTG 352 DIRECT MARKETING 3 CREDITS**

*Prerequisites :* MKTG 231 or Permission of Instructor. The direct marketing course covers all major direct marketing media: direct mail, broadcast, print advertising, catalogs, co-ops, telemarketing, and the use of different internet platforms in direct marketing such as e-mail, paid search and social networking. Students will learn how online databases can be accessed for direct marketing purposes. Students will have hands on practice importing and exporting data, merging and purging (duplicate) records using Access and learn basic concepts and challenges with data hygiene and unique identifiers. The measurability and accountability of direct marketing and its relationship to segmentation-targeting & positioning and the 4P's is stressed including excel based direct marketing math such as return on promotion calculations and setting up statistically valid tests.

**MKTG 420 SOCIAL MEDIA MARKETING 3 CREDITS**

*Prerequisite:* MKTG 231 or Permission of Instructor. This course will address the introduction of social media, social media strategy and how it is being used to enhance the relationships between organizations and their consumers. We will also explore how companies are using social media to enhance their brand, image and sell their products or services

**MKTG 430 MARKETING RESEARCH (FALL Only) 3 CREDITS**

*Prerequisite(s): MKTG 231, ECON 351 and Senior Standing.* This course focuses on the development of an understanding of marketing research methodology. Emphasis is placed on the application of marketing research to practical situations and on the relation of marketing research to management decisions.

**MKTG 431 INTERNATIONAL MARKETING (FALL and SUMMER) 3 CREDITS**

*Prerequisite(s): MKTG 231, BUAD 351, ECON 341 or Permission of Instructor.* This course is an in-depth study of an inquiry into the nature and structure of marketing in a variety of environments. Emphasis is placed on formulation of policies and decision-making under the complex and dynamic conditions of international business.

**MKTG 432 PROCUREMENT MANAGEMENT (SPRING Only) 3 CREDITS**

*Prerequisite(s):* MKTG 231. This course focuses on purchasing and materials management principles and practices; organization and functions in materials management; determination of requirements, source selection, buying practices, policies; and ethics applicable to public administration.

**MKTG 438 MARKETING STRATEGY (FALL and SPRING) 3 CREDITS**

*Prerequisite(s):* MKTG 231, MKTG 430, ECON 351 and Senior Standing. This course focuses on the application of marketing principles to specific marketing problems through case analysis, lectures, and reviews of current articles.

#### **MSAR: ARABIC COURSE DESCRIPTION**

**MSAR 101 ELEMENTARY MODERN STANDARD ARABIC 3 CREDITS**

This course will help students to acquire the ability to speak, read, write, and listen to Modern Standard Arabic at the elementary level. It also prepares students to learn any dialect. Aspects of Arabic culture will also be studied. Lab is required.

#### **MUSA: APPLIED MUSIC COURSE DESCRIPTIONS**

**MUSA 101,102,201,202,301,302,401,402 APPLIED PIANO (FALL, SPRING) 2 CREDITS**

*Prerequisite:* Permission or Audition by Instructor. This course is a study of the basic principles of piano playing, including scales, arpeggios, and etudes.

**MUSA (Sec. 001 & 002) 103,104,203,204,303,304,403,404 JAZZ ENS./BIG BAND (FALL, SPRING) 1 CREDIT (001)**

The BSU Jazz Ensemble is a select group of approximately 20 musicians who make up a fully instrumented "big band." Emphasis is placed upon the study of diverse jazz styles and literature, ensemble performance, and improvisation. Students will have the opportunity to arrange and compose music for performance and recording. Membership is by audition or invitation and is open to all BSU students.

**(002)**  
The BSU "Big Band" is comprised of approximately 20 entry-level aspiring jazz musicians who make up a fully instrumented "big band." Emphasis is placed upon the study of early styles of Jazz, Blues, Swing, Dixieland, etc., through "Bee Bop" with emphasis on improvisation and ensemble performance. Membership is by audition or invitation and is open to all BSU students.

**MUSA 105,106,205,206,305,306,405,406 UNIVERSITY CHOIR (FALL, SPRING) 1 CREDIT**

These courses provide a study and performance of classical, popular, folk, spirituals, and theater choral music. Open to all Bowie State University students through audition.

**MUSA (Sec. 001 & 002) 107,108,207,208,307,308,407,408 CONCERT BAND /WIND ENS. (FALL, SPRING) 1 CREDIT (001)**

The Concert Band is made up of approximately sixty instrumentalists that perform representative works in all styles from classical to contemporary. Membership is by audition or invitation and is open to all BSU students. The concert band typically performs in formal concert attire, which consists of tuxedos for the gentlemen and gowns for the ladies.

**(002)**  
The Wind Ensemble is made up of approximately sixty instrumentalists that perform representative works in all styles from classical to contemporary. Membership is by audition only and is open to all BSU students. The wind ensemble typically performs in formal concert attire, which consists of tuxedos for the gentlemen and gowns for the ladies.

**MUSA 109,110,209,210,309,310,409,410 SEMINAR (FALL, SPRING) 0 CREDIT**

*Prerequisite:* Fine Arts Music Concentrations Majors. Fine Arts Music Concentration Majors are expected to participate on at least seven seminars and receive a satisfactory grade. All music students are required to attend each scheduled seminar (two per semester).

**MUSA 111,112,211,212,311,312,411,412 RECITAL (FALL, SPRING) 0 CREDIT**

*Prerequisite:* Fine Arts Music Concentrations Majors. Fine Arts Music Concentration Majors are expected to participate on at least seven seminars and receive a satisfactory grade. All music students are required to attend each scheduled seminar (two per semester).

**MUSA 113,114,213,214,313,314,413,414 APPLIED GUITAR (FALL, SPRING) 2 CREDITS**

*Prerequisite:* Open to all students through audition or permission of instructor. Course provides study and instruction for classical, popular and contemporary literature for guitar, scales, chord progressions and improvisation.

**MUSA 115,116,215,216,315,316,415,416 APPLIED PERCUSSION (FALL, SPRING) 2 CREDITS**

*Prerequisite:* Open to all students through audition. These courses provide individual instruction in techniques, musicianship, and repertoire for classical, contemporary, popular, show and theatre literature.

**MUSA 119,120,219,220,319,320,419,420 MARCHING BAND (FALL, SPRING) 1 CREDIT**

These courses, which are presented in laboratory style, provide an opportunity for students to learn discipline, responsibility, and social awareness, with the ultimate goal being "performance". This goal is accomplished through rehearsal and performance of standard and contemporary repertoire, with emphasis given to sight-reading, interpretation, musicianship, improvisation, memorization, and choreographed physical movement.

**MUSA 121, 122, 221,222,321,322,421,422 VOICE MINOR (FALL, SPRING) 1 CREDIT**

*Prerequisite:* Audition or Permission of Instructor. These courses provide individual instruction in technique, musicianship and repertoire through solo and group performance.

**MUSA 123,124,223,224,324,325,423,425 GUITAR CLASS (FALL, SPRING) 1 CREDIT**

*Prerequisite:* Open to all students through audition or permission of instructor. Course provides study and instruction for classical, popular and contemporary literature for guitar, scales, chord progressions and improvisation.

**MUSA 125, 126, 225, 226, 256, 325, 326,425,426 APPLIED VOICE (FALL, SPRING) 2 CREDITS**

*Prerequisite:* Permission or Audition by Instructor. This course provides a study and instruction in the principles of breathing, phonetics, diction, scales, arpeggios and vocalism using selected styles and periods of music.

**MUSA 127,128,227,228,327,328,427,428 PIANO MINOR (FALL, SPRING) 1 CREDIT**

*Prerequisite:* Fine Arts Music Concentration Only; audition required. This course is the study of scales, chords, arpeggios, transposition, and harmonization for students with rudimentary background in piano.

**MUSA 129,130,229,230,329,330,429,430 BRASS ENSEMBLE (FALL, SPRING) 1 CREDIT**

These courses are an ensemble that performs contemporary and standard brass music, with emphasis given to sight reading, interpretation, and musicianship. Open to all Bowie State University students through audition.

**MUSA 135,136,235,236,335,336,435,436 PERCUSSION ENSEMBLE (FALL, SPRING) 1 CREDIT**

These courses provide a study and performance of standard and contemporary percussion ensemble literature.

**MUSA 137,138,237,238,337,338,437,438 WOODWIND ENSEMBLE (FALL, SPRING) 1 CREDIT**

These courses provide a study and performance of intermediate and advanced woodwind literature, both traditional and contemporary. Open to all Bowie State University students through audition.

**MUSA 143,144,243,244,343,344,443,444 GOSPEL CHOIR (FALL, SPRING) 1 CREDIT**

*Prerequisite:* Permission or Audition by Instructor. This course provides a study and performance of traditional, modern and contemporary gospel, anthems and spirituals.

**MUSA 145,146,245,246,345,346,445,446 APPLIED BASS (FALL, SPRING) 2 CREDITS**

*Prerequisite:* Permission or Audition by Instructor. This course provides a study and performance of traditional, modern and contemporary gospel, anthems and spirituals.

**MUSA 153,154,253,254,353,354,453,454 APPLIED TRUMPET (FALL, SPRING) 2 CREDITS**

This course is a study of scales, arpeggios, and selected etudes and solos in all styles.

**MUSA 155,156,255,256,355,356,455,456 APPLIED SAXOPHONE (FALL, SPRING) 2 CREDITS**

*Prerequisite:* Permission or Audition by Instructor. This course provides a study of scales, arpeggios, and selected solos in classical, contemporary, jazz and popular literature.

**MUSA 157,158,257,258,357,358,457,458 APPLIED OBOE (FALL, SPRING) 2 CREDITS**

This course is a study of scales, arpeggios, and selected etudes and solos in all styles.

**MUSA 159,160,259,260,359,360,459,460 APPLIED BASSOON (FALL, SPRING) 2 CREDITS**

This course is a study of scales, arpeggios, and selected etudes and solos in all styles.

**MUSA 163,164,263,264,363,364,463,464 APPLIED TROMBONE (FALL, SPRING) 2 CREDITS**

This course is a study of scales, arpeggios, and selected etudes and solos in all styles.

**MUSA 165,166,265,266,365,366,465,466 APPLIED EUPHONIUM (FALL, SPRING) 2 CREDITS**

This course is a study of scales, arpeggios, and selected etudes and solos in all styles.

**MUSA 167,168,267,268,367,368,467,468 WOODWIND CLASS (FALL, SPRING) 1 CREDIT**

This course provides small group instruction in technique, musicianship, and repertoire through group and solo performance.

**MUSA 169,170,269,270,369,370,469,470 BRASSWIND CLASS (FALL, SPRING) 1 CREDIT**

This course provides small group instruction in technique, musicianship, and repertoire through group and solo performance.

<b>MUSA 171,172,271,272,371,372,471,472 APPLIED FLUTE (FALL, SPRING)</b>	<b>2 CREDITS</b>
This course is a study of scales, arpeggios, and selected etudes and solos in all styles.	
<b>MUSA 173,174,273,274,373,374,473,474 APPLIED TUBA (FALL, SPRING)</b>	<b>2 CREDITS</b>
This course is a study of scales, arpeggios, and selected etudes and solos in all styles.	
<b>MUSA 175,176,275,276,375,376,475,476 APPLIED CLARINET (FALL, SPRING)</b>	<b>2 CREDITS</b>
This course is a study of scales, arpeggios, and selected etudes and solos in all styles.	
<b>MUSA 177,178,277,278,377,378,477,478 APPLIED FRENCH HORN (FALL, SPRING)</b>	<b>2 CREDITS</b>
This course is a study of scales, arpeggios, and selected etudes and solos in all styles.	
<b>MUSA 179,180,279,280,379,380,479,480 APPLIED VIOLIN (FALL, SPRING)</b>	<b>2 CREDITS</b>
This course is a study of scales, arpeggios, and selected etudes and solos in all styles.	
<b>MUSA 181,182,281,282,381,382,481,482 APPLIED VIOLA (FALL, SPRING)</b>	<b>2 CREDITS</b>
This course is a study of scales, arpeggios, and selected etudes and solos in all styles.	
<b>MUSA 183,184,283,284,383,384,483,484 APPLIED CELLO (FALL, SPRING)</b>	<b>2 CREDITS</b>
This course is a study of scales, arpeggios, and selected etudes and solos in all styles.	
<b>MUSA 185,186,285,286,385,386,485,486 APPLIED INSTRUMENTAL (FALL, SPRING)</b>	<b>2 CREDITS</b>
This course is a study of scales, arpeggios, and selected etudes and solos in all styles.	
<b>MUSA 191,192,291,292,391,392,491,492 CLASS PIANO (FALL, SPRING)</b>	<b>2 CREDITS</b>
<i>Prerequisite: Audition or Permission of Instructor.</i> This course provides group instruction in technique, musicianship, and repertoire designed to develop general keyboard facility with chords, scales, sight-reading, harmonization, transposing, and improvising. Open to all students with no previous instruction.	
<b>MUSA 195,196,295,296,395,396,495,496 VOICE CLASS (FALL, SPRING)</b>	<b>2 CREDITS</b>
This course provides group instruction in technique of musicianship and repertoire through solo and group performance.	

#### **MUSC: MUSIC CONCENTRATION COURSE DESCRIPTIONS**

<b>MUSC 100 DEVELOPMENTAL MUSIC THEORY (FALL Only)</b>	<b>0 CREDIT</b>
<i>Fine Arts Majors Only.</i> This course is a study of the physics of musical sounds, conventions of notation, fundamental musical grammar, melodic construction, cadences, and simple melodies harmonized with block chords.	
<b>MUSC 101 FUNDAMENTALS OF MUSIC (FALL, SPRING)</b>	<b>3 CREDITS</b>
This course is a study of functional musical skills. Designed for the general student, this course provides instruction and drill in reading music, sight singing, recorder playing, and keyboard harmony.	
<b>MUSC 102 JAZZ WORKSHOP (FALL, SPRING)</b>	<b>3 CREDITS</b>
This course is a study of functional musical skills. Emphasis is placed upon the study of diverse jazz styles and literature, ensemble performance, and improvisation.	
<b>MUSC 110 INTRODUCTION TO ELECTRONIC MUSIC (FALL, SPRING)</b>	<b>3 CREDITS</b>
<i>Prerequisite/s: Required for all Fine Arts Majors.</i> Prior knowledge of music fundamentals will assist in the understanding of course materials. Open to all BSU students. Introduction lab design to learn software programs used to sequence and notate music. Comprehension of MIDI (Musical Instrumental Digital Interface) music is developed through application of digital and electric music devices interfaced with the computer using step-time and real-time applications.	
<b>MUSC 111 KEYBOARD TECHNOLOGY 1 (FALL, SPRING)</b>	<b>2 CREDITS</b>
<i>Prerequisite/s: MUSC 110:</i> This course is designed to develop knowledge of keyboards and synthesizers, through the use of MIDI. Students learn how to sequence, using cord symbols, pre-recorded music examples and sheet music.	
<b>MUSC 112 KEYBOARD TECHNOLOGY II (FALL, SPRING)</b>	<b>3 CREDITS</b>
<i>Prerequisite: MUSC 111:</i> Continuation of MUSC 111. Preparation of music using analog instrument and synthesized sounds. Creating drum tracks for various styles of music.	
<b>MUSC 145 MUSIC HISTORY TO 1810 (FALL Only)</b>	<b>3 CREDITS</b>

Fine Arts Majors only. This course is a study of the history of music from the early Christian Era through the music of Early Beethoven.

**MUSC 146 MUSIC HISTORY SINCE 1810 (SPRING Only) 3 CREDITS**

*Fine Arts Majors Only.* This course is a study of the history of music from the middle period of Beethoven to the present time.

**MUSC 155 BASIC MUSIC THEORY (THEORY I) (FALL Only) 3 CREDITS**

*Fine Arts Majors Only.* This course is a study of the physics of musical sounds, conventions of notation, fundamental musical grammar, melodic construction, cadences, and simple melodies harmonized with block chords.

**MUSC 156 INTERMEDIATE MUSIC THEORY (THEORY II) (SPRING Only) 3 CREDITS**

*Fine Art Majors Only.* This course is a study of functional harmony using figured bass, inversions, seventh chords, secondary function, non-chord, and embellishing tones. A study of the intermediate forms; keyboard drill will include harmonization's from simple figured bass and popular music chord symbols and the development of variety in accompaniment patterns.

**MUSC 157 SIGHT-SINGING (FALL, SPRING) 2 CREDITS**

This course is a systematic applied study of sight-singing with tonic Sol-Fa and Solfege syllables designed to develop the interval and rhythmic aspects of the art through solo and group performance.

**MUSC 165 STRING METHODS I (FALL Only) 1 CREDIT**

This course provides an introduction to string methods and pedagogy, including solo and group performance. Emphasis is on methods of teaching and routine maintenance of the instruments.

**MUSC 166 STRING METHODS II (SPRING Only) 1 CREDIT**

This course provides an in depth study of string methods and pedagogy, including solo and group performance on various instruments in the string family. Emphasis is on methods of teaching and routine maintenance of the instruments.

**MUSC 195 ORGAN (FALL, SPRING) 1 CREDIT**

*Prerequisite: Audition or Permission of Instructor.* This course provides instruction in technique, musicianship, and repertoire designed to develop facility on the organ including chords, scales, sight-reading, harmonization, transposition, and improvisation.

**MUSC 211 KEYBOARD & COMPUTER SEQUENCING (FALL, SPRING) 3 CREDITS**

*Prerequisite/s: MUSC 110.* Use Cakewalk Home Studio, Master Tracks Pro Audio and Power Tracks Audio to develop computer sequences in step-time and real-time formats. Prepare sequences and drum tracks from Midi to Wave files for recording on CDs.

**MUSC 212 COMPUTER NOTATIONS (FALL, SPRING) 3 CREDITS**

*Prerequisite/s: MUSC 110, MUSC 155.* Sibelius notation software is used to prepare lead sheets, small and large ensemble compositions for performance. Learn about other popular notation software packages for both the PC and MAC platforms.

**MUSC 245 VOCAL LITERATURE I (FALL Only) 2 CREDITS**

*Fine Arts Majors, Vocal Majors and Minors.* This course is a study of Vocal Literature designed to strengthen the singer's knowledge of Italian, German, French, Spanish, and English repertoire, with a practical application through performance of the literature.

**MUSC 246 VOCAL LITERATURE II (SPRING Only) 2 CREDITS**

*Prerequisite/s: MUSC 245.* *Fine Arts Majors, Vocal Majors and Minors.* This course is a continuation of the study of Vocal Literature designed to strengthen the singer's knowledge of Italian, German, French, Spanish, and English repertoire, with a practical application through performance of the literature.

**MUSC 247 BAND AND ORCHESTRA LITERATURE (SPRING Only) 2 CREDITS**

This course is a study of representative works written for band and orchestra in all styles from classical to contemporary.

**MUSC 255 ADVANCED MUSIC THEORY (THEORY III) (FALL Only) 3 CREDITS**

*Prerequisite/s: MUSC 156.* This advanced music theory course will provide students with a professional command of the mechanics of contemporary music. Students will be able to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a score. This will be accomplished by addressing fundamental aural, analytical, and compositional skills using both listening and written exercises.

**MUSC 256 CONTEMPORARY MUSIC THEORY (THEORY IV) (SPRING Only) 3 CREDITS**

*Fine Arts Majors only.* This course is a study of 20th Century music idioms including extensions of tertian harmony, the twelve-tone system, jazz harmony and aleatoric techniques. Keyboard drill will include modulation and transposition to all keys as well as further development of score reading and harmonization skills.

**MUSC 265-266 WOODWIND CLASS METHODS (FALL, SPRING) 1 CREDIT**

*Prerequisite: Junior Level Standing mandatory.* These courses provide an introduction to playing strings, woodwinds, brass and percussion instruments through solo and group performance. Emphasis is on methods of teaching and routine maintenance of the instruments.

- MUSC 301 DICTION AND VOCAL LITERATURE I (FALL Only) 2 CREDITS**  
*Fine Arts Majors, Vocal Majors and Minors.* This course is a study of diction and Vocal Literature designed to strengthen the singer's knowledge of Italian, German, French, Spanish, and English diction, through the fundamental use of the International Phonetic Alphabet (IPA), with practical application through the study and performance of vocal literature.
- MUSC 302 INTRODUCTION TO MUSIC (FALL, SPRING) 3 CREDITS**  
 This course is an exploration of representative music literature for various media from all periods with emphasis upon the functions of the various forms. It fuses music, art and history, and the development of aural perceptions through class and extra-class listening.
- MUSC 304 DICTION AND VOCAL LITERATURE II (SPRING Only) 2 CREDITS**  
*Fine Arts Majors, Vocal Majors and Minors Only.* This course is a study of the technical aspects of vocal music and in depth survey of historical and current musical literature emphasizing English and French.
- MUSC 306-307 INSTRUMENTAL METHODS (FALL, SPRING) 3 CREDITS**  
*Prerequisite: Junior Level Standing mandatory.* These courses provide an introduction to playing strings, woodwinds, brass and percussion instruments through solo and group performance. Emphasis is on methods of teaching and routine maintenance of the instruments.
- MUSC 311 ELECTRONIC COMPOSITION AND ARRANGING I (FALL Only) 2 CREDITS**  
*Prerequisite: MUSC 211, MUSC 156.* This course is designed to create compositions for all types of ensembles used in commercial song and jingle writing. Chord symbols and chord progressions are employed to develop composition for live and electronic performance. Project-based curriculum using the electronic music keyboard and MIDI.
- MUSC 312 ELECTRONIC COMPOSITION AND ARRANGING II (SPRING Only) 3 CREDITS**  
*Prerequisite: MUSC 311, MUSC 156. Continuation of MUSC 311.* Song and jingle writing for large ensembles using orchestral and big and big band instrument combinations. Project-based curriculum using electronic music keyboard and MIDI.
- MUSC 345 BLACK AMERICAN MUSIC (FALL, SPRING) 3 CREDITS**  
*Prerequisite for MUSC 345 is ENGL 101.* This course is a study of the history of Black American Music from 1819 to the present. Designed for the general student.
- MUSC 355 COUNTERPOINT (FALL Only) 2 CREDITS**  
*Prerequisite/s: MUSC 156.* In this course the student will study and write music in which two or more melodic lines, that display an individual and differentiated melodic contour and rhythmic profile, sound together.
- MUSC 356 FORM & ANALYSIS (SPRING Only) 2 CREDITS**  
*Prerequisite/s: MUSC 156.* In this course the student will study the principles of voice-leading and chord progression for chromatic harmony, including Neapolitan 6th and Augmented 6th chords. The student will analyze and make interpretive decisions about major musical forms and be able to identify and articulate formal elements in music of the common practice period with sensitivity to large-scale shape, form, motif relationships, harmonic organization, proportion, the musical function of different parts, and their expressive and cultural implications.
- MUSC 367 ELEMENTARY SCHOOL METHODS (FALL Only) 3 CREDITS**  
*Prerequisites: EDUC 101, EDUC 201, English Proficiency Examination, Praxis, and admission to Music Teacher Education.* This course is a study of the history and theory of early childhood music education. Emphasis is placed on the skills and processes needed for the design and implementation of optimal learning environments and exploration of issues related to societal and cultural influences on young children's education, as well as significant learning theories.
- MUSC 368 SECONDARY SCHOOL METHODS (SPRING Only) 3 CREDITS**  
*Prerequisites: EDUC 101, EDUC 201, English Proficiency Examination, Praxis, and admission to Music Teacher Education.* This is an integrated methods course of practices and processes related to teaching music in the secondary school. The course has two eight-week segments. First eight weeks: General methods for all secondary students. Second eight weeks: Specific methods in the content area (i.e. Vocal/General or Instrumental/Keyboard).
- MUSC 375 KODALY, ORFF, & DALCROZE METHODS (FALL Only) 3 CREDITS**  
*Prerequisites: EDUC 101, EDUC 201, English Proficiency Examination, Praxis, and admission to Music Teacher Education.* In this course the student will study the teaching methods of Zoltan Kodály, Carl Orff and Jacques-Emile Dalcroze which has as a basis teaching young children about music by engaging their mind and body through a mixture of singing, dancing, acting and the use of percussion instruments (i.e. xylophones, metallophones, glockenspiels).
- MUSC 376 VOCAL/GENERAL MUSIC METHODS (FALL Only) 3 CREDITS**  
*Prerequisites: EDUC 101, EDUC 201, English Proficiency Examination, Praxis, and admission to Music Teacher Education.* This course is designed to present Music Teacher Education majors with appropriate music teaching methods and materials for effective K-12 general and vocal music teaching.
- MUSC 377 BEGINNING (Vocal & Instr.) CONDUCTING (FALL Only) 2 CREDITS**



practices, common health concerns, and resources available to address these concerns. This course is open to anyone interested in the health of women in America.

*Lecture*

**IDIS 450 ALTERNATIVE INTERVENTIONS FOR HEALTH AND WELLNESS 3 CREDITS**

This is a survey course designed to examine relationships among the human, body, mind, behavior, and health states. Various modes for interventions with human coping, health promotion, and wellness maintenance will be explored as alternatives or complements to more traditional approaches to the human health dilemma. Emphasis is given to increasing students' level of knowledge about alternative intervention practices and to selected practical applications.

*Lecture*

**IDIS 460 TRANSCULTURAL HEALTH AND WELLNESS 3 CREDITS**

The course content is designed to increase students' knowledge level and professional awareness concerning health and wellness practices in a transcultural society. Theoretical models and data collection guides are used to explore the ways and conditions under which individuals define their health status and implement health practices. Cultural factors that may influence illness behaviors and health promotion activities are examined.

*Lecture*

**IDIS 470 ETHICAL ISSUES IN HEALTH CARE 3 CREDITS**

This lecture/discussion course is designed to introduce students to the basic concepts, theories, principles, and critical thinking processes relevant to health care ethics. Content will focus on ethical issues commonly encountered in daily practice in health care and in health care delivery systems. Important ethical issues in health care and health care delivery will be reviewed and analyzed. The pivotal role of the health care practitioner in the quality of day-to-day delivery of care and the changing health care system will be addressed from an ethical perspective.

*Lecture*

**NURS 101 PROFESSIONAL NURSING PERSPECTIVES 2 CREDITS**

The content of this course is designed to introduce students to the profession of nursing. Historical aspects of nursing and the health care delivery system will be discussed. Content will also focus on the concepts needed to form therapeutic nursing relationships with clients. Concepts related to the discipline of nursing will be introduced as the foundation for continued study.

Prerequisites: Completion of Math 125/141 and Engl 101 with a grade of "C" or better

*Lecture*

**NURS 201 FOUNDATION OF NURSING PRACTICE I 3 CREDITS**

This course introduces the student to the scientific principles of foundational concepts, theory and technical skills. Concepts that frame the curricula are introduced: caring behaviors, communication, culturally congruent care, ethical frame work, legal aspects, critical thinking, leadership, research and professional nursing role. Using simulated labs, computer programs and videotapes, the student will develop and master selected psychomotor skills.

Prerequisites: Admission to the Baccalaureate Nursing Program, NURS 101, BIO 311, CHEM 107

*Lecture/Laboratory*

**NURS 203 Foundation of Nursing Practice II 4 CREDITS**

This course builds on the concepts and principles presented in Foundation of Nursing Practice I. There will be a continued focus on the application of the nursing process, and the ongoing development of competencies in providing care for individuals using basic nursing skills in the clinical settings. Learning opportunities are provided in the classroom, and the skills laboratory, to enable students to apply skills and theory. In addition, therapeutic communication techniques in nurse client interactions are developed. Students are introduced to research and evidence-based practice in clinical practice.

Prerequisites: BIOL 310, BIOL 312, NURS 201

*Lecture/Clinical*

**NURS 215 NUTRITION IN HEALTH AND DISEASE 3 CREDITS**

This lecture course provides students with content related to principles of nutrition; therapeutic nutrition of specific clinical disorders and current consumer nutrition related issues.

Prerequisites: CHEM 107 General Chemistry

*Lecture*

**NURS 302 HEALTH ASSESSMENT 3 CREDITS**

This course is designed to expand the student's interpersonal, cognitive, and psychomotor skills when defining parameters of wellness. The focus is assessment of the physiological, psychosocial, developmental, cultural, and spiritual well-being.

*Lecture/Laboratory*

**NURS 308 PHARMACOLOGY 3 CREDITS**

This course is designed to introduce the nursing student to the basic principles of drug therapy and drug classifications, focusing on adverse reactions and contraindications, therapeutic indications and nursing implications. It explores the role of the nurse in drug management, with consideration of social, economic, and technological changes.

Prerequisites: Completion of NURS 203 and NURS 302 with a grade of "C" or better.

*Lecture*

**NURS 315 PATHOPHYSIOLOGY**

**3 CREDITS**

This course builds on Anatomy and Physiology I and II to discuss the affect of diseases on the body. Principles of bodily responses are explored so that the student has working knowledge of alterations in the physiological changes leading to illness and disease. This course serves as the basis for understanding adult health/illness and for developing nursing interventions and strategies. Functional changes associated with or resulting from disease or injury are discussed. The content is designed to enhance the knowledge and understanding of cellular function so that the student can correlate pathophysiology to clinical manifestations, and the related diagnostic tests and treatment.

Prerequisites: Completion of BIOL 311 and BIOL 312 with a grade of "C" or better.

*Lecture*

**NURS 348 ADULT PRACTICE**

**3 CREDITS**

This course prepares the student to care for adult clients in various settings. Course content includes theories related to health promotion, risk factors, and major acute and chronic health problems of adults. Applying the curriculum concepts (communication, culturally congruent care, research, professional nursing role, leadership, caring behaviors, legal and ethical guidelines, and critical thinking), the student completes holistic assessments and implements therapeutic nursing interventions for adult and older adults in acute and community-based settings.

Prerequisites: Completion of NURS 203, NURS 215, NURS 302, all general education courses of the freshmen and sophomore year of the progression plan with "C" or better.

*Lecture*

**NURS 349 ADULT PRACTICE CLINICAL**

**2 CREDITS**

This clinical course is taken concurrently with NURS 348. The clinical experiences designed for this course will allow the student to demonstrate understanding of curriculum concepts through application of the nursing process. Students will provide care to adult clients in acute and community settings.

This course must be taken concurrently with NURS 348

*Clinical*

**NURS 350 NURSING PRACTICE: CONCEPTS**

**3 CREDITS**

This course is designed to introduce the student to concepts and theories that are the foundation of evidenced-based nursing practice. The relationship among theory, research, and practice is discussed. The student is introduced to the conceptual framework for the curriculum (communication, culturally congruent care, research, professional nursing role, caring behaviors, legal and ethical guidelines, and critical thinking). Historical aspects of nursing and the health care delivery system will also be discussed.

Prerequisite: Admission to the RN to BS program

*Lecture*

**NURS 368 GERONTOLOGICAL NURSING**

**2 CREDITS**

This lecture course is designed to provide students with theoretical content related to the older adult client. It explores the needs of the aging population and implications for the professional nurse. Issues related to the older adult such as demographics, health policy, and ethical practices are explored.

Prerequisites: Completion of all general education and nursing courses of the freshmen and FALL sophomore year of the progression plan with a grade of "C" or better.

*Lecture*

**NURS 380 MATERNAL, NEWBORN, AND WOMEN'S HEALTH**

**3 CREDITS**

This course prepares the student to care for families during the childbearing phase of the life cycle. Students will apply curriculum concepts (client, health continuum, caring behaviors, cultural congruity, ethical framework, and legal framework) to aspects of nursing care for clients throughout preconception and the childbearing process, as well as the neonatal period up to the first six weeks of infancy. The course also includes content regarding the specific health needs of women throughout the lifespan.

Prerequisites: Completion of NURS308, NURS315, NURS348/459, NURS368 with a grade of "C" or better.

*Lecture*

**NURS 381 MATERNAL, NEWBORN, AND WOMEN'S HEALTH**

**2 CREDITS**

This clinical course must be taken concurrently with NURS 380. This clinical component focuses on nursing care of clients during the childbearing phase of the life cycle. The student completes holistic assessments and implements therapeutic nursing interventions for women, infants and families in acute care and community based settings. This course must be taken concurrently with NURS 380

*Clinical*

- NURS 385 PSYCHIATRIC MENTAL HEALTH NURSING 3 CREDITS**  
 This course examines the needs of clients experiencing behavioral health and/or psychiatric-mental health problems and the application process to restore, maintain and/or enhance mastery in life and role functioning. This course applies the Concepts-Based Curriculum Model as designed by the Bowie's State's Department of Nursing. Theories, principles, concepts and skills for promoting client mental health and well-being are stressed.  
 Prerequisites: NURS 308, NURS 315, NURS 348/349, NURS 368  
*Lecture*
- NURS 386 PSYCHIATRIC MENTAL HEALTH CLINICAL 2 CREDITS**  
 This course focuses on the nursing care of clients with psychiatric- mental health and behavioral health needs and the nursing interventions required to restore, maintain, and/or enhance mastery in life and role functioning. Applying varying psychiatric mental health models, the student completes holistic assessments and implements therapeutic nursing interventions for the client in a variety of behavioral health settings.  
 This course must be taken concurrently with NURS 385  
*Clinical*
- NURS 390 WOMEN'S HEALTH ISSUES 3 CREDITS**  
 This course examines health issues of women in relation to the various roles women play in society. Special emphasis is placed on physical and psychological changes that occur throughout a woman's life cycle. Students are assisted in gaining a better understanding of preventive health practices, common health concerns, and resources to address these concerns.  
*Lecture*
- NURS 400 INTRODUCTION TO NURSING RESEARCH 3 CREDITS**  
 This course introduces students to general principles and concepts related to the research process in nursing practice and theory. Emphasis is given to: the role of the professional nurse as a consumer of research; expanding decision-making through the use of research findings; evaluating the usefulness of research findings for current practice.  
 Prerequisites: Elementary Statistics  
*Lecture*
- NURS 401 CONCEPTS IN FAMILY HEALTH 3 CREDITS**  
 This course is designed to provide students with theoretical content and developmental theory related to family functioning and development. The emphasis is on concepts and theories pertaining to family structure, processes, and function. Stressors influencing family functioning are discussed. Interactive assignments working with families will provide opportunities for students to assess family structure, processes, and functions.  
 Pre-requisites: (RN students only) Completion of NURS 350, 302, and 368  
*Lecture*
- NURS 406 NURSING PRACTICE: COMMUNITY 3 CREDITS**  
 This course is designed to provide students with skills necessary to assess and critically analyze at-risk aggregates and global communities. The student will develop skills to identify, prioritize, and plan culturally congruent care, which emphasizes health promotion and illness prevention. This course prepares the student to apply the core concepts of the Department of Nursing while providing care for families, aggregates, and global communities. Selected theories applicable to community and public health nursing practice are emphasized. Community assessment, epidemiology, health belief and health promotion models, health education, stress and crisis, cultural diversity, and major health problems of vulnerable communities are stressed.  
 Prerequisites: Completion of Junior year nursing courses and NURS 400 with a grade of "C" or better.  
*Lecture*
- NURS 409 CLINICAL CONCEPTS IN COMMUNITY HEALTH 2 CREDITS**  
 It will provide students with opportunities to participate in caring for clients in various health settings as a component of their community health experience. Students will apply knowledge and skills from nursing and public health sciences to expand their understanding of caring for a community's health. The student will provide professional nursing care for the individual, family, or group in community settings. The student is guided in the nursing process to develop and evaluate primary, secondary, and tertiary prevention intervention strategies that assist the client to attain and maintain optimal health status.  
 This course must be taken concurrently with NURS 406  
*Clinical*
- NURS 410 CARE OF COMPLEX CLIENTS 3 CREDITS**  
 This course prepares the student to care for clients experiencing serious or life-threatening illnesses. Course content includes theories related to critical care and selected acute health and terminal problems. Synthesizing the curriculum concepts, the student will evaluate the application of the nursing process when intervening for seriously ill or terminally ill clients.  
 Prerequisites: Completion of NURS 406/409, 415/416, with a grade of "C" or better.  
*Lecture*

**NURS 411 CARE OF COMPLEX CLIENTS CLINICAL 2 CREDITS**

This clinical course focuses on the nursing care of critically ill clients. The student will complete holistic assessments, and implement and evaluate therapeutic nursing interventions for critically ill clients in a variety of critical care settings.

This course must be taken concurrently with NURS 410.

*Clinical*

**NURS 412 TRANSITION INTO PROFESSION NURSING PRACTICE CLINICAL 2 CREDITS**

The clinical portion of the course provides opportunities for students to implement strategies to solve a management problem. Students will have the opportunity to manage a unit, group of clients/or peers and collaborate as members of the health care team in response to the wealth of ethnic and culturally diverse clients and staff. In addition, students complete an organizational assessment. Various health settings may be utilized within the community to enhance learning. As the culminating course of the curriculum, emphasis is placed on synthesis of curriculum concepts and their applicability to professional nursing practice.

This course must be taken concurrently with NURS 425

*Clinical*

**NURS 415 NURSING CARE OF THE CHILD AND FAMILY 3 CREDITS**

This course provides the student with the knowledge and skills required for the provision of therapeutic and culturally congruent nursing care, to children and their families. Course content includes growth and development of the child and adolescent, the changing family structure and its impact on the child. Students will examine the social, economic, political and environmental factors affecting health promotion and illness prevention. Issues surrounding culture, religion, legal considerations, and ethics are discussed. Relevant nursing research and evidence-based interventions are presented. Prerequisites: Completion of NURS 380/381, NURS 385/386, NURS 400, SOWK 300 with a grade of "C" or better.

*Lecture*

**NURS 416 NURSING CARE OF THE CHILD AND FAMILY CLINICAL 2 CREDITS**

This clinical course focuses on the nursing care of children and adolescents within the family system. Applying the concepts of caring behaviors, communication, critical thinking, leadership, nursing process, and professional nursing role, students will implement therapeutic nursing interventions specific for selected children and adolescents in acute and community-based health care settings

This course must be taken concurrently with NURS 415.

*Clinical*

**NURS 425 TRANSITION INTO PROFESSIONAL NURSING PRACTICE 3 CREDITS**

This course is designed to provide students with an overview of content related to leadership and management theories and to examine multiple nursing issues. Emphasis is two fold: (1) it is placed on broadening students' understanding of the role(s) and responsibilities of professional nursing, and on recognizing the need for continuing professional learning and, (2) gaining an understanding of the role of the nurse in managing others in the provision of direct care to the client.

Prerequisite: Completion of NURS 415/416, and NURS 406/409 with a grade of "C" or better.

*Lecture*

**NURS 499 NURSING COMPREHENSIVE EXIT EXAMINATION 0 CREDIT**

This is a Pass/Fail exam that is required for all traditional baccalaureate nursing students. Successful completion of the Comprehensive exam is required to satisfy requirements for graduation.

Prerequisites: Taken Final Semester of Senior Year

*Independent Study/Examination*

**PHED: PHYSICAL EDUCATION COURSE DESCRIPTIONS**

**PHED 103 COND & PHYSICAL FITNESS 1 CREDIT**

Designed to introduce students to the concepts relevant to the maintenance of effective physical fitness. The course provides information contained in a sound exercise program which contributes to muscle strength, muscle endurance, flexibility, cardiovascular.

**PHED 141 WEIGHT TRAINING 1 CREDIT**

A course designed to acquaint students with the proper use of weights for the purpose of developing muscular strength and endurance. Students will be introduced to the Universal weight machine, Nautilus, and free weight equipment.

**PHED 190 ELEMENTARY ACTIVITIES 1 CREDIT**

Emphasis is placed on determining the unique contribution physical education plays in the total education of the child. Particular attention is placed on progression of activities (K-8) designed to improve the child's perceptual motor, physical, social, emotional, and intellectual development. The course also introduces to the students alternative and indirect teacher-learner approaches which will facilitate individual, master, or basic movement competencies. Potential classroom teachers are also introduced to movement strategies that can facilitate the cognitive learning process.

**PHED 210 FIRST AID, CPR, SAFETY, 3 CREDITS**

A course designed to provide students an opportunity to develop skills in standard and emergency first aid procedures and practices. Students are given instruction in cardiopulmonary resuscitation and standard first aid through the multi-media approach.

**PHED 372 COACHING 2 CREDITS**

The course is designed to provide young men and women who are preparing to become athletic coaches' insight into the coaching profession. The student will also have an opportunity to study the many facets involved in this field. There will not be any attempt by the professor to present idealized situations or to give a distorted view of a fun-and-games atmosphere in the coaching profession. The course is intended to be as realistic as the professor's biases will allow. Coaching is an exciting life but it is also demanding cutthroat and not without unhappy moments occasionally. No effort is made to discuss the techniques and mechanics of coaching a specific sport. The emphasis is to provide some insight into many of the intangibles of coaching.

**PHED 398 COOP - PHED 4 CREDIT**

Students must meet applicable program eligibility requirements and must submit program application materials to the Program Coordinator prior to receiving permission from the instructor to register for this course. Program requirements can be found on the Career Development Center website.

**PHED 402 METHOD/MATERIAL HEALTH 1 CREDIT**

### **PHIL: PHILOSOPHY COURSE DESCRIPTIONS**

**PHIL 101 INTRODUCTION TO PHILOSOPHY (SPRING, FALL) 3 CREDITS**

*Prerequisite(s): ENGL 101.* This is a general course designed to introduce students to the theory of knowledge, ethics, and metaphysics through a multicultural survey of the history of philosophy.

**PHIL 103 INTRODUCTION TO THE PRINCIPLES OF REASONING 3 CREDITS**

*Prerequisite(s): ENGL 101.* This course is an introduction to critical thinking skills, including informal FALLacies, diagramming arguments, deductive and inductive reasoning, and categorical logic.

**PHIL 200 WOMEN AND PHILOSOPHY 3 CREDITS**

Woman and Philosophy will examine the ways that feminist thinking, and women's perspectives more generally, have remapped the philosophical domain, and the ways in which philosophy, as an inherently critical discipline, have influenced our understanding of theoretical and practical problems of gender, race, and class.

**PHIL 203 SYMBOLIC LOGIC (SPRING EVERY TWO YEARS) 3 CREDITS**

*Prerequisite(s): ENGL 101.* This course is an introduction that deals with the principles of reasoning, propositional logic, and FALLacies. Emphasis is placed on the proper use of argumentation, deductive and inductive reasoning, and the definition, meanings, and the symbolic translation of terms and sentences.

**PHIL 204 INTRODUCTION TO THE OLD TESTAMENT 3 CREDITS**

*Prerequisite(s): ENGL 101.* This course is a historical and literary study of the Old Testament, with consideration of the beliefs, the ideals, and the relevance to contemporary thought and problems.

**PHIL 206 SURVEY OF WORLD RELIGIONS (FALL EVERY TWO YEARS) 3 CREDITS**

This course is a multicultural survey of the religions of the world, including Native American religions, African religions, and religions originating in India, China, Japan, and the Middle East. Students will attain an understanding of different spiritual perspectives toward being in the world and death.

**PHIL 207 RHETORIC OF BLACK AMERICANS (FALL EVERY TWO YEARS) 3 CREDITS**

*Prerequisite(s): PHIL 101.* This course is a critical and analytical investigation of the origins, content, topics, and awareness of the rhetoric of Black Americans. It includes a study of the dominant trends in political thought from the seventeenth century to the present.

**PHIL 208 INTRODUCTION TO THE NEW TESTAMENT (FALL ONLY) 3 CREDITS**

*Prerequisite(s): ENGL 101.* This course provides an introduction to the New Testament. Students will examine the historical context in which Christianity arose. They will examine the gospels, the traditions about Jesus, and the teachings of Jesus. Other genre, such as the major letters of Paul, and the book of Revelation will also be discussed. Students will gain an appreciation for the impact that social context, the theological agenda of the editors, and the intended reader had on the development of New Testament writing.

**PHIL 209 PHILOSOPHY AND THEORY OF BLACK RELIGION (FALL ONLY) 3 CREDITS**

This course will examine the genesis of the African-American religious tradition in North-America and the Philosophical world view that informs and sustains it.

**PHIL 300 PHILOSOPHIES OF HUMAN NATURE 3 CREDITS**

*Prerequisite(s): PHIL 101 or PHIL 103.* This course studies a number of different theories of what constitutes being human. This course is interdisciplinary because it includes naturalistic, dialectical, and feminist points of view. It is also multicultural, because it encourages examination of philosophical perspectives from around the world. Among the questions raised are: Do human being have a (unique) nature? Do human beings have a (singular) destiny? Is there a divine being to which or to whom human beings are related? Will high technology computers be able to have conscious mental states? Are humans animals?

**PHIL 301 PHILOSOPHY OF MIND AND MIND DESIGN (FALL ONLY) 3 CREDITS**

*Prerequisite(s): Eng. 101 or Phil 101 or 108.* This course will critically assess the computational model of mind that has emerged in cognitive science by studying the traditional mind/body problem, the contemporary physicalist critique of Cartesian Dualism, the claims of strong artificial intelligence, and the symbol system hypothesis.

**PHIL 305 ETHICS AND PUBLIC POLICY (SPRING EVERY TWO YEARS) 3 CREDITS**

*Prerequisite(s): PHIL 101, PHIL 103, or PHIL 203.* This course is an introduction to the major trends in ethical theory, including the relativist, consequentialist, virtue, and deontological points of view. Students will apply theory and current public policy debates.

**PHIL 400 INDEPENDENT STUDY IN PHILOSOPHY (SPECIAL PERMISSION ONLY) 3 CREDITS**

*Prerequisite(s): PHIL 101.* Students will engage in a research project using guided readings. Students are required to complete a term paper and verbally defend the thesis of the paper. The subject must be approved by the department.

#### **PHSC: PHYSICAL SCIENCE COURSE DESCRIPTIONS**

**PHSC 100 PHYSICAL SCIENCE (FALL, Winter, SPRING, SUMMER) 4 CREDITS**

*Prerequisite(s): MATH-099 or MATH 127 or MATH 125.* This is a general science course which includes an introduction to selected topics in physics, chemistry, earth science, and astronomy.

**PHSC 100 PHYSICAL SCIENCE (Hybrid-Blended Online Course) FALL and SPRING ONLY 4 CREDITS**

*Prerequisite(s): MATH 009, or MATH 127, or MATH 118 or MATH 125.* This is a general science course which includes an introduction to selected topics in physics, chemistry, earth science, and astronomy. For this course lecture notes, laboratory procedures and laboratory exercises will be posted online, and **students show up in the lab once a week to do experiments**. Tests, quizzes and final exams are offered online.

**PHSC 101 EARTH SCIENCE I (FALL, Winter, SPRING, SUMMER) 4 CREDITS**

*Prerequisite(s): MATH 099, or DVMT 080, or DVMT 090, or MATH 127, or MATH 118 or MATH 125.* These courses consist of topics from the fields of astronomy, space exploration, geology, meteorology, oceanography, etc. These courses utilize lecture, demonstrations, student projects, and field experiences.

**PHSC 101 EARTH SCIENCE (Hybrid-Blended Online Course) FALL and SPRING ONL. 4 CREDITS**

*Prerequisite(s): MATH 009, or MATH 127, or MATH 118 or MATH 125.* This course consist of topics from the fields of geology, oceanography, meteorology, astronomy, etc. For this course lecture notes, laboratory procedures and exercises will be posted online and **students MUST participate in laboratory exercises, once a week on campus**. Tests, quizzes and final exams are offered online.

**PHSC 111 ASTRONOMY (Periodically) 4 CREDITS**

*Prerequisite(s): MATH-099 or equivalent.* This course is an introduction to classical and modern astronomy, including the main features of the solar system, the history of the stars and galaxies and a survey of recent discoveries in radio, X-ray, and gravitational astronomy. This course includes a variety of experiments and direct sky observations.

#### **PHYS: PHYSICS COURSE DESCRIPTIONS**

**PHYS 205 INTRO TO MODERN PHYSICS 3 CREDITS**

Corequisite: PHYS 203. This course is an introduction to modern atomic and nuclear theories.

**PHYS 251 PRINCIPLES OF PHYSICS I LECTURE/LAB (FALL, SPRING, SUMMER) 5 CREDITS**

*Lecture/Lab.* Students may not receive credit toward graduation for both PHYS 251 and PHYS 271. Prerequisite(s): MATH 125 or MATH 141 (Grade C or Higher). This is a non-calculus course covering statics, dynamics, and thermodynamics.

**PHYS 252 PRINCIPLES OF PHYSICS II LECTURE/LAB (FALL, SPRING, SUMMER) 5 CREDITS**

*Lecture/Lab.* Students may not receive credit towards graduation for both PHYS 252 and PHYS 272. Prerequisite(s): PHYS 251 and MATH 125 or MATH 141 (Grade C or Higher). This is a non-calculus course covering electricity, magnetism, and optics.

**PHYS 271 GENERAL PHYSICS I LECTURE/LAB (FALL, SPRING, SUMMER) 5 CREDITS**

Prerequisite(s): MATH 225 with a C or higher. This is a calculus-based course covering statics, dynamics, oscillatory motion, and thermodynamics. **Students may not receive credit toward graduation for both PHYS 271 and PHYS 251.**

**PHYS 272 GENERAL PHYSICS II LECTURE/LAB (FALL, SPRING, SUMMER) 5 CREDITS**

*Prerequisite(s): PHYS 271.* This is a calculus-based course covering electricity, magnetism and optics. **Students may not receive credit towards graduation for both PHYS 272 and PHYS 252.**

**PHYS 273 INTRO TO PHYSICS III (Periodically) 5 CREDITS**

*Prerequisite(s): PHYS 272.* This is a calculus-based course covering modern physics. **Students may not receive credit toward graduation for both PHYS 273 and PHYS 205.**

**PHYS 300 ENGINEERING GRAPHICS (Periodically) 3 CREDITS**

*Prerequisite(s): MATH 126.* This course covers sketching, orthographic, isometric, and oblique projections; dimensioning; sections; lettering; geometric construction. It provides theory and practical applications in locations of points and lines; slope and bearing of a line; intersection of lines and planes; and intersection of surfaces.

**PHYS 301 QUANTUM MECHANICS (Periodically) 4 CREDITS**

*Prerequisite(s): MATH 300 or Above.* This course covers the origin of quantum theory, Schrodinger equation for simple systems, and Harmonic oscillator.

**PHYS 302 NUCLEAR AND PARTICLE PHY (Periodically) 4 CREDITS**

*Prerequisite(s): PHYS 273 or Permission of Instructor.* This course covers properties and atomic nuclei, their observation and interpretation; radioactive radiations, scattering, natural and induced disintegration; binding, excitation and structure of nuclei; various nuclear models; and is an introduction to elementary particles and their classification and Isospin, strangeness, and hypercharge.

**PHYS 303 ELECT. AND MAGNETISM (Periodically) 4 CREDITS**

*Prerequisite(s): PHYS 272 or PHYS 252 and MATH 225.* This course covers electric fields and potentials, dielectrics, steady currents, magnetic flux, electromagnetic induction, alternating currents, Maxwell's equations and their applications to electromagnetic waves and wave guides.

**PHYS 305 OPTICS (Periodically) 4 CREDITS**

*Prerequisite(s): PHYS 252 or PHYS 272 and MATH 226.* This course is an intermediate study of physical and geometrical optics.

**PHYS 308 MECHANICS I (STATICS) (FALL) 3 CREDITS**

*Prerequisite(s): PHYS 252 or PHYS 272 and MATH 226.* This course covers concepts of statics, including force systems; equilibrium conditions; simple structures; distributed forces; shear force and bending moments.

**PHYS 309 MECH DYNAMICS (SPRING) 3 CREDITS**

*Prerequisite(s): PHYS 308.* This course covers concepts of dynamics, including kinematics of particles, velocity and acceleration; Newton's Laws of Motion; momentum; work; energy; dynamics of systems of particles; and kinematics and dynamics of a rigid body.

**PHYS 310 APPLIED PHYSICS 5 CREDITS**

This is an algebra-based course covering application of principles of Physics toward the creation of new and modification of existing designs in the fields of Mechanics, Fluid Dynamics, Thermodynamics, Electricity, Magnetism, and Optics. The emphasis is made on intensive computer aided design training strengthened by the requirement of design's theoretical analysis (preferably in the fields of medicine, robotics, or biotechnology). Students may not receive credit toward graduation for both PHYS 310 and PHYS 308 (Mechanics I. Statics), or PHYS 309 (Mechanics II. Dynamics).

**PHYS 401 LINEAR NETWORKS (Periodically) 3 CREDITS**

*Prerequisite(s): PHYS 273 and MATH 300.* This course covers signals and waveforms, average value and RMS network concepts; elements and parameters; Kirchhoff's laws; simple networks; energy and power, differential equations of networks and their solutions; phasors and steady-state analysis, measurement impedance concepts, resonance and filtering.

## **PSYC: PSYCHOLOGY COURSE DESCRIPTIONS**

**PSYC 101 GENERAL PSYCHOLOGY (FALL/SPRING) 3 CREDITS**

This course is an introduction to basic research and theories in the field of psychology, including principles of learning, memory, brain and behavior relationships, developmental and social psychology, psychological measurement, and an overview of personality and psychological disorders and treatment.

**PSYC 198 COOP-PSYC 12 CREDITS**

Students must meet applicable program eligibility requirements and must submit program application materials to the Program Coordinator prior to receiving permission from the instructor to register for this course. Program requirements can be found on the Career Development Center website.

**PSYC 200 INTRODUCTION TO PSYCHOPATHOLOGY (FALL/SPRING) 3 CREDITS**

*Prerequisite: PSYC 101.* This course is an overview of abnormality throughout history in terms of definition, explanation, and treatment, followed by a contemporary focus on assessment and diagnosis. There is specific study of causes, epidemiology, symptoms, and treatment of the following: anxiety, somatoform, dissociative, bipolar, organic, delusional, and childhood disorders, schizophrenia, phobias, and depression.

**PSYC 202 LEARNING AND MEMORY (FALL/SPRING) 3 CREDITS**

*Prerequisite: PSYC 101.* This course will examine the theories of classical and operant conditioning and the application of these principles to real-life scenarios. Verbal learning will also be discussed, along with the related concepts of memory to include different types of memory and theoretical models of memory processes. The course will allow for hands-on experience with the concepts related to both learning and memory.

**PSYC 204 STATISTICS I (FALL/SPRING) 3 CREDITS**

*Prerequisites: PSYC 101, MATH 125 or 141 or 150 or 215 or 225.* This course is an introduction to basic descriptive and inferential statistics as they are utilized in psychology and education.

**PSYC 205 RESEARCH METHODS IN PSYCHOLOGY (FALL/SPRING) 4 CREDITS**

*Prerequisites: PSYC 101, PSYC 204.* This course introduces students to the scientific underpinnings of psychology. Students learn about scientific theory, research methods, research ethics, research design and reporting, and scientific evaluation. Students get hands-on experience in developing and analyzing research studies.

- PSYC 210 PSYCHOLOGY OF HUMAN SEXUALITY (FALL Only) 3 CREDITS**  
 This course is designed to assist students in furthering their knowledge of the psychological aspects of sexuality. Topics examined will include psychosexual development, sexual identity, sexual norms, sexual problems/treatments, and research.
- PSYC 298 COOP-PSYC 12 CREDITS**  
 Students must meet applicable program eligibility requirements and must submit program application materials to the Program Coordinator prior to receiving permission from the instructor to register for this course. Program requirements can be found on the Career Development Center website.
- PSYC 301 APPLIED BEHAVIOR ANALYSIS (FALL/SPRING) 3 CREDITS**  
*Prerequisite: PSYC 202.* This course examines and evaluates techniques of behavior change based upon experimentally derived principles of learning as they are applied in clinical and education settings and in the home.
- PSYC 302 CHILDHOOD AND ADOLESCENCE (FALL/SPRING) 3 CREDITS**  
*Prerequisite: PSYC 101.* This course is a study of physical, cognitive, and social development that occurs in childhood from birth to adolescence with emphasis on the interaction among the various domains in which development progresses.
- PSYC 307 PSYCHOLOGY OF PERSONALITY (FALL/SPRING) 3 CREDITS**  
*Prerequisite: PSYC 101.* This course is a study of the theories of personality and an examination of research related to personality functioning. It includes a historical review and critical evaluation of the basic perspectives in personality, their relation to different areas of psychology, and their application to everyday experience.
- PSYC 308 SOCIAL PSYCHOLOGY (FALL/SPRING) 3 CREDITS**  
*Prerequisite: PSYC 101.* This course is a study of the behavior of individuals as influenced, directly or indirectly, by social stimuli. It examines thinking, emotions, desires, and judgments of individuals as overt behaviors. Students study a wide range of social factors and do not adhere to one specific frame of reference. Topics will include socialization, family, church, school, sex, race, facial attractiveness, etc. Students are exposed to a wide range of social issues as these relate to the individual.
- PSYC 309 HISTORY OF PSYCHOLOGY (SPRING Only) 3 CREDITS**  
 This course examines the development of psychology from early psycho/philosophical thought to more modern psychological developments. It explores the history of psychology including the development of major psychological theories, important events, and biographies of influential theorists in the discipline.
- PSYC 310 AGING, DEATH, AND DYING (SPRING Only) 3 CREDITS**  
*Prerequisite: PSYC 101.* This course is a survey of the social, economic, psychological, and biochemical problems involved in understanding and accepting the process of aging and the experiences of the death of loved ones, friends, or acquaintances.
- PSYC 311 CROSS-CULTURAL PSYCHOLOGY (FALL/SPRING) 3 CREDITS**  
*Prerequisite: PSYC 101.* This course examines the historical, theoretical, and methodological perspectives from which the study of culture and cultural differences emerge. It explores the impact of culture on the psychological development of humans. Specific topics will include how culture influences cognition, personality, social development, and psychopathology.
- PSYC 312 SPORT PSYCHOLOGY (SPRING Only) 3 CREDITS**  
 This course presents research and applications in the domain of sport psychology. It also examines the historical background and issues of ethics in its practice.
- PSYC 320 PHYSIOLOGICAL PSYCHOLOGY (FALL/SPRING) 3 CREDITS**  
*Prerequisite: PSYC 101.* This course is an investigation into the neurophysiological correlates and systems underlying behavior. The physiological processes involved in sensorimotor activity, motivation, learning, and cognition are examined.
- PSYC 321 SENSATION AND PERCEPTION (FALL Only) 3 CREDITS**  
*Prerequisite: PSYC 101, PSYC 320.* This course examines research and theories related to our sensory experience of the objects and events in our environment. Each of the senses will be considered from biological and phenomenological perspectives. Topics will include psychophysics, vision, audition, speech perception, and the chemical senses.
- PSYC 330 HEALTH PSYCHOLOGY (FALL Only) 3 CREDITS**  
*Prerequisite: PSYC 101, BIOL 101* This course introduces students to the study of psychological and behavioral processes in health, illness and healthcare. Students explore how psychological, behavioral and cultural factors are involved in physical health and illness and gain experience in the assessment and interpretation of health and behavior related measures.

- PSYC 340 STATISTICS II (FALL/SPRING) 3 CREDITS**  
*Prerequisites: PSYC 204.* This is a computer-based course, which builds on the skills and techniques learned in the Statistics I course. Bivariate measures and tests, as well as multivariate techniques are included. Students learn to work with the Statistical Package for the Social Sciences and/or other analytic programs.
- PSYC 398 COOP-PSYC 6 Credits**  
 Students must meet applicable program eligibility requirements and must submit program application materials to the Program Coordinator prior to receiving permission from the instructor to register for this course. Program requirements can be found on the Career Development Center website.
- PSYC 401 DRUGS AND HUMAN BEHAVIOR (FALL Only) 3 CREDITS**  
*Prerequisite: PSYC 101.* This course examines how drugs affect psychological variables such as cognition, emotion, and behavior. The basic physiological mechanisms of pharmacokinetics and neurotransmission are explored and their relation to the areas of mental health, addictions, and social issues are discussed in detail. Prevention, treatment, and rehabilitation are considered for each of the several drug classifications.
- PSYC 403 INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY (SPRING Only) 3 CREDITS**  
*Prerequisites: PSYC 204.* This course is a study of behavior as it occurs in business and the industrial environment. Content areas include the methodology of industrial psychology, personnel psychology, human factors, engineering psychology, human relations, and consumer psychology.
- PSYC 404 PSYCHOLOGICAL MEASUREMENT (FALL/SPRING) 3 CREDITS**  
*Prerequisites: PSYC 204 and PSYC 205.* This course is a study of individual and group psychological tests in the areas of aptitude, intelligence, and personality. Emphasis is given to the general principles involved in test construction and utilization.
- PSYC 407 FORENSIC PSYCHOLOGY (FALL Only) 3 CREDITS**  
*Prerequisite: PSYC 101.* This course promotes an understanding of the relationship between psychology and law by showing how psychological research and theory can inform the legal process. It will examine issues related to forensic psychology, witness testimony and the social psychology of the courtroom. Topics will include witness credibility, criminal profiling, insanity and the law, jury selection, expert testimony and competency issues.
- PSYC 410 GROUP DYNAMICS (SPRING Only) 3 CREDITS**  
*Prerequisite: Junior or Senior standing.* This course is an analysis of the role and function of group procedures with special emphasis on the elements of group process and interaction. Attention is given to the relevant research in group procedures. Group procedures are dealt with both at the didactic and experiential levels.
- PSYC 411 PSYCHOLOGY TEACHING AND MENTORSHIP EXPERIENCE I 3 CREDITS**  
*Prerequisite: Junior or Senior standing, Departmental Approval.* This course offers a supervised opportunity for psychology majors to serve as tutors and mentors for the General Psychology (PSYC 101) course. Students will learn strategies for teaching and mentoring and how to apply them appropriately in the classroom.
- PSYC 412 EDUCATIONAL PSYCHOLOGY (SPRING Only) 3 CREDITS**  
*Prerequisite: PSYC 101.* This course explores the application of learning processes and theories, individual differences, measurement, motivation, emotions, intelligence, problem solving, thinking and communication in educational settings.
- PSYC 414 PSYCHOLOGY OF TEACHING AND MENTORSHIP EXPERIENCE II 3 CREDITS**  
*Prerequisite: Junior or Senior standing, Departmental Approval, PSYC 411.* This course is a continuation of PSYC 411. It offers a supervised opportunity for psychology majors to serve as tutors and mentors for the General Psychology (PSYC 101) course. Students will learn strategies for teaching and mentoring and how to apply them appropriately in the classroom.
- PSYC 415 COGNITIVE PSYCHOLOGY 3 CREDITS**  
*Prerequisite: PSYC 205.* This course is designed to acquaint students with the major explanations, principles, and applications of human cognition. It includes discussions of attention, concept formation, language, memory, problem solving, decision making and cognitive development.
- PSYC 421 INDEPENDENT RESEARCH (SPRING Only) 3 CREDITS**  
*Prerequisite: Permission of department chair.* This course involves individual planning and execution of a research project under the direction of a faculty member.

**PSYC 431 SEMINAR IN PSYCHOLOGY (FALL/SPRING)****3 CREDITS**

*Prerequisites: Psychology major with Senior standing or permission of instructor.* This is a “capstone” course for psychology majors. This course is designed to help students understand the research process and how it impacts the field and profession of psychology. Students are expected to demonstrate their understanding and implementation of concepts and procedures used in scientific research. Students are required to write a research proposal on a specific topic and present it to their peers.

**PSYC 441 PRACTICUM IN PSYCHOLOGY (FALL/SPRING)****3 CREDITS**

*Prerequisites: Junior or Senior standing and prior arrangements with the Practicum Director.* This course provides practical experience in settings where students are exposed to applied psychology in such areas as mental health, education, community facilities, and industry. This course requires a field placement, regular reports, readings, and periodic meetings with instructor. Application for practicum should be submitted one semester in advance.

**PUAD: PUBLIC ADMINISTRATION COURSE DESCRIPTIONS****PUAD 198 COOP-PUAD****12 CREDITS**

Students must meet applicable program eligibility requirements and must submit program application materials to the Program Coordinator prior to receiving permission from the instructor to register for this course. Program requirements can be found on the Career Development Center website at.

**PUAD 298 COOP-PUAD****12 CREDITS**

Students must meet applicable program eligibility requirements and must submit program application materials to the Program Coordinator prior to receiving permission from the instructor to register for this course. Program requirements can be found on the Career Development Center website.

**PUAD 301 SURVEY OF PUBLIC ADMINISTRATIO****3 CREDITS**

This introductory course in public administration is aimed at providing an overview of a variety of topics covering the field of public administration. Emphasis is on the theory and practice of the discipline. This course concentrates on the institutional development of American public administration, particularly as it has evolved over time. It covers the period of American public administrative thought development and thought from the 1880’s up to the present time.

**PUAD 302 RESEARCH METHODS IN PUBLIC ADM****3 CREDITS**

The primary intent of this course to help students develop the knowledge, skills and abilities associated with the conceptual understanding and professional practice of public administration. The ultimate goal is to have students engage in collaborative, self-directed inquiry aimed at developing their ability to be more analytical. This course will benefit those who wish to increase their awareness of how problems are analyzed and solved in the public sector and provide them with a methodological approach for examining them.

**PUAD 303 INTRODUCTION TO GOVERNMENTAL B****3 CREDITS**

This course introduces students to the theory and practice of governmental budgeting. The course reviews the theoretical development of budgeting and the budgeting cycle (or process). Topics to be covered include a variety of budget formats, the role of politics in budgeting, fiscal management, capital budgeting and debt administration, and cutback management. Attention is given to developing the students’ analytical and quantitative skill sets through exercises in forecasting, costing, efficiency measures, and analyses.

**PUAD 304 INTRODUCTION TO PUBLIC POLICY****3 CREDITS**

This introductory course is designed to teach undergraduate students the processes associated with public policy development, implementation and evaluation of policy at various levels of the public sector. It begins with a discussion of how a Congressional Bill becomes a public law. The course will answer the following questions: “What is public policy” “How is policy formulated” “When does the public policy process begin and end” “Is it an incremental process”.

**PUAD 398 COOP - PUAD****6 CREDITS**

Students must meet applicable program eligibility requirements and must submit program application materials to the Program Coordinator prior to receiving permission from the instructor to register for this course. Program requirements can be found on the Career Development Center website.

**PUAD 410 PUB MGMT IN A MULTICULTURAL SO****3 CREDITS**

This course will examine the management challenges and issues related to diversity in the 21st century. Multiculturalism, ethnocentrism, and the changing demographics will be discussed. Developing individual and organizational competencies will be a key focus of the course. Students will examine ways in which cultural and ethnic patterns shape management philosophies and the work ethic. They will also gain insight into how a diverse workforce fosters innovation and creativity in the work environment.

**PUAD 411 MEDIA AND PUBLIC AFFAIRS****3 CREDITS**

This course exposes students to the relevance of the media in matters related to public administration and public affairs. Dealing with the news media has long been a fact of life for public officials; but in recent years, the news media have undergone major transformations, calling into question some time-honored ways public officials have dealt with journalists. In the millennium, hundreds of media outlets compete for the reading, listening and viewing audiences as cable television channels proliferate, internet sources multiply, and talk radio explodes. At the same time, fewer media owners operate in this media landscape due to corporate mergers and acquisitions.

**PUAD 412 MANAGING STATE AND LOCAL GOVER****3 CREDITS**

This course is an examination of the interrelations among state, municipal, county governments, and school districts. The emphasis will be on how they are organized, structured, staffed and their service delivery formats. Students will also examine the importance of inter-local and inter-governmental relationships in the public how devolution has changed the way in which public programs are funded. Other areas of emphasis will include departmental functions, tax policy, and citizen participation as it relates to state and local governmental activities.

#### **READ: READING COURSE DESCRIPTIONS**

**READ 100 LITERAL READING COMPREHENSION SKILLS (FALL, SPRING) 3 CREDITS**

Required of all students who have been placed in the course by the University-approved Reading Placement Test. This interactive, web-enhanced course emphasizes study skills, test-taking strategies, vocabulary development, literal comprehension skills such as main idea and supporting details, and reading rate improvement.

**READ 101 COLLEGE READING SKILLS I (SPRING) 3 CREDITS**

This interactive, web-enhanced course emphasizes essential college reading skills, with focus on application of reading strategies such as critical analysis, interpretation, and evaluation to a variety of reading material, as well as accelerated reading rate improvement.

#### **SCED: SECONDARY EDUCATION COURSE DESCRIPTIONS**

**SCED 302 ANALYSIS OF TEACHING 3 CREDITS**

*Prerequisite(s): English Proficiency Examination, EDUC 101, EDUC 201, PRAXIS I and admission to Teacher Education.* This course provides an overview of the teaching process, basic concepts; techniques of diagnostic and prescriptive teaching; classroom management, instruments for assessing teaching performance; microteaching, disruptive students. NTE:PK must be taken during this course.

**SCED 304 METH TCHNG SECONDARY 3 CREDITS**

*Prerequisite(s): PRAXIS I.* This is an integrated methods course of practices and processes related to teaching in the secondary school. The course has two eight-week segments. First eight weeks: General methods for all secondary students. Second eight weeks: Specific methods in the content area. Practicum III is taken concurrently. NTE: Specialty is taken with this course.

**SCED 305 PRACTICUM III 1 CREDIT**

*Prerequisite(s): PRAXIS I.* This course enables observation of model lessons in an elementary classroom, examination of curriculum materials, and teaching of selected lessons under the supervision of a master teacher. The practicum is completed on a designated day each week and continues for the full day. This practicum must be taken with methods courses. PK is required to apply for Student Teaching. Application is made to Student Teaching.

**SCED 401 DIR TCHNG & SEMINAR SCED 12 CREDITS**

*Prerequisite(s): Method courses and PRAXIS I required to apply.* This is a semester-long course in which the student participates in all of the activities of the teacher in the classroom, in the school, and in the community. Beginning with a period of observation and orientation, the student receives assignments of increasing difficulty from the cooperating teacher until he/she is capable of assuming full responsibility for teaching. The semester is divided into an assignment in the middle and an assignment in the senior grades. The practical experience is accompanied by a regularly scheduled seminar. The student teacher follows the entire schedule of the school at which the student is placed.

**SCED 450 METH TCHG READING SECOND 3 CREDITS**

This course is designed to give secondary teachers an understanding of various approaches to teaching reading in subject matter fields. Exploration of recent research in the area, how-to lessons, and an examination of reading philosophy and literature as applicable to the secondary student

#### **SOCI: SOCIOLOGY COURSE DESCRIPTIONS**

**SOCI 101 INTRO TO SOCIOLOGY (FALL, SPRING) 3 CREDITS**

Note: This course is a Prerequisite(s) for all sociology/criminal justice majors. This course is a survey of basic concepts and formulations in sociology, such as functional, conflict, and interaction perspectives, as they are applied to the study of structure and process in society, from the group to the institutional level.

**SOCI 198 COOP-SOCI 12 CREDITS**

Students must meet applicable program eligibility requirements and must submit program application materials to the Program Coordinator prior to receiving permission from the instructor to register for this course. Program requirements can be found on the Career Development Center website.

**SOCI 201 WRITING FOR THE SOCIAL SCIENCE 3 CREDITS**

The course allows students to refine their skills in scholarship and writing in the social sciences. Students address the issues of evidence, interpretation, methodology, and critique in social science research as part of a longer project.

**SOCI 203 DEVIANT BEHAVIOR (SPRING Only) 3 CREDITS**

*Prerequisite(s): SOCI 101.* This course examines various forms of deviant behavior, including homosexuality, alcoholism, mental illness, drug addiction, rape, child molestation, etc.

**SOCI 211 CYBERSPACE, THE INDIV & SOC 3 CREDITS**

Cyberspace is the name given to the space' where humans and modern information/communications technology interact. This course explores the personal cultural and societal implications of cyberspace computer mediated communications (CMC) and the Internet. It examines contemporary technological advances comparing and contrasting them with the effects of previous technologies such as the printing press

telephone radio and television. It presents current work in sociology psychology communications political science popular culture and information and computer science in order to help students gain an understanding of the impact that advanced information/communication technologies have on society: education business. religion civic engagement health care government commerce and international relations. Students taking this course should have a basic understanding of how to access readings communicate and conduct research online.

**SOCI 232 WORLD POPULATION PROBLEMS 3 CREDITS**

A study of the world population problems in broad perspective. Birth rates are analyzed and alternative strategies for population control are reviewed. Special emphasis is placed on large urban areas in Asia, South America, Africa, the Middle East and the United States.

**SOCI 298 COOP-SOCI 12 CREDITS**

Students must meet applicable program eligibility requirements and must submit program application materials to the Program Coordinator prior to receiving permission from the instructor to register for this course. Program requirements can be found on the Career Development Center website.

**SOCI 302 JUVENILE DELINQUENCY (FALL, SPRING) 3 CREDITS**

*Prerequisite(s): SOCI 101.* This course examines the characteristics of American culture that create the problem of juvenile delinquency and provides students with comprehensive knowledge concerning the control, treatment, and rehabilitation of juvenile delinquents.

**SOCI 304 SEX ROLES MARR & FAMILY (FALL, SPRING) 3 CREDITS**

This course is a study of male/female roles in society, the processes of courtship and marriage, alternative forms of cohabitation, and the family institution.

**SOCI 305 CRIMINOLOGY (FALL, SPRING) 3 CREDITS**

*Prerequisite(s): SOCI 101.* This course is an examination of crime in the United States, the causes of criminal behavior, and problems of rehabilitation as related to crime.

**SOCI 307 SOCIOLOGICAL THEORY (FALL, SPRING) 3 CREDITS**

*Prerequisite(s): Junior Standing (Second Semester).* This course is a critical analysis of the development of sociological thought and concepts. Emphasis is on theoretical systems, and includes contemporary theory

**SOCI 309 ELEM STATISTICS IN SOCI (FALL, SPRING) 3 CREDITS**

*Prerequisite(s): SOCI 101.* This course is an introduction to techniques used to analyze and interpret data, and includes one-variable distributions, two-variable relationships, and statistical inference.

**SOCI 310 RACE/ETHNIC RELATIONS (SPRING Only) 3 CREDITS**

This course provides a sociological approach to the understanding of race/ethnic relations in the United States and elsewhere; analyzes various ethnic groups and the problem of assimilation.

**SOCI 398 COOP-SOCI 6 CREDITS**

Students must meet applicable program eligibility requirements and must submit program application materials to the Program Coordinator prior to receiving permission from the instructor to register for this course. Program requirements can be found on the Career Development Center website.

**SOCI 400 PRAC IN SOC/CRIM JUS (FALL, SPRING) 3 CREDITS**

*Prerequisite(s): Senior Standing and Prior Arrangements with Practicum Director.* This course provides practical experience in settings where students are exposed to applied Sociology/CRJU in such areas as corrections, juvenile services, law enforcement agencies, and mental health, education, and community facilities. This course requires a field placement, regular reports, readings, and periodic meetings with the Practicum Director.

**SOCI 407 RURAL SOCIOLOGY (SPRING Only) 3 CREDITS**

This course is an analysis of the rural segment of our society and examines changes of rural society in relationship to the development of urban areas.

**SOCI 408 COLLECTIVE BEHAVIOR (FALL Only) 3 CREDITS**

This course is a study of the nature and dynamics of group interaction settings in which mobs, crowds, fads, social movements, public opinion, propaganda, and revolutions. Various types of disasters are also included. Special attention is given to current social movements, including revolutions throughout the world.

**SOCI 409 URBAN PROBLEMS (FALL, SPRING) 3 CREDITS**

This course is an overview of the history of and major social problems in the urban community, as well as the impact of public policies on urban life.

**SOCI 410 GROUP DYNAMICS 3 CREDITS**

**SOCI 412 METH OF SOC RESEARCH (FALL, SPRING) 3 CREDITS**

*Prerequisite(s): SOCI 309.* This course is a systematic study of the techniques and methods of sociological research, with emphasis on a critical analysis of the selection, formulation, and execution of research projects. Covers various modes of data collection and analysis.

**SOCI 413 DATA ANALYSIS IN SOCIOLOGY (FALL, SPRING) 3 CREDITS**

*Prerequisite(s): SOCI 309 and SOCI 412.* This is computer-based course which builds on the skills and techniques learned in the elementary statistics and research methods courses. Bivariate and multivariate analysis of data is included. Students learn to work with the Statistical Package for the Social Sciences (SPSS) and/or other analytic programs.

## **SOWK: SOCIAL WORK COURSE DESCRIPTIONS**

### **SOWK 200 INTRODUCTION TO THE PROFESSION OF SOCIAL WORK (FALL, SPRING) 3 CREDITS**

*Prerequisite(s): SOCI 101.* This course is designed to furnish the student with a broad understanding of the knowledge, skill, and value base of the profession. The developmental aspects and current trends in social work will be explored.

### **SOWK 201 SOCIAL WELFARE POLICY I (FALL ONLY; must be taken with SOWK 301) 3 CREDITS**

*Prerequisite(s): SOWK 200, SOWK 300.* This course is a study of the historical development of the American social welfare system. Includes an exploration of the values and attitudes of society, as well as the political and the bureaucratic system that channels the operational growth and development of social welfare programs.

### **SOWK 202 SOCIAL WELFARE POLICY II (SPRING ONLY) 3 CREDITS**

*Prerequisite(s): SOWK 200, SOWK 201, SOWK 300, SOWK 301.* This course provides an assessment of policy as it directly affects service delivery. Examines the responsibilities and roles of a generalist worker in policy development, policy clarification, and change in policy implementation. A conceptual as well as analytic framework is presented for the understanding and analysis of social welfare policy. Further, resource allocation as it relates to policy, planning, and service delivery is presented.

### **SOWK 300 STAGES OF DEVELOPMENT (FALL, SPRING) 3 CREDITS**

*Prerequisite(s): BIOL 101, SOWK 200.* This course is an examination of development as a lifelong process. Theories of development, developmental methodology, and idiographic approaches to adult development are pursued. The course is limited to the period from early adulthood to death, with emphasis on interaction between the changing person and the changing environment.

### **SOWK 301 HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT (FALL ONLY; must be taken with SOWK 201) 3 CREDITS**

*Prerequisite(s): PSYC 101, SOWK 200, SOWK 300.* This course is designed to equip students with a basic understanding of the growth, development, and behavior of the adult individual. Special emphasis is placed on examining growth, behavior, and the environment from a systems perspective.

### **SOWK 302 SOCIAL WORK RESEARCH (FALL, SPRING) 3 CREDITS**

*Prerequisite(s): MATH 127; PSYC 204 or SOCI 309.* This course is a study of the scientific research method as it specifically relates to social work research and practice. Emphasis is on designs and techniques that are most appropriate for social work research. The course will assist the student in the utilization of research and evaluations for the purpose of making practice decisions. It will prepare the student for analyzing practice and programs in an objective way.

### **SOWK 303 POVERTY: MYTHS AND REALITIES 3 CREDITS**

This course is designed to increase awareness of the many facets of poverty in America and its effects on various segments of society. The effects of social and public policy on the poor are examined, as are myths about poverty and the poor.

### **SOWK 305 SOCIAL WORK AMONG CHILDREN 3 CREDITS**

*Prerequisite(s): EDUC 201 or PSYC 101, or permission of instructor.* This course provides a comprehensive view of the wide variety of child welfare services and programs that exist to meet the needs of children.

### **SOWK 306 SOCIAL WORK WITH BLACK FAMILIES 3 CREDITS**

This course is designed to give students an opportunity to gain knowledge about the Black family in contemporary society and about the impact of social changes on the family system. Attention is focused on sex role expectations, courtship, parenting, and kinship relationship patterns. In addition, methods and points of intervention are examined.

### **SOWK 307 SOCIAL WORK IN THE HEALTH FIELD 3 CREDITS**

This course is an examination of the health care crisis in America and the social work profession's attempts to respond. Focuses on the impact of social policy on the availability of health services, as well as on the existing health services. Provides an opportunity for students to acquire general knowledge and understanding of the effects of illness on individual and family functioning and the role of the social worker in the health field.

### **SOWK 308 REALITIES OF AGING 3 CREDITS**

This course is designed to expand knowledge and understanding of aging as a part of the life cycle and enable students to function effectively within the framework of service delivery systems for aging persons.

### **SOWK 309 SOCIAL WORK AND ADDICTIONS 3 CREDITS**

This course provides an opportunity to explore various facets of addictive life styles. Attention is also given to the role of the social worker as well as the social work profession in effecting more meaningful social services. Social attitudes, social policy, and social programs are also areas of concern.

### **SOWK 310 LAW AND SOCIAL WORK 3 CREDITS**

This course is an examination of law as a mechanism for citizen protection, an avenue for social change, and a measure of social control, as well as an explanation of the relationship between law and social work.

### **SOWK 312 SPIRITUALITY, RELIGION AND HELPING PROFESSIONS 3 CREDITS**

This course considers broad issues of diversity and cultural competence by exploring the relationship between spirituality/religiosity and helping professions.

### **SOWK 311 SOCIAL WORK IN CORRECTIONS 3 CREDITS**

This course is designed to systematically explore and analytically view modern trends in corrections, as well as assess the role of the social worker in correctional institutions and outpatient settings.

### **SOWK 400 SOCIAL WORK METHODS I (SPRING Only; must be taken the year before entering field placement) 3 CREDITS**

*Prerequisite(s): SOWK 300, SOWK 301.* The initial course of the methods sequence presents a conceptual framework that covers the basic elements of social work practice. Specific attention is given to development of interpersonal skills needed for social work practice and to the understanding of the problem-solving practice model.

**SOWK 401 SOCIAL WORK METHODS II (FALL Only; must be taken with SOWK 402) 3 CREDITS**

*Prerequisite(s): SOWK 400.* This is the second course of the methods sequence. Builds on the conceptual framework that covers the basic elements of social work practice by focusing attention on the interventive, evaluative, and termination phases of the social work process.

**SOWK 402 FIELD INSTRUCTION I (AND SEMINAR) (FALL Only) 5 CREDITS**

*Prerequisite(s): ENGL 101, ENGL 102, SOWK 200, SOWK 201, SOWK 202, SOWK 300, SOWK 301, SOWK 400.* A course designed to provide practice experience through placement in a community agency or program. Emphasis placed on understanding the programs and services of the agency, together with interviewing, initial contact with clients, data collection and recording of data; 16 hours per week, two days per week.

**SOWK 403 FIELD INSTRUCTION II (AND SEMINAR) (SPRING Only) 5 CREDITS**

*Prerequisite(s): SOWK 401, SOWK 402, SOWK 404.* This course is a continuation of practice experiences in direct service delivery systems, with increased emphasis and demonstration of knowledge, values, and skills in interpersonal relationships, data collection and analysis, termination, and evaluation. Students must complete Field Instruction I prior to enrolling in this course; 16 hours per week, 2 days per week.

**SOWK 404 SOCIAL AND ETHICAL ISSUES SEMINAR (Fall Only; must be taken with SOWK 402) 3 CREDITS**

*Prerequisite(s): SOWK 401, SOWK 402.* This course is designed to give the student an opportunity to research, analyze, and discuss current social welfare and social work issues. Strategies for interventions to produce social change are studied.

**SOWK 405 SOCIAL WORK WITH GROUPS 3 CREDITS**

This course is designed to provide the student with the opportunity to gain knowledge of group processes. Various practice models and their appropriate uses in social work practice are examined.

**SOWK 406 SOCIAL WORK WITH COMMUNITIES 3 CREDITS**

This course is designed to furnish the student with a broader knowledge of community systems and planning as a method of intervention. It explores the process of social planning at the community level, with specific attention focused on the role of social work in this helping process.

**SOWK 407 MALE-FEMALE RELATIONSHIPS 3 CREDITS**

This is an elective course designed to offer the student an opportunity to study complexities and conflicts that exist in the "battle of the sexes." Attention is focused on the forces that have affected traditional relationships, as well as modern American couples, and the role of human service professions in all areas of the service delivery system.

**SOWK 499 SELECTED READINGS (FALL, SPRING) With Permission from Chair 3 CREDITS**

*Prerequisite(s): Seniors students only.* This course is designed for in-depth study of an aspect of the field of social work. The social work response to a current social problem and innovative social work interventive techniques and methodology are among the areas studied.

## **SPAN: SPANISH COURSE DESCRIPTIONS**

**SPAN 101 FIRST-YEAR SPANISH I (FALL, SPRING) 3 CREDITS**

The first level of beginning Spanish courses is designed to develop the four basic language skills-speaking, listening, reading, and writing, with emphasis on oral communication—and to increase awareness of Hispanic culture. Lab is required.

**SPAN 102 FIRST-YEAR SPANISH II (FALL, SPRING) 3 CREDITS**

*Prerequisite: SPAN 101 or Equivalent.* The second level in the sequence of beginning Spanish courses is designed to develop the four basic language skills-speaking, listening, reading and writing, with emphasis on oral communication—and an increased awareness of Hispanic culture. Lab is required.

**SPAN 201 SECOND-YEAR SPANISH I (FALL, SPRING) 3 CREDITS**

*Prerequisite: SPAN 102 or Equivalent.* The third level in the sequence of beginning Spanish courses is designed to develop the four basic language skills-speaking, listening, reading and writing—with emphasis on oral communication—and an increased awareness of Hispanic culture. Lab is required.

**SPAN 202 SECOND-YEAR SPANISH II (FALL, SPRING) 3 CREDITS**

*Prerequisite: SPAN 201 or Equivalent.* The fourth and final level in the sequence of beginning Spanish courses is designed to develop the four basic language skills-speaking, listening, reading and writing—with emphasis on oral communication and to increase awareness of Hispanic culture. This course includes readings on the African contribution to Hispanic culture. Lab is required.

**SPAN 204 SPANISH PHONETICS AND PHONOLOGY (FALL Only) 3 CREDITS**

*Prerequisite: SPAN 202 or Equivalent.* This course is a study of sound patterns in Spanish aimed at improving pronunciation and intonation, avoiding interference from the English language, and developing near-native fluency.

**SPAN 279 STUDY ABROAD: HISPANOPHONE LITERATURES, LANGUAGES AND CULTURES (Periodically) 3 CREDITS**

*Prerequisites: None.* This first level of Spanish study abroad is designed to develop the practical application of the five basic language skills speaking, listening, reading, and writing, with emphasis on Hispanic culture. This course includes readings on Hispanic culture, including the African contribution. Strategies for teaching specific subject areas in the Spanish elementary school will be explored.

**SPAN 301 CONVERSATION AND COMPOSITION 1 (FALL) 3 CREDITS**

*Prerequisite: SPAN 202 or Equivalent.* This course is a review of grammatical structures, vocabulary building through reading and exercises, and analysis of structure and style. Focus is on writing skills.

**SPAN 302 CONVERSATION AND COMPOSITION II (FALL, SPRING) 3 CREDITS**

*Prerequisite: SPAN 301 or Equivalent.* This course is designed to build vocabulary, practice grammatical structures, and develop fluency in the Spanish language.

**SPAN 303 SPANISH FOR SPECIAL PURPOSES (Periodically) 3 CREDITS**

*Prerequisite: SPAN 202 or Equivalent.* This course is designed to equip personnel of various professions (medical, business, law enforcement, etc.) with relevant vocabulary and communication skills. Content varies.

**SPAN 307-308 SPANISH STRUCTURE I and II (Periodically) 3 CREDITS**

*Prerequisite: SPAN 302 or Equivalent.* This course focuses on the phonological system of Spanish, with attention to dialect differences and distribution of high level phonological units. Morphological, syntactic and semantic structure of Spanish, with emphasis on present-day approaches to the analysis of language structure, is explored.

**SPAN 311 SPANISH FOR BUSINESS AND TECHNOLOGY (Periodically) 3 CREDITS**

Designed for business administration and communications majors, this course primarily uses the audio-lingual method to acquaint personnel in the business environment with the fundamentals of communication under constraint conditions. It addresses the needs of people in the business world to understand and be understood in spoken and written Spanish. This is a practical course to develop skills in the utilization of Spanish in the business and technological environment, with emphasis on computer and communication technologies.

**SPAN 400 INDEPENDENT STUDY (As Needed) 1-3 CREDITS**

*Prerequisite: SPAN 202 and/or Permission of Instructor.* This course consists of special projects and independent study in Spanish language, literature, and/or culture, under the direction and supervision of a member of the Spanish staff.

**SPAN 401 SPANISH CULTURE AND CIVILIZATION (Periodically) 3 CREDITS**

*Prerequisites: SPAN 301, 302 or Equivalent.* This course is a comprehensive study of the origin and development of Spain and her place in human history, with emphasis on her socioeconomic, artistic, and cultural contributions.

**SPAN 402 SPANISH AMERICAN CULTURE AND CIVILIZATION (Periodically) 3 CREDITS**

*Prerequisites: SPAN 301, 302 or Equivalent.* This course is an exploration of the history of Latin America including Spanish, Portuguese, African and Indian cultural heritage from discovery to the present.

**SPAN 405 ADVANCED LANGUAGE COMPOSITION AND STYLISTICS (Periodically) 3 CREDITS**

*Prerequisite: SPAN 302 or Equivalent.* This course provides instruction in guided composition on the basis of style analysis of Spanish prose models and language. Emphasis is on style and on students' awareness of contemporary forms of expression to enhance the quality of their own composition. Conducted in Spanish.

**SPAN 415 OPEN SEMINAR IN SPANISH LITERATURE AND LANGUAGE (Periodically) 3 CREDITS**

*Prerequisite: SPAN 302 or Permission of Instructor.* This course is an analytical and detailed study of the literary production of a Spanish writer or school or a particular literary genre and its language. The topic is to be announced for each semester. Conducted in Spanish. May be taken more than once.

**SPAN 416 OPEN SEMINAR IN SPANISH AMERICAN LITERATURE (Periodically) 3 CREDITS**

*Prerequisite: SPAN 302 or Permission of Instructor.* This course is an analytical and detailed study of the literary production of a Spanish American writer, school, or a particular literary genre and its language. Topic to be announced for each semester. Conducted in Spanish. May be taken more than once.

**SPAN 430 OPEN SEMINAR IN HISPANIC CULTURE AND LANGUAGE (Periodically) 3 CREDITS**

*Prerequisite: SPAN 302 or Permission of Instructor.* This course is an intensive study of a particular period, problem, or aspect of Hispanic culture and language. Conducted in English. Open to all students. Topic is to be announced for each semester. May be taken more than once.

**SPAN 440 BILINGUAL (SPANISH) TEACHING IN THE ELEM SCHOOL (As Needed) 3 CREDITS**

*Prerequisite: SPAN 202 or Equivalent.* This course focuses on procedures and problems in teaching specific subject areas in Spanish in the elementary school. The student prepares materials and aids.

#### **SPED: SPECIAL EDUCATION COURSE DESCRIPTIONS**

**SPED 401 DIR TEACH AND SEMINAR IN SPED 6 CREDITS**

*Prerequisite(s): ECED 303, 305, 306, 310, 314, 316.* This course provides an extensive experience developing and implementing the instructional plan for exceptional young students. This experience includes selecting appropriate materials, utilizing needed professionals working as a part of an instructional team. This experience is in a special class in a classroom with mainstreamed students. The practical experience is accompanied by a regularly scheduled seminar. The student teacher follows the schedule of the school at which placed.

**SPED 402 EDUCATIONAL TEST 3 CREDITS**

**SPED 403 ORIENTATION TO SPED 3 CREDITS**

*Prerequisite(s): EDUC 101, and EDUC 201.* This course is an examination of the historical development, legislation, litigation, and current problems that have emerged relative to the education of children. The characteristics of children with disabilities and the principles of effective instruction are addressed as they apply to special education. Professional and parent organizations and local, state, and federal agencies dealing with children are also identified. Periodic visits to preschool sites are required.

**SPED 405 DIAGNOSIS IN SPED 3 CREDITS**

*Prerequisite(s): SPED 403.* This course provides a broad survey of testing (formal and informal) and alternative assessment in which materials and techniques are examined in terms of their relevance to planning curriculum and instructional interventions for exceptional children from culturally diverse backgrounds. Formative, summative, criterion-referenced, performance-based, and normative testing is examined. Students develop competencies in instructional planning for exceptional children based on individualized assessment.

**SPED 406 OBSER & EXPT CHILDREN 2 CREDITS**

*Prerequisite(s): EDUC 101, EDUC 201; SPED 403.* This practicum is designed to provide students with experience in working with and observing exceptional children in a special setting at a public school. This experience provides students with the opportunity to study the various types of exceptionalities and the educational relevance of planning the educational program to meet the individual needs of the mildly and moderately disabled.

**SPED 407 THEORY AND RESEARCH IN SPED 3 CREDITS**

*Prerequisite(s): SPED 403.* This course is a study of alternative definitions, critical characteristics, theories, techniques, and programs for use with mildly and moderately disabled, emotionally disturbed, and learning disabled children. A review of research findings; as well as cross-cultural studies in various exceptionalities. A study of reflexology, neuro-evolutional therapy, sensor motor developmental stages and other theoretically based techniques.

**SPED 409 MGT PRG PLN FOR RETARDED 3 CREDITS**

*Prerequisite(s): SPED 403.* Emphasis is placed on students' development of competence to plan and implement individual, classroom, and school-wide interventions designed to promote appropriate school behavior. Observational methods, behavior promotion, reduction, generalization strategies and interview techniques are reviewed. Collaboration and conferring are emphasized. Applied behavior analysis as well as other non-behavioral approaches will be explored. Discipline and other issues related to management are discussed. Students are required to develop an individual, classroom, and school-wide project(s) that demonstrate their ability to design, implement, and evaluate the effectiveness of their intervention(s). Record-keeping as a visible tool for monitoring student progress will also be employed.

### **SPM: SPORTS MANAGEMENT COURSE DESCRIPTIONS**

**SPM 101 INTRO TO SPORT MANAGEMENT 3 CREDITS**

This course provides an overview of the business of sport, including career opportunities. It will introduce the basic skills and competencies required to successfully manage in the sport management industry. The course will also utilize general management theory and principles which make direct application to the sport management field. Fundamental sport management principles and key skills as well as information on current issues are emphasized.

**SPM 203 ETHICS IN SPORT MANAGEMENT 3 CREDITS**

The course is designed to assist students in self evaluating, examining and developing a philosophy, values and moral reasoning skills. The development of a personal philosophy an understanding of social responsibility in the sport management setting are specific goals of this course. Topics covered involve aspects associated with professional ethics, rights and responsibilities, concepts of morality, developing a personal philosophy regarding social responsibility, theories of ethics, establishing a professional code of ethics, personal and management values.

**SPM 210 ROLE OF SPORT IN THE SOCIETY 3 CREDITS**

This course provides a study of the sociological aspects of sport, athletics, and recreation in the American culture. It will include a survey of the history of modern sport, other forms of organized activity, and an examination of the social relations within the institution of sport and its role in the reproduction and transformation of society. Topics include but not limited to socialization, stratification, gender relations, race and ethnicity and social change.

**SPM 303 SPORT MARKETING AND PROMOTION 3 CREDITS**

This course is designed to provide students with a basic understanding of sports marketing and promotion. The course will introduce the student to basic marketing concepts with application to sport organization, both amateur and professional. Topics will include promotions and public relations, sport consumer behavior, strategic marketing planning, marketing information management, marketing communications, sponsorship, media promotion, data collection and the economic feasibility study.

**SPM 305 FACILITY MANAGEMENT AND DESIGN 3 CREDITS**

This course is designed to identify and provide students with an understanding of the unique characteristics of sport related facilities, including planning, design, equipping and managing. One focus of this course is the many aspects of facility management: marketing, services and program day to day operations, documentation, fiscal management and trends. A second focus includes the planning for and design of these facilities. Other areas what will be discussed are event staging, security control and maintenance needs.

**SPM 310 GOVERNANCE IN SPORT 3 CREDITS**

Sport at all levels continues to grow in scope recognition and importance in the U.S. and abroad. As the growth continues, governance takes on increased importance at all levels of athletic competition. This course will deal with the growing spread and development of sport throughout the world, as well as how the governing bodies involved affect the structure, organization and delivery of sport. The students will become familiar with these agencies, their authority, organizational structure, and functions.

**SPM 313 INDEP RES/STUDY IN SPORT MGMT 2 CREDITS**

The student, in consultation with the instructor, will select a topic or problem that he/she wishes to research in depth. The topic will include current issues in sport management and must be approved and sponsored by a faculty member.

**SPM 315 LEGAL ASPECT OF SPORTS 3 CREDITS**

This course will enhance the student's knowledge about the legal system as it pertains to sport laws. A presentation of the basic legal system, its terminology, and principles as applied to professional and amateur sports. Emphasis is on identifying and analyzing legal issues, the ramifications of those issues, and the means of limiting the liability of sport organizations. Basic legal concepts concerning both contract and tort law in sport will provide the student a sound foundation so that the student will be better able to recognize legal liability and delivery of sport.

**SPM 325 FINANCE AND ECONOMICS OF SPORT 3 CREDITS**

This course will study how sport organizations develop financial strategies and utilize financial indicators in developing organizational strategic plans. There also will be an analysis of how economic models are used to measure the impact of sport on various economics. Students will learn there are established basic principles of behavior that characterize how people decide what to do. This course will introduce several basic principles of finance and economic behavior and show how they apply to the world of sports. Other issues that will be covered are industrial organization of sports, labor economics, public finance and the economics of amateurism and college sports.

**SPM 405 ORGANIZATION AND ADM OF SPORTS 3 CREDITS**

This course will be a study of the application of organizational theory to the understanding and management of sport organizations. Experience has shown the critical factor in promoting excellence in sport management programs has been the quality of the head administrator. The course will also deal with structure and design of sport organizations, sport organization effectiveness, management strategies, environmental influences, power and politics, decision making, organizing, motivation, planning staffing and supervising.

**SPM 410 DIVERSITY IN SPORT MANAGEMENT 3 CREDITS**

This course provides the student with basic understanding of the developments and trends in the workplace pertaining to age, gender, people of color, sexual orientation, people with differing abilities, educational levels and skill needed by an organization. It will also discuss managing diversity, benefits of diversity, barriers to diversity, strategy for managing diversity, affirmative action and equal opportunity employment.

**SPM 451 INTERNSHIP IN SPORT MANAGEMENT 12 CREDITS**

*Prerequisite(s): Completion of all professional level classes.* This course is the Sport Management student's capstone experience. Students will be assigned to an internship site based on their unique educational needs and experience. Internship students will work directly with sport management professionals in one or more work settings. This will be the on the job learning experience in a segment of sport industry with a minimum of 14 weeks, 5 days per week, and 8 hours per day. Supervision will be jointly provided by the cooperating organization and the college departmental staff. Field experience yield the necessity of receiving direction, undertaking responsibility, and demonstrating competence by applying theory learned for course work. It allows the student to complete a partial fulfillment in his/her degree program and will help him/her discover career options and confirm career choices. Students must secure their own internship (based on their concentration) but internship must be approved in writing by the department staff.

**THEA: THEATRE COURSE DESCRIPTIONS**

**THEA 100 ACTING (FOR NON MAJORS) 3 CREDITS**

This course introduces students to the craft of acting on and off stage through theatre exercises, improvisations, and scene studies, as it develops an appreciation for acting as an art form.

**THEA 101 PLAY PRODUCTION 1-2 CREDITS**

Students are offered the opportunity for hands-on experiences in developing departmental theatre productions. This will involve participation in at least one of the many areas in play production including design, acting, dramaturgy, stage managing, stagecraft or other technical crew areas. Students are required to work 15-20 hours for 1 CREDIT and 20-30+ hours for 2 CREDITS. An acting journal or reflective paper is required at the end of the experience. Class and laboratory.

Open to non-majors

**THEA 102 PLAY PRODUCTION 1-2 CREDITS**

Students are offered the opportunity for hands-on experiences in developing departmental theatre productions. This will involve participation in at least one of the many areas in play production including design, acting, dramaturgy, stage managing, stagecraft or other technical crew areas. Students are required to work 15-20 hours for 1 CREDIT and 20-30+ hours for 2 CREDITS. An acting journal or reflective paper is required at the end of the experience. Class and laboratory

Open to non-majors.

**THEA 103 INTRODUCTION TO TECH THEATRE 3 CREDITS**

An introductory course to the areas of technical theatre. Special emphasis is on the language, equipment, duties, and vocational opportunities.

**THEA 105 INTRODUCTION TO THEATRE 3 CREDITS**

A historical, theoretical, and experiential introduction to art of theatre and its many components. Students will survey theatre history and the nature of production and performance, as they develop as themselves as audience members. **(General Education course; open to non-majors)**

**THEA 106 ACTING I (BEGINNING ACTING) 3 CREDITS**

Foundation course in acting that introduces acting theories and methods, while emphasizing actor voice and body exploration through theatre games, improvisation and exercises.

**THEA 107 STAGE MOVEMENT I 2 CREDITS**

This course introduces the novice performer to the importance of understanding the movement capabilities inherent in one's body. Presented in a studio environment, the course will focus on developing correct body alignment, core strength, flexibility, efficiency of motion, and coordination. Students will be able to relate the coursework, which will include exercises in Pilates, Yoga, Alexander Technique, and beginning dance vocabulary, to the movements performed in a stage production. **Majors only or instructor permission**

**THEA 108 STAGE MOVEMENT II 2 CREDITS**

This course is designed to provide understanding of the lifetime skills utilized by theater artists in developing and maintaining strength, flexibility, posture, and muscle tone. Various dance styles also will be explored, including modern, ballet, jazz, and tap to enable the student to function in the theatrical performance area. ***Majors only or instructor permission***

**THEA 110 PILATES FITNESS 3 CREDITS**

Pilates Fitness course is designed for the student wishing to one, strengthen, and lengthen his/her body through challenging exercises in a studio environment. Pilates exercises will develop core/abdominal strength, promoting correct body alignment and posture. Yoga postures will increase flexibility and strength within the entire body. Students will be given the opportunity to understand the importance of physical fitness for performance and for everyday life.

***Majors only or instructor permission***

**THEA 123 FUNDAMENTALS OF MODERN DANCE 3 CREDITS**

This course will include an introduction to basic movement and skills in various modern dance styles. Students will also utilize the combined elements of modern dance technique: body alignment, strength, efficiency of motion, musicality, and dance vocabulary.

**THEA 200 DANCE HISTORY 3 CREDITS**

This course of study of dance as a form of communication and as an art form. Students will be given a survey of the theories and styles of dance and their development through history.

**THEA 201 PLAY PRODUCTION 2 CREDITS**

In this lab course, majors are offered co-curricular hands-on experiences in developing departmental theatre productions. This will involve participation in at least one of the many areas in play production including design, acting, dramaturgy, stage managing, stagecraft or other technical crew areas. Students are required to work 20-30+ hours. An acting journal or reflective paper is required at the end of the experience. ***Majors only.***

**THEA 202 PLAY PRODUCTION 2 CREDITS**

In this lab course, majors are offered co-curricular hands-on experiences in developing departmental theatre productions. This will involve participation in at least one of the many areas in play production including design, acting, dramaturgy, stage managing, stagecraft or other technical crew areas. Students are required to work 20-30+ hours. An acting journal or reflective paper is required at the end of the experience. ***Majors only.***

**THEA 205 BALLET TECHNIQUE 3 CREDITS**

Students will be introduced to traditional ballet and center work with an emphasis on body alignment, strength, flexibility and coordination. Students will gain knowledge of ballet terminology and a critical awareness of ballet as a dance art form.

**THEA 206 ACTING II (SCENE STUDY) 3 CREDITS**

Emphasis will be placed on assimilation of rehearsal and performance techniques. Ensemble acting will be developed through scene study with two or more participants. Introduction of on camera techniques will be included. ***Majors only or instructor permission***

**THEA 208 SINGING FOR THE STAGE 3 CREDITS**

Students will be given the opportunity to develop their vocal instruments for the various singing styles incorporated in musical theatre performance, including, stage projection, microphone techniques, and recording techniques.

**THEA 215 SURVEY OF THEATRICAL MUSIC 3 CREDITS**

The history of Broadway musicals will be studied, as the students receive coaching and instruction in developing a familiarity with standards of the theatre. This course is primarily for students whose skills include vocal performance.

**THEA 221 STAGECRAFT I 3 CREDITS**

Development and construction of scenic units, use of tools, stage equipment, and materials, as well as exploration into various techniques, conventions, and technologies of technical theater.

**THEA 222 STAGECRAFT II 3 CREDITS**

Continuation of Stagecraft I, with exploration into design elements of technical theatre. ***Pre-requisite THEA 221***

**THEA 231 HISTORY OF THE THEATRE I: Greeks to Renaissance 3 CREDITS**

An in-depth historical investigation of *Greek to Renaissance* theatre architecture, playwrights, trends and practices for the purposes of understanding the development of theatre arts. Representative examples of dramatic literature will be read to illustrate those trends. ***Pre-requisite THEA 105***

**THEA 232 HIST OF THE THEATRE II: Renaissance to Modern 3 CREDITS**

An in-depth historical investigation of *Renaissance to Contemporary* theatre architecture, playwrights, trends and practices. Representative examples of dramatic literature will be read to illustrate those trends. ***Pre-requisite THEA 105***

**THEA 241 SOUND IN THE THEATER 3 CREDITS**

The student gains experience with sound reproduction equipment such as tape recorders, record players, various kinds of speakers, amplifiers, and mixers for application in theatre and gains recording skills to create sound tracks and sound effects used in theatrical productions. Class and Lab.

**THEA 250 MODERN DANCE INNOVATIONS 3 CREDITS**

This course will include an introduction to basic movement and skills in various modern dance styles. Artists who have made an historical impact on the diverse American modern dance form will be presented and studied in this dance technique course. Students will also utilize the combined elements of modern dance technique: body alignment, strength, efficiency of motion, musicality, and dance vocabulary.

**THEA 251 JAZZ DANCE TECHNIQUE 3 CREDITS**

This course will teach the fundamentals principles of movement through the stylized technique of jazz dance. The basic exercises and steps used in jazz will be taught during each class period consisting of a warm-up, movement patterns across the floor, and jazz combinations. A critical awareness of jazz dance movement will be achieved through attendance of dance performances and reflecting on one's progress through the course.

**THEA 259 AP DANCE TECHNIQUE 3 CREDITS**

This course will develop the ability and understanding of tap movement techniques which will increase strength, endurance, coordination, muscle memory, balance, locomotive skills, body alignment, posture, rhythmic sensitivity. A critical awareness of tap dance movement will be achieved through attendance of dance performances and reflecting on one's progress through the course.

**THEA 261 STAGE MANAGEMENT 2 CREDITS**

This course examines techniques and conventions commonly in use for staging the production, planning, rehearsals, coordinating, technical requirements and professional standards per AEA rule book. This course will incorporate stage manager experience within Theatre or Dance productions.

**THEA 263 PLAY ANALYSIS 3 CREDITS**

This course is designed to provide the student with the basic theoretical framework and practical applications necessary for analyzing plays of various periods and genres. The course introduces the student to the influences of various historical figures, such as Aristotle and Stanislavsky, as well offers the student analytical views from the perspective of the actor, director, dramaturg and various types of theatre designers. In addition to the text, students are expected to read and analyze several plays throughout the course.

***Pre-requisite THEA 105***

**THEA 300 CHOREOGRAPHY I 3 CREDITS**

Students will learn the basic principles of dance composition; space, time, dynamics, and movement invention. Students will then examine how to use these principles to produce dance choreography. The elements of choreography; theme, development, repetition, transition, contrast, and continuity will be emphasized in reference to structuring a dance work.

Students will also study Abstraction, Choreographic Styles, and The Relationship of Music to Choreography, Theatrical and Performances Elements. The course will emphasize solo and duet work. Informal showings will present the students' work and a development of critical awareness will be achieved.

**THEA 301 PLAY PRODUCTION 2 CREDITS**

In this lab course, majors are offered co-curricular hands-on experiences in developing departmental theatre productions. This will involve participation in at least one of the many areas in play production including design, acting, dramaturgy, stage managing, stagecraft or other technical crew areas. Students are required to work 20-30+ hours. An acting journal or reflective paper is required at the end of the experience. ***Majors only.***

**THEA 302 PLAY PRODUCTION 2 CREDITS**

In this lab course, majors are offered co-curricular hands-on experiences in developing departmental theatre productions. This will involve participation in at least one of the many areas in play production including design, acting, dramaturgy, stage managing, stagecraft or other technical crew areas. Students are required to work 20-30+ hours. An acting journal or reflective paper is required at the end of the experience. ***Majors only.***

**THEA 304 CHILDREN'S THEATRE 3 CREDITS**

Theory in selecting, directing and creating plays for young audiences. Course includes script analysis and directing from a text, and developing plays based on children's literature. The course presents approaches to children's theatre in community and educational settings.

**THEA 306 ACTING III (Styles and Realism) 3 CREDITS**

This course is continued scene study designed to emphasize the styles of acting in on Greek, Shakespearean, Restoration, and Realism. **Pre-requisite: THEA 206; Majors only or instructor permission**

**THEA 307 CREATIVE DRAMATICS 3 CREDITS**  
Introduction to theory and practice of creative drama. Focus on the development of imagination and self expression in lesson planning as creative drama is used as a tool across the curriculum.

**THEA 310 ACTING FOR THE CAMERA 3 CREDITS**  
This course explores acting for film and television. Students are exposed to the technical requirements of screen acting and investigate the challenges of the profession. They gain practical experience by performing for the camera in a variety of projects, including monologues, commercials, one-and two - camera scenes, and a short film. Visual and technical aspects of the nature of film and television theory are investigated.

**THEA 320 EXPERIMENTAL THEATRE 3 CREDITS**  
This course provides the student with a historical survey of experimental theatre in the western hemisphere, as it introduces salient movements, theatre groups and historical figures, such as Grotowsky, Artaud, and Brook, pertinent to the development and structuring of experimental theatre. Students are expected to develop an experimental theatre piece of their choosing.  
**Pre-requisite THEA 105**

**THEA 321 HIST OF COSTUMING 3 CREDITS**  
The historical study of fashion and costumes and their function of costume in theatre productions. Class and Lab.

**THEA 322 COSTUME DESIGN I 2 CREDITS**  
The study of historical costumes, their function and effort involved in costuming. Construction design and pattern design and a comprehensive study of costume history in important eras. Class and Lab.

**THEA 323 COSTUME DESIGN II 2 CREDITS**  
A continuation of Costume Design I. Class and Lab.

**THEA 331 STAGE MAKE-UP 3 CREDITS**  
A lab course in stage makeup design and application. Students are required to purchase materials, including stage makeup for the course.

**THEA 341 STAGE LIGHTING 3 CREDITS**  
A beginning lab course in stage lighting that emphasizes the practical aspects of lighting a production. Students learn through exposure to, and working with, the variety of equipment available to meet the lighting demands of any Theatre or Dance production. In addition, there are discussions on electriacity, design, color, special effects and meet the lighting demands of any Theatre or Dance production. Finally, students receive actual experiences as lighting technicians, while operating the equipment and lights for the Departmental productions. **Pre-requisite THEA 221**

**THEA 361 THEATRE MANAGEMENT 3 CREDITS**  
Designed to study the tools of theatre management and producing, box office, price and percentages, publicity, promotion, and production costs. Dealing with publishers and agencies. Regional theatre problems are analyzed. Class and Lab.

**THEA 362 COMMUNITY THEATRE 2 CREDITS**  
This is a "Business of the Theatre" course with emphasis on developing and organizing a community theatre. Laboratory includes use of the adults in the community.

**THEA 371 TECHNICAL PRODUCTION 3 CREDITS**  
This course explores, in-depth, the technical problems of mounting a production. Emphasis will be placed on the exploration and use of various materials and methods of stagecraft and lighting. Productions currently being presented at the University will serve as the sources for study. Lab hours, to be arranged, will be required in order to apply techniques and theories discussed in class, as well as to provide additional experience in the areas of stagecraft and lighting. **Pre-requisite THEA 221 or permission of instructor**

**THEA 400 PRACTICUM IN DANCE CHOREOGRAPHY and PERF 3 CREDITS**  
This course is designed to give the student the opportunity to learn, rehearse, and perform dance works either choreographed by the company director of by a student member. The student will be challenged to bring the choreographer's vision to life through his/ her dancing. Students will learn dance technique, performance skills, and choreographic creativity. Students will also develop a critical awareness through viewing professional dance company performances and through critiquing their own work throughout the course.  
**Pre-requisite THEA 420 or permission of instructor**

**THEA 401 PLAY PRODUCTION 2 CREDITS**

In this lab course, majors are offered co-curricular hands-on experiences in developing departmental theatre productions. This will involve participation in at least one of the many areas in play production including design, acting, dramaturgy, stage managing, stagecraft or other technical crew areas. Students are required to work 20-30+ hours. An acting journal or reflective paper is required at the end of the experience. ***Majors only or instructor's permission***

**THEA 402 PLAY PRODUCTION 2 CREDITS**

In this lab course, majors are offered co-curricular hands-on experiences in developing departmental theatre productions. This will involve participation in at least one of the many areas in play production including design, acting, dramaturgy, stage managing, stagecraft or other technical crew areas. Students are required to work 20-30+ hours. An acting journal or reflective paper is required at the end of the experience. ***Majors only or instructor's permission***

**THEA 405 SEMINAR IN ACTING 3 CREDITS**

This course provides the student with a systematic examination of and practical experience in the principles and methods of scholarly research and writing, as well as show production in theatre arts. The student is expected to select a well defined topic with a specific research question that culminates in a scholarly paper or to exercise their creativity in developing a theatre project that includes some research and culminates in a type of theatrical production or experience. ***Majors only or instructor permission***

**THEA 406 MUSICAL THEATRE 3 CREDITS**

Special Projects for senior level students may include development of an individual or group act or area of specialization. ***Majors only or instructor permission***

**THEA 407 PLAY DIRECTING I 3 CREDITS**

Seminar and laboratory in directing plays, analysis of skill and role of the director. Script analysis, casting, staging, space, composition, movement, picturization, rhythm and tempo of actors, and scripts. Special emphasis on directing the one act play. ***Pre-requisite THEA 105 or instructor's permission***

**THEA 408 PLAY DIRECTING II 3 CREDITS**

An advanced directing course designed for period plays, musicals, full-length shows and elective works. A full hours directorial work must be staged by each student. ***Pre-requisite THEA 407 or instructor's permission***

**THEA 410 AFR AMER PERFORMANCE AND THEA 3 CREDITS**

Based upon the question of race and gender intersections in performance theories and theatrical practices, this course historically and critically examines African-American theatre within the context of American culture.

**THEA 420 CHOREOGRAPHY II 3 CREDITS**

This course is designed for the aspiring choreographer to continue his/her studies, learning about the theoretical and creative aspects of choreography for small groups. PRINCIPLES of dance composition and the elements of choreography will be reviewed and expanded upon by the student. Production of the student's work will be required. ***Pre-requisite THEA 300 or permission of instructor***

**THEA 421 LAYWRITING I 3 CREDITS**

PRINCIPLES of playwriting are taught through practices; development of techniques required for dramatic scripts include original writing and adaptations with emphasis on play construction, character development, dialogue and mood. Students will work with acting and directing classes to study the play-ability of their scripts.

**THEA 422 PLAYWRITING II 2 CREDITS**

A laboratory continuation of THEA 421: Playwriting I

**THEA 431 SCENE WORKSHOPS 3 CREDITS**

This workshop is designed to give seniors intensive experiences in advanced acting, auditioning, movement and technical theatre. Plays, monologue cutting, dance movement, chamber and Reader's theatre productions will be prepared outside of class and presented before audience for showcase constructive criticism. Class and lab. ***Majors only or instructor permission***

**THEA 432 SCENE WORKSHOPS 3 CREDITS**

This workshop is designed to give seniors intensive experiences in advanced acting, auditioning, movement and technical theatre. Plays, monologue cutting, dance movement, chamber and Reader's theatre productions will be prepared outside of class and presented before audience for showcase constructive criticism. Class and lab. ***Majors only or instructor permission***

**THEA 441 SCENE DESIGN 3 CREDITS**

Preparation of sketches based on the principal styles and periods in the theatre; balance, composition, color, and unity of stage settings as applied to a script. Study and practice through the use of various techniques and media stressing

line, mass, color. lighting and form. Prerequisite(s): Stagecraft, Lighting, Technical Production. Recommended: ART 101 Design, and ART 102-103 Drawing.

**THEA 461 SENIOR SEMINAR I: SCHOLARSHIP 3 CREDITS**  
This course provides the student with a systematic examination of and practical experience in the advanced principles and methods of scholarly research and writing in theatre arts. The student is expected to select and research individually a specific question or problem, culminating in a paper worthy of a scholarly presentation or to exercise their creativity in developing a theatre project that focuses on theatre as a pedagogical tool. *Majors only or instructor permission*

**THEA 462 SENIOR SEMINAR II: PRODUCTION 3 CREDITS**  
Advanced individual project in acting, directing, design, dramaturgy, or experimental theatre includes some scholarly research and culminates in a type of theatrical production or experience to be viewed in laboratory theatre.  
*Majors only or instructor permission*

**THEA 499 INDEPENDENT STUDY 2-3 CREDITS**  
This course is designed to guide students through close scholarly examination of a topic of their choosing. The culminating work may be in the form of a research paper or artistic project. *Majors only or instructor permission*